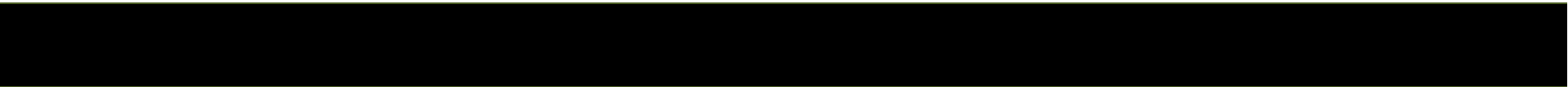




2015 Student Program Lesson Plan Template

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

Hindi Module:	Module 7 - Folk Art Bhopa	Theme/Topic:	Bhopa and Bhopi Tradition in Rajasthan		
Age Range of Learners:	Grades 9-16	Targeted Performance Level:	Advanced Low/Mid	Number of minutes	90 minutes



How important is to preserve the folklore traditions?

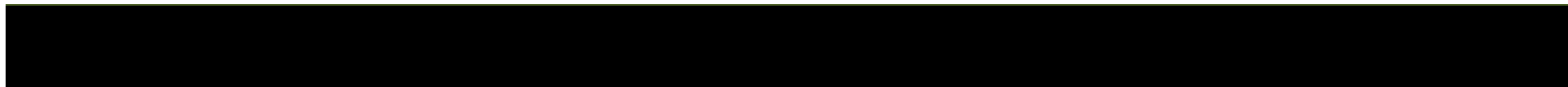


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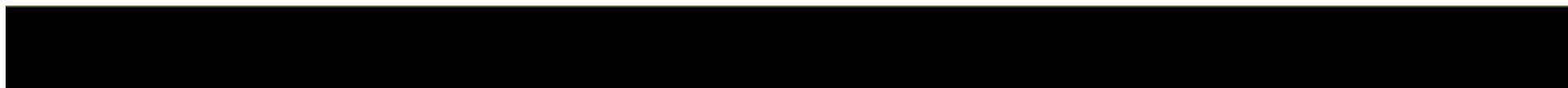
DO <i>What are the learning targets/can-do statements for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish</i>
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	<i>the lesson can-do?</i>
<ul style="list-style-type: none"> • I can give detailed descriptions about a traditional folk art called bhopa and bhopi in Rajasthan in India. • I can participate in a discussion on the issues of losing folk art in modern times and what can be done to revive it. 	Grammar- karnaa caahiye, when narrating a story, phrases. use of past tense. vocabulary chunks related to the traditional art of bhopa and bhopi, for eg., phaD, bhopa, bhopi, the names of the musical instruments. Cultural knowledge like characters of the story and the history behind the folk art.

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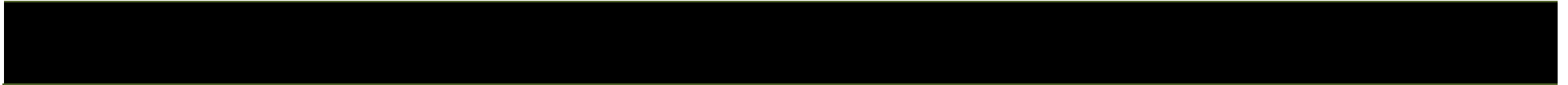
What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?
<p>There is a show on Bhopa and Bhopi scheduled to take place in Kamani auditorium in Delhi. Before the show, a students studying Hindi decide to raise awareness about the loss of folk art in recent times. They invite bhopa and bhopi for a pre-show discussion where they talk about the importance and significance of folk art and the need to preserve it for future generations. A question and answer session ensues.</p>



How will you facilitate the learning? What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?
Opening Activity

<p>Students examine a traditional form of art called 'phaD' online and brainstorm what they can interpret from the picture. As the teacher leads a debriefing session, the class creates a vocabulary list of pertinent expressions they will use during the lesson.</p> <p>http://rajasthanstudy.blogspot.com/2012/08/blog-post_22.html</p>	10 min.
Learning Episode	
<p>Using a Frayer Square (http://www.slideshare.net/BeatriceLuchin/foursquarevocabularyintervention) to record their ideas, students interpret the story presented by the art. They fill in information about the different characters portrayed in the picture, costumes those characters are wearing, actions they are performing, cultural practices, and a possible storyline.</p>	10 min.
Learning Episode	
<p>Students then watch a video on the artists and what they do. They will interpret the video using a graphic organizer to record their understanding of the work of the artists.</p>	15 min.
Learning Episode	
<p>The teacher distributes a review on one of the plays performed in Chandigarh, India. They read the review using a variety of reading strategies (skimming and scanning for main ideas and supporting details, pair reading, predicting, questioning the text). They synthesize and analyze the text: sequence the story, identify and describe characters in the story, summarize the plot, and explain the author's viewpoint.</p>	15 min.
Learning Episode	
<p>In groups of three, students create an art piece depicting a different story; they present their story to a small group of classmates as if bhopa and bhopi are narrating.</p>	20 min.
Learning Episode	
<p>Before the show in Delhi, students invite bhopa and bhopi for a pre-show discussion. They talk with them about the importance and significance of folk art and the need to preserve it for future generations.. A question and answer session ensues.</p>	20 min.

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<http://dainiktribuneonline.com/2012/04/%E0%A4%B0%E0%A4%BE%E0%A4%9C%E0%A4%B8%E0%A5%8D%E0%A4%A5%E0%A4%BE%E0%A4%A8-%E0%A4%95%E0%A5%80-%E0%A4%AE%E0%A4%B9%E0%A4%95-%E0%A4%AE%E0%A5%87%E0%A4%82-%E0%A4%B8%E0%A4%B0%E0%A4%BE%E0%A4%AC%E0%A5%8B/>

http://rajasthanstudy.blogspot.com/2012/08/blog-post_22.html

<http://hindistartalk.lrc.columbia.edu/lesson/bhopa/> (Hindi Module)



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