**Title: The Struggle for Independence in India**

**Introduction to lesson:** This lesson uses the Salt March and the lesser-known Pashtun Muslim non-violent army (Khudai Khidmatgar) as examples of resistance during the Indian Independence movement. It was felt important to include Gandhi as a well-known figure and central in the history of non-violent protest but also to show that Muslims in India were involved in non-violent resistance led by Abdul Ghaffar Khan. This might challenge the stereotypical views of Islam of some learners. The main approach to learning in this lesson is to use an in-role P4C discussion where learners enquire from the perspectives of different people involved in the struggle for independence.

**Curriculum links:** RSHE, Citizenship, History, English, Religious Education, Drama

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2h to recognise the role of voluntary, community and pressure groups’; ‘2i to appreciate the range of national, regional, religious and ethnic identities in the UK’

**KS3 ‘**Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.’

**Learning outcomes:**

* To use a case study to explore the effectiveness of non-violent actions.
* To understand the perspectives of different people involved in the struggle for Independence in India.
* To challenge stereotypical views of Islam.

**Concepts:**

Satyagraha (active non-violence)

Independence

Courage

Patience

**Key vocabulary:**

Colonialism

Independence

Empire

Self-rule

Salt laws

Boycott

Reform

Civilised

Tax

Picket

Strike

**Resources needed:**

Resource Sheet 18 Salt March role cards

Resource Sheet 19 Khudai Khidmatgar role cards

Resource Sheet 20 Salt March background information for teachers

Resource Sheet 21 Khudai Khidmatgar background information for teachers

Resource Sheet 22 Salt March background information for learners

Resource Sheet 23 Khudai Khidmatgar background information for learners

Resource Sheet 17 P4C Steps

Resource Sheet 24 Non-violent Methods Checklist

Jigsaw information and pictures for groups (teacher to create from information- optional)

Power Point (optional)

***The Salt of Freedom, The Story of Mahatma Gandhi***, (2002) P. Hepplewhite, Hodder Wayland (optional)

***Gandhi: A March to the Sea*** (2013) Alice B. McGinty, Two Lions (optional)

***Saffron, White & Green*** ***The Amazing Story of India’s Independence*** (2008) Subhadra Sen Gupta, Puffin(optional)

***The Frontier Gandhi: Abdul Ghaffar Khan***, (2008) Shireen Shah, Movement for the Abolition of War

Film links below

**a. Starter activity**

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| --- | --- |
| **Activity** | **Time** |
| 1.If learners haven’t studied the British Empire before show Horrible Histories British Empire to set the context. <https://www.youtube.com/watch?v=Hs0DsRSSat8>Plus ‘How did Britain conquer India’ YouTube Armchair Historian <https://www.youtube.com/watch?v=DzDwz18ng7w>(see also [***Colonialism, Slavery and the Industrial Revolution: The Empire in South Yorkshire***](https://www.decsy.org.uk/members-area/) for any India history) or: <https://www.bbc.co.uk/teach/class-clips-video/gcse-history-why-was-india-so-valuable-to-the-british-Eempire/zv2rwty> and RISC’s Global Histories: Anti-colonial resistance & rebellion in India, Lessons 1 at KS2/3/4 (British Empire in India): <https://www.risc.org.uk/education/resources> | 10 mins |

**b. Main activities**

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| --- | --- |
| **Activity** | **Time** |
| **1. Introduce the Salt March and Khudai Khidmatgar** by * Creating a Mystery Jigsaw activity (see Otpor) using RS22 or RS23 learner accounts of Salt March and Khudai Khidmatgar ***or/and***
* Reading children’s books ***Taste of Freedom*** – about the Salt March or ***Saffron, White and Green*** about Khudai Khidmatgar ***or/and***
* Showing Film extracts –

Salt March from ***A Force More Powerful Part 1*** 9:00-16:20 <https://youtu.be/hpBoHb59iVY?t=540> ***Dandi March – Women, Salt and Satyagraha*** (1 min): <https://www.youtube.com/watch?v=E0ojv8MzWkI>***Gandhi begins the Salt March*** (history pod 2 mins):<https://www.youtube.com/watch?v=CV3ixOudYpc>***and Citizen of the World – Khan Abdul Ghaffar Khan*** 1:45-25:12 (contains images of violence so cut as necessary)<https://www.youtube.com/watch?v=mcY1QHlRHlo>(Background information for teachers: ***Badshah Khan and the spirit of Islam:***<https://mettacenter.org/history-2/badshah-khan-and-the-spirit-of-islam/>Women, Salt and Satyaghaha:<https://www.thebetterindia.com/111930/the-chowpatty-satyagraha/>Women’s involvement in the Indian Independence movement:<https://www.indiatimes.com/trending/social-relevance/independence-day-special-women-who-shaped-indias-freedom-struggle-547137.html>RS20 Background information for teachers Salt MarchRS21 Background information for teachers Khudai Khidmatgar) | 20 mins |
| **2. P4C Discussion in Role** There are role-play cards for the Salt March and Khudai Khidmatgar. Either chose one of the sets, conduct a separate discussion with each set or mix the role cards up for one discussion.* Give out role cards (RS18/19) to groups of learners (each role has 2-4 learners).
* Groups study the role and decide whether they support the non-violent movement or not.
* As a whole class with teacher chairing or facilitating the meeting, meet together – each group says who they are and what their position is then participate in a P4C discussion (using steps 7-10 RS17) in role responding to the question: ‘Should we support the non-violent movement to gain Indian Independence?’
 | 20 mins |

**c. Reflection / evaluation**

In pairs, using RS24 ‘Non-violent Methods Checklist’ evaluate the Salt March and Khudai Khidmatgar.

**Teachers’ evaluations of lesson**

The lesson was well received by all pupils. Pupils with Asian heritage were able to identify more with the lesson but more importantly were able to feel safe and comfortable to share their religious and cultural backgrounds.

Pupils were getting used to the idea of contrasting pillars of support used in previous case studies.