

### **Multicultural Lesson Plans**

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

<b>Unit:</b>	India
<b>Title of Focus Book:</b>	<a href="#">Buri and the Marrow</a> in Bengali/English by Henriette Barkow
<b>Focus Languages:</b>	Bengali, English
<b>Grade level:</b>	Grades 1-2 (activities may be adapted to suit other levels)
<b>Topic:</b>	Language, Customs, Culture in India
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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 texts
- 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 them
- 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 Bengali and English. Each of these titles 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, People, Places and Environment, Individual Development and Identity, Global Connections and Individuals, Groups and Institutions.

### **Unit Introduction: India**

Using a world map, students will begin by locating India on the map. The class will then discuss any prior knowledge that they have about India. Using the *Eyewitness Book: India*, the teacher will take the class on a picture walk focusing on all the pictures to inspire further thinking. The teacher will then read the book, *Buri and the Marrow*, by Henriette Barkow. The teacher will ask students what they notice about the print/text in the *Buri and the Marrow* book. Students should note how the book is written in English and in another language or writing that looks very different than the lettering they know. The teacher should talk to the students about the language, Bengali, explaining that there many languages spoken in the USA and also, people in India speak many languages as well. One of those languages is Bengali. The teacher will tell the students that they will be learning about India during their next few lessons.

*After hearing the introduction to the mini-unit, the teacher can help students locate the countries where the focus languages are 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 each of the languages, including presenting how these languages are 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:** Play dough Maps

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

**Duration:** 20-30 minutes

### Learning Outcomes:

1. The students will be able to locate India on a world map.
2. The students will be able to create a version of India using Play dough.
3. The students will be able to compare and contrast city and village life in India.

### Anticipatory Set

Begin the lesson by reading from the Eyewitness book: India pages 30-33. Discuss Life in the villages and big cities in India. Students will have the opportunity to observe the pictures. The teacher will also review some of the pictures in Buri and the Marrow asking the students questions such as; Does Buri live in the city or the village? Where does the story take place? How is life in the villages/cities as portrayed in these books similar to or different than where you live? Where you have visited? Which cities and towns in the USA?

### Procedures

1. The teacher will distribute different colors of play dough and construction paper to the class.
2. After all materials are distributed, students will create the shape of India, using their play dough onto the construction paper.
3. When finished creating India and all play dough has dried, students will identify the capital of India by marking it on their maps using a different color play dough.
4. Some students may add rivers to their maps, or label the surrounding countries on their construction paper.
5. After students have completed the lesson, the teacher will take pictures of each students play dough map and print them out.
6. The teacher will share information about India with the students (See CIA World Factbook online or additional resources).

### Materials

Play dough	Construction Paper	<u>Buri and the Marrow</u>
Markers	Map of India	<u>India</u> : Eyewitness Books

### Closure

When the students have completed their play dough maps, the teacher will review the map of India and facts about the city and village life.

## Lesson Plan #2

**Title:** Paper Doll Making

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

**Duration:** 30 minutes

### Learning Outcomes

1. The students will be able to identify the different types of clothing that is worn in India.
2. The students will be able to create their own Indian dress for a paper doll.
3. The students will be able to compare and contrast traditional clothing that is worn in India and the clothing that they wear.

### Anticipatory Set

The class will begin by discussing any prior knowledge they have of Indian clothing. Using the Eyewitness Book: India, the teacher will take the students on a picture walk focusing on the different types of Indian clothing. He/she will tell students that they will be learning about traditional and modern Indian clothing today.

### Procedures

1. The teacher will then read some of the passages on the select pages, .38-39. Discuss the different kinds of clothes that are worn in the Indian culture. Discuss with the students what these clothes look like, colors that are used in the clothes, jewelry that is worn, etc. Students will have the opportunity to observe the pictures.
2. The teacher will also review some of the pictures in *Buri and the Marrow*, asking the students questions such as: What kind of clothing does Buri have? Do all the characters in the story have the same clothing? If not, how are they different? Also, the teacher will ask the students how the clothing that they wear is similar to or different than what traditional Indian clothing is like.
3. The teacher will distribute a cut out of a paper doll to all students.
4. Students will use different materials to create their dress for their paper doll. They may refer to images seen in the two books they viewed earlier. The teacher may also have additional images of traditional and modern Indian clothing for students to use as a reference. (Students will use materials provided by the teacher and materials that they have brought from home).
5. Students will design clothing for their doll.

### Closure

After students have created their paper doll, students will share what they created to the class, describing the clothes they chose for their doll and how the clothing represents traditional or modern clothes worn by people in India. When the students have completed their paper dolls, the teacher will hand out coloring worksheets for the students to complete.

### Materials

Cut out of Paper Doll

Felt

India Eyewitness Books

Markers/Crayons

Construction Paper

images of traditional and modern Indian clothing

scissors

Buri and the Marrow

Craft materials

Formatted: Underline

### Lesson #3

**Title:** India's Flag

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

**Duration:** 30 minutes

#### Learning Outcomes

1. The students will be able to correctly answer the question about India's flag that they read in the passage.
2. The students will correctly color the flag of India and the flag of the United States
3. The students will be able to compare and contrast India's flag to the flag of the United States.

