

## Hindi 3

### Basic Course Information

Title: Hindi 3

Transcript abbreviations: Hindi 3

Length of course: Full Year

Subject area: Language Other than English (E) / LOTE Level 3 Hindi

UC honors designation? No

Prerequisites: Successful completion of Hindi 2 or equivalent (Required)

Co-requisites: None (Recommended)

Integrated (Academics / CTE)? No

Grade levels: 9th, 10th, 11th, 12th

Course learning environment: Classroom Based or Blended (Online Video Meet and Classroom)

### Course Description

#### Course overview:

This class is structured to emphasize all four aspects of language learning: reading, writing, speaking, listening. This level is designed to further develop and strengthen Hindi grammar and communication skills. We will begin this course reviewing grammar concepts from level two and continue adding new tenses to the student knowledge base. This course will provide the opportunity to improve reading, writing and comprehension skills. In addition, there will be an emphasis on speaking, and learning about important cultural elements.

This course has been prepared in order to provide interesting and well-organized teaching materials for level 3 Hindi classes. A graded series of culturally significant readings have been presented that would not only enable students to develop their language skills, but would also encourage literary appreciation and cultural understanding. The subject matter ranges from classical myths to modern social life and provides insight into the varied cultural world of Hindi speakers. Students will be reading books from a variety of authors and focusing on different literary styles. They will engage in many interpersonal and presentational communication activities in Hindi, representing real-life situations. The class is conducted in the target language.

## Course Content:

### Topic 1: 'कुछ भारत के बारे में' Something about India

Students will be able to do the following in the target language:

- discussing India's geographic location
- naming India's geographic neighbors
- discussing physical features of India
- discussing India's climate
- naming India's main cities and ports
- learn about Taj Mahal, one of the new seven wonders of the world

The unit focuses on the following vocabulary topics:

- culture
- directions
- agriculture
- physical features
- climate
- transportation
- Hindi numerals

Students will review the grammar concepts from Hindi 1 and 2:

- verb agreement with the gender and the number of nouns (masculine-singular & plural, feminine- singular & plural)
- postpositions
- present habitual tense

### Assignment(s):

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

- Think, pair, share -- interpersonal activities
- Journal entries [in notebooks and/or electronically]
- One-on-one conversation with teacher related to unit objectives
- Slideshow presentations

- Shared Google Docs
- Quizlet for vocabulary practice and Quizlet.live for playful team collaboration
- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

**Project:** Students will choose a state in India and work individually to create a presentation in the target language. They will include a map and use the following categories:

- geography
- historical figures
- neighboring states
- local fairs or festivals
- music and folk dances
- cuisine
- tourist attractions
- industries
- eminent people

Students will use the Internet to research necessary information pertaining to their chosen state. Students will use their interpretive skills while learning about their chosen state and will use their presentational skills when they present to the class. Presentation will include a brief justification for choosing their specific state. A rubric is given to hone their presentational skills.

## **Topic 2: 'रामायण से' From the Ramayana**

This lesson focuses on how the Ramayana teaches Indians to perform their dharma or 'right way of living'. Students will learn that Indians consider doing one's dharma as one of the main goals in life. They will be able to do the following in the target language:

- explain in their own words what they think dharma means based on how the characters acted
- explain if Rama was a good son? A good husband? A good ruler? Was Bharata a faithful and trustworthy younger brother? Was Sita a faithful and loyal wife?
- explain why Indians consider dharma so important?

The chapters focus on the following vocabulary topics:

- exile
- royalty
- transitive verbs
- intransitive verbs

Students will review the following grammar concepts in context:

- the past verb tense
- using the subjunctive
- conjunction कि ki

**Assignment(s):**

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- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

**Project:** Students will write an essay about Ramanyana pointing out the following:

- monogamy versus polygamy
- respecting father's word of honor
- relationship among dharma, artha, kama and moksha - the four main goals in life and how they played out in the story of Ramayana
- moral lessons learned

Students read aloud and record 1 out of 3 stories using Rubric to guide them.

