

International Movements for Civil and Human Rights

Framing Question:	How can power structures be changed?
Materials:	<ul style="list-style-type: none"> ▪ “We Can Change the World” Lyric sheets—one per student ▪ “Revolution of the Spirit” CD—(track 4: “We Can Change the World”) ▪ CD player (if song is played)
Opening Activity (5 Minutes):	Explain that the class is going to be listening to and/or reading a song about Mahatma Gandhi. The song will help students learn (or review, if students have already studied Gandhi) about some of the things he believed and some of the things he did. The song contains all of the biography the students will need to participate.
Class Activity (30 Minutes):	<ul style="list-style-type: none"> ▪ Distribute lyric sheets and direct students to read along as they listen either to the playing or reading of the song. Cover the entire song while students read along. ▪ Ask students if there are any words or phrases they don’t understand and answer any questions. (E.g. ahimsa is a Sanskrit term that means, literally, “non-injury,” or “non-killing.” The term implies far more than a passive way of life; it is a dynamic expression of compassion. Beyond just refraining from violence, it means doing the least possible harm, but it also means actively helping others.) ▪ Ask how Gandhi would behave if he were a student at their school today. ▪ How would he look at instances of injustice such as bullying? What would Gandhi do if he saw students being bullied? ▪ Gandhi believed that injustice had to be challenged but he felt challenging injustice with violence of any kind only added to the injustice. Dr. Martin Luther King, Jr. credited Gandhi with inspiring his non-violent civil disobedience that helped overturn unjust laws in our nation. Civil disobedience means that you refuse to follow laws that you believe are unjust and that you suffer the punishment for breaking those laws, forcing the people who punish you to see the injustice both of their acts and the underlying law. ▪ Ask students to discuss the questions listed on the bottom of their lyric sheets in small groups. Come together for a larger group discussion, asking a spokesperson for each group to explain the group’s answer or example.
Closing Activity (5 Minutes):	Ask the students how power structures can be changed. They should come up with civil disobedience, war, rebellion and democracy (voting).

	<p>Ask them how these answers each affects them individually— who does war hurt? What happens if you are civilly disobedient? How are war and rebellion alike? What about democracy?</p>
<p>Enrichment Activity (For extended class periods):</p>	<p>Ask the students to compare the avenues of redress discussed in Lesson 4, “Ayesha’s Hijab,” to the avenues of redress discussed in this lesson. How can each be used to change power structures? How are the methods different? How are they similar?</p>

“We Can Change The World”

By Sharon Silver, Daniel Sembello, Michael Sembello

<p>Ahimsa Satyagraha Ahimsa Satyagraha If you wanna start a revolution Know what you're fighting for Cause it's never gonna come From the force of a gun Violence only breeds violence Oh our history tells it all He walked 240 miles To the Arabian Sea With a handful of salt He set India free In the midst of the darkness Oh the light it still prevails The life of Gandhi Taught the whole world to see He was a pilgrim of peace An ordinary man Fearless and humble Resisted all evil With faith, hope and justice Protests that won With the soul force of love We can change the world Ahimsa Satyagraha Ahimsa Satyagraha Return goodness for evil With no hatred behind Cause an eye for an eye Makes the whole world blind</p>	<p>Nonviolence is truly A weapon of the strong Gandhi's message was carried Over turbulent seas To the heart of Martin Luther King If we all stand together It won't just be a dream The life of Gandhi Taught the whole world to see He was a pilgrim of peace An ordinary man Fearless and humble Resisted all evil With faith, hope and justice Protests that won With the soul force of love We can change the world Ahimsa Satyagraha Ahimsa Satyagraha We can all make a difference If we all do our part If you stand up and fight for The cause that you love You gotta be the change You wanna see in this world So give with your heart Unconditional love for all</p>
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Discussion Questions:

1. What does “violence only breeds violence” mean? Give an example.
2. What does “an eye for an eye makes the whole world blind” mean? According to Gandhi, revenge - or an “eye for an eye,” has what result?
3. What does “in the midst of the darkness, the light still prevails” mean? What does prevail mean?
4. What does “you gotta be the change you want to see in this world” mean?
5. “Gandhi’s message was carried over turbulent seas — to the heart of Martin Luther King” — why are the seas described as turbulent? What was going on in America when Martin Luther King was alive?
6. What does “non-violence is truly a weapon of the strong” mean?
7. What are some other words for fearless?
8. What does humble mean?
9. What kind of protests did Gandhi use?

BACKGROUND INFORMATION

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Lesson Background

This lesson can be used as an introduction to or a culminating activity for studying civil disobedience, creative nonviolence, Mahatma Gandhi's philosophy, significant events in his life, the influences on Gandhi's life, and the people Gandhi has influenced and continues to influence today. Its application here is focused as an introductory lesson in bullying prevention.

Sharon Silver (a middle school conflict resolution teacher at Ridley Middle School, Ridley Park, Pa.) and her cousin, Daniel Sembello (a Grammy award winning songwriter and producer), teamed up to research, write and produce the CD, *Revolution of the Spirit*. Silver created the materials reflected in the lesson below that shows how one song from the CD, the Gandhi track "We Can Change the World," can be used in a classroom. Silver recognized the role the media plays in educating our youth, and she wanted to provide an inspiring experience for students by exposing them to history and philosophy through music. There are 10 songs on the CD, each dedicated to individuals who have played a critical role in the struggle for justice.

Track 4, "We Can Change the World," is about Gandhi. "Revolution of the Spirit," the title song of the CD, is dedicated to Aung San Suu Kyi, who is currently under house arrest in Burma. Archbishop Desmond Tutu lent his voice to "Walk Through the Fire," which is dedicated to those who fought the injustice of the apartheid system in South Africa. Others celebrated in song on the CD include Sojourner Truth, Henry David Thoreau, Jane Addams, Cesar Chavez and Dolores Huerta. Each of the songs could be easily used in a lesson similar to this lesson. For more information please visit www.RevolutionOfTheSpirit.com. The CD's are available online at www.cdbaby.com/cd/sharonsilver, or you can purchase the *Revolution of the Spirit* CD from one of the following organizations and support that organization's work for peace and justice at the same time.

Resources

The M.K.Gandhi Institute for Nonviolence; www.gandhiinstitute.org; Ph: (901) 452-2824

The Liberty Museum; 321 Chestnut Street; Philadelphia, Pa.; Ph: (215) 925-2800, Ext. 5;
www.libertymuseum.org