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| **SS7H3ab – Indian Independence**  *The student will describe how nationalism led to independence in India.*  *The student will describe the impact of Mohandas Gandhi’s belief in non-violent protest.* | |
| Vocabulary: | **Caste System – the hereditary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **Nationalism – identification with one’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ for its interests.**  **Civil Disobedience – the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to obey certain \_\_\_\_\_\_\_\_\_ as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ form of protest.** |
| What? | \* **The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ maintained control over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by taking advantage of the Indian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ System.**  \* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all types (ethnicities and religions) came \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to promote \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  \* **Mohandas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ led marches, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and hunger strikes to fight for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He promoted the tactic of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which would be used by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and MLK later.** |
| So What? | + **\_\_\_\_\_\_\_\_\_\_\_\_\_ and Hindus did not continue to work together following \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The subcontinent was \_\_\_\_\_\_\_\_\_\_\_\_ into Hindu \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ Pakistan.**  + **Pakistan and \_\_\_\_\_\_\_\_\_\_\_\_ continue to rival each other to this day and \_\_\_\_\_\_\_\_\_\_\_\_\_ over the Kashmir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
| Sentence, phrase, Word: | **India’s Independence:**  **Gandhi’s stance on protesting:**  **Nationalism:** |
| Review Questions | 1. \_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_ |