### **Topic 3: Lunar calendar (पंचाङ्ग) and its association with festivals of India - Diwali or another festival**

Students learn that India uses the Lunisolar calendar. Solar calendar for civil purposes and Lunar calendar for festivals.

Students will be able to do the following in the target language:

- ask and answer questions about why the festival is celebrated
- ask and answer questions about how the festival is celebrated
- describe the products and practices associated with the festival
- talk about the lunar calendar and its significance in Indian festivals
- understand and use passive voice (घर सजाये जाते हैं, मिठाई बनाई जाती है )
- use complex sentences with correlative subordinate clauses including details(जो... वह ...; जब..., तब...)

The chapters focus on the following vocabulary topics:

- decoration
- festive dishes
- fireworks
- lighting
- place of worship and associated practices

Students review vocabulary related to month, days, seasons, fortnight, waxing and waning stages of moon, full moon and new moon.

#### **Assignment(s):**

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- Think, pair, share -- interpersonal activities
- Journal entries [in notebooks and/or electronically]
- WhiteBoards/dry erase markers
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- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

**Project:**

- Interpretive: Students come up with categories and work on a list of expressions and phrases related to the festival.
- Interpersonal: Students exchange information they gathered.
- Presentational: Students talk about celebrating the festival in a fun manner while considering safe environmental practices.

**Field trip 1- Students go on a Field Trip to watch a play or a film based on a historical figure or Indian culture and norms.**

Students will be able to do the following in the target language:

- write a simple review in target language
- describe the issues/conflicts, characters and the plot of the film/play

**Topic 4 - 'कोशिश करने वालों की' People who try never fail - A poem by Sohan Lal Dwivedi**

This is a motivational poem where the poet advises people to persevere and stay focused towards their goal.

Students will be able to do the following in the target language:

- explain the meaning of the poem
- memorize the poem
- recite the poem from memory

**Assignment(s):**

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Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

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- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

**Project:**

- Interpretive: Students understand the meaning of the poem
- Interpersonal: Students discuss the poem with their partner
- Presentational: Students make a presentation about the underlying meaning of the poem and its relevance in the present time

**Topic 5: 'पत्र लेखन' Letter Writing**

These letters reflect the intercultural experiences of different people.

Students will be able to do the following in the target language:

- describe different aspects of life in India and the U.S.
- use subjunctive in polite commands and conditional sentences
- write letters to their friends and family members
- understand the cultural and social differences between India and the US
- compare and contrast a developing and a developed nation
- learn some basic norms of behavior that are commonly observed in South Asian societies

The unit focuses on the following vocabulary topics:

- family
- culture
- travel

Students will experience the following grammar concepts in context:

- oblique infinitive + postposition + जाना jana
- direct infinitive + चाहना chahna
- verb stem + सकना sakna

- लगना lagna (X ko + lagna ki; X ko +adjective + lagna; X ko bhuukh/pyas f. + lagna; oblique infinitive + lagna)

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### **Project:**

1. Thanksgiving is a US Holiday which is not celebrated in India. Using the letters read as samples, students will write a letter to their family in India describing the products and practices associated with Thanksgiving.
2. Students will construct an email excuse request for not being able to attend school activities.

**Topic 6: Eminent person of India - Abdul Kalam.** 5 short animated read-along stories of Abdul Kalam presented by BookBox Inc. He was an Aerospace scientist and the 'People's President'. His birth anniversary is celebrated as World Student's Day on October 15

Students will be able to do the following in the target language

- Listen and read along each event in APJ Kalam's life
- Learn vocabulary related to Science

- Take notes and be able to summarize each event
- Create questions to ask in teams
- Describe the lessons learned
- Appreciate hard work, perseverance and humanity

Students will be exposed to both narrative and dialogue discourse.

### **Assignment(s):**

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- Quizlet for vocabulary practice and Quizlet.live for playful team collaboration
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**Project:** Each student will further research on the internet about APJ Kalam and come up with 21 facts. These 21 facts will be used to write a biography.

