

## Classroom Guide

*"It is not enough to be good. We must also be brave and at the same time have wisdom."*

Alice McGinty shows that *Gandhi's March to the Sea* was powerful and inspiring, and she lets the reader walk with Gandhi and his followers. By using verse, the reader is able to experience the rhythm of a march. *Gandhi: A March to the Sea* allows students to explore modern day heroism and examine what it means to be a true hero.

*Gandhi: A March to the Sea* covers an assortment of topics from government and morality to science and geography. Non-violent protest is a heroic and effective way for everyday men, women and even children to stand up for their beliefs. In this guide you will find a variety of lessons that you can use to engage and familiarize your students with India, Gandhi, and non-violent protesting.

## Pre-reading Questions

1. What does freedom mean to you?
2. What is salt? Where does it come from?
3. What is a colony?
4. Who makes laws and why do we follow them?
5. What is a protest?
6. What is a tax?
7. What makes someone a hero?
8. What is marching? Have you ever marched?

The previous questions will set the stage for reading *Gandhi: A March to the Sea* and introduce your students to some of the concepts in the book.

## Historical Background Discussion:

CCSS.ELA-Literacy.SL.3.1

CCSS.ELA-Literacy.SL.3.3

CCSS.ELA-Literacy.SL.4.1

CCSS.ELA-Literacy.SL.4.3

Use the questions above to introduce the students to background information on Gandhi and British rule over India.

## Key points:

- Colonial rule vs. self-rule in a representative democracy
- Compare the Declaration of Independence and the US Revolutionary War to Indian independence. Much like the US, India gained independence from British rule. Link to a transcript of the Declaration: [http://www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)
- Methods of independence: India achieved independence by following the non-violent approach of Gandhi as opposed to a war of independence.
- Non-violent protest: Compare Gandhi to Dr. Martin Luther King Jr. and discuss the motivations of the Civil Rights Movement. Link to MLK's philosophy on non-violent protest: <http://www.thekingcenter.org/king-philosophy>
- Discuss the Indian groups discussed in *Gandhi: A March to the Sea*; the Hindus, Muslims, Christians and Untouchables. Gandhi's leadership helped bring these groups together to overcome British oppression.

## Pre-reading Geography Lesson:

CCSS.ELA-Literacy.SL.3.1

CCSS.ELA-Literacy.SL.3.3

CCSS.ELA-Literacy.SL.4.1

CCSS.ELA-Literacy.SL.4.3

Let your students familiarize themselves with India and the intensity of the march with a map lesson.

1. Use a world map to lead the students in finding the location of:
  - a. Your class
  - b. The United Kingdom
  - c. India
2. Discuss the concept of colonies and explain how India was controlled by the British despite the great distance between the two countries.
3. Have them complete a blank physical map of India with the following:
  - a. Bodies of Water
  - b. Mountains
  - c. Neighboring Countries
  - d. Cities – Capitol and start and stop point of the March (Ashram/ Ahmedabad, Dandi)

## Post-reading Geography Wrap-up:

CCSS.Math.Content.3.MD.B.4

CCSS.ELA-Literacy.W.3.3

CCSS.Math.Content.4.MD.A.1

CCSS.ELA-Literacy.W.4.3.2

1. Discuss the length of the March (200 miles in 24 days).
2. Use a modern map to show possible locations 200 miles away from your classroom.
3. Discuss some of the physical barriers that would affect traveling that distance on foot.

4. Writing exercise:

- a. Each student will write 3 journal entries about the March.
- b. The first will be at the beginning of the March.
- c. The second will be in the middle of the March.
- d. The final entry will be at the end of the March.

