

**High School Reading**  
[Page header] **Lesson 12**

**Focus on Reading:** drawing inferences

**Objective**

Students will identify how a person's experiences and beliefs influence actions.

**Text Information**

*Gandhi, Mahatma (Mohandas Karamchand) 1869–1948* from A&E Television Network

**Question**

Read about Gandhi's life to interpret his famous quote; "Be the change you wish to see in the world."

**Standards**

**R.I.9-10.3** Analyze **how the author unfolds an analysis or series of ideas or events**, including the **order** in which the points are made, **how they are introduced and developed**, and the **connections** that are drawn between them.

**R.I.11-12.3** Analyze a **complex set of ideas or sequence of events** and **explain how specific individuals, ideas, or events interact and develop** over the course of the text.

**Summary**

In this lesson students will

- Read a biographical/historical text
- Determine the central idea
- Track specific details

in order to draw inferences about Gandhi's life to interpret his famous quote; "Be the change you wish to see in the world."

**Resources**

<b>Teacher Lesson Manual</b>	<b>Student Anthology</b>
	<i>Gandhi, Mahatma (Mohandas Karamchand) 1869–1948</i> , page 53

**LESSON PLAN**

**Activate and Assess Relevant Knowledge (ARK)**

*Make connections* between this new content and what students may already know:

- From previous chapters or sections (if they have been reading from the larger work)
- From general knowledge of the selection (from peers or from library bookshelves)

*Provide new information* as necessary to help create context and fill knowledge gaps.

**(5 minutes)**

Assess student understanding of Gandhi's life in order

**TELL STUDENTS:** Today we'll be reading a biography of *Mahatma Gandhi*. We will read about Gandhi's life to interpret his famous quote, "Be the change you wish to see in the world."

<p>to prepare to interpret his famous quote: "Be the change you wish to see in the world." Solicit facts and details about him. Discuss the concept of inferring and the definition of biography.</p>	<p><b>TELL STUDENTS:</b> Please share any facts or details you know about Gandhi. (Answers will vary. May include:</p> <ul style="list-style-type: none"> <li>• Stood for peace</li> <li>• From India</li> <li>• Influenced Dr. Martin Luther King, Jr.</li> <li>• There is a movie about his life.</li> <li>• Went on a hunger strike)</li> </ul> <p><b>ASK STUDENTS:</b> Does anyone know what it means to draw an inference? (Answers may vary.)</p> <p><b>TELL STUDENTS:</b> Have you ever been able to tell how someone feels without them telling you? Have you ever found that you understand a character in a story more than other people in class? If so, you were making inferences—drawing conclusions about people or stories based on things that might not be stated outright. We will be doing that as we read today.</p> <p><b>ASK STUDENTS:</b> Does anyone know what a “biography” is? (A biography is a written account of someone else’s life. An autobiography is a life story written by that person.)</p> <p><b>ASK STUDENTS:</b> Have you ever heard the quote from Gandhi, “Be the change you wish to see in the world”? What do you think this means? (Answers will vary. May include:</p> <ul style="list-style-type: none"> <li>• If you want to see a change in the world, do it yourself.</li> <li>• Serve as an example to others.)</li> </ul>
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<p><b>Direct Instruction</b></p> <p><i>Introduce the reading skill using a Teacher Think Aloud.</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher reads a text portion aloud</i></li> <li>• <i>Teacher explains and models the skill process out loud using the text</i></li> <li>• <i>Students observe as teacher models critical attributes of the focus skill</i></li> </ul> <p><b>10 minutes)</b></p>	
<p>Model for students how to read and infer information about Gandhi's life to interpret his famous quote: "Be the change you wish to see in the world."</p>	<p><b>TELL STUDENTS:</b> Today we’re going to read a text that will tell us about an important historical figure, and how he influenced events during his lifetime. We will use details in the text to draw inferences—that is to understand more than just what’s written on the page.</p> <p>I’m going to start by reading the first paragraph aloud to you and talk through my thinking. Throughout my reading, I am going to use a K-W-L chart to identify what I know, what I want to learn, and finally, after the reading, what I learned. As I am reading and completing the chart I am going to make inferences about the information I am reading. Making inferences is about seeing connections between what I am</p>

