

Language Lizard Unit: *Language, Customs, Culture in India (focus on art, story review, customs)*

## **Multicultural Lesson Plans**

### *Language, Customs and Culture in India*

- Unit:** India
- Title of Focus Book:** [Buri and the Marrow](#) in Urdu/English and Hindi/English by Henriette Barkow
- Focus Languages:** Urdu, Hindi, English
- Grade Level:** Grades 1-2 (activities may be adapted to suit other levels)
- Topic:** Language, Customs, Culture in India
- Authors:** Jillian Harper and Kara Watt
- Affiliation:** West Chester University of Pennsylvania, Students in the Teacher Education Program for Elementary Education

The three lessons presented in this unit of instruction have been designed to help students:

- learn about different cultures and customs of people in India and in the United States;
- hear and see new languages and text;
- build an appreciation of the diverse languages present in the world and in the United States;
- Learn about other countries, such as India, and people similar to and different than themselves;
- Introduce important Social Studies concept such as Culture and Geography;
- build positive relationships among students in the classroom to promote the acceptance of diversity among students as a part of the classroom environment.

The Language Lizard book used in these lessons is: [Buri and the Marrow](#) in Urdu and English and [Buri and the Marrow](#) in Hindi and English. This book is available in many other languages, and other language combinations can be substituted for or used in addition to the dual languages presented here. There are also many additional dual language books which could be used to supplement these lessons.

This unit of instruction is easily aligned with state standards, and national standards in Social Studies and Language Arts. The National Council for the Social Studies Themes that these lessons support include: Culture; Time, Continuity and Change; People, Places and Environment; Individual Development and Identity; Global Connections; and Individuals, Groups and Institutions.

Language Lizard Unit: *Language, Customs, Culture in India (focus on art, story review, customs)*

### **Unit Introduction: India**

- 1) The teacher will begin the unit by introducing students to the continent of India. The teacher will either pull up a map of India on a computer or provide each student with a print out copy.
- 2) The teacher will physically show the students the various countries that make up the land of India. A map of India can be easily found by visiting the search engine [www.google.com](http://www.google.com) and simply typing in “map of India”.
- 3) An idea for a project that can last throughout the unit would be to draw a map of India on a large piece of chart paper. The teacher may then tape the chart paper onto the classroom wall. When students have completed an assignment or art project pertaining to the unit they may tape their work up onto the map.
- 4) After the students have been introduced to the physical location of India the teacher may introduce the students to different aspects of India’s culture. The teacher may show the students the traditional clothing worn in India as well as the food that they eat there. All of this information is available at the website [www.indiaembassy.com](http://www.indiaembassy.com) or <http://www.lonelyplanet.com> or <http://incredibleindia.org/>
- 5) Lastly the teacher should introduce the students to Urdu, one of the spoken and written languages of India. The teacher should show the students what the Urdu language looks like, and inform them that it is read from right to left. The teacher may show the students by modeling how a student would read the Urdu language. The teacher can also allow the students to listen to an audio clip of someone speaking the language. An example of Urdu writing and an audio clip of the spoken Urdu language can be found at <http://www.ukindia.com/zurdu1.htm>
- 6) Upon completing this activity, the students will have had a brief introduction to the culture and lifestyle of people living in India. This will benefit the students learning throughout the unit.

### Materials

Chart Paper, Computer with Internet access

*After the introduction to the mini-unit, the teacher can help students locate the countries where the focus language is spoken around the world. As a supplement, the teacher may offer instruction about these countries and the people who live in them currently. He or she may also share with students further information about the language including presenting how this language is represented in the United States, in the state where students reside and in the local community.*

*The teacher may also integrate learning about the languages, countries/regions/areas where the languages are spoken throughout the lessons. The CIA World Factbook Online provides excellent information on countries and people of the world.*

<https://www.cia.gov/cia/publications/factbook/index.html>

## **Lesson #1**

**Title:** Traditional Indian Art

**Grade Level:** Grades 1-2 (activities may be adapted to suit other levels)

**Duration of Lesson:** 40 minutes

**Goals:** Students will learn about the variety of art forms found in the country of India.

**Vocabulary:** pottery, paper-art, weaving,

**Skills:** speaking, listening, constructing

### **Learning Outcomes**

1. Students will be able to identify examples of different art forms from viewing pictures of the country of India.
2. Students will be able to construct/make an art form from a list provided by the teacher.
3. Students will be able to present their final piece to the class explaining the steps he or she followed and why.

