Munartet Lesson Plan
Annotating Text and Drawing Arts-Integrated Portraits : Mahatma Gandhi
May 17, 2017
Teacher: Karly Gundersen
Duration: approximately two weeks
Grade Level: 6-8

Standards Addressed in Lesson:

1. A learner identifies key ideas and details in non-fiction text. (RI2a)
2. A learner describes the differences between visual art media. (ART.VA.1)
3. A learner explains how one's own work of art may elicit a variety of responses. (ART.MW.2)
4. A learner identifies the similarities between visual art and other disciplines that share common themes, historical period, or cultural context. (ART.CO.1)
5. A learner can present their topic with proper eye contact, noise level, and pronunciation. (SL4)

Materials:
Ghandi Article-original
Ghandi Article-annotation answers
White construction paper
pencils
colored pencils
student sample Gandhi portraits

Suggestions Before Beginning Lesson:

1. Play “Pass the Portrait” with Gandhi pictures and participate in rich discussion about Mahatma Gandhi to give the kids background knowledge before reading article or begin a KWL Chart.
2. Students should be familiar with using the reading strategy “Circle One and Underline a Few” before beginning this lesson.

Day 1:

1. Have students read article silently first. Then, annotate the first section titled “Gandhi’s Early Life” as a whole class. Discuss answers, model, and make sure students have the correct answers. Discuss how the author might purposely put the main idea of the article in the introduction (which this author did). Also discuss how some authors will organize the text with subheadings that can act as yellow key ideas. However, you might have to change the key ideas of some of them (for example in the third section).
2. Get the students into partner pairs. Have the partner pairs circle, underline, and dot the key ideas and details of the second section titled “Gandhi moves to South Africa.” Discuss and go over answers as a whole class.

Day 2:

1. Have the same partner pairs annotate the third section titled “Gandhi Returns to India.” Discuss answers as a whole class.
2. Have the students annotate the last section titled “An Independent India” individually. Go over answers as a whole class. If time persists, begin instructions for art portrait.

Day 3:

1. Discuss what key ideas or details need to be represented on the portrait for someone to understand the life of Mahatma Gandhi. In other words, what important life events will be on the portrait and what pictures or symbols will represent those events? Some ideas to put on the portrait are:

- born in India
- went to school in London, England
- became lawyer in 1891 and moved to South Africa
- faced with racism
- dealt with racism using the law and “Satyagraha,” which means “insistence on the truth”
- South African government gave in to some of their demands
- at 45 moved to India and continued use of non-violent methods to help India gain its independence
- organized the boycott of British goods, led peaceful marches, fasted
- August 15, 1947 Indian became and independent country but was split into two countries (India-mostly Hindu and Pakistan-mostly Muslim)
- Gandhi was disappointed with the conflict and used non-violent methods to protest against this movement
- assassinated on January 30, 1948.
- influenced many generations of people including Martin Luther King Jr. and Nelson Mandela

You can write these on the board or poster paper for the kids to refer to.

Note: Have the students at least draw six pictures or symbols on their poster/portrait.

2. Discuss ideas on how to draw the portrait. You could have the kids draw a bigger picture of Mahatma Gandhi in the middle of the paper and the symbols/pictures on the sides. Discuss ideas.

3. Remind the kids about a couple helpful hints when drawing portraits: sketch lightly, fill up the paper (try not to draw small symbols, shapes, or pictures). You could also remind them they can get ideas by googling Mahatma Gandhi on-line to see what he looked like and other events he participated in. These pictures can give students ideas. Talk about plagiarism.

4. Have the kids begin sketching.

Day 4:

1. Remind the kids about the art standards that you will be addressing in the lesson. Discuss the following standards with the kids:

- A learner describes the differences between visual art media.
- A learner explains how one’s own work of art may elicit a variety of responses.
- A learner identifies the similarities between visual art and other disciplines that share common themes, historical period, or cultural context.

2. Model how to use color pencils and model different techniques and styles. Show examples of techniques by looking at the Lions Club Peace Poster Contest winners on-line. Also show examples of past student Mahatma Gandhi portraits and analyze style and technique.

3. Let student continue drawing and coloring.

Days 5-7:

1. Continue drawing. Quality portraits take a while. Might even take longer than three days.

Day 8:

1. The students will have a critique day. They will present their portrait to the class and explain their drawing and how it portrays Mahatma Gandhi’s life. Then pick two-four audience members to critique. Ask for two ways the artist can improve their drawing next time and two things you liked about the portrait.

Day 9:

1. Have students continue presenting.

Day 10:

1. Have the kids self-assess themselves on the lesson standards using the general proficiency scale.
Mohandas Karamchand Gandhi (1869-1948) was a leader in India's successful, non-violent struggle for Independence from Great Britain. Gandhi is often referred to as Mahatma, which means "Great Soul."

**Gandhi's Early Life.**
Gandhi was born in Porbandar, India, on October 2, 1869. His father was an influential local leader (he was the Dewan of Porbandar). As was customary at the time, Gandhi was married at age 13; his wife's name was Kasturba. Gandhi's father died when Gandhi was only 16 years old. In 1888, Gandhi's first child (the first of four sons) was born, and he soon sailed to London, England, to continue his legal education.

Gandhi became a lawyer and returned to India in 1891, a few months after his mother died; he was 21 years old. After unsuccessfully trying to practice law in India, he moved to Natal, South Africa, to work at a law firm in 1893.

**Gandhi Moves to South Africa**
In South Africa, Gandhi was faced with devastating racism against Indians. He and other Indians were barred from first class railroad cars in the presence of whites, barred from many hotels, beaten, and often mistreated. He used the law to fight against terrible injustices to local Indians. He also began to formulate a method for fighting political injustice in a non-violent manner, using boycotts, non-cooperation, the writing of letters and pamphlets, and passive resistance. Gandhi called these ideas Satyagraha, which means "insistence on truth." After more than seven years of pressure from Gandhi and his supporters, the South African government gave in to some compromises.