

## Comprehension and Discussion Activities for the Movie

# Gandhi

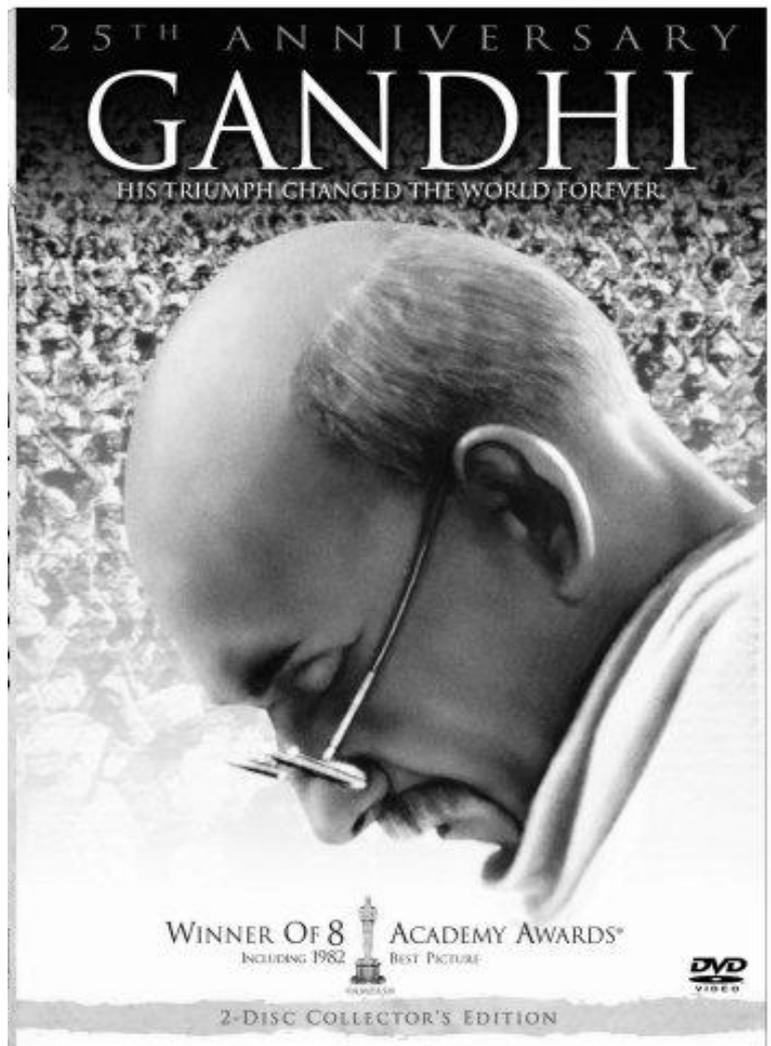
This module has been designed to accompany the film *Gandhi* (1982).

*Gandhi* is based on real characters and events that took place between 1893 and 1948.

Mahatma Gandhi was an Indian lawyer who first organized non-violent protests while he was living in South Africa. In 1915, Gandhi returned to India. For the next 30 years, he led the people of India in a non-violent civil disobedience campaign to fight for India's independence from the British. Gandhi also struggled for women's rights and for Hindu-Muslim unity. *Gandhi* is the story of these struggles.

The module consists of teacher's notes and two handouts that you can copy and give to your students. If you don't have access to a copier, you can write these on the board.

You might like to do many of these activities in students' first language. It is important that they understand the ideas behind the story, and this is easier in their own language.



# 1. Before You Watch

## 1.1: India and Gandhi Brainstorm

Give copies of **Worksheet 1: Background Information** to your students

Ask students what they know about India. Where is it? What is the culture like? Have students brainstorm anything they know. Write their answers on the board.

Do another brainstorm about Gandhi. Who was he? What did he do? Again, write the students' answers on the board.

Discuss the photographs with students:

Clockwise from top:

- *Gandhi with some of his followers*
- *Gandhi as a young man with his wife, Ba*
- *Gandhi's funeral procession*
- *Gandhi and Jawaharlal Nehru, India's first Prime Minister*

Read through the background information with students.

## 1.2: Vocabulary

With students, read through the vocabulary definitions in **Worksheet 1**. Discuss each word as it appears in the background information to make sure students fully understand the meanings.

After reviewing vocabulary definitions, tell students to complete Exercise A.

### Answers:

1. *F – India is a mostly Hindu country.*
2. *T*
3. *F – The caste system still exists, but caste-based discrimination is against the law.*
4. *F – British colonial rule lasted almost 100 years.*
5. *T*
6. *F – The Indian independence movement succeeded in 1947.*
7. *F – There was already racial separation in South Africa before apartheid.*
8. *T*

## 2. While You Watch

### 2.1: Discrimination in South Africa 00.00 – 20.24

Give copies of **Worksheet 2: While You Watch** to your students, or write the questions for 2.1 on the board. Play the film to 20.24.

