

# 3



A Hindu servant serves tea to his mistress in colonial India.

## WITNESS HISTORY AUDIO

### Indian Frustration

In the early 1900s, many Indians were dissatisfied with British rule. An early leader of the Indian National Congress party expressed his frustration with an unpopular policy to divide the province of Bengal into smaller sections:

“The scheme [to divide Bengal] . . . will always stand as a complete illustration of the worst features of the present system of bureaucratic rule—its utter contempt for public opinion, its arrogant pretensions to superior wisdom, its reckless disregard of the most cherished feelings of the people, the mockery of an appeal to its sense of justice, [and] its cool preference of [British civil service workers’] interests to those of the governed.”

—Gopal Krishna Gokhale, 1905

**Focus Question** How did Gandhi and the Congress party work for independence in India?

## India Seeks Self-Rule

### Objectives

- Explain what motivated the Indian independence movement after World War I.
- Analyze how Mohandas Gandhi influenced the independence movement.
- Describe the impact of the Salt March on the course of the Indian independence movement.

### Terms, People, and Places

Amritsar massacre      untouchables  
ahimsa                      boycott  
civil disobedience

### Note Taking

#### Reading Skill: Identify Causes and Effects

Recognizing causes and effects can help you understand the significance of certain events. In a chart like the one below, record the causes and effects of Gandhi’s leadership of India’s independence movement.



Tensions were running high in Amritsar, a city in northern India. Protests against British rule had sparked riots and attacks on British residents. On April 13, 1919, a large but peaceful crowd of Indians jammed into an enclosed field. The British commander, General Reginald Dyer, had banned public meetings, but the crowd either ignored or had not heard the order. As Indian leaders spoke, Dyer and 50 soldiers opened fire on the unarmed crowd, killing nearly 400 people and wounding more than 1,100. The **Amritsar massacre** was a turning point for many Indians. It convinced them that India needed to govern itself.

### Calls for Independence

The tragedy at Amritsar was linked to broader Indian frustrations after World War I. During the war, more than a million Indians had served overseas. Under pressure from Indian nationalists, the British promised Indians greater self-government. But when the fighting ended, Britain proposed only a few minor reforms.

Since 1885, the Indian National Congress party, called the Congress party, had pressed for self-rule within the British empire. After Amritsar, it began to call for full independence. But party members were mostly middle-class, Western-educated elite who had little in common with the masses of Indian peasants. In the 1920s, a new leader named Mohandas Gandhi emerged and united Indians across class lines.

Gandhi came from a middle-class Hindu family. At age 19, he went to England to study law. Then, like many Indians, Gandhi

# 3

## Step-by-Step Instruction

### Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain what motivated the Indian independence movement after World War I.
- Analyze how Mohandas Gandhi influenced the independence movement.
- Define the impact of the Salt March on the course of the Indian independence movement.

## Prepare to Read

### Build Background Knowledge L3

Remind students that India provided Britain with natural resources and a market for goods. As in Africa, the colonial system benefited mainly Britain. Ask students to preview the section and write down one example of how Indians reacted against this system.

### Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

**Witness History Audio CD,**  
Indian Frustration

#### Ask **What does Gokhale list as the “worst features” of British rule?**

*(disregard for public opinion, belief in British superiority, insensitivity to Indian feelings)*

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. *(Answer appears with Section 3 Assessment answers.)*
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the chart on Gandhi’s leadership.

**Reading and Note Taking**  
Study Guide, p. 247

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

**Teaching Resources, Unit 6, p. 28; Teaching Resources, Skills Handbook, p. 3**

### High-Use Word

discriminate, p. 866

### Definition and Sample Sentence

*vi.* to treat differently because of a prejudice  
Jim Crow laws **discriminated** against African Americans.

## Teach

### Calls for Independence/ The Power of Nonviolence/ Gandhi Takes a Stand **LE**

#### Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask students to predict how fighting **discrimination** in South Africa influenced Gandhi when he returned to India.
- **Teach** Review India's desires for independence from Great Britain. **Name Gandhi's key ideas.** (*ahimsa, or nonviolence; satyagraha, or nonviolent resistance; civil disobedience, the refusal to obey unjust laws; democracy, or equal rights for all people*) **How did Gandhi put these ideas into practice?** (*He called for Indians to boycott British goods in favor of self-sufficiency; he encouraged nonviolent civil disobedience; he led symbolic protests, including one against the salt monopoly.*)
- **Quick Activity** Ask students to form groups and list reasons why Gandhi was effective. Have them share their responses with the class.

