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| **Topic: Onam Celebration unit of work** | **Author: Balu Moothedath** |
| **LANGUAGE:** Malayalam **STAGE**  3 | **DURATION:** 10 Weeks |
| **Unit description, goal task:**  This unit provides opportunities for students to explore the traditional festival of Onam celebrated by ‘Malayali’ community all around the world. Malayalam is the language spoken by people from the state of Kerala in India. Onam is the state festival which is celebrated over 10 days during the first month of the Malayalam Calendar. It is celebrated to welcome the great king Mahabali who is remembered for his prosperous and just rule of the state. As part of the celebration people wear new traditional attire , prepare a scrumptious feast and make beautiful flower carpets to express their delight in welcoming the king for his annual visit to see whether his subjects are living in harmony. Students will explore the story behind the celebration, learn about the traditions and festivities attached to this festival. Students will design a floral carpet in groups using the flowers that are available locally and compare the ones that are traditionally used in Kerala. They understand the values that make a society prosper and the morals from the story of Onam. | **Key concept(s):**   * Vocabulary related to Onam(Food, Flowers, Colour, Clothes, Seasons & Customs) * Story of Mahabali and its association with the celebration of Onam and how it is celebrated by the whole Malayali community irrespective of their religious and socio-economic backgrounds * Language used for reading, listening, and speaking and writing related to Onam. * Onam may be celebrated differently in Australia as compared to Kerala * Designs and colour patterns using floral carpet as the medium. |
| **Learning intentions:**   * Listen and understand Malayalam mythology - explore how the legend of Mahabali is associated with the Onam celebration. * Identify vocabulary associated with ONAM * Learnt vocabulary regarding the festivities * Investigate traditional flower carpets and design new ones and adapt the designs based on the resources available locally. * Compare similarities and differences in celebrating Onam in Kerala and Australia. | **Success criteria:**   * Understand vocabulary associated with Onam * Understand the legend of Mahabali associated with Onam celebration * Recount the story using learnt vocabulary. * Explore the traditional floral carpet designs and create own floral carpets. * Explain similarities and differences in celebrating Onam in Kerala and Australia. |
| **Objectives and outcomes (SYLLABUS) [ML – MALAYALAM] [SYLLABUS OUTCOMES ADAPTED FROM OTHER LANGUAGES FOR STAGE3]**  **LML3-1C:** Uses Malayalam to interact with others to exchange information and opinions and to participate in classroom activities.  **LML3-2C:** Obtains and processes information in texts, using contextual and other clues.  **LML3-3C:** Responds to texts using different formats.  **LML3-4C:** Composes texts in Malayalam using a series of sentences.  **LML3-6U:** Applies basic Malayalam writing conventions.  **LML3-9U:** Makes connections between cultural practices and language use | |
| **Vocabulary related to Onam**  നെല്ല് കുത്തുക – Milling the rice  പൂ പറിക്കുക - Picking flowers (Flowers India / Australia )  പൂ ഈർക്കിലിയിൽ കോർക്കുക – Stringing the flowers  ഊഞ്ഞാൽ ആടുക - Swinging  പൂക്കളം ഇടുക – Make the floral carpet (Flowers used)  പുലിക്കളി – ‘Leopard play’  നേന്ത്രക്കുല – ‘Nendran banana’  വെള്ളത്തിൽ ചാടി കുളിക്കുക – Jump into the water  വള്ളം കളി – Snake boat race  തിരുവാതിര കളി – ‘Thiruvathira play’  കുമ്മാട്ടി കളി - ‘Kummatti play’  തൃക്കാക്കരപ്പൻ ‘Lord Thrikkakkarappan’  വിളക്ക് – ‘Traditional lamp’  കിണ്ടി – ‘Traditional water pot’  ഓണക്കോടി –‘New cloth given at the time of Onam’  പൂവട – ‘Traditional steamed flower dumpling’  ഓണസദ്യ – ‘Onam feast’  ഓണവിഭവങ്ങൾ ‘Onam dishes’  ഇലയിൽ സദ്യ - ‘Feast on banana leaf’ | |
