

AFTER GANDHI

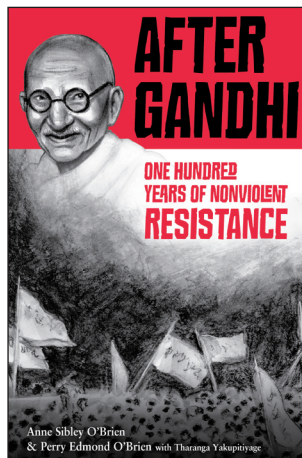
ONE HUNDRED YEARS OF NONVIOLENT RESISTANCE

DISCUSSION AND ACTIVITY GUIDE



TABLE OF CONTENTS

Discussion Questions	2
Activities and Projects	3
Reading Comprehension	4
Answer Key	7
Internet Resources	8
About the Authors	9



Anne Sibley O'Brien
and Perry Edmond O'Brien
with Tharanga Yakupitiyage
Illustrated by Anne Sibley O'Brien
978-1-58089-130-1 PB
e-book editions available

Introduction

On August 16, 1908, in Johannesburg, South Africa, a lawyer from India named Mohandas Gandhi spoke to a crowd of more than three thousand. These Indian expatriates he had helped organize were protesting a recent South African law that would force them to register as foreigners in the country. Two years of mass meetings and rallies led up to this event, at which Gandhi and his followers broke the law by burning their registration papers. No one had any idea that these actions marked the beginning of a movement that would change the world. Gandhi was not the first leader to use nonviolent methods to challenge injustice, but he developed new strategies involving tens of thousands of people in mass actions and demonstrated the power of nonviolence on a scale never seen before.

The Indian Independence Movement inspired similar actions all over the world. From sunny grape fields in California to the chilly streets of Prague, on buses and in prisons, in groups of thousands or standing alone, struggling people all over the world have chosen to follow the way of Gandhi. Some were directly inspired by his words and deeds, others came to embrace nonviolent resistance on a different path. All made the same commitment: to fight injustice without sacrificing their own humanity.

AFTER GANDHI

ONE HUNDRED YEARS OF NONVIOLENT RESISTANCE

DISCUSSION AND ACTIVITY GUIDE

DISCUSSION QUESTIONS

1. Gandhi and those who followed his example practiced nonviolent resistance. Why do you think so many leaders have been successful with this form of protest, even when violence is used to counteract them? How has the media played a role in their success?
2. Gandhi did not like the term “passive resistance,” and instead used the phrase “nonviolent resistance.” Why did he feel that the latter was a better choice? How is it different from the first term?
3. Explain the following quotation and relate it to situations today: “An eye for an eye makes the whole world blind.”
4. During his twenty-seven-year imprisonment, Nelson Mandela campaigned to improve conditions in the Robben Island prison. Why was his campaign in prison important to his larger struggle to abolish apartheid?
5. Nonviolent resistance can take many forms: peaceful protest, strike, petition, or letter writing. What are some other means of nonviolent resistance? Which do you think have been the most effective in the past? Would they still work today? How has technology changed these tactics?
6. Muhammad Ali refused to fight in the Vietnam War, yet he earned a living by fighting in the boxing ring. Do you see his refusal to go to war as hypocritical? Why or why not? How is fighting in a war different from fighting in a boxing ring?
7. Instead of imprisoning all who had suppressed black people in South Africa during apartheid, the Truth and Reconciliation Commission under Desmond Tutu gave them a chance to admit wrongdoing in exchange for amnesty. Tutu saw this as a new form of justice. Do you think that confessing wrongdoing to the public is a strong enough punishment, or should further steps have been taken?
8. Gandhi stressed that it was the people’s responsibility to question and resist unjust laws. The founders of the United States also emphasized civil disobedience and broke many English laws that they felt were unfair. How can it be determined if a law is unjust? What conditions should be applied to judge the fairness of laws, and who should decide?
9. In 1955 Rosa Parks refused to move to the back of a bus so a white man could have her seat. Her simple act of defiance helped lead to the abolishment of segregation laws in the United States. Can you find other instances in history where one person made a significant difference to policy and attitude?
10. Have you ever had to decide whether or not to respond to violence directed at you or someone you know? What was your decision? What was the result? Did you learn anything from this experience?
11. Are there issues we face today in the United States that you think need changing? Can you think of a nonviolent way to make a difference?
12. Vaclav Havel said, “Politics can be not only the art of the possible . . . it can be the art of the impossible.” What did Havel mean when he said this? Do you think this is true today?