	<p>reading and my life experiences. Using the K-W-L chart will help me to make quick notes.</p> <p><b>TELL STUDENTS:</b> First, I'm going to read the heading and the name of the document, Next, I am going to take a look to see how long the document is (<i>about 4 pages</i>) and if there are any headings, sub-headings, pictures, maps or other things that will help me make sense of the text.</p> <p>The title says, Gandhi, Mahatma (Mohandas Karamchand) 1869–1948.” This tells me who the text is about—Gandhi—and the years he was alive—1869-1948. Doing a little bit of math, I can see that he died at the age of 79.</p> <p><b>ASK STUDENTS:</b> Now what might I predict the passage will be about? (<i>Gandhi's life, from his birth in 1869 until his death in 1948</i>)</p>
<p>Model for students how to use K-W-L Chart.</p>	<p><b>TELL STUDENTS:</b> I am going to use a <b>K-W-L Chart</b> to collect information from what I'm going to read. The first thing I will write on the organizer is what I already know about Gandhi and this time period.</p> <p><b>TELL STUDENTS:</b> To take out their <b>K-W-L Chart</b> graphic organizers. They can add the information the teacher models to their charts in preparation for continuing on their own later.</p> <p><b>TELL STUDENTS:</b> First, I'm going to ask myself, what do I already know about Gandhi?</p> <p><b>WRITE in the K-W-L Chart, “K” column:</b></p> <ul style="list-style-type: none"> <li>• <i>From India</i></li> <li>• <i>Lived from 1869-1948</i></li> <li>• <i>Believed in non-violence</i></li> </ul> <p><b>TELL STUDENTS:</b> I'm going to start now by reading the first paragraph with a basic purpose—I want to figure out what this article is going to be about. I am predicting that it will be about Gandhi's life, from birth to death. I am basing my first prediction on the title.</p> <p><b>Read first paragraph aloud to students.</b>  <i>Born October 2, 1869, in Porbandar, India, Mohandas “Mahatma” Gandhi was an Indian activist who advocated nonviolence, peace, and unity in creating an independent Indian nation. He was assassinated on January 30, 1948, in New Delhi, India.</i></p> <p><b>TELL STUDENTS:</b> There were some interesting things in there that I need to go back and look at again. First, does it seem that my initial prediction was correct? (Yes, it is about the life of Gandhi.)</p>

	<p>One of the things that stuck out to me was that the word “Mahatma” is in quotes. I’m going to infer that “Mahatma” is a nickname.</p> <p>I also learned that his full name was Mohandas Gandhi. I learned that he was born on October 2, 1869, in Porbandar, India. I learned that he was an Indian activist who advocated nonviolence, peace and unity. I learned that he was assassinated on January 30, 1948, in New Delhi, India.</p> <p>I’m predicting that I will learn more about his assassination later in the text. I can add a question note in the “W” column about that. I already figured out that by doing a little bit of math, I know that Gandhi was 79 years old when he died. I can write that in the “K” column. I can also infer that he must have been a very important public figure, and they he must have caused some radical social changes, because those are often the people who are assassinated. I’m thinking of people like John F. Kennedy, Robert Kennedy, and Dr. Martin Luther King Jr., and other prominent people who were assassinated after they stirred up change in the world.</p> <p><b>WRITE in the “W” column</b></p> <ul style="list-style-type: none"> <li>• Mahatma: Nickname?</li> <li>• Assassination. How? Who? Why?</li> <li>• Result of the radical changes that Ghandi inspired?”</li> </ul> <p><b>TELL STUDENTS:</b> Writing “question” notes in the “W” column, is like having a conversation with the future. You write the question down to remind yourself to find the answer for it as you read. When you find your answer, you can write it down, and then draw a line connecting the two notes.</p> <p><b>ASK STUDENTS:</b> Is there anything else in this first paragraph that I should be noting on my organizer? Does anyone have any thoughts on how this information about Gandhi's life can help us interpret his famous quote; "Be the change you wish to see in the world"? (Answers will vary.)</p>
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<p><b>DRTA/Guided Reading (20 minutes)</b></p>	
<p><i>DRTA</i></p> <ul style="list-style-type: none"> <li>• <i>Discussion format that focuses on making predictions</i></li> <li>• <i>Students use information in the text to make evaluative judgments</i></li> <li>• <i>Lesson includes DRTA Cycle: Predict, Read, Verify by Citing Text Evidence</i></li> </ul>	
<p>Using a DRTA format, have students read <i>Gandhi, Mahatma (Mohandas</i></p>	<p><b>TELL STUDENTS:</b> Now that we’ve previewed our document and learned how the graphic organizer can help us write predictions/ questions and note answers, and we’ve also looked at how to make inferences from what we have read, we’re going to start reading with a</p>

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more specific purpose. We want to see if our questions are answered, confirm any prior knowledge we have about Gandhi, and see if we can find more in-depth information. As we are reading, we are also going to continue to use the information we locate to try to infer information that is not directly stated.

