



**SOUTH ASIA BOOK AWARD  
for Children's and Young Adult  
Literature**

Lesson plan by Pat Blizquez for  
*In Andal's House* by Gloria Whelan

English and Social Studies

Grades 7-12

- CCSS ELA Reading:  
Literature Standards  
7 and 9
- CCSS ELA Writing  
Standard 1
- C3 Framework  
Dimensions 1-4  
(D2.His.16 and D4.6)

## ***In Andal's House***



# In Andal's House

By Gloria Whelan

*I used this book with 2<sup>nd</sup> and 3<sup>rd</sup> graders—my colleague, Nancy Fisher-Allison, used it with 5<sup>th</sup> graders and although our lessons overlapped in many areas she had a different approach.*

## ***Making Connections Between Cultures***

**Materials:** *In Andal's House by Gloria Whelan*  
*Young Martin's Promise by Walter Dean Myers*

I shared this book with my second and third grade students around the time of Martin Luther King's birthday. In sharing this book, my hope was that students would see "injustice" as a global problem, not an issue that is discussed only during Black History month around the Martin Luther King holiday. Students were familiar with the book "Young Martin's Promise" by Walter Dean Myers. In this book they learned of an incident that happened to Martin as a child in Georgia that paralleled Kumar's experience with bigotry in Gujarat, India. As a child Martin was accustomed to playing outdoors with a group of white boys in his neighborhood. All this changed when he started school, an all black school, and the grownups decided that their sons must give up their friendship with Martin.

- Read book with students, taking time to notice significant features of the illustrations and discuss examples of "injustices." Besides the more obvious example of Kumar being sent away from Andal's house because he is not the right caste, students also are quick to notice that Kumar gets preferential treatment over his sister in several ways. Some of the students note the picture of Gandhi on the wall of Kumar's house. Some were aware that Gandhi was a role model for Martin Luther King.
- Guide students into creating a Venn diagram that compares and contrasts the experiences of the main characters in the two books. Some of the differences students notice are that of character, country, time-period, and basis of discrimination (race rather than caste) Some of the similarities they notice are that both characters are young sensitive boys; both are at first treated as equals and then discriminated against as the adults in the story say "this cannot be." Some students see a connection between the untouchables not being able to drink from the same well as higher castes and African Americans having to use separate drinking fountains. Both Martin and Kumar come through this experience as stronger persons, hopeful for a better future.