#### Answers to 2.1

##### Exercise A:

1. *The man on the train tells Gandhi that there are “no coloured attorneys in South Africa.”*
2. *Gandhi and Mr. Khan decide to protest discrimination against Indians.*
3. *Gandhi encourages the crowd to burn their passes.*
4. *A British policeman beats Gandhi while he burns the passes.*
5. *General Smuts meets with Mr. Walker, an American journalist.*
6. *Charlie Andrews is a British missionary who visits Gandhi.*
7. *When Gandhi arrives at his office, he is told that the pass laws will be changed.*

##### Exercise B:

1.
  - a) *Mr. Singh*
  - b) *Gandhi was shocked to hear of such inhuman treatment, and angry at the discrimination.*
  - c) *Gandhi is surprised because he is a well-educated lawyer, like the other Indian man he is speaking to, but they are still considered inferior and not allowed to walk with white men in the street. Gandhi received his law degree in England, yet the British discriminate against him in South Africa. Gandhi thinks this treatment is unjust.*
2.
  - a) *Mr. Khan*
  - b) *A barrister is a lawyer who represents clients in court.*
  - c) *Mr. Khan is encouraging Gandhi to protest against the discrimination against Indians. Mr. Khan is agreeing to join Gandhi in his protests.*

### 2.2: Protests for Indian Civil Rights 20.25 – 41.19

Play the film to 41.19. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

#### Answers to 2.2

##### Exercise A:

1. *Mr. Walker, the journalist.*
2. *Because in India, cleaning the latrine is the work of the “untouchables.”*
3. *The Indian miners.*
4. *Because all the protesters lie down.*
5. *General Smuts agrees to cancel the new laws and free the protesters, but all future Indian immigration will stop.*

### Exercise B:

1. T
2. F – The new laws say that a policeman may enter an Indian house and demand to see the card of any Indian woman living there.
3. F – Gandhi says they should be non-violent and not cooperate.
4. T
5. F – When Charlie Andrews speaks about Gandhi during his sermon at church, the people do not want to listen, and most of them leave.
6. T

### Exercise C:

1.
  - a) Gandhi.
  - b) Gandhi explains that non-violent civil disobedience means that you must be willing to die for the cause. It also means that the British will not be able to get what they want – they want obedience, not dead bodies.
2.
  - a) Ba said this to Gandhi.
  - b) Gandhi was angry because Ba said she would not clean the latrine (toilet). She said it is the work of the untouchables. Gandhi gets angry because he wants to erase the idea of “untouchables” and he wants everyone to be equal.

### Exercise D:

1. Students should discuss if they think it is brave or foolish to not fight back when someone hurts you, and what makes non-violent non-cooperation effective.
2. Students should discuss traditions they have, and how they would feel if they realised the traditions were not fair.

## 2.3: Understand the Poor of India 41.20 – 1.02.04

Play the film to 1.02.04. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

### Answers to 2.3

#### Exercise A:

1. Gandhi arrives in Bombay, India by boat.
2. Gandhi travels for one year by train and by foot to see the countryside of India.
3. While Gandhi is on the train, he sees an English soldier who was killed by an Indian insurgent.
4. When Gandhi is making a speech, he says that “politics of the people are limited to bread and salt.”
5. Gandhi asks why the poor would give their loyalty to the rich, because the rich only want to take over the role of the British.
6. Nehru brings his friends to visit Gandhi at his ashram.

**Exercise B:**

1. *Nehru*
2. *Professor Gokhale*
3. *Jinnah*
4. *Gandhi*
5. *Patel*

**2.4: Resistance Begins 1.02.05 – 1.31.03**

Play the film to 1.31.03. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

**Answers to 2.4****Exercise A:**

3, 1, 5, 4, 6, 2

**Exercise B:**

1. *Because their British landlords ordered them to grow certain crops such as indigo, but then the British stopped buying the indigo. The farmers were left with crops they could not sell, no money to eat, and no money to pay rent to the British landowners.*
2. *Charlie looks sad and a little confused, but he seems to understand Gandhi's reasons.*
3. *Gandhi asks them to gather a lot of evidence so they can win a court case against the British landowners.*
4. *The farmers want rebates on the rent they paid, the freedom to choose the crops they grow, and a part-Indian commission that will listen to their farming problems.*
5. *Because if all the Indians stop working to pray and fast, everything in India will come to a halt. This will have the effect of a general strike.*
6. *Because he fears rioting. He agrees to release Gandhi on the condition that Gandhi makes a speech about non-violence.*
7. *He says that he was trying to teach all of India "a lesson." He says it is irrelevant that there were women and children at the rally.*

**Exercise C:**

*Students should discuss the strength required to continue a campaign of non-violence when the response is so savage and violent. Let students discuss the contrast between the Indian strategy and the British strategy.*

## 2.5: Violent Non-cooperation 1.34.30 – 1.58.32

Play the film to 1.58.32. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

### Answers to 2.5

#### Exercise A:

1. *Gandhi encourages Indians to burn their British-made clothing and wear only homespun.*
2. *An English woman comes to live with Gandhi and Ba, and Gandhi calls her Mirabehn.*
3. *A protest supporting Gandhi's Home Rule campaign turns violent when a mob sets the police station on fire and murders 22 local policemen.*
4. *Gandhi decides to fast until the protesters end their protests.*
5. *"There have been tyrants and murderers, and for a time they can seem invincible. But in the end they always fall," Gandhi says.*
6. *After the protests end, policemen come to the ashram to arrest Gandhi for sedition.*
7. *In court, Gandhi says, "...I believe non-cooperation with evil is a duty. And that British rule of India is evil."*