AFTER GANDHI

ONE HUNDRED YEARS OF NONVIOLENT RESISTANCE

DISCUSSION AND ACTIVITY GUIDE

ACTIVITIES & RESEARCH PROJECTS

1. Design a poster that the students in Tiananmen Square may have used to protest for democracy. Think about the power of slogans, symbols, and particular words when creating the poster.
2. Mohandas Gandhi was deeply affected by Indian poetry, especially by the verse "If a man gives you a drink of water and you give him a drink in return, that is nothing. / Real beauty consists in doing good against evil." Write a poem describing an event in the book and the impact of this event.
3. Read Dr. Martin Luther King Jr.'s "Letter from a Birmingham Jail," found online at www.stanford.edu/group/King/frequentdocs/birmingham.pdf. Research the reaction that his letter had on politicians, church leaders, and the media. Compare and contrast these reactions with reactions to the Black Lives Matter movement (BLM). Is there an equivalent to "Letter from a Birmingham Jail" for BLM? Do you think there should be? Why or why not? Present a brief statement to your class and lead a debate on this topic.
4. The city of Greensboro, North Carolina, was the first city in the United States to adopt the model of the Truth & Reconciliation Commission, which they used to help heal racial divisions. Can you think of a conflict in your own life or in the larger world that could be helped by forming a Truth & Reconciliation Commission? Write a short paper discussing how you would set it up and what the benefits might be.
5. The Nobel Peace Prize is awarded to "the person who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses." Each year people are nominated for the prize and then chosen by a committee. Research current activists who use nonviolent action as a means for change. Choose a list of five to nominate for the prize and give reasons for your choice. Present your nominations to your class as if they are the committee. Then have the class vote on who they think should be awarded the prize.
6. Gandhi said, "Be the change you wish to see in the world." Brainstorm what changes you would like to see in your own world. Describe the change and provide action steps that people can take to implement these changes.
7. Set up a classroom government with a president and vice president, congress, and judicial branch. One group should caucus to discuss possible classroom laws, present them to the next group for discussion, and submit them to the president for approval. Afterward, discuss the perceived fairness of this process and how citizens could try to change bills that they deem unjust.

AFTER GANDHI

ONE HUNDRED YEARS OF NONVIOLENT RESISTANCE

DISCUSSION AND ACTIVITY GUIDE

READING COMPREHENSION CHECK

VOCABULARY

Match the words below with their appropriate definitions.

- | | |
|-----------------------------|---|
| 1. empire_____ | A. a military dictatorship |
| 2. regime_____ | B. a form of government based on the ideal of common ownership, where everyone shares everything |
| 3. communism_____ | C. a statement signed by many people to show support for a cause |
| 4. NAACP_____ | D. a contract between two or more countries, relating to peace, truce, or alliance |
| 5. apartheid_____ | E. a practice by which people are murdered by being hung from trees |
| 6. strike_____ | F. an area of land set aside by a colonizing government to be occupied by indigenous people |
| 7. unions_____ | G. a country that takes over and controls other countries |
| 8. lynching_____ | H. a long period of violence between Catholic and Protestant paramilitary groups in Northern Ireland |
| 9. "the Troubles" _____ | I. the process of trying to absorb one culture into another |
| 10. paramilitary group_____ | J. a particular government or set of rules |
| 11. treaty_____ | K. refusal to buy and support certain goods or services as a form of protest |
| 12. reconciliation_____ | L. organizations that protect workers' rights and guarantee fair pay and benefits |
| 13. boycott_____ | M. National Association for the Advancement of Colored People, founded 1909 |
| 14. assimilation_____ | N. the act of re-establishing friendly relations after an estrangement |
| 15. petition_____ | O. the interconnected nature of social characteristics such as race, class, and gender |
| 16. junta_____ | P. armed forces that do not have a legitimate status within the government |
| 17. intersectionality_____ | Q. to refuse to work |
| 18. reservation_____ | R. the name given in South Africa to the segregation of the inhabitants of European descent from the non-European inhabitants |

AFTER GANDHI

ONE HUNDRED YEARS OF NONVIOLENT RESISTANCE

DISCUSSION AND ACTIVITY GUIDE

READING COMPREHENSION CHECK

SHORT ANSWER

1. How did Gandhi protest the Asiatic Registration Act in South Africa?
2. In what way did Desmond Tutu try to help victims heal from conflict and violence in South Africa?
3. Rosa Parks refused to give up her seat for a white person on a bus, thereby breaking the law. What is this type of nonviolent protest called?
4. How did Cesar Chavez protest the low wages and ill treatment of farm workers?
5. Name the state, the reservation, and who calls the area home where protestors gathered to resist construction of the DAPL pipeline.
6. What religion, followed by Thich Nhat Hanh, focuses on living a balanced life, avoiding extremes in all things, and showing respect for all forms of life?
7. The Plastic People of the Universe was a band around which dissidents rallied in what country?
8. What solution did Wangari Maathai come up with to help women in the countryside of Kenya?
9. What were some ways that Nelson Mandela improved his and other prisoners' conditions in prison?
10. Eugene "Bull" Connor, the mayor that ordered officers to stop peaceful protesters with fire hoses and police dogs, was from which city?
11. What were Charles Perkins and the Students for Aboriginal Action protesting at the Moree town pool in 1965?
12. In what war did Muhammad Ali refuse to fight when he was drafted in 1967?
13. How did the Argentinean government silence people in "The Dirty War"?
14. What was the name of the activist group formed by Mairead Corrigan and Betty Williams in Northern Ireland?
15. Name the leaders of the Women's March and how they started or joined this movement.
16. In what country did government forces repress a protest by using tear gas and firearms?

