

Lesson: Social Studies/Literacy- India's Revolution

Who: Third Grade (Room 211)

When: Thursday, Take Over Week 2

Objective: SWBAT discuss how and why India shook colonial rule. SWBAT understand that perseverance can be a group effort, not just individual, and can take many lifetimes.

Standard: PA Common Core, CC.1.5.3.B- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

PA Common Core, CC.1.3.3.A- Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

National Curriculum Standards for Social Studies, 2: Time, Continuity, and Change:
Social studies programs should include experiences that provide for the study of the past and its legacy.

National Curriculum Standards for Social Studies, 6: Power, Authority, and Governance
Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Materials/Preparation:

*The Story of August 15th (1947)*¹

Quick Write books/pencils

Whiteboard/markers

World Map

Warm-Up: (15 minutes): Activate prior knowledge- think, pair, share about term "colony". Discuss what partner said. Take out world map, point out India and England, discuss briefly England's involvement in India.

Points to Make:

- Colony- a country that's controlled by another one
- England's colonial empire- show map², wanted to set up spice trading posts in 1400s.
- India:
 - Pre-England's rule: flourished for hundreds of years until 1500s when European powers took over parts of the country
 - During England's rule: Indian cultural and social life was less important than India being a market for British goods.
- Segway to picture book

Read Aloud, Part 1 (15 minutes): Read *The Story of August 15th* with quick write pauses.

¹ Still trying to track down a copy of this book, so details on it are a bit vague. But the publisher mailed it to the school this past week.

² http://upload.wikimedia.org/wikipedia/commons/2/26/The_British_Empire.png

Read Aloud, Part 2 (10 minutes)³: Read *The Story of August 15th* with quick write pauses.

Guided Practice (10 minutes): Model making a diary entry.

Independent Practice (30 minutes): Make a diary entry from the point of view of Ghandi or another person (specific one listed in picture book?) about how and why they are persevering in the fight to shake off British rule. Take free response test: two reasons why India wanted the British to leave, two ways they tried to do this.

Wrap-Up (15 minutes): Present a few diary entries.

Assessment: Quick write book responses, diaries, and free response test.

Anticipating Student Responses: Students may be overwhelmed by the Indian history, in which case it will be important to stay focused on the overarching message of perseverance.

Accommodations: All students will be allowed to look back at the picture book during the diary writing and test. Students who write significantly below grade level (6), will receive the graphic organizer attached hereto to assist them with writing their diary entry.

³ There is a break due to the inflexible time of guided reading groups.

I am _____ . I feel _____

_____ about England controlling India. Today, I _____

_____ . I hope that _____

_____ .