#### Exercise B:

1.
  - a) *Students should discuss the value of moving forward vs. the value of maintaining non-violence.*
  - b) *The campaign has gained so much momentum and people have already sacrificed so much. They are afraid that they will never get this much support again if they stop the campaign now.*
  - c) *Students should discuss whether this is noble, brave, or foolish.*
2.
  - a) *Students should discuss the unique strategy of non-violence.*
  - b) *The King of England.*
  - c) *Students should discuss the contrast between Gandhi's philosophy of non-violence and the recent violence in the protest.*

## 2.6: The Salt March 1.58.33 – 2.18.59

Play the film to 2.18.59. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

### Answers to 2.6

#### Exercise A:

1. *d*
2. *b*
3. *a*
4. *c*
5. *a*

**Exercise B:**

5, 3, 7, 1, 6, 4, 2

**Exercise C:**

1. *The hot climate of India makes salt very important for health. When salt taxes made salt too expensive for many Indians, people began suffering from salt deficiencies. By putting a high tax on salt, the British were controlling a very important part of Indian health.*
2. *Because the British appear to be unable to control the protests. After Gandhi's march, Indians began making and selling salt without licences, defying the British laws. This made the campaign very effective.*
3. *Students should discuss what he learned by travelling, and why he was needed in India.*

**2.7: A Time of Loss 2.19.00 – 2.34.09**

Play the film to 2.34.09. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

**Answers to 2.7****Exercise A:**

1. *b*
2. *d*
3. *d*
4. *c*
5. *a*

**Exercise B:**

1. *Lord Irwin*
2. *Jinnah*
3. *Gandhi*
4. *Margaret Bourke-White*
5. *Ba*
6. *Doctor*

## **2.8: Hindu vs. Muslim 2.34.10 – 3.04.20 (end)**

Play the film to the end. If students don't have **Worksheet 2**, write the exercises on the board before you play the film.

### **Answers to 2.8**

#### **Exercise A:**

1. *T*
2. *F – Jinnah says that freedom of Muslims is more important than India's independence.*
3. *F – Gandhi goes to meet with Jinnah.*
4. *T*
5. *F – Muslims go to Pakistan, and Hindus stay in India.*
6. *T*
7. *F – Hindu thugs lay down their weapons at Gandhi's feet.*
8. *T*

#### **Exercise B:**

1. *Jinnah wants partition because he believes there will be civil war if Muslims and Hindus are together in an independent India. He believes that Muslims will not have enough rights in a mostly Hindu country.*
2. *People are rioting in the streets because Gandhi is staying at the home of a Muslim, and the policeman says he does not have enough forces to stop the riots.*
3. *Gandhi begins to fast again to protest the violence between Hindus and Muslims.*
4. *Because he says he will go to Hell, but not with Gandhi's death on his soul (since Gandhi is fasting to stop the violence).*
5. *Gandhi tells the man to find a Muslim child whose parents have been killed, and then to raise that child – as a Muslim.*

#### **Exercise C:**

1. *Students should discuss if minorities deserve special attention to make sure they are not overlooked.*
2. *Students should discuss the difficulty of attaining an independence that is not the independence Gandhi imagined.*
3. *You can tell students that the man who assassinated Gandhi was a Hindu extremist who thought Gandhi was weakening India by trying to help Pakistan. Students should discuss their views on what Gandhi accomplished.*

## 3. After You Watch

### 3.1: Compare and Contrast

#### Exercise A: Racial Segregation

As a class, compare the racial segregation in South Africa with the Hindu caste system that defines a group of people as “untouchables.” People are born with their race, and in India many are born into a caste, or into a the caste system. Discuss the similarities and differences between the two systems. For example, the racial segregation in South Africa was enforced by the English, but in India, the caste system is enforced by Indians. Is it possible to say that one is more just, or are they equally unjust?

Ask students to talk about other examples of racial segregation. You can ask students to write a diary entry from the perspective of an “untouchable.”

#### Exercise B: Leaders of Non-violent Resistance

Gandhi’s principle of non-violence has been praised and studied around the world. Many other leaders have used this principle of non-violence, such as Martin Luther King, Jr. Martin Luther King was a civil rights leader in the United States of America. He used nonviolent resistance to protest discrimination against blacks. Ask students if they can think of other leaders who followed the principle of non-violence. Who are these leaders? What did they do?

Write the following quotation on the board:

*“Do not accept injustice in any form. Make the injustice visible. Be prepared to die for it.”*  
(Mahatma Gandhi)

Discuss the quotation with students. Is it always right to struggle against injustice, or is it sometimes better to do nothing? Why is bravery so important in non-violence? Would students be prepared to die in a struggle against injustice?

### 3.2: Heroes

Write the following definition on the board:

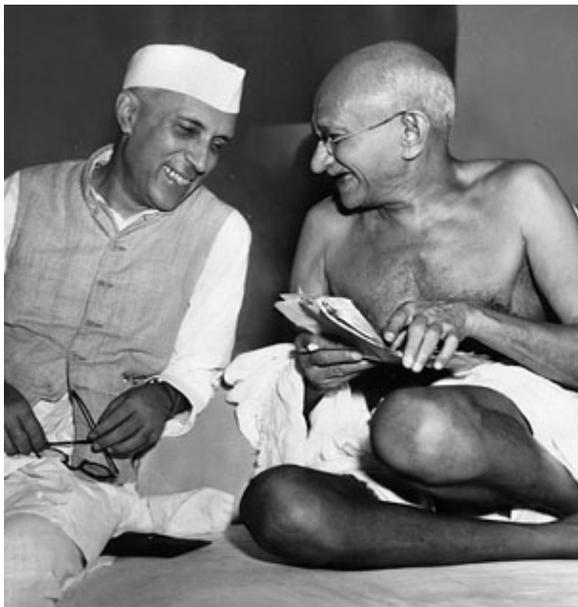
*hero*: a person who is greatly admired for their courage, achievements, or honorable qualities.