## Post-reading Writing Lesson

CCSS.ELA-Literacy.RI.3.9

CCSS.ELA-Literacy.W.3.2

CCSS.ELA-Literacy.RI.4.9

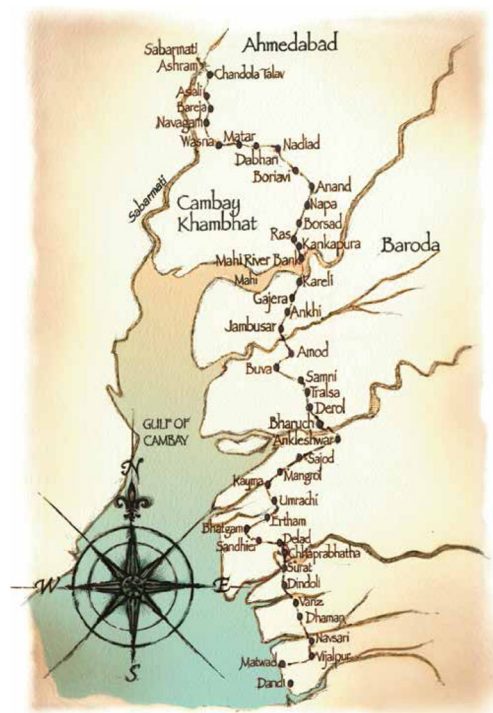
CCSS.ELA-Literacy.W.4.2

### Heroic Figures and Freedom:

Students will compare three groups of heroic figures by creating a foldable. They will compare Gandhi and his marchers with either the founding fathers of the US or Martin Luther King Jr. and a superhero of their choice.

### Creating the Foldable:

1. Fold one standard piece of paper horizontally in half and crease it down.
2. Use a pair of scissors and a ruler to measure and cut 3 equal folds across the foldable. This will give your students one tab for each of the groups.
3. On the front of the foldable, label the tabs with one group each.
4. Open the tabs, then measure and mark 4 columns, 2 per side (the crease will be the middle divider).
5. With the book open, label each column: Location, What they fought for, Enemy/ Opponent, Methods of fighting.
6. The instructor will create columns on the board in front of the class to facilitate the discussion and help students fill in their information.



### Evaluation:

You will lead the class in outlining a compare-and-contrast essay on the board. Students will compare and contrast Gandhi to one of the other groups on their foldable.

**Essay Question:** Compare and contrast Gandhi, the hero of the Indian independence movement, with another hero or group of heroes.

### Outline Models:

1. 4-Paragraph Essay
  - a. Introduction Paragraph
  - b. Body Paragraph 1 – Comparisons (using columns from foldable)
  - c. Body Paragraph 2 – Contrasts (using columns from foldable)
  - d. Conclusion Paragraph

2. 5-Paragraph Essay
  - a. Introduction Paragraph
  - b. Body Paragraph 1 – Topic 1 (one of the columns)
  - c. Body Paragraph 2 – Topic 2 (one of the columns)
  - d. Body Paragraph 3 – Topic 3 (one of the columns)
  - e. Conclusion Paragraph



## Free Verse Lesson

CCSS.ELA-Literacy.RF.3.4b

CCSS.ELA-Literacy.L.3

CCSS.ELA-Literacy.RF.4.4b

CCSS.ELA-Literacy.L.4.1

Students will create a free verse poem of their own. PBS kids is an excellent resource for definitions of poems and free verse in particular. Read your students some of the examples found at:

[http://pbskids.org/arthur/games/poetry/free\\_verse.html](http://pbskids.org/arthur/games/poetry/free_verse.html)

This lesson is a post-reading assignment to help students understand free verse poetry. Guide your students in answering the questions below about *Gandhi: A March to the Sea*. The students should create a five-to-ten line free verse poem of their own about the March by using the key words they come up with as guides.

Questions about the March	Student Answers	Key Words
What did you SEE?		
What did you HEAR?		
What did you SMELL?		
What did you TASTE?		
How did you FEEL?		

## Science Lesson - Where Does Salt Come From?

CCSS.ELA-Literacy.SL.3.3

CCSS.ELA-Literacy.SL.4.1b

CCSS.ELA-Literacy.SL.4.6

This lesson can be done either several days before the Gandhi lesson as a set-up or afterwards as a follow-up.

First you will separate the class into several small groups.

### Materials for each group:

- 1 spoon
- 1 edged baking sheet
- 2 tablespoons of table salt
- 2 sheets of black construction paper
- 1 cup of tap water, in a container

### Instructions:

1. Place the paper along the bottom of the baking sheet.
2. Add the salt to the water and stir until most of the salt has dissolved.
3. Pour the salt water over the paper. Let any undissolved salt remain in the cup.
4. Place the baking sheet in a sunny place where it will not be disturbed for several days.
5. Observe the paper daily until it is dry.