AFTER GANDHI

ONE HUNDRED YEARS OF NONVIOLENT RESISTANCE

DISCUSSION AND ACTIVITY GUIDE

READING COMPREHENSION CHECK

QUOTATIONS

Match the quotation with the appropriate person.

- | | |
|--|--|
| 1. Wangari Maathai_____ | A. "I had no idea that history was being made. I was just tired of giving up." |
| 2. Vaclav Havel_____ | B. "Today we struggle for the soul of our country." |
| 3. Mohandas Gandhi_____ | C. "... water is the first medicine not just for us, but for all human beings living on this earth." |
| 4. Charles Perkins_____ | D. "Islam means peace." |
| 5. Rosa Parks_____ | E. "Nonviolence is an intensely active force when properly understood and used." |
| 6. Thich Nhat Hanh_____ | F. "We knew this was a war between love and hatred, not between force and force." |
| 7. Anna Lee Rain Yellowhammer _____ | G. "I really do inhabit a system in which words are capable of shaking the entire structure of government." |
| 8. Dr. Martin Luther King Jr. _____ | H. "Our common humanity is more important than all the things that divide us." |
| 9. Desmond Tutu_____ | I. "We must not only speak about forgiveness and reconciliation—we must act on these principles." |
| 10. Nelson Mandela_____ | J. "We are the Mothers of the Disappeared from Buenos Aires, Argentina, and we are here to discuss human rights." |
| 11. Linda Sarsour_____ | K. "We are called to assist the Earth to heal her wounds and in the process heal our own." |
| 12. Madres de Plaza de Mayo_____ | L. "If we're full of hatred, we can't really do our work. Hatred saps all that strength and energy we need to plan." |
| 13. Mairead Corrigan_____ | M. "If in our daily life we can smile, if we can be peaceful and happy . . . This is the most basic kind of peace work." |
| 14. César Chávez_____ | N. "We shall meet your physical force with soul force." |
| 15. Student Activists of Tiananmen Square_____ | O. "To make peace with an enemy one must work with that enemy, and that enemy becomes one's partner." |
| 16. Muhammad Ali_____ | P. "We cannot allow the voices of hate and divisiveness to be louder than the voices of solidarity and love." |

AFTER GANDHI

ONE HUNDRED YEARS OF NONVIOLENT RESISTANCE

DISCUSSION AND ACTIVITY GUIDE

READING COMPREHENSION CHECK

ANSWER KEY

Vocabulary

1. G
2. J
3. B
4. M
5. R
6. Q
7. L
8. E
9. H
10. P
11. D
12. N
13. K
14. I
15. C
16. A
17. O
18. F

Quotations

1. K
2. G
3. E
4. B
5. A
6. M
7. C
8. N
9. I
10. O
11. P
12. J
13. H
14. L
15. F
16. D

Short Answer

1. He organized the mass burning of registration papers.
2. He led the Truth and Reconciliation Commission.
3. Civil disobedience.
4. He helped form unions and organized strikes.
5. The Standing Rock Reservation in South Dakota, home of the Standing Rock Sioux.
6. Buddhism.
7. The Czech Republic, then called Czechoslovakia.
8. She planted trees to help restore the soil so that women could farm and garden.
9. He won long pants, more blankets, the chance to have more visitors, and the ability to write letters, study, and receive books for the prisoners.
10. Birmingham, Alabama.
11. They were protesting the rule that Aborigine children weren't allowed to use the pool.
12. The Vietnam War.
13. They silenced them by "disappearing" them, or kidnapping and murdering them.
14. The Community of Peace People.
15. Teresa Shook and Bob Bland proposed similar events on Facebook that went viral; the two joined forces and invited Tamika Mallory, Linda Sarsour, and Carmen Perez to serve with them as organizers.
16. The Republic of China.

AFTER GANDHI

ONE HUNDRED YEARS OF NONVIOLENT RESISTANCE

DISCUSSION AND ACTIVITY GUIDE

The Albert Einstein Institution

www.aeinstein.org

The Albert Einstein Institution is a nonprofit organization advancing the study and use of strategic nonviolent action in conflicts throughout the world.

