

Title: Non-Violence in SE Asia

Subject: Gifted Geography

Topic: Asia

Grade:7 Gifted

School: Hahira Middle

| Wiregrass History Consortium Unit Plan | | | |
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| GPS Standard: | SS7H9 The student will describe the major developments in eastern Asia during the 20th century c. describe the collapse of colonialism in Asia including India and Indo-China | | |
| Concept: | In both Asia and North America, key figures led changes for oppressed individuals using non-violence and peaceful means. | | |
| Essential questions (2-5 questions) (What you want the students to know.) | <ul style="list-style-type: none"> *What tactics did Gandhi use as he helped India become independent? *Which texts did he study to formulate his plan? *Which European nation colonized India? * What African nation benefited first from Gandhi’s influence? *How does Gandhi’s life parallel that of Martin Luther King, Jr? *How did the situation for African Americans in the U.S. differ from the situation of the native people in India? | | |
| Elements (What you want the students to understand.) | <p>Just as South Africa was ruled by a minority European power, India was controlled by the British. Indians were treated as second class citizens and had become numb to the control of the British authority. Gandhi mobilized the Indian people to revolt using non-violent, peaceful means. When peaceful means were not used, Gandhi sought to atone for the violence through fasting and self-sacrifice. Similarly, Martin Luther King, Jr. encouraged African Americans to boycott institutions and policies that oppressed the minority population of the United States.</p> <ul style="list-style-type: none"> *Day one- K-W-L chart on Gandhi and student research in cooperative pairs to complete L portion of chart *Day two- Pre-test on MLK, Jr. View 12 minute Peachstar video on life of MLK and Civil Rights Movement *Day three- Cooperative pairs create chart to compare/contrast leaders and movements in India and the U.S. Do quotation extension activity if time permits *Post-test on MLK, Jr. | | |
| Launch Activity (Hook) | Peachstar video: “Martin Luther King, Jr. and the Civil Rights Movement” www.gpb.org | | |
| Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?) | Knowledge <ul style="list-style-type: none"> *South Africa *India *Great Salt March *boycott *Hunger Strike *Rosa Parks *Mahatma “Great Soul” *Caste System | <ul style="list-style-type: none"> * Vegetarianism * lunch counter * Hinduism *segregation *Pulitzer Prize | Skills <ul style="list-style-type: none"> *compare/contrast *knowledge *evaluation *analysis (of quotations) |
| Assessment Evidence: What evidence will show that students met the learning goal? | | | |
| Traditional Assessment (Quizzes, Test, Selected Responses) | | | |

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| <ul style="list-style-type: none"> *Pre/Post Test (80% expected on Post-test for Mastery) *Chapter test on India, Gandhi (multiple choice/essay response) |
| <p>Portfolio Assessment</p> <ul style="list-style-type: none"> *K-W-L Chart on Gandhi *pre-test/post test on MLK |
| <p>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)</p> <ul style="list-style-type: none"> * In cooperative pairs, students will compare and contrast the two leaders using a learning focused school rubric. |
| <p>Student Self-Assessment</p> <p>Students will view the rubrics of others and make notations on information they did or did not include on their own rubric.</p> <ul style="list-style-type: none"> *Pre/Post test on MLK *Informal Chart Evaluation by self and peers |
| <p>Differentiation Associated with this unit</p> <ul style="list-style-type: none"> *Quote Comparison: Students will rephrase quotes into simple language and choose one leader as the author of the quote. |
| <p>Resources and instructional tools:</p> <ul style="list-style-type: none"> *gpb.org *student texts *chart paper *markers *time line of Gandhi's life www.mkgandhi.org |