It is often easy to forget that heroes are human. Discuss the following questions with students:

1. Do you think even heroes have weaknesses and make mistakes? When people talk about a hero, why do they sometimes not talk about these?
2. Some critics say that Gandhi was racist towards black people, that his views on modern medicine were irrational and hypocritical, and that his role in winning Indian independence has been greatly exaggerated. These criticisms were not shown in the movie. Why is it important to show many sides of a hero, including the criticisms?
3. People have also criticized Gandhi’s response to World War II and the Nazis. Although the Nazis were committing genocide and killed 6 million Jews, Gandhi opposed the war and suggested that the Jews should accept their death as martyrs in order to win God’s love. Is nonviolence always the right answer? Are there situations when violence is the best way?

# Worksheet 1: Background Information

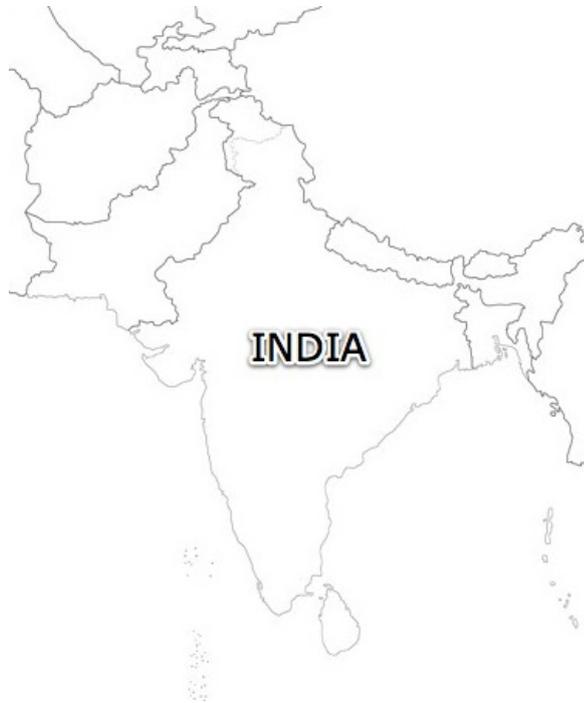
## Historical Photos of Gandhi



## India

India is a country in South Asia that shares borders with Bangladesh, Burma, Nepal, Bhutan, China, and Pakistan. India has the second-largest population of all countries in the world (about 1.15 billion people), and it is the world's largest democracy.

India has a long history of cultural and religious diversity, and it is the birthplace of Hinduism, Buddhism, Sikhism and Jainism. The arrival of Judaism, Islam, and Christianity in the first millennium CE also had a great effect on Indian culture. Today, India's population is more than 80% Hindu, and about 13% Muslim. India also has many different ethnic and cultural groups, and over 50 languages.



India has a caste system, which is a hierarchy that defines people's rank in society and sometimes restricts their opportunities and relationships. Although discrimination based on someone's caste is now against the law in India, it remains a strong force today, especially in rural areas. The "untouchables," or *Dalits*, are people at the bottom of India's caste system.

In the 16<sup>th</sup> century, European countries began creating trading posts and colonies in India. The British East India Company, an English company that was originally set up to trade with India, began to steadily take control of India beginning in the early 1700s. In 1857, the British East India Company controlled most of India, but some of their actions led to a rebellion (sometimes called the Indian Mutiny or the First War of Independence). The rebellion was strong, but it failed in the end. To increase British control in the region, the British government colonised all of India.

The British occupation lasted nearly a century. The major struggle for independence, led by Mohandas Gandhi, lasted from 1916 until 1947. The movement Gandhi led was characterized by non-violent civil disobedience,



and he campaigned for other goals in addition to independence: women's rights, reducing poverty, improving Hindu-Muslim relations, ending the idea of "untouchability," and increasing economic self-sufficiency. Gandhi's first major campaign was the Non-cooperation Movement in 1922. He then led the Dandi Salt March to protest the British tax on salt in 1930. In 1942, the widespread campaign for England to "Quit India" began, eventually leading to independence in 1947. Although the British put Gandhi in prison many times, it only made his movement even more popular with Indians. He became a political and spiritual leader who is still celebrated worldwide.

India is now a democratic republic with a president and a prime minister. Although India is one of the world's fastest-growing economies, poverty is still a major problem. Religious violence, terrorism, and caste and gender discrimination also remain to this day.

## **South Africa**

South Africa is a country on the southern tip of Africa. South Africa is also very ethnically diverse, and there are 11 official languages. There was strong racial separation under Dutch and British colonial rule that required all black and Indian people to carry passes everywhere they went. The pass laws did not allow them to enter areas where white people lived, and they needed a signed pass to travel to another district.

