

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

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SOCIAL SKILL: BEING OPTIMISITIC
CASEL COMPETENCY: SELF-AWARENESS

BOOK INFORMATION

Book Title: *Ghandi: A March to the Sea*

Author: Alice B. McGinty

Publisher: Amazon Children's Publishing

Year: 2013

ISBN Number: 9781477816448

Number of Pages: 40

Reading Level & Interest Level: 3rd grade – 6th grade

BOOK SYNOPSIS

In this book, Mohandas Gandhi leads the people on a march to the sea in nonviolent defiance of unfair laws in his homeland of India. He seeks freedom for his people and works to instill in them a sense of hope for the future, one step at a time.

LESSON OBJECTIVE

Teach children that with the right attitude and by investing an effort towards their goal, they can have an influence on their friends and community---even the world-- and be a source of hope for those around them

LESSON MATERIALS AND ADVANCED PREPARATION

Materials:

- Book
- A map or globe

Optional- To show the importance of salt, make two batches of brownies—one with salt and one without salt. (Make sure this is OK with students' dietary restrictions.) After you read the book, give a very small bite of each to the students and ask them if they can tell the difference.

KEY VOCABULARY AND CONCEPTS

Because this book will require some advance preparation to help students learn the new vocabulary terms, you may want to divide your students into groups and give them one or two vocabulary terms that they will talk about in their group and then describe to the whole class. Or you could print these words onto a handout and have the students "pair and share" to talk about these vocabulary terms.

Hope: a feeling of expectation and desire for a certain thing to happen; grounds for believing that something good may happen; believing that a person or thing may help or save someone.

Patience: the capacity to accept or tolerate delay, trouble, or suffering without getting angry or upset.

Optimistic: hopeful and confident about the future.

Proactive: creating or controlling a situation by planning and causing something to happen rather than responding to an event or situation after it has happened.

Violence: behavior involving physical force intended to hurt, damage, or kill someone or something.

Nonviolence: the use of peaceful means, not force, to bring about political or social change.

Civil disobedience: the refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of political protest.

Tax: a required contribution (payment) to state revenue, levied (charged) by the government on workers' income and business profits or added to the cost of some goods, services, and transactions.

Hindu: A follower of **Hinduism**. Hinduism is practiced primarily in India, Bangladesh, Sri Lanka, and Nepal. Those who follow the beliefs associated with Hinduism, share a belief in reincarnation (we are born into a life based on our previous lives and we will be reborn again after we die, based on what we did in this life). Hindus worship one or more gods and goddesses, including Shiva and Vishnu (incarnate as Rama and Krishna), Kali, Durga, Parvati, and Ganesh. Hindu society was traditionally based on a caste system, which separated classes of individuals and created social distance between the rich and the poor.

Untouchable: of or belonging to the lowest-caste Hindu group or the people outside the caste system.

Caste: each of the hereditary classes of Hindu society, distinguished by relative degrees of ritual purity or pollution and of social status.

Muslim: a follower of **Islam**. Founded in the Arabian Peninsula in the 7th century AD, Islam is now the professed faith of more than a billion people worldwide, particularly in North Africa, the Middle East, and parts of Asia. The ritual observances and moral code of Islam were said to have been given to Muhammad as a series of revelations, which were codified in the Koran (their scriptures). Islam is regarded by its adherents as the last of the revealed religions, and Muhammad is seen as the last of the prophets, building on and perfecting the examples and teachings of Abraham, Moses, and Jesus. There are two major branches in Islam: Sunni and Shia.

PRE-READING ACTIVITY

Explain that sometimes people are able to give others hope and help them to do great things. Explain that we all have the ability to be a giver of hope, even in small ways. Showing the cover of the book, explain that Gandhi was one such person who inspired millions of people. Showing the map (or globe) point to both the United Kingdom and India, explaining that when Gandhi was alive that Great Britain controlled India. Tell how Gandhi thought that the British rule was unfair and that he believed that the people of India should be able to rule themselves. He believed in standing up for their rights, but he did not believe in violence. He believed in peaceful protest through "civil disobedience." Explain civil disobedience and nonviolence briefly. Show the cover of the book again and as you read the story encourage the children to pay attention to Gandhi's attitude and look for ways that he inspired hope in the people. Have them also pay attention to the words used in the book and the way it makes them feel.

READ THE BOOK

POST READING DISCUSSION

Ask the following questions:

- What are some ways that Gandhi helped the people to have hope? What were they hoping for?

- Was Gandhi always a leader? How do you think he became one? How did he get to the point in his life where he was giving hope to others?
- Why would having hope make people want to follow Gandhi?
- Has anyone ever given you hope?
- What kind of things can you do to give others hope today?
- What kind of hope do you think you can give this week?
- For you as an individual, how can you increase your own sense of hope?

POST READING ACTIVITY

Grades K – 2: Hope and Salt

Have a discussion about why salt is important in food. Ask the children if they have ever eaten food without salt in it. Describe that it has very little taste, but when you add a little salt to it, it makes all the flavors stronger. (Brownies with and without salt might be a great example to help the students understand. You may also use potato chips or another type of food.) How could something so small make such a big difference? Explain that hope can have the same effect as salt. When we have hope, everything else seems better and we do better. Have the children draw and color a small label with the word "HOPE" written on it. Challenge the children to go home and place the HOPE label on the family saltshaker as a reminder to have hope in our lives and to share hope with others.

Grades 3 – 6: Poem of Hope

Have the children think of a way the story of Gandhi made them feel. Have them think about and answer the following questions in the table. With this information, ask the students to write a short poem about Gandhi's march that would encourage others to have hope.

Alternatively, ask the students to write a poem to help others who are faced with a challenging situation. Create a poem that offers words of hope and encouragement.

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

CLOSURE

Hang the poster (provided) in the room

"You must be the change you wish to see in the world." - Mahatma Gandhi

<https://drive.google.com/file/d/oBzcWmUGiz3VIMEo3TF8weDlkaUo/view?usp=sharing>

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