A Visit to Varanasi, India

Integrating Language, Culture, and Content in a Novice Lesson

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Program Background

- UPenn Hindi-Urdu Program
- High school and college undergraduates
- Novice and intermediate students
- Primarily non-heritage students
- Travel theme
Goals of the Session

• Refine understanding of integration.
• Reflect on strategies based on proficiency level, point in the curriculum, and other factors.
• Expand repertoire of tools for integrating language, culture, and content.
Activity 1 – Discuss with a Colleague

Discuss with a colleague:

• What comes to mind when you think of *integrating language, culture, and content*?

• Which of the three elements do you think is the most difficult to integrate and why?

• Can you think of a challenge that you encountered when developing an integrated lesson? How did you overcome it?

• Define *integration* in this context. What does an integrated activity look like?
About the Varanasi Lesson Activity

• Day 11 of the program; 1st lesson
• Theme – “Exploring Diversity: Regions and Cities of South Asia”
• Foci of the curriculum
• What students know already
• Lesson structure
Activity Structure

• 3 Stations
  – Getting oriented, famous places
  – Temples, gods and goddesses
  – Shopping for souvenirs

• Assessment: Exit cards, postcard, voicemail, travel blog entry, video log.

• Complete the activities with a colleague and discuss the reflection questions for each activity.
Reflections

• What needs to happen before each station in order to prepare students for these activities?
• How might the activities be spiraled up for a higher level?
• Reflections on the stations format.
• Other thoughts?