

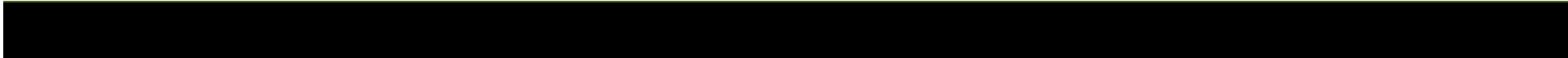


2015 Student Program Lesson Plan Template

|                        |   |                             |   |                   |    |
|------------------------|---|-----------------------------|---|-------------------|----|
| Hindi Module:          | 5) Village Life<br>Ganeshpura Introduction<br>8) My City<br>Jaipur - Introduction | Theme/Topic:                | The Many Faces of India: City Life and Rural Life |                   |    |
| Age Range of Learners: | Grades 9-12   | Targeted Performance Level: | Intermediate Mid/High                             | Number of minutes | 90 |



How are rural and city life different and how are they similar? Who are the people? What are their customs? How do they live their lives?

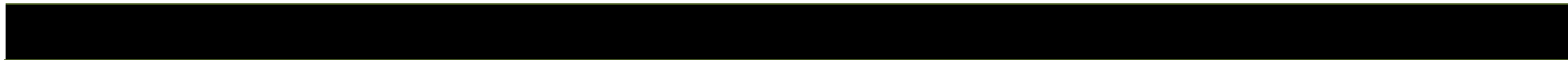


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| <p>DO</p> <p>What are the learning targets/can-do statements for this lesson?</p> | <p>KNOW</p> <p>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</p> |
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| <p>I can understand the main idea in messages, presentations, and texts on a variety of topics.</p> <p>I can understand a few details from a variety of texts - oral visual, and auditory.</p> <p>I can be the first to start a conversation.</p> <p>I can ask for information, details, and explanations during a conversation.</p> <p>I can bring a conversation to a close.</p> <p>I can interview someone for a project or a publication.</p> <p>I can talk about daily routines.</p> <p>I can talk about what I have learned using strings of sentences, sequence words, and detailed descriptions.</p> | <p style="text-align: center;"><i>(In Progress)</i></p> <p>Conversation starters</p> <ul style="list-style-type: none"> <li>● I'm thinking of going to India. Do you have any advice?</li> <li>● Have you been to India? I would like to talk to you about your experiences.</li> </ul> <p>Vocabulary expressions to end a conversation or discussion</p> <ul style="list-style-type: none"> <li>● Thanks for the information.</li> <li>● I appreciate your advice.</li> <li>● Let's keep in touch.</li> </ul> <p>Question words and question formations</p> <p>Kya, kahaan, kyon, kidhar, kaise, kitna</p> <p>Expressions that denote a sequence (first, second, finally, etc.), pahla, doosraa, teesraa</p> <p>Descriptive phrases</p> <p>Grammatical Structures</p> <ul style="list-style-type: none"> <li>● Question formation</li> <li>● Complex sentence constructions (relative clauses, subordinate clauses, etc.)</li> </ul> |
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What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

As a culminating project for a course in South Asian Studies, students investigate modern vs traditional India focusing on the way of life of the people, their customs, traditions, and careers. Students produce a photo journal with pictures of the different areas, interviews with people who live in various areas, and include a section on their impressions and preferences.



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| Opening Activity  |                  |
| The teacher announces a “one minute paper”. Students write for a minute about their impressions of urban and rural life in India using a Chalk Talk protocol ( <a href="https://thosewhoteach.wordpress.com/2013/03/03/chalk-talk/">https://thosewhoteach.wordpress.com/2013/03/03/chalk-talk/</a> ). Teacher allows 3 to 5 minutes for students to write their ideas on the chalkboard or on large stickies posted on the wall of the classroom. Once students have written their ideas, the teacher leads a reflection on the students’ comments. | Time: 5 minutes  |
| Learning Episode  |                  |
| The teacher distributes photos (Village Life Screenshots) short texts, and videos of places in India (“My City Jaipur”- Module 8) and (“Ganeshpura Introduction“ - Module 5) including cities and rural areas. Working in small groups, students brainstorm and take “sketchnotes” to demonstrate their understanding of the texts. They display their sketchnotes on the walls of the classroom for others to view and take notes on the content.  | Time: 30 minutes |
| The teacher debriefs with the entire class, asking open-ended questions to probe for students’ ideas, preferences, and reasons they might like to visit some of the places they researched. He/She intentionally uses current and new vocabulary expressions that students will need to convince their parents to fund a trip to India  |                  |
| Learning Episode  |                  |
| Students reorganize into small groups, those who prefer rural India and those who prefer life in the cities. They work together to design and produce a photo journal about their preferred area (rural or urban).  | Time: 50 minutes |

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| Learning Episode   |           |
| Students post their photo journals to the class website. For homework, each student must write a comment/response to the journals. | 5 minutes |



Videos:

My City Jaipur, <http://hindistartalk.lrc.columbia.edu/unit/my-city/>

Ganeshpura Introduction, <http://hindistartalk.lrc.columbia.edu/lesson/ganeshpura-introduction/>

Village Life Screenshots

Structured Academic Controversy - [https://daretodifferentiate.wikispaces.com/file/view/nagc\\_struct\\_acad\\_cont.pdf](https://daretodifferentiate.wikispaces.com/file/view/nagc_struct_acad_cont.pdf)