| **Resources:**  <https://www.youtube.com/watch?v=cIKhW8jsuhM> – Onam glimpse from Kerala  <https://www.youtube.com/watch?v=WHwPXLqi1ao> – Traditional dress fashion show by kids  <https://www.youtube.com/watch?v=oA7GtbN3yV0-> How to wear a mundu  <https://www.youtube.com/watch?v=z8rxvK1474M> -Pulikkali  <https://www.youtube.com/watch?v=FZadZJoo9Ig> - Thiruvathirakali  [malayalam\_months.jpg (449×364) (clndr.orgx)](http://world.clndr.org/data/uploads/malayalam_months.jpg) – Malayalam Calendar  <https://www.youtube.com/watch?v=4GF9nxCwEsE> – Malayalam months song  <https://www.youtube.com/watch?v=1YyfDyoGbPQ> – Boat race song  <https://onamwishes.org/onam-pookalam-designs-2017/> - Pookkalam Design samples | |

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| **Lessons** | **Sequence of language teaching / learning activities, games, etc differentiation and preparation for task** | **Resources** |
| **Lesson 1 – Onam glimpse from Kerala** | -Explain to students the unit description and the goal task  -Show the Youtube video   <https://www.youtube.com/watch?v=cIKhW8jsuhM> which shows a glimpse of Onam that is celebrated in Kerala  - Students given the opportunity to discuss the activities shown in the video  - Introduce the vocabulary related to Onam  - Frame simple sentences for each activity shown using the given vocabulary and write those  - Explain matching activity – Need to match the items used in Onam custom  **Working beyond**  - Students to identify activities that are only specific to certain parts of Kerala and/ or discuss personal experiences related to the festivals they have experienced. | <https://www.youtube.com/watch?v=cIKhW8jsuhM> |
| **Lesson 2**  **Narration and recount of the story behind Onam** | - Narrate the story of Mahabali and why we celebrate Onam to students  *Sample questions to ask students during and after narration as part of formative assessment.*  *- Who was Mahabali? Who asked for 3 foot of land?*  *- Was Mahabali generous?*  *- How did Mahabali rule? Were his subjects happy? how do you know?*  *- Mahabali’s father’s and Grandfather’s name?*  *- When do Mahabali visit people of Kerala?*  *- How do the people of Kerala welcome their King?*  - Discuss the vocabulary used which are new and interesting in the story  - Ask students to do a recount in pairs/groups.  **Working beyond**  - Students think of sentences in Malayalam that can accompany the pictures. | - Pictures from the story (students can frame sentences based on the picture) |
| **Lesson 3-4**  **Onam feast recipes** | - Onam feast and ingredients  - Discuss the ingredients in making the Onam feast[Elephant-foot yam(‘Chena’) , Winter melon(‘Kumbalanga’), Long beans(‘Payar’), Carrot, Pineapple, Banana(‘Kaya’)  - Discuss the order in which they are served as there are more than 10 items in a typical Onam feast and the position of the dishes in the banana leaf when served and the way dishes are consumed.  - Discuss about the types of ‘Payasam’ and its ingredients - Dessert  - Students will work in pairs to find the recipe of one item as part of the feast  - Once it is researched, they write it down and share it with the class  - They will also share one interesting thing about that dish  - Cut the copies of one of the recipes (Avial, Thoran, Kalan, Kootukari, Sambar) into sections – ingredients in one section, each line of the procedure in other sections – students could work in groups to reassemble the recipe in correct sequence. Beginners could refer to the recipe. Teacher hands out 'correct' recipe and students compare versions. Then cut up recipes can be glued on paper for display.  **Working beyond**  - Differentiation by giving more recipes to early finishers from the list above  - Students to create a video of themselves making the dishes (either in pairs or with the help of an adult) | - Recipe cards,  - Sequencing sheet,  - A3 paper, glue, scissors |