### **Anticipatory Set**

The teacher will place students in groups of four around the classroom. Each group will get a piece of art that explains part of the culture of India. The group will have 5 minutes to study the piece together and come up with as many ways to identify/explain their specific art. The teacher will compile a list of these descriptive characteristics on the blackboard. When each group has finished, the pieces of art will be placed in the four corners of the classroom. Groups will take turns walking around and examining the other pieces. The teacher will then explain to students that they are going to be given the opportunity to construct their own piece of art of India today.

### **Procedure**

1. The teacher will hand out a piece of paper to each student that provides a list of the possible projects that they may complete.
2. The teacher will show the class an example of a woven basket. She will tell them that she chose the concept of weaving and the steps that she followed in order to complete her piece of art. She can do the same for pottery (e.g. using clay), paper-art and other art forms (see reference section at end of this lesson for other art examples).
3. The teacher will set up centers around the room which will have the supplies required to complete each project as well as the steps that should be followed. Students will be given an opportunity to explore and design their artwork as they wish. Students will stay in their groups and discuss the steps that they followed as well as explain to each other why they chose to do the project they had chosen.
4. When each group is finished, students will sit in a circle. The students will each explain why they chose the project that they did and any problems that they faced while constructing their project. The teacher will ask the students if they feel that art work in India is similar to or different than other artwork they have seen.

Language Lizard Unit: *Language, Customs, Culture in India (focus on art, story review, customs)*

### **Closure**

The students will remain in the circle. The teacher will stand so that she is visible to each of the students. The teacher will hold up various types of art from India asking students to identify each one. Students will then look back at the list that they compiled before completing this project and add any interesting details or findings that they discovered during the actual designing and explaining of their work.

### **Assessment**

The teacher will assess students' ability to identify different art forms through looking at pictures.

The teacher will assess that the students chose an art form from the list provided and completed all necessary steps required.

The teacher will assess the students by their participation and presentation of the reason why they chose a particular project.

### **Materials**

clay  
basket weaving material  
pictures of art  
paint  
paper  
colored tiles  
pencils  
crayons  
markers  
cardboard

### **References**

<http://www.artoflegendindia.com/>

[http://www.indiaart.com/tour\\_indiaart.asp](http://www.indiaart.com/tour_indiaart.asp)

Language Lizard Unit: *Language, Customs, Culture in India (focus on art, story review, customs)*

## Lesson #2

**Title:** Buri and the Marrow

**Grade Level:** Grades 1-2 (activities may be adapted to suit other levels)

**Duration of Lesson:** 40 minutes

**Goals:** Students will learn concepts of print and the skill of prediction.

**Vocabulary:** Marrow, Journey, Hollowed, Pounced

**Skills:** Listening, following directions, working cooperatively, art, creative writing

### Learning Outcomes

1. Students will be able to listen attentively to Buri and the Marrow and respond to questions about the story.
2. Students will be able to actively participate in creating an alternate ending for the story.
3. Students will cooperatively work in groups to create illustrations for the class's alternate ending of the story.

### Anticipatory Set

The teacher will bring out a decorated shoe box containing various items that will give insight into the story of Buri and the Marrow. The teacher will pull out each item individually from the box as follows:

picture of a marrow	fox	lion
picture of an old thin woman in Indian attire	wolf	2 grey dogs
picture of an old plump woman in the same Indian attire	suitcase	map
younger Indian women		

The teacher will display these items to the students and prompt them to make predictions pertaining to story. Some examples of questions the teacher may ask are: What do you think causes the old women to change from a thin woman to a plump woman? What do you think the character in the story will use the suitcase and map for? Do you think she is going somewhere? The teacher will give the students time to voice their opinions and make inferences about the story.

