

## Kids' Activity 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, your child will be able to experience the rhythm of a march. *Gandhi: A March to the Sea* allows children 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. Nonviolent 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 expand your child's understanding of India, Gandhi, and nonviolent protesting.

These lessons can be used to give your child a broader level of understanding India/Gandhi and enrich their education, or the guide can be used as part of a larger home schooling educational concept. Feel free to use as many or as few of the lessons as needed to help your child enjoy their learning experience.

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

## 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?

## Historical Background Discussion:

Use the questions above to introduce your child 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 nonviolent approach of Gandhi as opposed to a war of independence.
- Nonviolent protest: Compare Gandhi to Dr. Martin Luther King Jr. and discuss the motivations of the Civil Rights Movement. Link to MLK's philosophy on nonviolent 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:

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

1. Use a world map to lead your child in finding the location of:
  - a. Your home
  - 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 them.
3. Have them complete a blank physical map of India with the following:
  - a. Bodies of Water
  - b. Mountains
  - c. Neighboring Countries
  - d. Cities – Capital and start and stop point of the March (Ashram/Ahmedabad, Dandi)

There are many useful sites on the Internet to find blank maps, here is one:

<http://geography.about.com/library/blank/blxindia.htm>

## Post-reading Geography Wrap-up:

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 home.
3. Discuss some of the physical barriers that would affect traveling that distance on foot.

### 4. Writing exercise:

- a. Have your child write three 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.

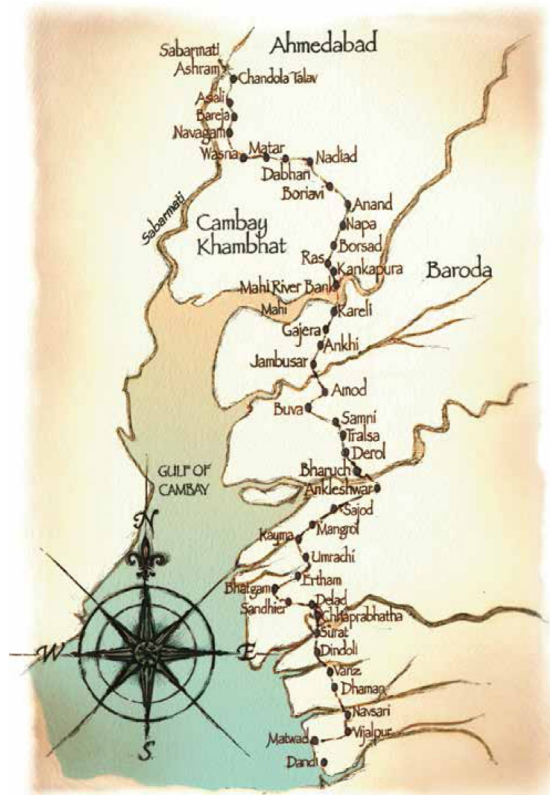
## Post-reading Writing Activity

### Heroic Figures and Freedom:

Have your child 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 child 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 four columns, two 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. You can help by creating columns on a sheet of paper and brainstorming before your child puts the information into the foldable.



## Essay:

You will help your child in creating an outline for a compare and contrast essay. Your child 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.

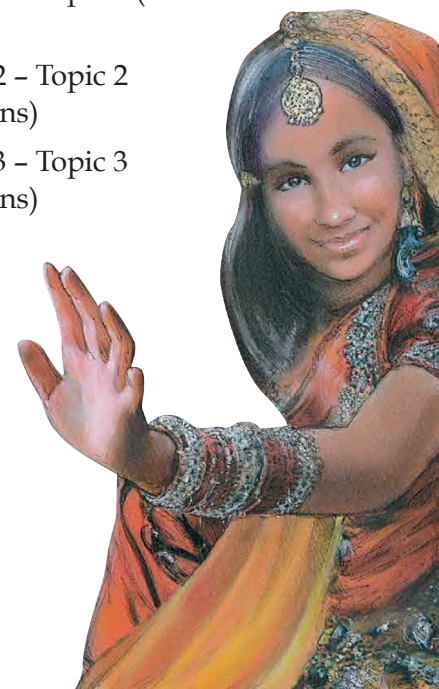
## Outline Models:

### 1. 4-Paragraph Essay

- Introduction Paragraph
- Body Paragraph 1 – Comparisons (using columns from foldable)
- Body Paragraph 2 – Contrasts (using columns from foldable)
- Conclusion Paragraph

### 2. 5-Paragraph Essay

- Introduction Paragraph
- Body Paragraph 1 – Topic 1 (one of the columns)
- Body Paragraph 2 – Topic 2 (one of the columns)
- Body Paragraph 3 – Topic 3 (one of the columns)
- Conclusion Paragraph



## Free Verse Activity

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

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

This activity is a post-reading assignment to help children understand free verse poetry. Answer the questions below about *Gandhi: A March to the Sea* with your child, feel free to re-read it with them if that helps. You and your child should then make a poem of your own about the march by using the key words they come up with as guides. Try answering the questions about something else you enjoy doing and make a poem about that as well!

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?		

## Science Activity – Where Does Salt Come From?

This is an excellent science experiment to explain where salt comes from. For background information on salt you can check out this website:

<http://www.saltinstitute.org/Uses-benefits/Salt-in-history>

<http://www.mortonsalt.com/salt-facts/salt-production-and-processing>

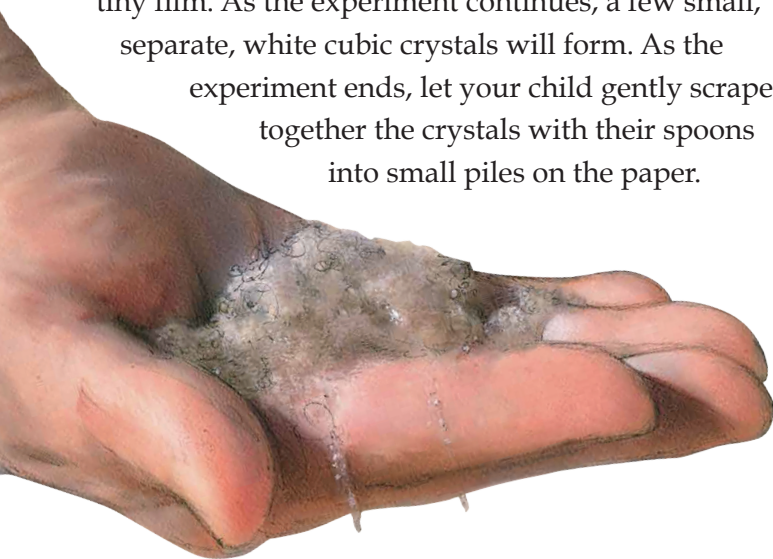
### Materials:

- 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 your child gently scrape together the crystals with their spoons into small piles on the paper.



## Weaving Lesson

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 your child 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 nonviolent techniques visit:

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

### Materials:

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

### Directions:

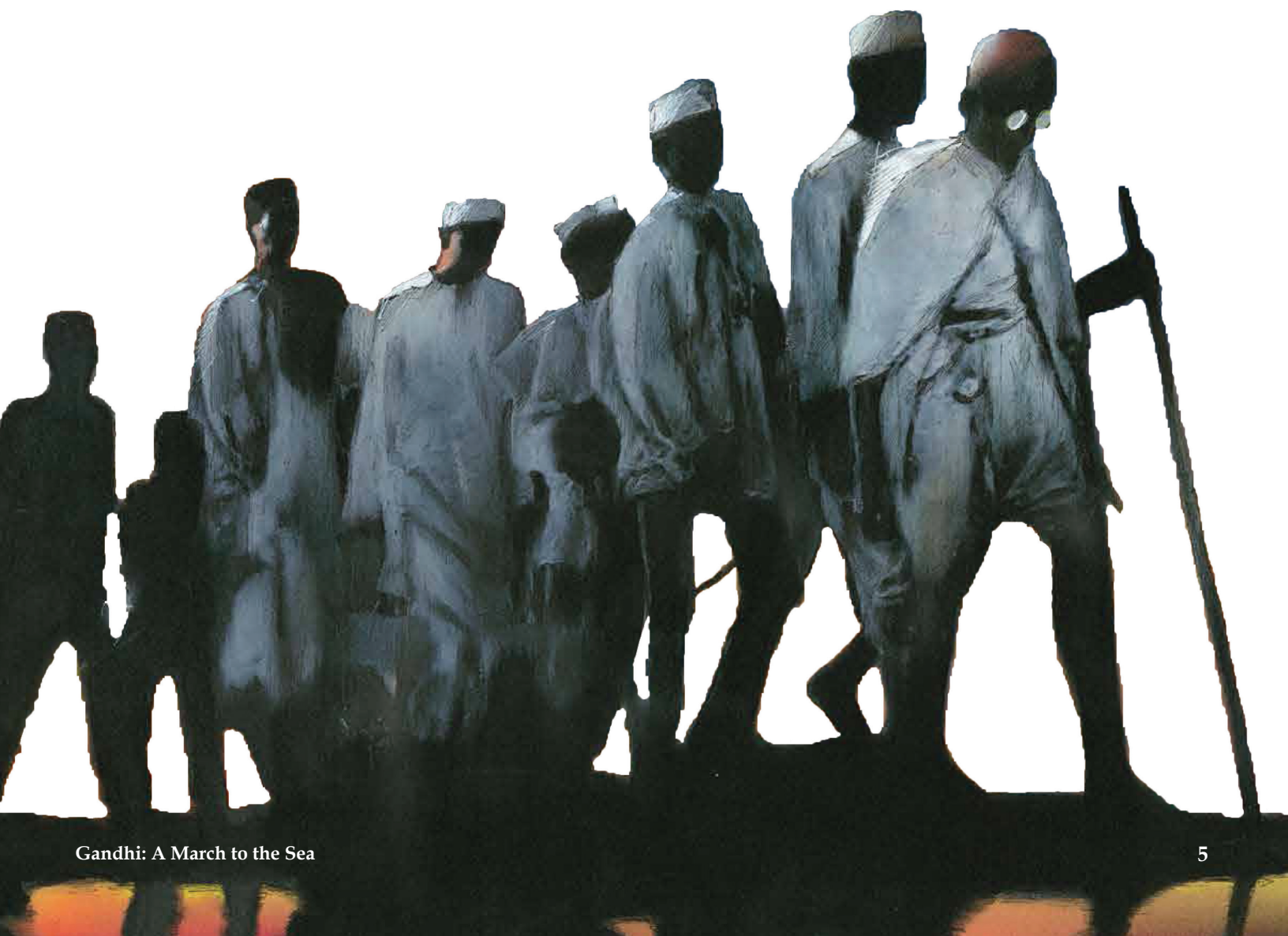
1. Fold one sheet of paper horizontally.
2. Starting in the center (across the fold), each child will make 7 to 8 cuts down to one inch from the edge of the paper.
3. Unfold and lay it flat and explain that this paper is the loom. Cut one-inch wide by nine-inch strips from the other piece of paper.
4. 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 how long your child thinks it would take to make all of their clothing this way. Ask them how they think their clothes are made today.