#### Independent Practice

**Viewpoints** Have students read *The Impact of British Rule on India* and complete the worksheet.

**All in One** Teaching Resources, Unit 6, p. 32

#### Monitor Progress

- Make sure students understand the causes and effects of Gandhi's leadership. For a completed version of the chart, see  **Note Taking Transparencies**, 176

#### Answers

**Caption** Sample: They might have been sympathetic to the nonviolent approach and shocked that the British resorted to violence.

- ✓ Indians felt that the British did not deliver the significant reforms promised during the war as an acknowledgment of their service. Incidents like the Amritsar massacre intensified dissatisfaction.
- ✓ They staged boycotts and other nonviolent protests. They increased their own industries so India would be more self-sufficient.



#### The Salt March

Gandhi's march to the sea to collect forbidden salt started out with Gandhi and 78 followers, but gathered strength as it progressed. As he picked up the first lump of salt, he declared, "With this, I am shaking the foundations of the British empire." *How do you think people in other countries would have reacted to British authorities using violence against this group?*

#### Vocabulary Builder

**discriminated**—(dih SKRIM ih nayt ed) *vi.* treated differently because of a prejudice

went to South Africa. For 20 years, Gandhi fought laws that **discriminated** against Indians in South Africa. In 1914, Gandhi returned to India. Soon, he became the leader of the Congress party.

- ✓ **Checkpoint** Why did Indians call for independence after World War I?

### The Power of Nonviolence

Gandhi's ideas inspired Indians of all religious and ethnic backgrounds. His nonviolent protests caught the attention of the British government and the world.

**Gandhi's Ideas** Gandhi's theories embraced Hindu traditions. He preached the ancient doctrine of **ahimsa** (uh HIM sah), or nonviolence and reverence for all life. By using the power of love, he believed, people could convert even the worst wrongdoer to the right course of action. To fight against injustice, he advocated the use of nonviolent resistance.

Gandhi's philosophy reflected Western as well as Indian influences. He admired Christian teachings about love. He believed in the American philosopher Henry David Thoreau's ideas about **civil disobedience**, the refusal to obey unjust laws. Gandhi was also influenced by Western ideas of democracy and nationalism. He urged equal rights for all Indians, women as well as men. He fought hard to end the harsh treatment of **untouchables**, who were members of the lowest caste, or class.

**Gandhi Sets an Example** During the 1920s and 1930s, Gandhi launched a series of nonviolent actions against British rule. He called for Indians to **boycott**, or refuse to buy, British goods, especially cotton textiles. He worked to restore pride in India's traditional industries, making the spinning wheel a symbol of the nationalist movement. Gandhi's campaigns of civil disobedience attracted wide support.

- ✓ **Checkpoint** What methods did Indians under Gandhi use to resist British rule?

#### Differentiated Instruction

**Solutions for All Learners**

#### **L1** Special Needs **L2** Less Proficient Readers

Pair students with more proficient readers and have them create a concept map of Gandhi's ideas. Tell students to determine supporting ideas for each main idea. Then have pairs use their concept maps to discuss why each of Gandhi's principles was important to the Indian Independence Movement.

Use the following study guide resources to help students acquiring basic skills:

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 247
- Adapted Section Summary, p. 248

## Gandhi Takes a Stand: The Salt March

To mobilize mass support, Gandhi decided to take a stand against the British salt monopoly, which he saw as a symbol of British oppression. Natural salt was available in the sea, but the British government required Indians to buy only salt sold by the monopoly.

**Breaking the Law** On March 12, 1930, Gandhi set out with 78 followers on a 240-mile march to the sea. As the tiny band passed through villages, crowds responded to Gandhi's message. By the time they reached the sea, the marchers numbered in the thousands. On April 6, Gandhi waded into the surf and picked up a lump of sea salt. He was soon arrested and jailed. Still, Indians followed his lead. Coastal villages started collecting salt. Indians sold salt on city streets. As Gandhi's campaign gained force, tens of thousands of Indians were imprisoned.