After the National Party was elected in 1948, they made a system of legal racial separation called *apartheid* to enforce the racial segregation that already existed. The apartheid laws aimed to separate blacks, whites, "coloured" (mixed race), Indians and Asians. Areas for white people were off-limits for other racial groups, mixed marriage was not allowed, and there was discrimination in education and jobs. Apartheid was in place from 1948 until 1994, even though there was strong opposition both in South Africa and around the world.

## Useful Vocabulary:

*caste system*: a system of dividing Indian society into classes of social status that each person inherits from his/her family.

*commission*: a group of people officially responsible for a certain task.

*civil rights*: the rights of citizens to have political and social freedom and equality.

*ashram*: a place for religious living or creating a special community. Originated in India in the Hindu tradition.

*non-cooperation*: refusing to obey a law or policy as a way to protest.

*civil disobedience*: refusing to obey certain laws to pay taxes and fines, as a form of peaceful political protest.

*strike*: when workers refuse to work, in order to protest against rules made by their employers.

*general strike*: a strike of workers in all or most industries.

*boycott*: refusing to buy something as a form of protest. Also, refusing to obey a policy or take part in an event as a form of protest.

*untouchables*: people outside the caste system, with very low social status.

*segregation*: the enforced separation of different racial groups in a country or community.

*apartheid*: a system of racial segregation or discrimination in South Africa.

*pass laws*: laws in South Africa that segregated the population and placed strict limits on the movements of non-white people. Non-white people in South Africa were required to carry pass books that gave them permission to travel outside their home towns. These laws were one of the main features of apartheid.

*homespun cloth*: cloth that is made on a loom at home.

*miner*: a person who works in a mine to find metal and minerals underground.

*indigo*: a tropical plant used to create a dark blue dye.

*rebate*: a partial refund to someone who has paid too much money for tax or rent.

*sedition*: speech or action that encourages people to rebel against the rulers of a country or place.

*viceroi*: a ruler in a colony who represents a colonial power.

*partition*: dividing a country into separate parts.

**Exercise A:** True or false? If false, write a correct sentence.

1. India is a mostly Muslim country.
2. The “untouchables” are people of no caste.
3. The caste system is no longer used in India.
4. The British colonial rule lasted almost 50 years.
5. Gandhi led the independence movement with a philosophy of non-violence.
6. The Indian independence movement failed.
7. There was no racial separation in South Africa before apartheid.
8. Apartheid lasted for almost 50 years.

# Worksheet 2: While You Watch

## 2.1: Discrimination in South Africa 00.00 – 20.24

**Exercise A:** Complete the following sentences with words from the box.

*Charlie Andrews   British   Mr. Walker   pass laws   South Africa   coloured*  
*Mr. Khan   passes   Smuts   missionary   Indians   journalist*

1. The man on the train tells Gandhi that there are “no \_\_\_\_\_ attorneys in \_\_\_\_\_.”
2. Gandhi and \_\_\_\_\_ decide to protest discrimination against \_\_\_\_\_.
3. Gandhi encourages the crowd to burn their \_\_\_\_\_.
4. A \_\_\_\_\_ policeman beats Gandhi while he burns the passes.
5. General \_\_\_\_\_ meets with \_\_\_\_\_, an American \_\_\_\_\_.
6. \_\_\_\_\_ is a British \_\_\_\_\_ who visits Gandhi.
7. When Gandhi arrives at his office, he is told that the \_\_\_\_\_ will be changed.

**Exercise B:** Read the quotations and discuss the questions in groups or as a class.

1. *“Mr. Gandhi, you look at Mr. Khan and see a successful Muslim trader. The South Africans see him simply as an Indian. And the vast majority of Indians – mostly Hindu like yourself – were brought here to work the mines and harvest the crops – and the Europeans don't want them doing anything else.”*
  - a) Who said this?
  - b) How do you think Gandhi felt when he heard this?
  - c) Why is Gandhi surprised by the discrimination against Indians?
2. *“I rather like the idea of an Indian barrister in South Africa. I'm sure our community could keep you in work for some time, Mr. Gandhi – even if you caused a good deal of trouble... Especially if you caused a good deal of trouble.”*
  - a) Who said this?
  - b) What is a “barrister”?
  - c) What kind of trouble does he want Gandhi to cause?

## 2.2: Protests for Indian Civil Rights 20.25 – 41.19

**Exercise A:** Answer the questions below.

1. Who comes to meet Gandhi at his ashram and ask him questions?
2. Why does Ba, Gandhi's wife, say that she cannot clean the latrine (toilet)?
3. Who does Gandhi lead in a strike?
4. Why don't the horses trample the protesters?
5. What agreement do Gandhi and General Smuts make?

**Exercise B:** True or False? If false, write a correct sentence.

1. The new laws require that all Indians must be fingerprinted.
2. The new laws say that a policeman must receive permission to enter a house.
3. Gandhi tells the audience that they should hit a policeman who dares to hit them first.
4. Gandhi and thousands of protesters go to jail after the mining strike.
5. When Charlie Andrews speaks about Gandhi during his sermon at church, the people listening are happy.
6. General Smuts instructs his colleague to give Gandhi money for a taxi.

**Exercise C:** Read the quotations and answer the questions in groups or as a class.

1. *"Because they may torture my body, may break my bones, even kill me... They will then have my dead body – not my obedience."*
  - a) Who said this?
  - b) What does this mean?
2. *"You are human – only human."*
  - a) Who said this?
  - b) Why did Gandhi get so angry in this scene?