We are going to read this selection so that at the end of the class, we will be able to use examples from Gandhi's life along with our inferences to interpret his famous quote; "Be the change you wish to see in the world."

**TELL STUDENTS:** There are a number of words in this biography that you might not know. We should have a plan for dealing with vocabulary words that we don't know.

**ASK STUDENTS:** What strategies can we use to deal with words we don't know? (Answers will vary, but may include:

- See if we can guess the meaning from the surrounding words, or context clues
- Break the word into parts to see if we can guess the meaning from our knowledge of word structure.
- Stop to look up the word in the dictionary. Encourage students to rely on context clues above all, and only stop reading to look up an unfamiliar word if they are totally stumped, and not understanding the word interferes with their comprehension of the text.)

**Read aloud the next paragraph.**

**TELL STUDENTS:** Follow along and listen to find out about Gandhi's primary life goal.

*In July 1914, Mohandas K. Gandhi and his family left South Africa to return to their native India. This small, frail-looking man had one determined goal: to achieve, through nonviolent civil disobedience, freedom for India from oppressive British rule. Gandhi had given up a successful law practice and Western ideals in South Africa, and for seven years had tested his spiritual principles of satyagraha ("holding on to truth", or "soul force") and ahimsa (nonviolence) in a struggle to repeal laws discriminating against Indians. He returned to India with the dedication to apply these beliefs on an immense scale: to inspire millions of both poverty-stricken and wealthy Indians, Brahmins and "untouchables," to resist the British, not with arms, but with love and active non-cooperation. For over thirty years he led innumerable satyagraha actions and, despite imprisonment and violence from the English, never bore his oppressors any malice. Finally, following World War II, it became an untenable proposition for the British to maintain their domination over India; they granted independence in 1947.*

*Gandhi's principles of satyagraha and ahimsa have inspired many other leaders in liberation struggles around the world as well, such as Martin Luther King Jr.'s direction of the American civil rights movement. Gandhi has been called by Lewis Mumford "the most important religious figure of our time." When Gandhi was once asked his secret, he responded simply: "renounce and enjoy."*

**ASK STUDENTS:** "What was his goal? (Freedom from British rule through non-violence and civil disobedience)

**TELL STUDENTS:** "Let's write that under the "L" header on our chart.

**ASK STUDENTS:** Is there anything we can infer about Gandhi or his life from the details we just read and what we already know? (Answers will vary.)

**ASK STUDENTS:** Is there anything in those sentences that seems like a detail we may want to look into further? Anything in there that gives you an idea of what might be coming next? (Answers may vary, but may include questions about vocabulary terms.) Let's write that under the "W" column on our charts.

**TELL STUDENTS:** I see here, "spiritual principles of satyagraha ("holding on to truth", or "soul force") and ahimsa (nonviolence)." These terms seem to be important to the central idea of the text. They also seem relevant to the focus question. Principles of satyagraha, and ahimsa seems to fit right in with that quote, "Be the change you wish to see in the world."

**ASK STUDENTS:** If we don't know what the word, "repeal" means, what can we do? (Use context.)

**TELL STUDENTS:** I'm guessing that it means "to take back" or "to do away with," based on the context of what I've just read.

**ASK STUDENTS:** If you don't know what the word "immense" means, what context clues might help you guess the meaning? (Answers will vary.)

**TELL STUDENTS:** We may wonder what Brahmins and "untouchables" are. Write that question down in your "W" column.

**ASK STUDENTS:** What do you think "never bore his oppressors any malice" means? (He forgave them.)

**TELL STUDENTS:** This also seems to be a key part of his desire to "Be the change you wish to see in the world."

**ASK STUDENTS:** Who can guess what the phrase “renounce and enjoy” means? (Don’t agree, but don’t fight.)

**TELL STUDENTS:** To make note that this is yet another example of “Be[ing] the change you wish to see in the world.”

**TELL STUDENTS:** To add any questions and answers they think of to the “W” and “L” columns of the graphic organizer throughout this section.