**Steps Toward Freedom** All around the world, newspapers criticized Britain's harsh reaction to the protests. Stories revealed how police brutally clubbed peaceful marchers who tried to occupy a government saltworks. Slowly, Gandhi's campaign forced Britain to hand over some power to Indians. Britain also agreed to meet other demands of the Congress party.

 **Checkpoint** What did the Salt March symbolize?

## Looking Ahead

In 1939, a new world war exploded. Britain outraged Indian leaders by postponing independence and bringing Indians into the war without consulting them. Angry nationalists launched a campaign of noncooperation and were jailed. Millions of Indians, however, did help Britain during World War II.

When the war ended in 1945, India's independence could no longer be delayed. As it neared, Muslim fears of the Hindu majority increased. Conflict between Hindus and Muslims would trouble the new nation in the years to come.

## 3 Assessment

### Terms, People, and Places

1. Place each of the key terms listed at the beginning of the section into one of the following categories: politics, culture, or economy. Write a sentence for each term explaining your choice.

### Note Taking

2. **Reading Skill: Identify Causes and Effects** Use your completed chart to answer the Focus Question: How did Gandhi and the Congress party work for independence in India?

### Comprehension and Critical Thinking

3. **Identify Point of View** How did the Amritsar massacre affect the movement for Indian independence?
4. **Recognize Cause and Effect** Why do you think Gandhi was able to unite Indians when earlier attempts had not succeeded?
5. **Analyze Information** How did the Salt March force Britain to respond to Indian demands?

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-2731

### Writing About History

**Quick Write: Use Valid Logic** In a persuasive essay, you must back up your conclusions with valid logic. One common pattern of weak logic is circular reasoning, where a writer simply restates ideas instead of defending them. Bring in an example of weak logic from recent editorials in your local paper. Include a paragraph explaining the problems with the author's logic.

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

 **Teaching Resources, Unit 6, p. 25**

- To further assess student understanding, use

 **Progress Monitoring Transparencies, 115**

### Reteach

If students need more instruction, have them read the section summary.

 **Reading and Note Taking Study Guide, p. 248**

L3

 **Adapted Reading and Note Taking Study Guide, p. 248**

L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 248**

L2

### Extend

L4

Ask students to research other Indian nationalists, such as Jawaharlal Nehru, Chandra Bose, or Rabindranath Tagore. Have them give class presentations about one figure, detailing his or her life, beliefs and goals, and the methods used to accomplish their goals.

### Answer

-  Indian protest against British oppression

## Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section as well as the proper categorization.
2. Under Gandhi's leadership, Indians staged nonviolent protests, boycotts, and the Salt March. At first, Britain only made some concessions, but eventually it granted India independence.

3. After the massacre, many Indians called for full independence rather than limited self-rule within the British empire.
4. Sample: Gandhi gained support because of his personal character, the appeal of his beliefs, and his emphasis on equality.
5. Worldwide attention on Gandhi and his followers forced Britain to give Indians more rights.

### Writing About History

Students should find an example of circular reasoning and describe how simply restating an idea is not an effective form of persuasion.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2731**.

## Mohandas Gandhi: *Hind Swaraj*

### Objective

- Outline Gandhi's ideas about nonviolent passive resistance.

### Build Background Knowledge L3

Remind students that Gandhi believed in using only peaceful means of protest. Tell them to write down the ideas underpinning this belief as they read.

### Instruct L3

Discuss Gandhi's underlying beliefs and how they led him to promote passive resistance. Ask **Why does soul-force involve sacrifice of self?** (*The person practicing soul-force must accept the consequences of breaking a law.*) **According to Gandhi, what would a person using body-force do to resist laws?** (*He or she would use violence.*) **What character traits would a person who practices passive resistance need?** (*courage, honesty, bravery, patience, thoughtfulness, self-discipline*)