**Exercise D:** Discuss the following questions in groups or as a class.

1. Do you think it would be difficult to *not* fight back if someone was hurting you?
2. If you grew up with a certain tradition, do you think it would be very difficult to change if you realized it was an unfair tradition?

## 2.3: Understand the Poor of India 41.20 – 1.02.04

**Exercise A:** Complete the following sentences with words from the box.

loyalty bread train Bombay soldier Nehru salt insurgent

1. Gandhi arrives in \_\_\_\_\_, India by boat.
2. Gandhi travels for one year by \_\_\_\_\_ and by foot to see the countryside of India.
3. While Gandhi is on the train, he sees an English \_\_\_\_\_ who was killed by an Indian \_\_\_\_\_.
4. When Gandhi is making a speech, he says that “politics of the people are limited to \_\_\_\_\_ and \_\_\_\_\_.”
5. Gandhi asks why the poor would give their \_\_\_\_\_ to the rich, because the rich only want to take over the role of the British.
6. \_\_\_\_\_ brings his friends to visit Gandhi at his ashram.

**Exercise B:** Match the quotation with the person who said it.

Jinnah Gandhi Nehru Professor Gokhale Patel

1. *“Just a few words – then we'll get you to civilization.”*
2. *“Well, change that. Go and find India. Not what you see here, but the real India. You'll see what needs to be said. What we need to hear.”*
3. *“And there can be no excuses from the British now! India wants Home Rule! India demands Home Rule!!”*
4. *“Here we make speeches for each other – and those English liberal magazines that may grant us a few lines. But the people of India are untouched.”*
5. *“And now I'm going to introduce to you a man whose writings we are all becoming familiar with... a man who stood high in the esteem of our beloved Professor Gokhale... a man whose accomplishment in South Africa will always be remembered. Mr. Mohandas Gandhi.”*

## 2.4: Resistance Begins 1.02.05 – 1.31.03

**Exercise A:** Put the following events in order.

1. Gandhi tells Charlie Andrews that their partnership must end, because Indians alone must accomplish the independence movement.
2. General Dyer is questioned at a commission of inquiry.
3. An old peasant man asks Gandhi for help because he and the other farmers are starving and poor.
4. At Jinnah's house, Gandhi proposes that they organize a national day of prayer and fasting.
5. Gandhi and his associates gather enough evidence for the tenant farmers to win their demands from the British landowners.
6. General Dyer and his troops kill over 1,000 Indians at a non-violent rally.

**Exercise B:** Answer the following questions.

1. Why are the tenant farmers starving and poor?
2. How does Charlie feel when Gandhi says that their partnership in the independence movement must end?
3. When Nehru's friends offer to help, what does Gandhi ask them to do?
4. What are the farmers' demands?
5. Why will a nationwide day of prayer and fasting be effective?
6. Why does the viceroy agree to release Gandhi from jail?
7. When General Dyer is being questioned about the massacre, how does he explain his actions?

**Exercise C:** In groups, discuss the Amritsar Massacre.

After the massacre, Gandhi and the Indian Congress are even more determined to win independence through non-violence. Do you think non-violence can work if the British respond with brutality and murder? How would you feel if you were part of the non-violent Indian independence movement?

## 2.5: Violent Non-cooperation 1.34.30 – 1.58.32

**Exercise A:** Complete the following sentences with words from the box.

*tyrants    sedition    fast    homespun    Mirabeau    evil    duty    murderers*  
*Home Rule    police station    arrest*

1. Gandhi encourages Indians to burn their British-made clothing and wear only \_\_\_\_\_.
2. An English woman comes to live with Gandhi and Ba, and Gandhi calls her \_\_\_\_\_.
3. A protest supporting Gandhi's \_\_\_\_\_ campaign turns violent when a mob sets the \_\_\_\_\_ on fire and murders 22 local policemen.
4. Gandhi decides to \_\_\_\_\_ until the protesters end their protests.
5. "There have been \_\_\_\_\_ and \_\_\_\_\_, and for a time they can seem invincible. But in the end they always fall," Gandhi says.
6. After the protests end, policemen come to the ashram to \_\_\_\_\_ Gandhi for \_\_\_\_\_.
7. In court, Gandhi says, "...I believe non-cooperation with evil is a \_\_\_\_\_. And that British rule of India is \_\_\_\_\_."

**Exercise B:** Discuss the following questions in groups, or as a class.

1. When the Home Rule protests become violent, Gandhi tells the members of the Indian Congress that they must stop the campaign. He decides to fast until the protesters agree to stop. He says:

*"I will ask. And I will fast as penance for my part in arousing such emotions - and I will not stop until they stop."*

- a) Do you think it is wrong for Gandhi to stop the campaign they have spent so much time creating?
  - b) Why do Jinnah, Patel, and Nehru want the campaign to continue?
  - c) Gandhi shows that he is willing to die in order to preserve non-violence. What do you think about this?
2. After successfully stopping the protests, Gandhi is arrested for sedition. As he is taken away, he says to Nehru:

*"I know India is not ready for my kind of independence. If I am sent to jail, perhaps that is the best protest our country can make at this time. And if it helps India, I have never refused to take His Majesty's hospitality."*

- a) What does Gandhi mean by "my kind of independence"?
- b) Who is "His Majesty"?
- c) Why does Gandhi say that India is not ready?

