



2015 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

Hindi Module:	Module 4 - Amer Fort Part I, Part II, Part III	Theme/Topic:	An Historical Fort in Jaipur		
Age Range of Learners:	15-21	Targeted Performance Level:	Advanced Low/Advanced Mid	Number of minutes	90  ***This lesson may take two 90-minute classes to complete.

Why preserve historic sites? How do they reflect current day culture?

DO What are the learning targets/can-do statements for this lesson?	KNOW What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the
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	lesson can-do?
<p>I can understand authentic texts concerning historical sites in India that describe a variety of past, present, and future events.</p> <p>I can recount the details of an historical site.</p> <p>I can make presentations on a subject I have researched.</p> <p>I can debate the value of preserving historical sites.</p> <p>I can present a Ted Talk”about a historical site in India in which I comment on the value of preserving that site for future generations.</p> <p>I can narrate in major time frames.</p>	<p>Detailed expressions that describe art and architecture</p> <ul style="list-style-type: none"> <li>• <b>Geographical and topographical and features:</b> <ul style="list-style-type: none"> <li>fort –qilaa (m)</li> <li>palace-mahal (m)</li> <li>mountain-pahaaR (m)</li> <li>hill-pahaaRii (f)</li> <li>flat – maidaanii</li> <li>mountainous (adj)– pahaaRii</li> <li>desert area – registaanii ilaakaa</li> <li>forest area – janglii ilaakaa</li> <li>architecture- aarkiteekcar (m)</li> <li>art –kalaa (f)</li> <li>marble- sangmarmar (m)</li> <li>rock-patthar (m)</li> <li>bronze - piital (m)</li> <li>steel - sTiil (m)</li> <li>Iron-lohaa (m)</li> </ul> </li> <li>• <b>Directions: dishaayeN</b> <ul style="list-style-type: none"> <li>in the north – uttar meN</li> <li>in the south – dakShiN meN</li> <li>in the east – purv meN</li> <li>in the west – pashchim meN</li> </ul> </li> <li>• <b>Design- sanracanaa</b> <ul style="list-style-type: none"> <li>circular - golaakaar</li> </ul> </li> </ul>

square - varg  
rectangular – aaytaakaar  
spread out - phailaa huaa  
exciting - rochak  
boring - ubaaau  
unusual-asamaany  
historic- aitihaasilk

**Past tense:**

A past tense construction is a situation or an action in part time. For example;

- Simple Past tense: kal mausam acchaa thaa (The weather was nice yesterday).
- Past Habitual: bacpan meN laRkaa duudh piitaa thaa. (The boy used to drink milk in childhood.)
- Past Progressive: laRkii hindii bol rahaa thaa. (The girl was drinking milk.)

Compared to the above example, perfective constructions are a completed action. For perfective constructions, it is important to know whether a verb is intransitive or intransitive.

- Intransitive verbs are: aanaa to come, jaanaa-to go, sonaa- to sleep, baiThanaa- to sit, uThnaa- to rise/get up, dauRnaa-to run. Such verbs do not take an object and the verb always agrees with the subject in terms of number and gender.

Examples of perfective constructions of intransitive verbs ;

- Simple perfective: larkaa aayaa- The boy came. LaRkii aayii- The girl came. Present Perfective: laRkaa aayaa hai- The boy has come. laRkii aayii thii-The girl has come.

- Past Perfective: laRkaa aayaa Thaa- The boy had come. laRkii aayii thii-The girl had come.

Unlike intransitive verbs, transitive verbs may take an object. For example; khanaa- to eat, likhnaa- to write, paRhnaa- to read, paRhaanaa-to teach, dekhnaa-to see.

The postposition 'ne' is used with the subject in the perfective construction of transitive verbs. So, there is no subject - verb agreement. For example;

- Simple Perfective: laRkii ne aam khyaa- The girl ate mangoes. LaRke ne roTii khayii- the boy ate breads.
- Present Perfective: laRkii ne aam khyaa hai- The girl has eaten mangoes. LaRke ne roTii khayii hai- the boy has eaten breads.
- Past Perfective: laRkii ne aam khyaa thaa- The girl had eaten mangoes. LaRke ne roTii khayii thii- the boy had eaten breads.

Exceptions:

- The post position 'ne' is not used with verbs Darna- to fear, laanaa- to bring, bhulnaa- to forget, milnaa-to meet.