A Force More Powerful: A Century of Nonviolent Conflict

www.aforcemorepowerful.org

Filmmakers Steve York and Miriam Zimmerman and nonviolent conflict experts Peter Ackerman and Jack DuVall make up the creative team behind *A Force More Powerful*, which has turned into a book, film, and computer game.

Beyond the Choir

www.beyondthechoir.org

Beyond the Choir is a 501(c)(4) which partners with social justice organizations to craft resonant messaging, plan strategic campaigns, and mobilize larger bases of support.

GandhiServe Foundation

www.gandhiserve.org

GandhiServe, a charitable foundation registered in Germany, aims to spread the ethics of nonviolence by disseminating information about and popularizing Mohandas Gandhi's life and works.

The Green Belt Movement

www.greenbeltmovement.org

Started by Wangari Maathai, the Green Belt Movement began as a grassroots tree-planting program to address the challenges of deforestation, soil erosion, and lack of water, and is now a vehicle for empowering women and communities worldwide.

INTERNET RESOURCES

International Center on Nonviolent Conflict

www.nonviolent-conflict.org

The ICNC is an independent, nonprofit, educational foundation that develops and encourages the study and use of civilian-based, nonmilitary strategies to establish and defend human rights, democracy, and justice worldwide.

The King Center

www.thekingcenter.org

Established in 1968 by Coretta Scott King, the King Center is the official living memorial dedicated to the advancement of the legacy of Dr. Martin Luther King Jr., leader of America's greatest nonviolent movement for justice, equality, and peace.

The Nobel Prize

www.nobelprize.org

This site gives information about past and present Nobel Prize winners.

Radio Prague's History Online Virtual Exhibit

<http://archiv.radio.cz/history/history15.html>

This website gives a brief history of the Velvet Revolution that occurred in Czechoslovakia in 1989.

The United States Institute of Peace

www.usip.org

The United States Institute of Peace is an independent, nonpartisan institution established and funded by Congress. Its goals are to help prevent and resolve violent international conflicts, promote post-conflict stability and development, and increase conflict management capacity, tools, and intellectual capital worldwide.

AFTER GANDHI

ONE HUNDRED YEARS OF NONVIOLENT RESISTANCE

DISCUSSION AND ACTIVITY GUIDE



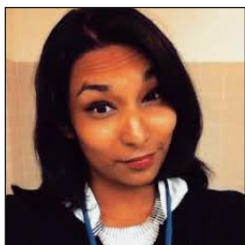
Anne Sibley O'Brien is a children's book creator who has illustrated twenty-five picture books, including *Jamaica's Find* and five other Jamaica books by Juanita Havill. She has collaborated with Margy Burns

Knight on several books, including *Talking Walls*; *Who Belongs Here? An American Story*; and *Talking Walls: The Stories Continue*. In 1997 they received the National Education Association Author-Illustrator Human & Civil Rights Award for their body of work.

O'Brien is also the author and illustrator of several books, including *The Legend of Hong Kil Dong: The Robin Hood of Korea*, *I'm New Here, Someone New*, and the middle-grade novel *In the Shadow of the Sun*.

O'Brien was raised by medical missionaries in South Korea, becoming both bilingual and bicultural, which sparked her passion for multiracial, multicultural, and global subjects. In addition to creating books, she has been involved for many years in diversity education and leadership training. She is a cofounder of the I'm Your Neighbor Project, promoting the use of children's literature featuring "new arrival" cultures and groups.

She lives on an island in Maine. Visit her website at www.annesibleyobrien.com.



Tharanga Yakupitiyage is a UN correspondent for IPS News, a human rights advocate, and a foreign policy analyst. She holds a bachelor's degree in international development from Hampshire College and a master's degree in public policy from American University. She has written incisively about the impact of extractive industries on indigenous communities, the interaction of climate change and refugee status, and the violence faced by vulnerable populations around the world. Tharanga lives in New York City.

ABOUT THE AUTHORS



Three years into a four-year enlistment in Afghanistan, **Perry Edmond O'Brien** came to the conclusion that war had never, and would never, solve conflicts. "I started to think you could trace the current

conflict in Afghanistan all the way back to World War I. War clearly wasn't solving our problems and hadn't over the last two- to three-thousand centuries of civilization. And if it wasn't working, it wasn't right." After talking with his unit's chaplain and studying philosophy and Eastern religions, Perry decided that he could no longer participate in active duty. At the age of twenty-one, Perry was one of thirty-one servicemen granted conscientious objector status in 2004.

Upon his return home, Perry continued to campaign for peace. His mother, renowned children's author Anne Sibley O'Brien, suggested that they combine her artistic ability with his knowledge of philosophy and history. Their collaboration resulted in *After Gandhi: One Hundred Years of Nonviolent Resistance*.

In 2008 Perry earned his BA in political theory at Cornell University and later received his MFA in creative writing from New York University. He works with Beyond the Choir, a social change strategy and training group.