

Power Without Violence

Trace how Gandhi's nonviolent belief shaped resistance and its effects.

SS7H3.b "Describe the impact of Mohandas Gandhi's belief in non-violent protest."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each action Gandhi or protesters used to resist without violence. Circle each effect of those actions or beliefs, then draw a line from one action to an effect it helped cause.

Gandhi's Strategy

- ① While living in South Africa, Mohandas Gandhi saw laws that treated Indians unfairly. He developed satyagraha, a method of seeking truth through nonviolent resistance. Instead of hurting opponents, protesters could refuse unfair rules, accept arrest, and remain disciplined. Gandhi believed this approach could expose injustice without creating a cycle of revenge. His campaigns brought together people who had felt powerless and drew attention to discrimination. The method became the foundation for his later leadership in India.
- ② After returning to India, Gandhi used nonviolent protest against British colonial rule. In 1930, he led the Salt March, walking about 240 miles to the sea to challenge a British tax and law on salt. Many Indians then made or collected salt peacefully, even though they risked arrest. Newspapers around the world reported the campaign. The protest showed that ordinary people could resist together, and it made British officials face public criticism of their rule.
- ③ Nonviolence did not by itself cause India to become independent. Indian political organizing, the effects of World War II, and negotiations also mattered. Still, Gandhi's belief gave the independence movement a powerful strategy and moral message. India gained independence from Britain in 1947. Gandhi's ideas later influenced leaders such as Martin Luther King Jr., who used nonviolent protest in the United States. Gandhi also opposed violence between religious communities, but he could not prevent the deadly violence that accompanied partition.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 According to the passage, how could nonviolent resistance affect injustice and revenge?

2 How did the Salt March challenge British rule, and what was one impact of the protest?

3 How did Gandhi's belief contribute to India's independence movement, even though it did not alone cause independence?

4 Describe one later impact of Gandhi's belief and one limit of its impact named in the passage.

3 YOUR TURN _____ Your own words

Imagine that students want to challenge an unfair school rule. Write three sentences that describe a nonviolent action and explain two effects the action could have on the rule or the community.

PART 1 • READ AND MARK

Underline each action Gandhi or protesters used to resist without violence. Circle each effect of those actions or beliefs, then draw a line from one action to an effect it helped cause. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	According to the passage, how could nonviolent resistance affect injustice and revenge?	It could expose injustice without creating a cycle of revenge.
2	How did the Salt March challenge British rule, and what was one impact of the protest?	It challenged the British tax and law on salt. It showed that ordinary people could resist together, gained worldwide news coverage, and brought public criticism of British rule.
3	How did Gandhi's belief contribute to India's independence movement, even though it did not alone cause independence?	It gave the movement a powerful strategy and moral message. Political organizing, World War II, and negotiations also contributed to independence.
4	Describe one later impact of Gandhi's belief and one limit of its impact named in the passage.	His ideas influenced Martin Luther King Jr.'s use of nonviolent protest in the United States. Gandhi could not prevent the deadly violence that accompanied partition.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Students could calmly gather signatures and deliver a letter explaining why the rule is unfair. Their respectful action could persuade school leaders to review the rule. It could also show other students that they can work together without threatening anyone.

Accept equivalent descriptions of nonviolent action and its effects when they are supported by the passage. For the open response, accept realistic peaceful actions and two logical effects.