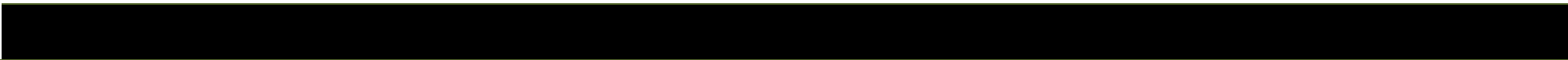




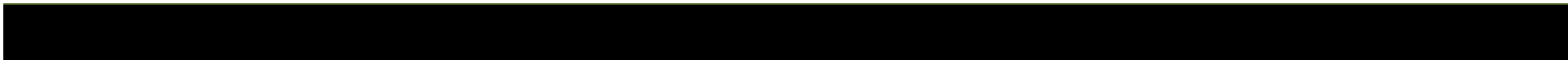
2015 Student Program Lesson Plan Template

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

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|------------------------|---|-----------------------------|---|-------------------|----|
| Hindi Module: | 8) My City Jaipur - Introduction | Theme/Topic: | India: A Country of Contrasts Lesson B | | |
| 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?



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| 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 structure</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. They contact city official of Jaipur, direct them to the class website, and suggest that they use the information to apply for World Heritage City <i>status</i>.</p> |



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| Opening Activity | |
| The teacher gives a presentation (oral, digital, or visual) about a World Heritage City (Philadelphia, for example - http://www.ovpm.org/en/cities/philadelphia) in Hindi, highlighting its history, architecture, important monuments, and its art and culture. | Time: 10 minutes |
| Learning Episode | |
| Using the teacher's presentation as a guide students convene in their research groups to begin the process of writing/recording, editing, and publishing their information about Jaipur.. | Time: 50 minutes |
| Learning Episode | |
| Groups reconvene to peer-edit the work and to meet with the teacher for feedback | Time: 20 minutes |
| Learning Episode | |
| Students post their work to the school website, asking for feedback from Hindi speakers at school and in the local community before they write to the city officials in Jaipur. | Time: 10 minutes |

Module 8: My City Jaipur, <http://hindistartalk.lrc.columbia.edu/lesson/introduction/>

Presentation about a World Heritage City in Hindi

Link on the school website to publish the work on Jaipur