### Monitor Progress

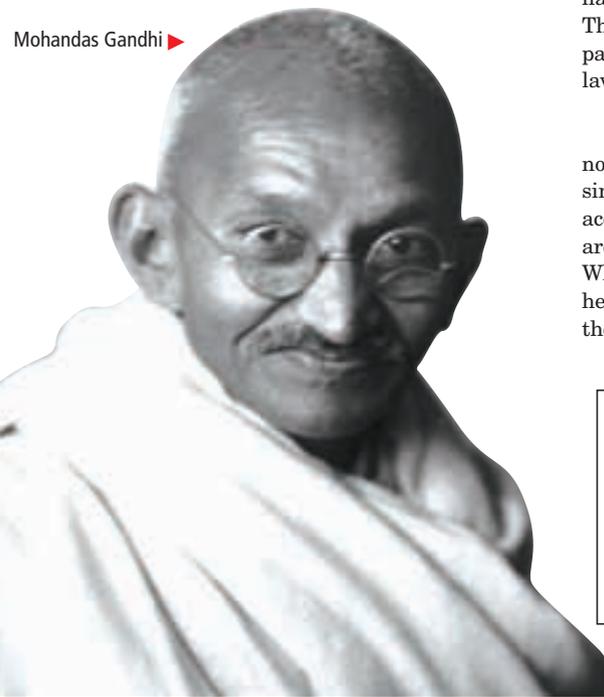
Form students into groups and ask them to debate Gandhi's ideas. Which aspects of Gandhi's theories do they think work? Which do not work?

### Thinking Critically

- securing rights or bringing about change without using violence
- Yes. Using soul-force, whether for a just or unjust cause, never involves violence toward others to accomplish a goal. The one who uses soul-force is the only one who gets hurt.

## Mohandas Gandhi: *Hind Swaraj*

Mohandas Gandhi led a successful, peaceful revolution in India against British rule. In the following excerpt from his book *Hind Swaraj* (*Indian Home Rule*), Gandhi explains the ideas behind his nonviolent method of passive resistance in the form of an imaginary conversation between an editor and a reader. *Hind Swaraj* was first published in 1909 in South Africa, but was banned in India.



Mohandas Gandhi ▶

**Editor:** Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant [offensive] to my conscience, I use soul-force. For instance, the Government of the day has passed a law which is applicable to me. I do not like it. If by using violence I force the Government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

Everybody admits that sacrifice of self is infinitely superior to sacrifice of others. Moreover, if this kind of force is used in a cause that is unjust, only the person using it suffers. He does not make others suffer for his mistakes. Men have before now done many things which were subsequently found to have been wrong. No man can claim that he is absolutely in the right or that a particular thing is wrong because he thinks so, but it is wrong for him so long as that is his deliberate judgment. It is therefore meet [proper] that he should not do that which he knows to be wrong, and suffer the consequence whatever it may be. This is the key to the use of soul-force.

**Reader:** You would then disregard laws—this is rank disloyalty. We have always been considered a law-abiding nation. You seem to be going even beyond the extremists. They say that we must obey the laws that have been passed, but that if the laws be bad, we must drive out the lawgivers even by force.

**Editor:** Whether I go beyond them or whether I do not is a matter of no consequence to either of us. We simply want to find out what is right and to act accordingly. The real meaning of the statement that we are a law-abiding nation is that we are passive resisters. When we do not like certain laws, we do not break the heads of law-givers but we suffer and do not submit to the laws.

### Thinking Critically

- Identify Central Issues** What is the goal of passive resistance?
- Draw Conclusions** According to Gandhi, could soul-force ever be used to support an unjust cause? What does Gandhi mean when he says that a person using soul-force "does not make others suffer for his mistakes"?

### History Background

**Gandhi's Early Years** Born on the coast near Bombay, Gandhi was married by his family at 13. His father was prime minister to three local rajahs. His mother was deeply religious. Gandhi dreamed of studying medicine, but was forbidden because of his caste. Instead, he studied law in England. Unable to find work in Bombay, he accepted a position in South Africa. On a train there, Gandhi refused a white man's request that he leave the first-class carriage. As a result, he was thrown off the

train at the next station. He spent the night meditating, and decided to dedicate himself to fighting racial injustice. While fighting injustice in South Africa, Gandhi began living a life of poverty and spiritual purity and developed his concept of *satyagraha*, or soul-force, "the quiet and irresistible pursuit of truth." Gandhi believed that the means used to achieve a goal would shape the outcome. Gandhi left South Africa in 1914, bringing his quest and his methods to India.