

Date:

-

Grade Range:

9-12/ 13-14

Targeted Performance Level:

Advanced Low/Advanced Mid

Total Time for this Plan:

2 X 90 min

Curriculum Connection

Program Can-Do Statement & Performance Assessment Task

Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.

Program Can-Do Statement:

This section has been left blank since this learning plan does not directly connect to a curriculum

Performance Assessment Task:

TOPIC: IRON PILLAR OF DELHI

दिल्ली का लौह स्तंभ

Learning Episode #1

Number of minutes for this episode: 30

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can understand a complex detailed educational video that gives historical and scientific information about the famous Iron pillar in Delhi.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

लौह स्तम्भ, ऐतिहासिक परिचय,
ऐतिहासिक पृष्ठभूमि, निकट,
जंगरहित, निर्माण, शासन काल,
कीर्ति, ख्याती, शिलालेख, मूल रूप से,
स्थानांतरित, गड़े लोहे, धरणि,
आद्रता, निर्विवाद रूप से, उत्कृष्ट,
कौशलता, कब्जा, प्राचीन, शिलालेख,
तकनीक, उपयोग, वैज्ञानिक,
विस्तृत, व्यास, शीर्ष, धातु, अनुपात,
श्रेष्ठ, मिश्रण, रासायनिक, छिद्र,
प्रतिक्रिया, संभावना, उपयुक्त,

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Students will use a graphic organizer to capture detailed information about the 'Iron Pillar'. The information will cover the 5Ws related to the pillar.

	<p>Language structures:</p> <p>Past perfect-</p> <p>----- इस स्तंभ में लिखे शिलालेख के अनुसार यह हिन्दू देवता भगवान विशु को समर्पित था।</p> <p>----- मूल रूप से इसका निर्माण भारत के प्राचीन शहर विदिशा, मध्य प्रदेश</p> <p>Passive construction-</p> <p>---- नहीं पाया गया है</p> <p>---- बनाया गया होगा</p> <p>Culture: practice of building lavish and remarkable structures and monuments in order to establish a ruler's supremacy and aspiration to become immortal through these.</p>	
--	--	--

Learning Experiences

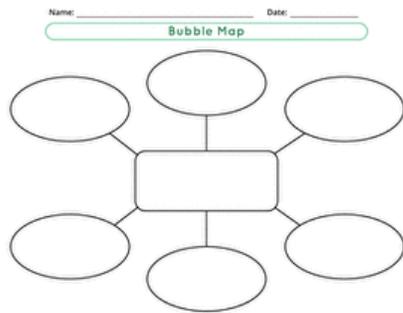
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

- Teacher will provide images of some world famous historical monuments from India, America and Europe to initiate a class discussion on what they are, where they are located, what drives people in millions to travel globally to visit them, why they are important, why do communities across the world want to preserve such historical buildings. She will guide the discussion towards the need for preserving one's heritage via such symbols of history and what makes each of them unique.
- Students are divided into 5 groups. Each group watches one of the five video modules on Iron pillar. They discuss and take down notes of pertinent information related to the Iron pillar (in a graphic organizer). Teacher will encourage them to watch a second time to note more details about the Iron Pillar. Each group is now an 'expert' on the video they watched.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

Images of some world famous monuments from India, USA and Europe.
 ESHA produced educational video modules on Iron Pillar- Part 1, 2, 3, 4 and 5
 Graphic organizer



Learning Episode #2

Number of minutes for this episode: 30

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Using series of connected sentences and probing questions, I can maintain spontaneous conversation and discussion across various time frames on the topic of Iron Pillar.

Sentence connectors: और, इसके अलावा, लेकिन, मगर, कि, क्योंकि, इसलिए

Asking probing questions:

- ___ के बारे में कुछ और बताइये।
Tell me more about
- ___ के बारे में आप और क्या बता सकते हैं? What else can you share about...?
- क्या आप कुछ और विस्तार से वर्णन कर सकते हैं? Can you describe in more detail?

Students discuss and compare and contrast in detail and find new information from their peer's video, noting down all details in a second semantic map.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Jig-saw activity: New groups are formed with members from each of the 'expert' group. They engage in spontaneous conversation to get detailed information from the other group members on different aspects- historical, cultural and scientific- of the Iron Pillar.

