

SOST1015: Using a Case Study: Gandhi and Indian Independence Course Syllabus

"World history deals with events that are far away in both time and space; as a result, it can often feel very abstract and unreal to students. Examining the lives of individuals can provide an antidote to that abstraction while helping students explore the impact people have on history."

Course Details

This course is part of the PBS TeacherLine suite of self-paced courses.

Course Description What can we learn from a case study of one person's life? Are individuals driving motors of history or are they simply "thrown up" by social forces? This course explores these questions and their implications for teaching by looking closely at the life of Mohandas Gandhi and his role in the Indian independence movement. Participants will also learn how to create a teaching case study.

Course Goals This course will help learners understand how one person's life can provide a window into understanding events and themes in world history. During this course, learners will build an understanding of the following concepts:

- The use of case studies of significant individuals to personalize world history for secondary students
- How case studies can convey the role of the individual in world history to secondary students
- The development of the Indian Independence movement and Mohandas Gandhi's role in the movement

Course Design This 3 hour professional learning opportunity is a self-paced experience. Learners can explore the course content, watch videos, and take self-assessments at their own pace.

Target Audience This course is intended for pre-service and in-service teachers of grades 9-12 and social studies/world history coaches and specialists.

Standards This course addresses the following standards:

Historical Thinking Standards (National Center for History in the Schools):

- Standard 5: The student engages in historical issues-analysis and decision-making.

World History Standards (National Center for History in the Schools):

- World History Era 8: A Half-Century of Crisis and Achievement, 1900-1945
 - Standard 5: Major global trends from 1900 to the end of World



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- War II.
- Standard 5A: The student understands major global trends from 1900 to the end of World War II.
- World History Era 9: The 20th Century since 145: Promises and Paradoxes
 - Standard 1: How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.
 - Standard 1C: The student understands how African, Asian, and Caribbean peoples achieved independence from European colonial rule.

Schedule

This course is estimated to take approximately 3 hours to complete. However, it is a self-paced experience and learners may work at their own pace and according to their individual schedules. Learners will have access to the course for 1 year after the purchase date.

Certificate

Learners will receive a printable certificate upon completion of all coursework, activities, and “Check for Understanding” multiple-choice quizzes, which will be tracked and graded by our automated system. All learners must score 100% on quizzes (with multiple attempts permitted) in order to receive the completion certificate.

Course Content and Assignments

During this self-paced course, learners are introduced to case studies as a method of personalizing history for young people. Through a model case study of Mohandas Gandhi, they gain insight into the three phases in which instructional case studies can be implemented in world history courses. These phases are: establishing the context and conflict, using primary and secondary sources to provide detail and complexity, and analyzing a decision made by the case study subject. In order to receive a course certificate, learners must complete all course activities, with scores of 100% on multiple-choice quizzes (multiple attempts permitted).

Topic	Learning Objective	Coursework/Activities
Introduction	<ul style="list-style-type: none">• Describe scholars’ conflicting views of the agency of individuals in world history• Define and describe the case study method	<ul style="list-style-type: none">• Create a graphic organizer showing background knowledge of Gandhi’s life and linking his life to larger themes in world history• Read the unit content overview for Unit 23 and consider historians’ views on the role of the individual in world history• Interact with on-screen text about the phases of an instructional case study



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<p>Establishing the Context and Conflict</p>	<ul style="list-style-type: none"> • Describe the context of colonialism in India in the first half of the 20th century • Identify the conflict facing Indians in the first half of the 20th century 	<ul style="list-style-type: none"> • Listen to an audio clip on “Perspectives of the Past: Colonial Identities” • Read excerpts from “The Tentacles of Empire” and examine a map of colonial powers and possessions in 1913 • Reflect on how to implement the context and conflict phase of a case study in the classroom • Answer Check for Understanding quiz
<p>Understanding the Complexity of the Case</p>	<ul style="list-style-type: none"> • Analyze primary source documents • Make inferences about the life of Mahatma Gandhi based on the analysis of primary source documents 	<ul style="list-style-type: none"> • Examine two images of Gandhi and develop hypotheses explaining the differences • Read “Key Dates in the Life of Gandhi” and create a timeline. • Review and draw information from primary sources to add to the timeline • Look for evidence to support or refute hypotheses • Reflect on how to implement the “complexity” phase of a case study in the classroom • Answer Check for Understanding quiz
<p>Considering Historical Decisions</p>	<ul style="list-style-type: none"> • Evaluate alternative courses of action available to Mohandas Gandhi and assess a decision made by Gandhi • Take and defend a position on a question of historical interpretation 	<ul style="list-style-type: none"> • Test hypotheses against information in a segment of the “Colonial Identities” video • Analyze Gandhi’s decision to wear the dhoti as both a symbolic and strategic decision • Reconsider the role of the individual in history, drawing on the Gandhi case study • Reflect on how to implement the “decision” phase of a case study in the classroom
<p>Using Historical Case Studies in</p>	<ul style="list-style-type: none"> • Apply what you have learned about case 	<ul style="list-style-type: none"> • Revise and expand the graphic organizer created in the

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the Classroom	studies to the classroom	Introduction and consider connections to world history themes <ul style="list-style-type: none">• Interact with on-screen tips for using case studies• Watch a segment of the “People Shape the World” video and consider how a classroom case study about Las Madres de Palza de Mayo might be constructed• Answer Check for Understanding quiz
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