Initially white crystals will form on the paper like a tiny film. As the experiment continues, a few small, separate, white cubic crystals will form. As the experiment ends, let the students gently scrape together the crystals with their spoons into small piles on the paper.

## Weaving Lesson

CCSS.ELA-Literacy.SL.3.3

CCSS.ELA-Literacy.SL.4.1b

CCSS.ELA-Literacy.SL.4.6

Part of Gandhi's goal of Indian independence focused on the Indians becoming economically free of the British. Part of this self-sufficiency was not relying on British textile imports, and instead weaving their own clothing. In this lesson students

will learn the basics of weaving by making a simple paper-weave. Prior to the lesson, discuss how weaving clothing was part of Gandhi's strategy of independence. For further reading on Gandhi's non-violent techniques visit:

<http://www.mahatma.com/php/showContent.php?linkid=8>

### Materials for each student:

- 2 sheets of colored thick paper
- Scissors
- Glue
- Ruler

### Directions:

1. Fold one sheet of paper horizontally.
2. Starting in the center (across the fold), each student will make 7 to 8 cuts down to one inch from the edge of the paper.
3. Unfold and lay it flat. Explain to your students that this paper is the loom. Cut one-inch wide by nine-inch strips from the other piece of paper.
4. Start weaving the strips under and over the cuts in the loom.
5. Continue until the strip is woven all the way across the loom. Repeat with the rest of the strips.

Discuss with the students how long they think it would take to make all of their clothing this way. Ask the students how they think their clothes are made today.



## March Lesson:

CCSS.ELA-Literacy.SL.3.3

CCSS.ELA-Literacy.SL.4.1b

CCSS.ELA-Literacy.SL.4.6

To show the power of numbers in non-violent protest and to let the students experience a march, have them reenact The March to the Sea. Prior to reading the book, discuss rhythm with your students and practice reading the story with a marching beat. Take a look at this article on rhythm to become familiar with rhythm in poetry:

<http://poets.ca/youngpoets/get-rhythm-teaching-students-to-hear-rhythm-metre/>

- Using index cards, the teacher will assign roles:
  - Gandhi - one card
  - British Officers - a few cards (two to three depending on class size)
  - Followers of Gandhi - multiple cards (two-three depending on class size)
  - Villagers - multiple cards
  - Untouchables - multiple cards
  - Muslims - multiple cards
  - A Christian - one card
  - All of India - the rest of the cards
- Explain to the students that as the book is read, they will stand and join the march when mentioned.
- The teacher will begin reading the book, and the students will join the march as their group is mentioned in the book. Remember the marching rhythm of the verse.
- Write the quoted line from the book to signify when they will join the march:
  - Gandhi** - "Mohandas Gandhi begins his journey."
  - Followers of Gandhi** - "Mohandas Gandhi begins his journey."
  - British Officers** - "British officers mix with the crowd" (explain they will follow behind the marchers)
  - Villagers** - "sits high before the villagers"
  - Untouchables** - "where the untouchables live"
  - Muslims** - page "He tells Muslims, Hindus, and Untouchables"
  - Christians** - "Muslims, a Christian, Hindus like himself"
  - All of India** - "All around India, a door opens"
- The students will march through the entire reading; at the end have the British Officers stand on one side of the room and all of the Indians on the other.

### Post-Lesson Questions:

- Why did the British have to give power to the Indians?
- How did it feel to march?
- Is there something you would march to protest?
- Why did Gandhi want his followers to break the law?
- Why couldn't the British punish all of Gandhi's followers?



# Common Core State Standards Connections for *Gandhi: A March to the Sea* and Classroom Guide:

## Third Grade Standards:

**CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.Math.Content.3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.

**CCSS.ELA-Literacy.W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-Literacy.RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**CCSS.ELA-Literacy.RF.3.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-Literacy.W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-Literacy.L.3** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## Fourth Grade Standards:

**CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

**CCSS.Math.Content.4.MD.A.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

**CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**CCSS.ELA-Literacy.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**CCSS.ELA-Literacy.RF.4.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**CCSS.ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.

**CCSS.ELA-Literacy.SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

*This guide was created by Chris Valcarcel, Educational Consultant, and Jennifer Messinger, Graphic Designer.*

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