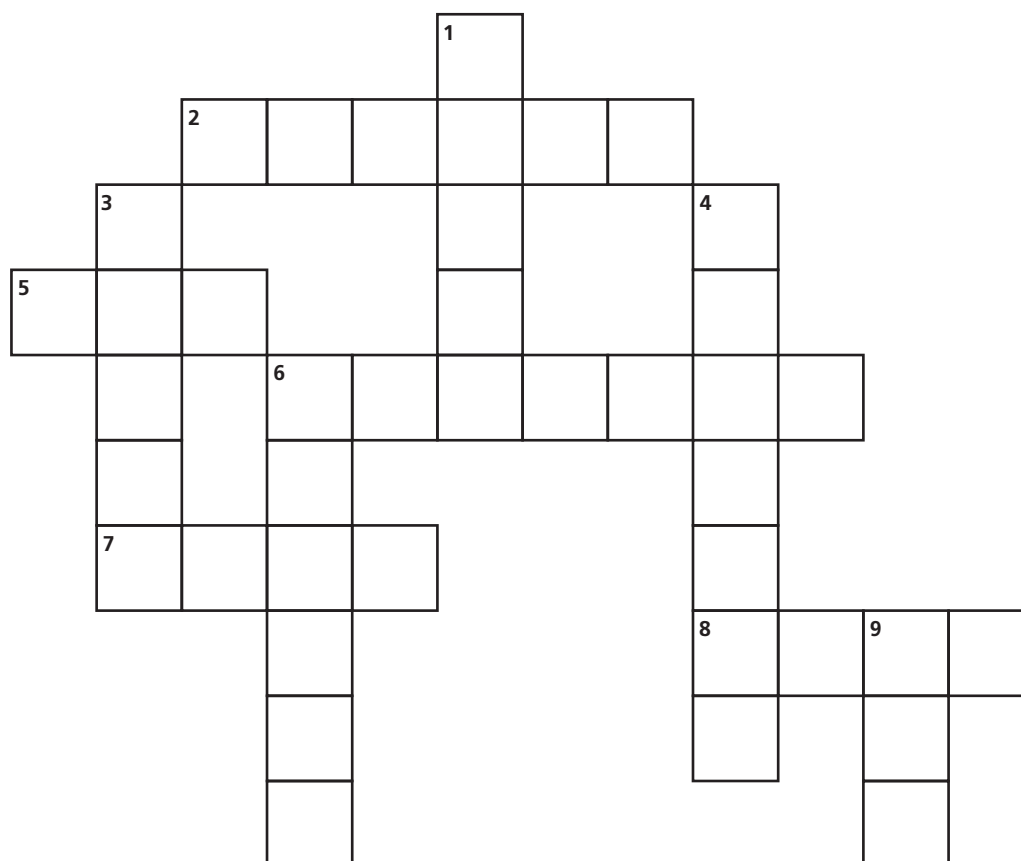
## Vocabulary for *Gandhi: A March to the Sea* Activity Guide:

As a post-reading activity ask your child to define the following vocabulary in their own words:

1. **Freedom** – the power to act without restraint.
2. **Protest** – an act of objection, disapproval, or dissent.
3. **Salt** – a crystal compound used for seasoning or preserving food and in industry.
4. **March** – to walk in a steady, deliberate manner.
5. **Forbid** – to command something not to be done.
6. **Tax** - money demanded by a government for its support or services, levied upon incomes, property, sales, etc.
7. **Law** – collection of rules laid down and enforced by the governing authority of a community or country.
8. **Hero** – a person of distinguished courage or ability, admired for achievements and qualities.
9. **Arrest** – to catch and hold a person based on legal authority.
10. **Verse** – a piece of poetry where words are arranged in a rhythmic pattern.



## *Gandhi: A March to the Sea Crossword Puzzle*



### **Across**

2. To catch and hold a person based on legal authority.
5. Money demanded by a government for its support or services, levied upon incomes, property, sales, etc.
6. The power to act without restraint.
7. A person of distinguished courage or ability, admired for achievements and qualities.
8. A crystal compound used for seasoning or preserving food and in industry.

### **Down**

1. A piece of poetry where words are arranged in a rhythmic pattern.
3. To walk in a steady, deliberate manner.
4. An act of objection, disapproval, or dissent.
6. To command something not to be done.
9. Collection of rules laid down and enforced by the governing authority of a community or country.