**Topic 7: कुछ नहीं के बारे में सब कुछ - All About Nothing.** This is a picture book which tells the story about the invention of zero. This is an interesting book which is written starting from the front cover to the back cover.

Students will be able to do the following in the target language:

- introduce the characters
- describe the setting

- introduce the main idea of the story
- describe the series of events
- be able to infer by looking at the pictures
- Translate the story
- Identify humor in the story

Students will be exposed to both narrative and dialogue discourse.

Students will review transitive and intransitive verbs

Students will review numbers in target language

### **Assignment(s):**

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- One-on-one conversation with teacher related to unit objectives
- Slideshow presentations
- Shared Google Docs - Rubric for Read Aloud and Audio Recording
- Quizlet for vocabulary practice and Quizlet.live for playful team collaboration
- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

**Project:** Students will do further research on the internet about gems mentioned in the story, about University mentioned in the story. Students will write a book review in the target language.

## **Topic 8: 'लोक कथा - जिसकी लाठी उसी की भैंस' Folk tale - Jiski lathi usi ki bhains (Might is right)**

Students will be able to do the following in the target language:

- introduce the characters
- describe the setting
- introduce the main idea of the story
- describe the series of events
- describe the lesson learned
- talk about proverbs, idioms and metaphors in the story

Students will be exposed to both narrative and dialogue discourse.

### **Assignment(s):**

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**Project:** Each student will research another short folk tale on the internet using interpretive mode and share it with a partner using presentational mode of communication.

Each student will research 2 more proverbs and explain their meaning. Students will read aloud and record the story. They will use Rubric given as their guideline

### **Topic 9: 'महाभारत से' From the Mahabharata**

The story of Mahabharata had been written ages ago, but it holds relevance even during the present times. The deeply philosophical ideas that perpetuate throughout the epic can teach students about the art of living. Students will be able to do understand and explain the following in the target language:

- a revengeful instinct can only lead to one's doom
- one should stand by what's right; even fight for it
- the eternal bond of friendship
- half knowledge can be dangerous
- one should not be swayed by greed
- one cannot give up on life despite all hurdles
- women should be treated with respect

The chapters focus on the following vocabulary topics:

- royalty
- transitive verbs
- intransitive verbs

### **Assignment(s):**

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, workbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

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- Kahoot
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**Project:** Students will watch a movie or a play based on this epic. They will

- generate questions based on the story - interpretive
- make a presentation as one of the characters - presentational

When they watch a play, Director of the play visits classroom for a Q & A session

### **Topic 10 - 'काकी' Aunt - A short story by Siyaram Sharan Gupta**

This is a touching story of a young boy who loses his Aunt and his way of coping with this loss.

Students will be able to do the following in the target language:

- analyze the main characters in the story
- talk about the main idea of the story
- discuss the character's emotions and his way of coping with the loss
- discuss opposite words in the story

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- Kahoot
- Compose emails
- Role play conversations in various settings

- Design and present posters

**Project:**

Students will write a narrative about a sad incident in their lives or they could write a narrative from Shyamu's point of view.

**Field trip 2- Students go on a Field Trip to watch a play or a film based on a historical figure or Indian culture and norms.**

Students will be able to do the following in the target language:

- Critique a movie or play
- describe the issues, characters and the plot of the film/play

**Topic 11 - आकाश नीला क्यों है? Why is the sky blue? By Chandralekha**

Sir C. V. Raman was an Indian physicist who made ground-breaking works in the field of light scattering. This was subsequently known as the Raman effect. His works earned him the 1930 Nobel Prize in Physics.

C. V. Raman was a great Orator. This has been captured very well in this FLIP BOOK. In this book he is addressing students at the age of 80.

India celebrates February 28 as National Science Day. This book is read at that time.

Students will be able to do the following in the target language:

- explain if laboratories are required to experience science
- explain that scientific knowledge and concepts can be explained in simple terms
- explain 'Raman Effect' in the target language with science vocabulary
- Students learn what is a riddle in the target language.

