



STARTALK Classroom Video Collection: Persian
Language Acquisition Resource Center at San Diego State University

Unit Theme: Autobiographies

Unit Subtheme: Personal Anecdotes

Lesson Goals:

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

- narrate and describe personal stories and
- recount biographical information on Kasraian in Persian.

Part 1

As the lesson opens, students are sharing vocabulary that they will use to recount personal experiences from their lives. They pair to discuss events from their lives and are asked to identify experiences that they have in common.

Questions to consider

- Why did the instructor choose to open the lesson with personal vocabulary?
- What type of graphic organizer is being used? How does this type of organizer scaffold instruction?
- Why did the instructor have students do a quick write before talking with their partners?
- How did the instructor structure the task to allow for meaningful communication?

Part 2

Students view a video documentary about Kasraian. As students watch the video, they are instructed to consider the key elements in his life. The instructor then poses a personal question for students to consider as they discuss the video.

Questions to consider

- What are the advantages of using this type of video in this lesson?
- How are students encouraged to make connections between their lives and Kasraian's life?
- Why is the discussion so animated? Notice the elements of think, pair, share.



Part 3

Students read a brief article about Kasraian and add an event from his life to the graphic organizer.

Questions to consider

- How does the instructor scaffold the reading process?
- How does the use of the graphic organizer encourage comparisons?
- How does the instructor ensure that individual students have understood the text and are prepared to share information with the class?

Part 4

Students had been instructed to draw a picture that illustrated a personal event in their lives for homework. Students share that picture with their classmates as they narrate a personal anecdote.

Questions to consider

- What is the advantage of having the image available as students share?
- How did the instructor structure the sharing activity for maximum student interaction?
- How does the instructor ensure that individual students have understood the text and are prepared to share information with the class?
- The instructor shared that these students have trouble communicating in the first person. What aspects of today's lesson addressed that concern?

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

Language Acquisition Resource Center at San Diego State University

Language: Persian

Level: Intermediate

The intermediate students in this video attend Persian classes on Thursdays after school and on Saturdays. They were part of the STARTALK summer program. Students will produce a written and oral autobiography and will have the opportunity to hear and read about the lives of others.

Program Director: Norman Leonard

Instructor: Shahnaz Ahmadeian

Age of Learners: 8–15 years

Reference:

Jadid Media. (Publisher). (2008). *Kasraian: Raz akkas shodan*. [*Kasraian: The secret of being a photographer*]. Available from http://www.jadidonline.com/images/stories/flash_multimedia/Kasraeeyan_test/Preloader.swf