**TELL STUDENTS:** Listen to find out if Gandhi was always so peaceful and forgiving.

**Ask a student to continue reading.**

*The certainty and determination with which Gandhi lived the second half of his life was vastly different than his early years. Mohandas Karamchand Gandhi was the son of a statesman and his fourth wife. As a young man he had a violent temper, was very shy and self-conscious, and was a less than average student. At age 13, while still in high school, Gandhi married a young girl named Kasturbai. Passionate and jealous, Gandhi thought he was her superior and teacher; it was only much later that he realized that it was Kasturbai, through her patience and enduring love and forgiveness, who had taught him much. Gandhi went to college and, after failing at every subject, withdrew after only five months. An uncle persuaded him to go to England to study law, and after his family raised the money by selling many personal possessions, including Kasturbai’s jewelry, Gandhi left his wife and child to pursue his studies.*

**ASK STUDENTS:** Was Gandhi always a peaceful man? What in the text tells you the answer to that question? (No. “As a young man he had a violent temper.” Gandhi was “passionate and jealous.”)

**ASK STUDENTS:** What is important to note about Gandhi’s wife, Kasturbai? (She was patient, loving and forgiving.)

**ASK STUDENTS:** What can we infer might have been some lessons that Gandhi learned during his early years? How does the text support your inference? (Answers will vary, but may include:

- Gandhi came a long way from being shy and self-conscious, having a violent temper, and considering himself superior to his wife.
- Gandhi’s family made sacrifices to help him succeed. )

**DIFFERENTIATION**

**9-10:**

**TELL STUDENTS:** Let's examine the ways the author unfolds the series of events in Gandhi's life.

**ASK STUDENTS:** Is the order of events important in giving us a full picture of Gandhi as a person? Why?  
(They show us how the events in his life helped him to keep systematically growing and changing for the better.)

How are the main points of this passage introduced and developed?  
(chronologically)

What connections can you make between the important events in Gandhi's life?  
(Answers will vary. Students should support their analysis with examples from the text.)

**ASK STUDENTS:** How does the central idea relate to our focus question? "Read about Gandhi's life to interpret his famous quote; "Be the change you wish to see in the world."

(Answers will vary, but could include the idea that Gandhi went through a great deal of personal growth to be the spiritual leader and example of goodness that he later came to be. Students should support their analysis with examples from the text.)

**11-12:**

**TELL STUDENTS:** Let's examine the ways the author unfolds the series of events in Gandhi's life.

**ASK STUDENTS:** How do the specific individuals, ideas, and events interact and develop over the course of the text?  
What information did you write on your G.O. that supports those ideas?  
(Answers will vary, but should include that Gandhi was shy, self-conscious, had a violent temper, wasn't a good student, and acted superior to his wife. This sentence is important: "It was only much later that he realized that it was Kasturbai, through her patience and enduring love and forgiveness, who had taught him much.")

Point out how these details help readers identify the central idea.

**ASK STUDENTS:** How does that central idea relate to our focus question? "Read about Gandhi's life to interpret his famous quote; "Be the change you wish to see in the world." (Answers will vary, but could include the idea that Gandhi went through a great deal of personal



growth to be the spiritual leader and example of goodness that he later came to be. Students should support their analysis with examples from the text.)

**TELL STUDENTS:** As you continue to read, start comparing the statements at the beginning of the document with statements at the end. See if you can find ways that the introductory paragraphs are different from the later paragraphs. How do the ideas build on one another?

(Answers may vary, but may include:

- You couldn't understand the later parts if you didn't read the first.
- This shows how much Gandhi grew as a person from his youth until his death.)

(Continuing the main lesson...)

**TELL STUDENTS:** Read to find out about Gandhi's studies and his early career. Again, your job is to write down what you want to know, and after the reading, what you learned.