## 2.6: The Salt March 1.58.33 – 2.18.59

**Exercise A:** Answer the following questions.

- Who comes to see Gandhi and report on the independence movement?
  - Charlie Andrews
  - Lord Irwin
  - Mirabehn
  - Mr. Walker
- Gandhi says he will “prove to the new viceroy that the King’s writ no longer runs in India.” How does he plan to prove this?
  - By burning down the palace.
  - By making salt.
  - By burning his British clothing.
  - By writing a letter.
- How many miles does Gandhi march to the sea?
  - 240
  - 1,500
  - 25
  - 100
- Why are the British arresting thousands and thousands of Indians?
  - For trying to escape by sea.
  - For attacking policemen.
  - For making salt without a licence.
  - For sedition.
- Why does Mr. Walker say that India is free?
  - Because the protesters did not retreat despite the violence.
  - Because the King of England announced that India was free.
  - Because Gandhi was released from jail.
  - Because all the British people left.

**Exercise B:** Put the following events in order.

- Gandhi, surrounded by a big crowd, picks up a handful of salt next to the Indian Ocean.
- Walker reads his news story over the telephone.
- Walker says to Gandhi, “You know what you’re going to do, don’t you?”
- A group of protesters raid Dharasana Salt Works.
- Gandhi and Ba are recreating their marriage vows by a lake at a temple.
- Police storm the beach on horseback, beating and arresting people.
- Gandhi walks 240 miles to the ocean with crowds of followers.

**Exercise C:** Discuss the following questions in groups or as a class.

- Why does Gandhi choose to protest by making salt? Why is salt so important in India?
- Why does Lord Irwin think that the British look like fools to the rest of the world?
- Gandhi tells Mr. Walker that he has traveled for so long and so far, only to end up back at home. Do you think he needed to travel before he could help India? Why is it important that he came back home?

## 2.7: A Time of Loss 2.19.00 – 2.34.09

**Exercise A:** Answer the following questions.

1. Why does Lord Irwin invite Gandhi to London?
  - a) To visit the King's palace.
  - b) To discuss the possible independence of India.
  - c) To escape the violence in India.
  - d) To teach at a university.
2. At the train station, a British officer asks Gandhi about his speech. Gandhi replies that he will speak about the value of goat's milk in daily diet, and also about:
  - a) Indian miners.
  - b) Factory working conditions.
  - c) Farmer's rights.
  - d) Being against World War II.
3. Gandhi tells Margaret that \_\_\_\_\_ is the worst form of violence.
  - a) colonisation
  - b) murder
  - c) poverty
  - d) hunger
4. Gandhi says that Jinnah has been:
  - a) Speaking about Hindu-Muslim unity.
  - b) Visiting Gandhi every day in prison to plan the revolution.
  - c) Telling Muslims they should fear a mostly Hindu government.
  - d) Living in an ashram.
5. Why must Gandhi and Ba stay at the Aga Khan palace where they are in prison?
  - a) Because Ba has major heart problems and cannot leave.
  - b) Because Gandhi refuses to move.
  - c) Because the officer wants to guard them.
  - d) Because Ba refuses to move.

**Exercise B:** Match the quotation with the person who said it.

Jinnah	Margaret Bourke-White	Doctor	Lord Irwin	Ba	Gandhi
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1. "Mr. Gandhi, I have instructions to request your attendance at an All-Government Conference in London to discuss the possible Independence of India."
2. "So the truth is, after all your travels, all your efforts, they've stopped the campaign and sent you home empty-handed."
3. "No. That is just another way of striking back. We have come a long way together with the British. When they leave we want to see them off as friends."
4. "But do you really believe you could use non-violence against someone like Hitler?"
5. "Bapu has always said there were two kinds of slavery in India – one for women, one for the untouchables – and he has always fought against both."
6. "She's had a coronary thrombosis – a serious heart failure. She wouldn't survive a trip. It's best to leave her – and hope."

## 2.8: Hindu vs. Muslim 2.34.10 – 3.04.20 (end)

**Exercise A:** True or False? If false, write the correct sentence.

1. Viceroy Mountbatten says he will help bring India to independence.
2. Jinnah says that independent India is more important than freedom of Muslims.
3. Gandhi refuses to meet with Jinnah.
4. Gandhi asks Jinnah to be the first prime minister.
5. Muslims stay in India and Hindus leave for Pakistan.
6. There is Muslim-Hindu fighting at the India-Pakistan border.
7. Muslim thugs lay down their weapons at Gandhi's feet.
8. Gandhi plans to go to Pakistan.

**Exercise B:** Answer the following questions.

1. Why does Jinnah want partition? Why does he want to separate Muslims and Hindus if they are all Indian?
2. Why do the policemen ask Gandhi to leave his Muslim friend's house?
3. Why does Gandhi begin to fast again?
4. Why does the Hindu thug throw a piece of bread at Gandhi and tell him to eat it?
5. What does Gandhi tell this man to do in order to find peace?