| **Lesson 5**  **Onam clothing** | - Mention about the Onakodi which is given as a gift by the elders for Onam.  Mundu is worn by men and women. It is a Kerala traditional saree/sheet with a ‘Golden’ weave. Children have their traditional attire as well.  - Watch a traditional attire fashion show by kids  - Discuss how the traditional attire has changed with the times/ places  - Discuss about the fabric that is used, in pairs.  - Students will research on the weave and methods used  - Colours and dye from natural materials like ‘Neelaamari’ – Indigo ferra Tinctora [The leaves contain indican that produces the famed blue dye]  -Compare the traditional dyeing systems used by Aboriginal people.  -Watch a video on how to wear a mundu.  -Discuss the process they have seen.  **Working beyond**  - Students write sentences for each traditional wear picture through modelled sentence structure. | - Word matching to traditional wear(picture) activity  <https://www.youtube.com/watch?v=WHwPXLqi1ao>  <https://www.youtube.com/watch?v=oA7GtbN3yV0> |
| **Lesson 6**  **Onam and its timing with respect to Malayalam Calendar** | - Teach Malayalam months through a song - https://www.youtube.com/watch?v=4GF9nxCwEsE  - Students will learn the timing of Onam with respect to Malayalam calendar(22nd day of the first Malayalam month Chingam)  - Discuss key words and weather during each of the months in Kerala especially during Onam time  - Sequencing of months using cut out Malayalam month names by students  **Working beyond**  - Write Malayalam months and match it with Gregorian-calendar months. | - YouTube - https://www.youtube.com/watch?v=4GF9nxCwEsE  - Sequencing sheets. |
| **Lesson 7 Onam festivities in different parts of Kerala** | - Discuss about different festivities celebrated in different parts of Kerala  - Festivities like Pulikkali(<https://www.youtube.com/watch?v=z8rxvK1474M>) , Kaduva kali, kummatti kali and dance forms like ‘Thiruvathira kali’(https://www.youtube.com/watch?v=FZadZJoo9Ig)  - Students to form simple sentences with 3 words in Malayalam about festivities in present tense in pair. The other student will say the same in English and compare. Pattern of noun and verb positions to be noted in English and Malayalam.  -Vocabulary relating to Onam festivities to be noted.  **Working beyond**  - Locate the main festivities based on the region and mark it | YouTube <https://www.youtube.com/watch?v=z8rxvK1474M>  <https://www.youtube.com/watch?v=FZadZJoo9Ig>  Kerala map |
| **Lesson 8 Snake boat Race(‘Vallam kali’) during Onam time** | - Discuss about the Snake boat races conducted in Kerala  - The race of [chundan vallam](https://en.wikipedia.org/wiki/Chundan_vallam" \o "Chundan vallam) ('snake boat', about 30-35 meter (100-120 feet) long with 64 or 128 paddlers aboard) is a major event and tourist attraction.  - Students can listen to any of the famous boatsong(‘vanchipattu’)[ <https://www.youtube.com/watch?v=1YyfDyoGbPQ>] and also enact the paddling in teams to get a feel.  **Working beyond**  - Locate the main snake boat race locations and mark it in a map | <https://www.youtube.com/watch?v=1YyfDyoGbPQ>  Kerala map |
| **Lesson 9-10 Making of ‘Pookkalam’**  **(Floral carpet)**  **and recount of story behind Onam** | - Students to plan and gather blossoms with several varieties of flowers of differing tints pinched up into little pieces to design and decorate patterns on the floor  - This will be done in teams and is the rich task for this unit  - Students who have traditional dresses will wear the Onam attire during the Pookkalam competition and the best team is announced at the very end  - Each student will share their Onam experience and recount of story behind Onam which will be video recorded.  **Working beyond**  - Compare the flowers that is available in Kerala and Sydney, Australia. | https://onamwishes.org/onam-pookalam-designs-2017/ |
|  | **Evaluation/Reflection**   * Was the unit overall successful? * Were the outcomes and indicators achieved? * Were there sufficient opportunities for all students to actively participate in both theory and practise? * Did students achieve a clear understanding of how Onam is celebrated and the history behind Onam? * What would be done differently if the unit was to be retaught? | |