#### Anticipatory Set

There will be an Indian flag and an American flag hanging in front of the room. The teacher will ask students what a flag is. Through discussion the teacher and the class will develop that a flag represents a country, state, etc; and that the different elements of the flag are symbols of what they are representing. The teacher will then ask the students what the elements of the United States' flag represent and discuss with students what the stars and stripes stand for.

#### Procedures

1. The teacher will distribute the India's Flag worksheet.
2. The teacher will read the passage aloud to the class, and then the class will read it together using choral reading.
3. The teacher will then assign partners and have the students work together to answer the questions about India's flag.
4. After everyone is finished answering the questions, they are to color in the flag using the proper colors to show their comprehension of the passage and cut out the flag. Students should then turn in the top half of their India's flag worksheet to the teacher.
5. Students will then color an American flag.

#### Closure

After the students have cleaned up their work, the teacher will bring the class back together on the carpet. The teacher will then hold a discussion with the class talking about what they learned about India's flag. They will compare and contrast it to the United States flag, analyzing colors, symbols, similarities, and differences. The teacher will also talk about the book Buri and the Marrow and ask if the story incorporated any of the elements of India's flag.

#### Materials

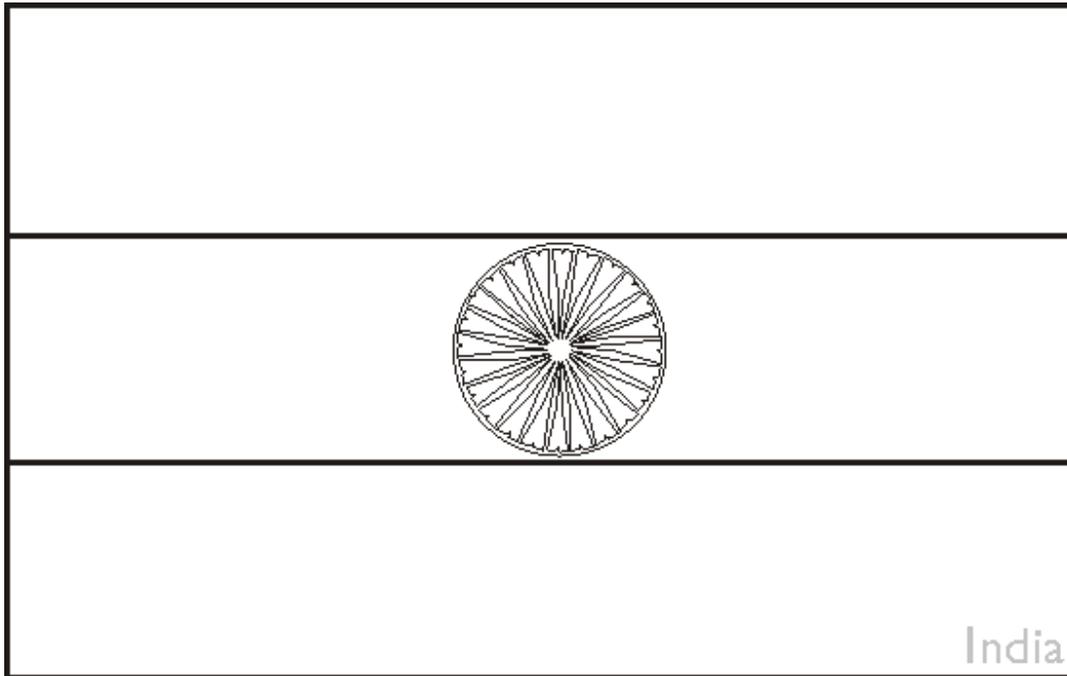
Indian flag	United States flag (already in classroom)
India's flag worksheet	crayons
scissors	

Name \_\_\_\_\_

### India's Flag

India's flag was adopted on July 22, 1947, after India became independent from Great Britain. The Indian flag has three equal bars (orange, white and green) with a blue wheel in the center. The wheel has 24 spokes, representing the 24 hours in a day. The orange symbolizes courage. The white stands for peace. The green stands for fertility. The blue symbolizes the sky and the ocean.

1. What colors are in India's flag? \_\_\_\_\_
2. When was this flag adopted? \_\_\_\_\_
3. How many spokes does the wheel have? \_\_\_\_\_
4. What does the white in this flag stand for? \_\_\_\_\_



**Closing Activity**

The students will create a poster displaying all that they have learned about India. Using a large piece of construction paper, students will attach all of their lesson projects: the picture of their play dough maps, their paper dolls, and their Indian flags. Students must also write one new or interesting fact they learned about India throughout the course of the project. The posters will be displayed around the classroom.



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india

Traditional Clothes