**Read aloud the next paragraph:**

*In London, Gandhi maintained the vows he had given his mother to abstain from meat, alcohol, and women; but while he found his law studies easy, he remained lonely and socially inept. After he returned to India, Gandhi proved totally inadequate as a lawyer. He was so self-conscious and awkward that no one would give him a case—the one time he did appear in court, he could not utter a single word. Feeling like a failure, Gandhi was offered a minor clerical position with a firm in South Africa and jumped at the chance. While there he decided to work on improving his demeanor, and approached the task with his customary dedication. He learned some self-confidence in helping to resolve an out of court settlement for a bitter legal dispute involving his firm. Commenting on the joy of that moment, Gandhi said: "I had learnt to find out the better side of human nature and to enter men's hearts."*

**When students are done reading:**

**TELL STUDENTS:** Let's add to the "L" column information. What can you add from this paragraph? (Answers will vary, but may include:

- Gandhi maintained his vows to abstain from meat, alcohol and women.
- Law studies were easy for Gandhi.
- Gandhi was lonely and socially inept. [Context clues help readers understand what "inept" means.]
- Gandhi was inadequate as a lawyer.
- Gandhi took a clerical position.

	<ul style="list-style-type: none"> <li>• He worked to improve his demeanor and gain self-confidence.)</li> </ul> <p><b>TELL STUDENTS:</b> Gandhi said: “I had learnt to find out the better side of human nature and to enter men’s hearts.” Could this be a tie in to his quote, “Be the change you wish to see in the world.” How? (Answers will vary.)</p> <p><b>ASK STUDENTS:</b> What can you infer from this paragraph? Remember to provide evidence from the text. (Answers will vary.)</p> <p><b>TELL STUDENTS:</b> You are now going to read the remaining text independently.</p> <p><b>ASK STUDENTS:</b> What should you be doing as you read? (Using the K-W-L chart to ask and answer your own questions as you read.)</p> <p><b>TELL STUDENTS:</b> As I circulate, you’re going to read on your own while writing questions and answers on your organizer as you go. You may use the back of the G.O. if the columns become filled.</p>
<p>Discuss findings from the graphic organizer as a group. Clarify any questions or concerns students may have.</p>	<p><b>ASK STUDENTS:</b> What are some of the places you’ve gotten confused, if any? Answer any questions students have.</p> <p><b>ASK STUDENTS:</b> What are some of the questions and answers you wrote on your organizer? (Answers will vary.)</p> <p><b>NOTE TO TEACHER: Possible Challenging Vocabulary</b></p> <ul style="list-style-type: none"> <li>• afflicted</li> <li>• ahimsa (nonviolence)</li> <li>• boycott</li> <li>• Brahmins</li> <li>• civil disobedience</li> <li>• conceded</li> <li>• condemnation</li> <li>• confounded</li> <li>• disheartened</li> <li>• Harijans: children of God. Gandhi’s new name for lowest caste of “untouchables”</li> <li>• homespun cloth—Khadi</li> <li>• honorific title, Mahatma, meaning “Great Soul”</li> <li>• Illumined</li> <li>• imperialism</li> <li>• India’s caste system</li> <li>• innumerable</li> <li>• malice</li> </ul>

	<ul style="list-style-type: none"> <li>• monopoly</li> <li>• nonviolent civil disobedience</li> <li>• prophetic</li> <li>• rendering</li> <li>• renounce</li> <li>• repeal</li> <li>• satyagraha (“holding on to truth”, or “soul force”)</li> <li>• sedition</li> <li>• solace</li> <li>• textile</li> <li>• untenable</li> <li>• untouchables</li> </ul>
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<b>Independent Practice (Using the focus skill)</b> <b>(10 minutes)</b>	
<p>Have students use their graphic organizer to interpret the quote; “Be the change you wish to see in the world.” Use at least three references from the reading to substantiate their interpretation.</p>	<p><b>TELL STUDENTS</b></p> <p>Now, you will be using details from the text together with your inference skills to interpret Gandhi’s famous quote; "Be the change you wish to see in the world."</p> <p>Refer to the notes on your graphic organizer. Use the box at the bottom of the K-W-L chart to write your interpretation of the quote. Based on your conclusions and inferences you’ve made through this reading You can begin your response using the following writing prompt: When Gandhi said, "Be the change you wish to see in the world" he meant...: Be sure to use at least three references from the reading to substantiate your interpretation.</p>

[INSERT KWL CHART]