



## **STARTALK Classroom Video Collection: Hindi** **Kent State University**

**Unit Theme:** Community

**Unit Subtheme:** Greetings and Meetings

### **Lesson Goals:**

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

- identify the family members and relationships of the Nehru dynasty and typical Indian families,
- compare and contrast their own families with typical Indian families, and
- label their own family members in Hindi.

### **Part 1**

The instructor begins by reviewing family words that the students already know and then builds on that vocabulary base by showing a video of a large Indian family.

Questions to consider

- How does this activity allow language, culture, and content to be integrated?
- What does the instructor do to make the language of the video more accessible to students?

### **Part 2**

The concept of multigenerational families is introduced in a cultural context by describing the members of the Nehru dynasty. Students are then given a family tree with the names of family members. They work together to place photos of the Nehru family in the appropriate spots on the family tree.

Questions to consider

- How does the instructor use the PowerPoint presentation to make the information more accessible to the students?
- How does the activity that follows allow students to use language at the novice level?
- What is the advantage of working on the concept of family by describing an actual Indian family?



### **Part 3**

Students use the new vocabulary as they create and label their own family trees.

Questions to consider

- What are the advantages of having students describe the Nehru dynasty family before describing their own families?
- How has the teacher allowed for differentiation in this activity?
- What structures are in place to encourage meaningful communication?

### **Part 4**

A graphic organizer is used to allow students to compare Indian families and American families.

Questions to consider

- How does the instructor scaffold the activity to allow students to focus on cultural similarities and differences at the novice level?
- What does the instructor do to create more interaction between the students?

### **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**

Kent State University  
Language: Hindi  
Level: Novice

The high school students who appear in this video participated in the first semester Elementary Hindi I course during the summer STARTALK session held at Kent State University. This video was filmed during one of the Saturday follow-up sessions scheduled throughout the school year.

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**Instructor:** Uma Krishnan

**Age of Learners:** 16–18 years

### **References:**

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Kamat, H. K., Kamat J., Kamat, K., & Kamat, V. (2004, May 19). History of India: Nehrus and Gandhis. Retrieved from [http://www.kamat.com/kalranga/itihas/nehru\\_gandhis.htm](http://www.kamat.com/kalranga/itihas/nehru_gandhis.htm)