Students make notes on the new information on a second semantic map that will summarize the information from all the video modules. They are encouraged to watch all the modules.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

A second semantic map (could be different or same as in the episode one above)

Learning Episode #3

Number of minutes for this episode: 30

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can discuss with my peers and express my opinion on what makes Iron Pillar worthy of getting 'UNESCO World Heritage' status.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

Expressions of opinion:
मेरे खयाल से,
मेरे विचार में.....,
मुझे लगता है कि,
मैं यह कहना चाह रहा/रही हूँ कि

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Socratic circle discussion: students take turn discussing and defending their opinions and taking notes.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Socratic circle discussion: Students discuss the essential questions that guide the unit. Half of the students sit in a circle facing one another. They will have the first conversation. Their classmates sit behind them in a second circle. They will take notes during the conversation and jot down questions they want to ask their classmates.

The teacher acts as the moderator and assessor. The teacher begins the discussion by posing one of the unit essential questions. The students then begin to talk to one another giving their opinions and supporting those ideas with information learned during the unit. There is no leader. Rather, it is the responsibility of all the inner circle students to participate in beginning the discussion, keeping the discussion going, and ending it when the question has been sufficiently explored. The teacher only interrupts when the discussion stalls. At that point, the teacher either ends the talk or asks a follow-up question to promote additional comments from the students.

Next, students in the inner circle turn to the student(s) seated behind them and answer any questions that that students might have.

The students then change places (the inner circle becomes the outer circle and the students in outer circle move to the inner circle.)

A few driving questions will guide this activity -

1. What qualities make the Iron Pillar such a popular tourist destination and
2. What chemical components and processes attribute the rust proof property to it?
3. How can such technology be used to improve modern day living?
4. Why should Indian government spend money for maintenance and upkeep of such structures?

In this activity students will have the opportunity to talk in detail about the metallurgical marvel that the Iron Pillar is and how it is able to stay rust free after centuries of standing out in the open enduring all types of weather conditions- harsh and mild.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

chairs to make 2 concentric circles for the discussion circle

Learning Episode #4

Number of minutes for this episode: 90

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can deliver a detailed multimedia presentation giving elaborate historical and scientific facts about a historical site, using formal registers of Hindi, in organized paragraphs across major time frames.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

Persuasive and formal expressions of speech in future tense:
आप देखने ज़रूर देखियेगा, ...
जाइयेगा, ... चित्र खींचियेगा, स्तम्भ पर
निशान देखना नहीं भूलिआगा, etc.

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

RAFT Activity: Using tools like iMovie, PowToon, etc. students will make multimedia presentation on a historical site of their choice for a newly formed multilingual website on World heritage sites of India.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

RAFT Activity

Role: Assuming the role of either a historian, architect, or a scientist, using some authentic images from the video or from the internet, students prepare a multimedia presentation on a well-researched historical site describing its historical importance and highlighting the scientific significance in the current age.

Audience: History scholars, tourists, travel bloggers and internet users.

Format: Informational tour guide- video with text and voice-over describing key features, making suggestions and persuading the audience to see the historical site they have chosen.

Topic: Promotional video on a historical site in India.

Students prepare a multimedia presentation on a historical site they have researched in detail. They have to use at least 15 new vocabulary words, expressions and sentence structures.

They present their video to the class. Peers review using a rubric, and also note down 5 interesting facts about the topic of their peers. Additionally, they give 2 suggestions to improve the overall presentation or the linguistic structures in their peer's presentation. This will be done under 'how I would do it differently' so that feedback seems constructive rather than negative.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

Technology tools - iPads/desktops/laptops

Rubric

Add additional learning episodes as needed by copying a learning episode box.

Post-Lesson Reflection

After implementing this learning plan, consider the following questions while reflecting on the successes and challenges of the lesson:

- What were the strength of the lesson? Which activities helped to maximize the learning?
- Did all learners meet the goals of the lesson? Why or why not?
- What could you do to improve this learning plan if you address these lesson Can-Do Statements again?