**Exercise C:** Discuss the following questions in groups or as a class.

1. Hindus are rioting because they are afraid Gandhi will give "too much" to the Muslims.
  - a) Do you think Gandhi is right to ask Jinnah to be prime minister?
  - b) Do you think Muslims need extra representation in government because they are a minority?
2. When Gandhi, Nehru, and Patel are discussing the violence between Muslims and Hindus, Gandhi leaves the room because he doesn't want to hear more.
  - a) How do you think Gandhi feels at that moment?
  - b) Do you think Gandhi has a duty to solve the problems?
  - c) How would you feel in Gandhi's situation?
3. Gandhi is killed less than five months after India becomes independent.
  - a) Why do you think he was killed?
  - b) Do you think Gandhi was successful in the end?

## Plot Summary

*Gandhi* begins in 1948, showing Mahatma Gandhi's assassination and state funeral in New Delhi, India.

The next scene goes back in time to 1893. Gandhi is a young Indian attorney who is thrown off a train. The conductor tells him "coloured" people are not allowed to travel first class. Gandhi is shocked to learn about the discrimination against Indian immigrants, and he joins with an Indian businessman, Mr. Khan, to protest. Gandhi and Khan organize a protest where they burn the passes that Indians are required to carry everywhere. The police arrest Khan and beat Gandhi because he continues to burn the passes one by one. Gandhi refuses to fight back with violence. The incident is reported in British newspapers.

When Gandhi discovers that General Smut has passed new laws that violate Indian civil rights, Gandhi makes a speech to a crowded audience calling for non-violent resistance against the new laws. The entire room rises and promises not to obey the new laws.

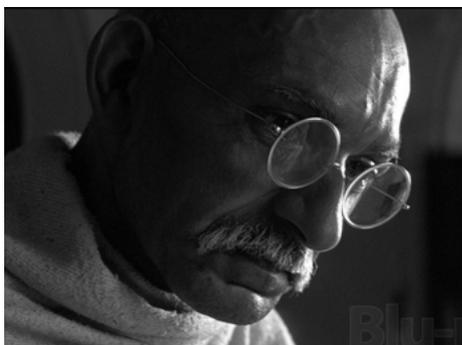
Gandhi leads a strike of Indian miners, and the British put him in prison along with thousands of other protesters. In order to re-open the mines, General Smut makes an agreement with Gandhi that he will cancel the new laws and free the protesters, but future Indian immigration will be stopped.

In 1915, Gandhi arrives in Bombay, India to a large welcoming ceremony. Members of the Indian National Congress Party, including Nehru, Patel, and Jinnah (who is also leader of the Muslim League), greet Gandhi. Gandhi spends a year travelling India to understand India better. After seeing widespread poverty, Gandhi tells the other members of Congress Party that he disapproves of their wealthy lifestyles. He later makes a speech to say that politicians can only represent India and challenge the British if they truly understand the lives of the many poor people in India.

Living a simple life in his ashram, Gandhi becomes more aware of the poverty caused by British rule. When Gandhi is arrested for encouraging non-violent non-cooperation with British laws, riots break out and he is granted bail. Gandhi and his partners gather a lot of evidence against British landholders, and the protesting farmers eventually receive their demands.

In response to proposed laws that would violate Indian civil rights, Gandhi organizes a day of fast and prayer. This has the effect of a mass general strike and brings India to a complete halt. The British arrest Gandhi again.

They soon agree to release him because of riots, if he will make a speech calling for non-violence.



General Dyer orders his troops to open fire on a public, non-violent meeting, and 1,516 Indian men, women and children are killed. With even stronger determination for Indian independence, the Congress Party adopts Gandhi's policy of non-violent civil disobedience in 1920.



A British woman called Mirabehn comes to live with him and his wife Ba. Gandhi calls for a huge crowd to burn their British-made clothing at a peaceful rally, but the next rally takes a violent turn when the crowd kills a group of local policemen. Gandhi decides to fast until the protesters will stop their violence, and he successfully ends the rioting. He is then arrested once again for sedition and sentenced to six years in prison.

In Porbandar State several years later, New York Times reporter Mr. Walker arrives in India to follow Gandhi's movement. Gandhi tells him of his new plan to protest the British tax on salt manufacture. Gandhi is joined by thousands of people



as he makes a 240-mile march to the sea, while Walker covers the story for global media. The march leads to widespread manufacture of salt by Indians without a British licence. During a non-violent raid on the Dharasana Salt Works, many Indian men are badly beaten by local police. Walker reports the story to the global media.

Lord Irwin invites Gandhi to attend an all-government conference in London to discuss the possibility of Indian independence. The conference ends with no agreement.

During World War II, Gandhi, his wife, and Nehru are arrested for speaking out against the war. A photographer from Life magazine, Margaret Bourke-White, visits Gandhi during his time in prison. His wife, Ba, suffers heart problems and eventually dies. Gandhi becomes aware of high anti-Hindu feelings among Muslims, who have been provoked by Jinnah to fear the possibility of a mostly Hindu country.

Once World War II is over, England sends Lord Mountbatten to serve as India's new viceroy, and he promises to guide the country to independence. Gandhi asks Jinnah to become the country's first prime minister to calm Muslim fears, but Jinnah argues that an independent Pakistan should be partitioned or else there will be civil war.

Gandhi agrees to the partition, despite his strong hopes for unity. There are violent clashes as Muslim refugees head out of India and Indian refugees move from Pakistan. Gandhi begins another fast in protest of the violence, and he nearly dies when the fighting finally stops.

Less than a year after India gains independence, Gandhi is assassinated. He is granted a State funeral, and his ashes are released into the Ganges River.