**Assignment(s):**

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**Project:**

- Interpretive: Students research about C. V. Raman's life
- Interpersonal: Students discuss Raman's contributions to science  
Students research riddles in the target language and share in the class.
- Presentational: Students create and present a timeline of 13-15 events as C. V. Raman.  
They also create an audio recording of the book with expressions.

**Topic 12 - 'हम सुमन एक उपवन के' We are all flowers in a garden - A poem by Dwarika Prasad Maheshwari**

This is a thought-provoking poem where the poet talks about the diversity of people and how it makes them special.

Students will be able to do the following in the target language:

- explain the meaning of the poem
- memorize the poem
- recite the poem from memory

**Assignment(s):**

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, workbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

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- Design and present posters

#### **Project:**

- Interpretive: Students understand the meaning of the poem
- Interpersonal: Students discuss the poem with their partner
- Presentational: Students make a presentation about the underlying meaning of the poem and its relevance in the present time

### **Topic 13: Lunar calendar and its association with festivals of India - Holi**

Students will be able to do the following in the target language:

- ask and answer questions about why Holi is celebrated
- ask and answer questions about how Holi is celebrated
- describe the products and practices associated with Holi
- talk about the lunar calendar and its significance in Indian festivals
- understand and use passive voice (पिचकारियाँ रंगों से भरी जाती हैं, होली मनाई जाती है )
- use complex sentences with correlative subordinate clauses including details(जो... वह ...; जब..., तब...)

Students learn the use of:

- passive voice: त्यौहार मनाया जाता है, होली मनायी जाती है
- कर construction
- compound verbs: होली शुरू हो जाती है
- nominal conjunct verbs — emphasis is on the object of the verb in the corresponding English sentence, which is marked with a postposition (typically का,की, or less often से): का प्रयोग करना, की कोशिश करना, का स्वागत करना, का प्रदर्शन करना

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concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

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**Project:**

- Interpretive: Students come up with categories and work on a list of expressions and phrases related to Holi.
- Presentational: Students play Holi and talk about their experience or do live reporting.

**Topic 14 - 'एक हारे हुए नेता का इंटरव्यू' An interview with a defeated leader by Shrilal Shukla**

This story is about an interview with a defeated Politician - Viewpoints, sarcasm, wit, persistence and getting answers.

This topic is typically covered when there are pre-Elections or Elections going on in USA. Students learn that in the USA the President is Commander-in-Chief whereas in India it is the Prime Minister.

Students will be able to do the following in the target language:

- describe the home of the leader
- ask same questions in different ways
- explain the role of astrology in this story

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- Slideshow presentations
- Shared Google Docs
- Quizlet for vocabulary practice and Quizlet.live for playful team collaboration
- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

**Project:**

- Interpretive: Students generate questions to interview people who have immigrated to the US from South Asia.
- Interpersonal: Students exchange information to make sure they have a comprehensive list of questions
- Presentational: Students present their interview to the class.

## Topic 15 - जो देखकर भी नहीं देखते Helen Keller

Students will be able to do the following in the target language:

- explain the role of various senses in perception
- explain what does the author mean by 'Nature's Miracle'
- explain how people take the things they have 'for granted'

It focuses on the following vocabulary topics:

- touch
- nature

Students review the use of:

- Present habitual tense

### Assignment(s):

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, workbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

- Think, pair, share -- interpersonal activities
- Journal entries [in notebooks and/or electronically]
- WhiteBoards/dry erase markers
- One-on-one conversation with teacher related to unit objectives
- Slideshow presentations
- Shared Google Docs
- Quizlet for vocabulary practice and Quizlet.live for playful team collaboration
- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

### Project -

- Interpretive: Students research inspirational people with disabilities.

- Interpersonal: Students discuss how they overcame their handicap to inspire others.
- Presentational: Students present their chosen people to the class.
- Students may see a movie based on Helen Keller in the target language.

