



2015 Student Program Lesson Plan Template

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

Hindi Module:	8) My City Jaipur-Introduction	Theme/Topic:	India: A Country of Contrasts Lesson A		
Age Range of Learners:	14-19 Heritage & Non-heritage learners	Targeted Performance Level:	Intermediate High/Advanced Low	Number of minutes	90



How did Jaipur develop and what significance does it have today for the people of India?

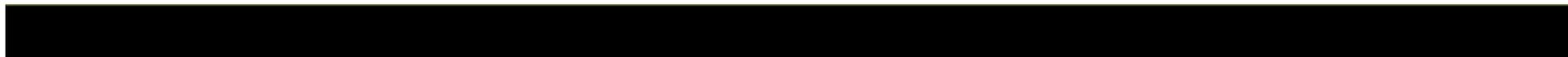


DO What are the learning targets/can-do statements for this lesson?	KNOW What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?
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<p>I can discuss the history, architecture, famous monuments and buildings, and the development of the Old City of Jaipur with classmates and native speakers in my community.</p> <p>I can deliver a short presentation on an aspect of the city of Jaipur.</p> <p>I can summarize information I researched about Jaipur.</p> <p>I can follow short video clips about the city of Jaipur.</p> <p>I can find and use written, visual, and oral resources to use as I gather information about Jaipur.</p> <p>I can write recommendations for travelers to Jaipur.</p>	<p style="text-align: center;"><i>(In progress)</i></p> <p>Facts about the history of the city of Jaipur: when it was formed, how the city developed, and some of its interesting places.</p> <p>Narration in major time frames</p> <p>Descriptive expressions</p> <p>Complex sentence structures</p>
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<p>What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</p>
<p>While searching for information about Jaipur, students notice that the city has the potential to gain status as a World Heritage City. They decide to work together to gather information about Jaipur’s history, its historical sites, its architecture, and its contributions to art and culture. Once the work is completed, they will create a website to house the information and present that information to the officials in Jaipur suggesting that they apply to the Organization of World Heritage to be named a World Heritage City.</p>



Opening Activity	
<p>To set the context for the lesson, the teacher posts large visuals and artifacts from Jaipur around the room and distributes a note taking organizer for students to use as they circulate among the stations. After viewing the visuals and artifacts, students meet with small groups to share the information they gathered about the city.</p> <p>The teacher then convenes the class for a discussion about Jaipur. As students talk about their observations, the teacher probes for deeper thinking asking students to provide evidence for their ideas and to explain in depth their conclusions.</p>	Time: 15 minutes
Learning Episode	
<p>The teacher plays the video entitled, “My City-Jaipur” (module 8). As they watch the video, students record information they learn about the city-its history, famous monuments, architecture, the old city, and art and culture. They choose an area to research and form working groups. In their groups, they discuss the process they will use to conduct the research and how they will divide the work.</p> <p><i>(The teacher provides authentic texts, web links, video clips for students’ use. Further, he/she acts as a coach as they students conduct their research and write their reports. He/She confers with the small groups, offers advice, gives descriptive feedback.)</i></p>	Time: 20 minutes
Learning Episode	
<p>Students work on their individual assignments. Once the group members have finished their research, they meet to share what they learned and synthesize the information using sketchnotes. They display their sketchnotes on large stickie notes posted around the room (one for each “research” group).</p> <p><i>(An explanation and examples of Sketchnotes can be found at the following website: http://www.schrockguide.net/sketchnoting.html)</i></p>	Time: 30 minutes
Learning Episode	

Students circulate to examine the sketchnotes, gather information about Jaipur, ask questions, and fill in a graphic organizer provided by the teacher. There is a “docent” for each group who summarizes the information learned and answers questions from classmates and from the teacher.	Time: 15 minutes
Learning Episode	
Closure: Whip Around Students share three new learnings and one question they still have about Jaipur.	10 minutes



Module 8: My City Jaipur, http://hindistartalk.lrc.columbia.edu/lesson/introduction/ Sketch notes: http://www.schrockguide.net/sketchnoting.html Large Sticker Notes Graphic organizer for note taking
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