The teacher will use the website <http://www.ukindia.com/zurdu1.htm> to allow students to listen to the Urdu Language that they heard in the introduction. The teacher will ask the students if they have ever heard Urdu before. The teacher will ask the students to list languages they speak at home and other languages they have heard of.

### **Procedure**

1. The teacher will ask students to sit on the reading carpet (or arrange the class in way so that everyone is able to see).
2. The teacher will introduce the story to the students. The teacher will read the title, Buri and the Marrow while pointing out the location of the title. The teacher will do the same for the authors, illustrator, and title page reinforcing concepts of print. The teacher will demonstrate to the students that in the English language books are read from left to right while the Urdu language is read from right to left. The teacher will show the students how this book is constructed using both English and Urdu, telling the students that they are learning to read English while other people around the world and in the US are learning to or are currently able to read different languages like Urdu.
3. After the story is read, the teacher will ask the students their opinions and thoughts about the book. The teacher will ask the students to give examples from their predictions. Were students' predictions correct? If not, how were they different?
4. The teacher will ask the students to pretend that they are Buri. The teacher will ask the class to raise their hands and give ideas how they would get home safe from the lion, tiger, and fox. The teacher will write the ideas of the students on the blackboard. The teacher will ask the students to close their eyes while she reads each suggestion. Students will be allowed to vote once on the ending that they like the best. Whichever ending receives the most votes will be the one used for the rest of the activities involving this story.
5. Using the ending that has been chosen, the teacher and students will collaboratively create a new ending to Buri and the Marrow. The teacher will write the story on chart paper. The teacher will separate the students into groups of various sizes depending on the number of students in the class. Each group will be responsible for creating the illustrations for their assigned page.
6. The teacher will have students come back the carpet and the teacher will collect all of the pages and compile an official copy of the book.

### **Closure**

The teacher will read the story in its entirety to the class. After the story has been read, students will be given the opportunity to explain and present their illustrations to their peers.

### **Assessment**

1. The teacher will assess students on their listening skills and responses to questions during the various activities of the lesson.
2. The teacher will assess students' participation in creating ideas and illustrations for an alternate ending.
3. The teacher will assess students' behavior and cooperation while working in groups.

### **Materials**

Buri and the Marrow by Henriette Barkow and Lizzie Finlay

Shoebox containing elements listed in anticipatory set

Blackboard	Crayons	Markers
Chalk	Chart Paper	Pencils

Language Lizard Unit: *Language, Customs, Culture in India (focus on art, story review, customs)*

### **Lesson #3**

**Title:** Indian Customs

**Grade Level:** Grades 1-2 (activities may be adapted to suit other levels)

**Duration of Lesson:** 40 minutes

**Goals:** Students will be exposed to and learn about various customs of the culture of India.

**Vocabulary:** Customs, Culture, Ceremony, Humble

**Skills:** Listening, Participation, Acting out mock ceremonies, Cooperative group work

### **Learning Outcomes**

1. Students will be able to compare and contrast Indian and American customs.
2. Students will be able to give examples of American customs and Hindu Indian customs.
3. Students will be able to illustrate a custom of their choice pertaining to their life or others.

### **Anticipatory Set**

As students arrive in the beginning of the day, the teacher will greet students by joining her hands at the chest level bowing down and saying “Namaste.” The teacher may be dressed in authentic clothing. The teacher will then welcome the class for the day and explain to them that she greeted them in the customs of many people in India who speak a language called Hindi.