## Gandhi: A March to the Sea Cryptogram

In this puzzle, you must find the letter that matches each number, then write the matching letter in the space above each number.

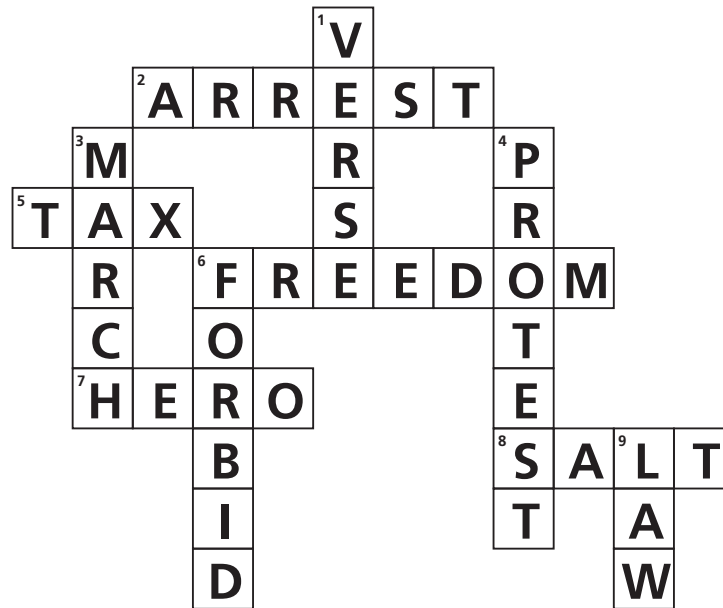
After all the spaces are filled in, you will find out what inspiring words Gandhi gave to the villagers along his march to the sea.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

7 1 14 4 8 9      8 1 19      20 1 21 7 8 20  
 20 8 5      22 9 12 12 1 7 5 18 19  
 20 15      19 16 9 14      20 8 5 9 18      15 23 14  
 25 1 18 14      6 15 18      3 12 15 20 8 9 14 7  
 14 15 23      8 5      22 15 23 19  
 “  
 23 5      19 8 1 12 12      16 18 5 16 1 18 5      19 1 12 20  
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 5 1 20      9 20      19 5 12 12      9 20      20 15      20 8 5      16 5 15 16 12 5  
 20 8 5 25      11 14 15 23      20 8 5 25      13 1 25  
 2 5      19 5 14 20      20 15      10 1 9 12  
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 20 8 5 25 12 12      16 1 25      14 15      13 15 18 5      21 14 6 1 9 18      20 1 24 5 19  
 6 15 12 12 15 23      14 15      13 15 18 5      21 14 6 1 9 18      12 1 23 19

# Gandhi: A March to the Sea Activity Answer Key

## Crossword Puzzle Key



## Cryptogram Key

G a n d h i   h a s   t a u g h t  
7 1 14 4 8 9   8 1 19   20 1 21 7 8 20

t h e   v i l l a g e r s  
20 8 5   22 9 12 12 1 7 5 18 19

t o   s p i n   t h e i r   o w n  
20 15   19 16 9 14   20 8 5 9 18   15 23 14

y a r n   f o r   c l o t h i n g .  
25 1 18 14   6 15 18   3 12 15 20 8 9 14 7

N o w   h e   v o w s ,  
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20 8 5 25   11 14 15 23   20 8 5 25   13 1 25

b e   s e n t   t o   j a i l .  
2 5   19 5 14 20   20 15   10 1 9 12

T h e y ' l l   p a y   n o   m o r e   u n f a i r   t a x e s ,  
20 8 5 25 12 12   16 1 25   14 15   13 15 18 5   21 14 6 1 9 18   20 1 24 5 19

f o l l o w   n o   m o r e   u n f a i r   l a w s .  
6 15 12 12 15 23   14 15   13 15 18 5   21 14 6 1 9 18   12 1 23 19

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

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