



**STARTALK Classroom Video Collection: Hindi**  
**Thomas A. Edison Career and Technical Education High School**

**Unit Theme:** Mahatma Gandhi

**Unit Subtheme:** Traveling to Rajghat and Mahatma Gandhi

**Lesson Goals:**

At the end of this lesson, students will be able to

- form questions about Rajghat and Mahatma Gandhi,
- choose appropriate transportation for travel within India, and
- compose a postcard about travel in Rajghat and Gandhi in Hindi.

**Part 1**

Students begin with a quick warm-up conversation with the instructors and then with each other. The classroom decorations support the instructional goals for the unit.

Questions to consider

- How do the visual elements aid the instructors in explaining new vocabulary?
- What is the value of doing this type of activity?
- How do the instructors introduce the new vocabulary?
- Why do you think the instructors limit the number of new vocabulary items?
- What criteria do you think they used in choosing the new words?

**Part 2**

Watch the instructors present information about Gandhi and encourage negotiation of meaning between students.

Questions to consider

- How do the instructors incorporate previously learned material into the new material?
- How do the calendar and the questions on transportation set the scene for today's journey?
- How does each student's response illustrate individual growth using language in interpersonal communication?
- By the end of the lesson, students are expected to write original sentences about Gandhi. How do the instructors scaffold the learning? What visual support is provided?



### **Part 3**

Students are given sentence builder strips to form sentences while in their small groups for a culminating presentational mode task. To prepare for this, students discuss what they will write about Gandhi.

Questions to consider

- To what extent does the flow from interpersonal mode to presentational mode help the students develop needed skills?
- Where do you see evidence of negotiation of meaning?

### **Part 4**

The instructors show students a postcard and ask them to create a postcard to friends back home on what they learned about Gandhi and what they liked about their experiences.

Questions to consider

- How did the instructors provide an expansion and extension of the newly acquired material?
- How does this presentational mode task challenge the students to express what they learned? What is the value of designing assessment activities like this one?
- What is the value of a personalized activity in this context?

### **Reflect on the Lesson**

- Which of the 5Cs were reflected in this lesson? How were they incorporated?
- Which modes of communication were used during the lesson? How were they incorporated into the lesson?
- How will students be able to transfer their learning to real world situations?
- If you taught this lesson, what might you do differently? Why?
- If you were working with these students for the next class, what would you do?



### **Background Information**

Thomas A. Edison Career and Technical Education High School

Language: Hindi

Level: Intermediate Low

This lesson took place during the third day of this unit during the summer course at Thomas A. Edison Career and Technical Education High School. The students are 11<sup>th</sup> and 12<sup>th</sup> graders and have different oral and written proficiency levels. There are 15 students enrolled in the course. The students in this class had not rehearsed the class prior to the actual filming of the lesson.

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**Age of Learners:** 11<sup>th</sup> and 12<sup>th</sup> grade