### **Procedure**

1. The teacher will explain to the students that they will be learning a lot of different customs from the Indian culture. The teacher will begin by once again showing the students how to greet a friend in the Indian culture. You do this by joining your hands, palms together, and bow down slightly in front of the person saying “Namaste.” The teacher will have the students turn to a friend and practice this. In the Indian culture bowing down and joining hands shows humility and also makes us humble. People in India who greet one another this way often speak Hindi, another language of India. The teacher can show the students a copy of Buri and the Marrow in Hindi/English. Children can examine the differences in the Hindi and Urdu languages.
2. The teacher will ask for volunteers to tell the class how they greet their friends in the American culture. The teacher will have the students practice greeting their friends as they normally do.
3. The teacher will explain to students the way that Indian weddings traditionally take place. The wedding is not a single day; it is usually 3-4 or even more days. The teacher will ask students to explain what their prior knowledge of a traditional wedding in America is.
4. The teacher will explain to the students the Hindu custom of Lighting Lamp/Diya. The teacher will inform the students that in many Indian households, a lamp/diya is lit before the altar of God in the morning. The teacher will ask the students if they have any daily customs in their household that they would like to share with the class.
5. The teacher will provide each student with a piece of paper and crayons. The teacher will inform the students that they will construct an illustration portraying their favorite American custom, such as Independence Day, Birthdays, Thanksgiving etc, or the student may choose to illustrate one of the Indian customs they learned about in the lesson. The student may also choose to illustrate a custom of their families that may not be American or Indian.
6. Children will share their illustrations and describe their custom. As children share, the teacher can ask the class to identify ways that each student's custom is similar to or different from the Hindu customs they discussed earlier.

### **Closure**

1. The teacher will discuss with children that people's customs in America vary. Some people celebrate the same things, but there are many celebrations and customs in our country. Sometimes they are based on a person's religion, sometimes they are based on a person's heritage or nationality. This is the same in India and other countries as well. There are some customs many people celebrate together
2. The teacher will stress to the students the importance of respecting and accepting every culture from around the world.
3. The teacher will ask for volunteers to share their illustrations and present their particular custom to the class.

### **Assessment**

1. The teacher will assess students on their ability to compare and contrast American, Indian, and various cultures' customs.
2. The teacher will assess students' ability to give examples of American customs.
3. The teacher will assess students' artwork for effort and understanding the importance of customs.

### **Materials**

Paper  
Crayons  
Markers

Language Lizard Unit: *Language, Customs, Culture in India (focus on art, story review, customs)*

## Unit Closure

### Procedure

- 1) The teacher will explain to students that at the end of the week they are going to celebrate with a party touching on all the aspects about India that they have learned.
- 2) The teacher will give students the opportunity to explore many different parts of the Indian culture.
- 3) The teacher will have centers located around the room. The centers will be as followed:  
Making and Tasting Indian Food- <http://asiarecipe.com/india.html>  
Making Indian Jewelry- <http://www.webindia.com/artindia/trcraft.htm>  
Dressing Up in Authentic Indian Clothes  
<http://www.shalincraft-india.com/subhome/apparelhome.html>  
Various India Games/Activities- <http://games.123india.com/>
- 4) The teacher will allow students to work in groups to move around the room to each of the centers. The teacher will play Indian music during the celebration.  
At the end of the party the teacher will ask students to list two things that they have learned.
- 5) The teacher will have constructed a big map of India on the blackboard or wall that will be accessible to students. As students write what they have learned they will tape it to the wall of India. The teacher will read the various knowledge that the students have gained aloud to the class.
- 6) The teacher will have students locate India on the globe/world map. He/she will ask students to recall 2 of the languages of India they discussed in class: Hindi and Urdu. He/she will ask students to describe how life for people in India is similar to life in the USA and different from life in the USA. The teacher will remind students that many people with Indian heritage, who have moved to other parts of the world, have brought special family and cultural customs with them.

### Materials

Chart paper  
Markers  
Crayon  
Fabric  
Various Food Items  
Indian Music  
Internet Accessible Computer