The post position 'ne' may be used optionally with verbs like bolnaa- to speak, samajhnaa- to understand and khelnaa- to play

#### **Expressions of opinion:**

- In my experience... mere anubhav meN...
- In my opinion... merii raai meN...
- I think... maiN sochtaa huuN ki...
- I'd suggest that... meraa sujhaaw haiN ko...
- I believe that... maiN vishvaas kartaa/kartii huuN ki....
- What I mean is... meraa matlab hai ki...

**Expressions of persuasion:**

- It's quite true that... yah sach hai ki...
- I am absolutely certain that... maiN puurii tarah se ashwasth huuN ki...
- I can assure you that... maiN aashwaasan de saktaa huun kii
- It's quite true that... yah sach hai ki...
- I can guarantee that ... maiN gairanTii de saktaa huuN kii...

**Passive construction:**

In Hindi, passive constructions are formed by combining the perfect participle of the main verb with a form of *jaanaa*. The structure of Hindi passive construction is therefore as follows:

maaN khaanaa pakaatii hai. (active). "Mother cooks the food."  
(maaN ke dwaaraa) khanaa pakaayaa jaataa hai. (Passive)'The food is cooked (by mother).

Other examples:

qillaa banaayaa gayaa thaa. 'The fort was built.'  
patra bhejaa gayaa. "The letter was sent."

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Students read an advertisement in an online magazine asking for participants interested in submitting a “Ted Talk” about an historical site of their choice. The talk must focus on the historical significance of the place and the importance of preserving it for future generations. They decide to participate in the project. They create a “Ted Talk” and post it on the class blog site asking for comments from classmates and from the local Hindi speaking community members. The presentation with the most positive comments will be sent to the magazine.



Opening Activity	
<p>Show a slideshow of forts and palaces in India. <a href="http://www.ajabgjab.com/2014/09/top-10-famous-forts-of-india.html">http://www.ajabgjab.com/2014/09/top-10-famous-forts-of-india.html</a></p> <p><a href="http://www.architecturaldigest.com/gallery/boutique-heritage-hotels-india-slideshow#9">http://www.architecturaldigest.com/gallery/boutique-heritage-hotels-india-slideshow#9</a></p> <p>Student respond to the following questions: What are they reminded of when they view these forts and palaces? What are the structures of the place? Why are they important to the Indian people?</p> <p>Teacher conducts a debriefing eliciting detailed descriptions and reflections from the students.</p>	Time: 15 minutes
Learning Episode	
<p>Jig Saw:</p> <p>Teacher divides the class into three groups, A, B, C. Group A views, takes notes, and discusses the first video, Amer Fort, Part I. This group becomes experts about the first video. Group B views, takes notes, and discusses the second video, Amer Fort Part II, to become experts on this section. Group C does the same with the third video, Amer Fort Part III.</p> <p>Students then reconvene with one A, one B, and one C expert to discuss and share their learning and complete a graphic organizer that summarizes the content of all of the videos. (Students are encouraged to watch all three videos on their own time.)</p>	Time: 40 minutes

Each group then shares three pertinent facts they learned about the fort.	
Learning Episode	
<p>Socratic Circle:</p> <p>Students form two concentric circles. The inner circle discusses the questions, “Should the Indian government spend money for the upkeep of historical sites? Why? Why not? What other options exist for the preservation of these sites?” The outer circle takes notes in order to ask clarifying questions of the inner circle students.</p> <p>Students then switch roles for a second discussion on the same topic.</p>	Time: 20 minutes
Learning Episode	
<p>Students prepare a “Ted Talk” about an an important site in India. They focus on its historical significance and the importance of preserving it for future generations. They post their talk on the class blog site soliciting comments from the public. The presentation with the most positive comments is sent to the magazine for publication.</p>	Time: 20 minutes
Materials	



<p>Slide show that includes clips of various historical forts and palaces in India</p> <p><a href="http://www.ajabgjab.com/2014/09/top-10-famous-forts-of-india.html">http://www.ajabgjab.com/2014/09/top-10-famous-forts-of-india.html</a></p> <p><a href="http://www.architecturaldigest.com/gallery/boutique-heritage-hotels-india-slideshow#9">http://www.architecturaldigest.com/gallery/boutique-heritage-hotels-india-slideshow#9</a></p> <p><a href="http://hindistartalk.lrc.columbia.edu/unit/amer-fort/">http://hindistartalk.lrc.columbia.edu/unit/amer-fort/</a> (Hindi Module - Amer Fort)</p> <p>Graphic organizers:</p> <ol style="list-style-type: none"> <li>1) for students to take notes as they view the videos</li> <li>2) for students to record their reflections and questions during the Socratic Circle discussion</li> </ol>
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3) Class blog site for posting "Ted Talks"