### **Topic 16 - 'प्रायश्चित्त' Penance, a short story by Bhagwati Charan Verma**

Students will be able to do the following in the target language:

- describe the responsibilities of Ramu's wife
- describe the antics of the cat
- describe the role of superstitions in the Indian culture
- analyze the main characters in the story
- talk about Indian weights and measures

#### **Assignment(s):**

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, workbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

- Think, pair, share -- interpersonal activities
- Journal entries [in notebooks and/or electronically]
- WhiteBoards/dry erase markers
- One-on-one conversation with teacher related to unit objectives
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- Kahoot
- Compose emails
- Role play conversations in various settings
- Design and present posters

#### **Project:**

- Interpretive: Students research one superstition prevalent in India
- Interpersonal: Students exchange information they gathered
- Presentational: Students talk about the superstition researched by their partners

**Topic 17: Current Affairs. Depending on the news, students discuss and write an essay on any one topic such as - Earthquake, Fires, Floods, Bullying, Global warming, Ethics, Vaping, Shelter-in-place due to Coronavirus.**

Students will be able to do the following in the target language:

- Identify thematic vocabulary
- Research and collaborate with classmates
- Opine and make suggestions for preparedness, precautions
- Learn how to be responsible global citizens

**Assignment(s):**

Throughout the unit, students will complete interpersonal, presentational, and interpretive activities using the textbook, workbook, and teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

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**Project:**

- Interpretive: Students research one out of two topics suggested
- Interpersonal: Students exchange information they gathered
- Presentational: Students talk about the pros and cons of health hazard topics researched by their partners

Students talk about preparedness and precautions on topics related to natural calamities.

## **PROJECT 1 - Recipe Book**

This project continues for many weeks during which each student makes three dishes - snack, entree and dessert. Students learn to cook so that when they leave home they become self-sufficient. They learn to work alongside their parents building bonds.

Students will be able to do the following in the target language:

- identify thematic vocabulary including ingredients for making their chosen dishes
- ask for information, details, and explanations during a conversation
- use polite imperative or simple subjunctive constructions to write recipes
- give instructions for making the dish
- Students learn about different cuisines of different states of India
- Learn to bind a book (spiral binding)

### **Assignment(s)**

Throughout the project students will complete interpersonal, presentational, and interpretive activities using teacher generated assignments to practice listening, speaking, reading, and writing in the target language. Some assignments are individual, and many assignments are completed with a partner or small group. The assignments are designed to practice and reinforce the vocabulary themes and grammar concepts by engaging in conversations where students ask and answer questions in the target language related to the unit's essential question. Students will also read and listen to cultural lessons and to literature lessons where they answer comprehension and analytical questions in addition to discussing and researching cultural products related to the reading. In addition to the listening and reading, students will also use their interpretive skills when reading the books. Regarding culture, students also engage in discussions to compare cultures and understand perspectives. Students complete these assignments using the following methods or tools:

- Think, pair, share -- interpersonal activities
- Journal entries [in notebooks and/or electronically]
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### **Project:**

- Interpretive: Students research recipes on internet or take a parent's help

- Interpersonal: Students exchange information they gathered
- Presentational: Students take a photo of what they have cooked. Type their recipes. Share with the whole class and create a recipe book to be presented to their mother.

## **PROJECT 2 - Living Wax Museum**

This is an end of year project. Students choose an eminent person of Indian descent who has made significant contributions in their field of study or to society.

Interpretive: Students research their chosen person and make a rough draft.

Interpersonal: Students exchange information they gathered

Presentational: Students create a poster with pictures/illustrations and facts. Information on the poster is in third person.

Students dress up for the part and speak in first person.

### **Course Materials**

- Intermediate Hindi Reader by Usha Jain and Karine Schomer
- आकाश नीला क्यों है: विज्ञान और डॉ. सी. वी. रामन- Why is the Sky Blue: Science and Dr. C. V. Raman
- कुछ नहीं के बारे में सब कुछ - All About Nothing (Story about the invention of zero)

### **Other resources**

- Youtube videos to show life in India
- Animated videos to read along - Bookbox Inc.
- Stories from NCERT, India (National Council of Research and Training)
- Storyweaver ([storyweaver.org.in](http://storyweaver.org.in) - an online resource for literature in Hindi)