### 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: Jantar Mantar - Ram Yantra**

जंतर मंत्र – राम यंत्र

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### Learning Episode #1

**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 the main idea and most supporting details in a complex and detailed educational video about Ram Yantra at historical Jantar Mantar complex in Jaipur.

**Vocabulary**

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

Vocabulary related to Astronomy and related complex words in Hindi: नक्षत्र, परिसर, पितामह, बेलनाकार, गोलाकार, मंडलाकार, व्यास, उपकरण, ज्यामितीय आकृति, त्रिज्या, दिरंग, नतांश, संकेंद्रित, लम्बवत, सर्वेश, पर्यवेक्षक, सर्चित, नीरीक्षण, विषुद्धता, क्षैतिज

Conjunctions in Hindi: और, किन्नू, जैसे-जैसे... वैसे-जैसे, इसलिए, जैसे कि, ..

Language chunk: complex sentences in present perfect tense. E.g.

-यह बारह दिवाओं और बारह फर्श के टुकड़ों से बनी संरचना है, जिस में

**Check for Learning**

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

Students write details of the video module they watched in 6 cards giving specific information about Ram yantra giant apparatus.
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 shows a short video of UNESCO World Heritage site in India to initiate the discussion. Students talk to a partner about the different kinds of heritage sites – historical, natural, architectural, etc.
  
  https://www.youtube.com/watch?time_continue=29&v=DEAGudCxYIM
- Students talk about why these are important to Indian people and why they must be preserved. Teacher guides the discussion to elicit detailed descriptions of the structures/sites and previous content knowledge on the topic.
- Students are now divided into 2 groups- Group A and Group B. Group A watched part 1 of the video and Group 2 watches part 2 of the video. Each group will discuss and take detailed notes of the video. Thus each group now becomes the ‘expert’ on one of the two modules.

Materials Needed

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

UNESCO World Heritage sites in India video
ESHA produced video modules
Cards for making notes

Learning Episode #2

Number of minutes for this episode: _25_

Lesson Can-Do Statement

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

Using series of connected sentences and probing questions, I can maintain a discussion across various time frames on the topic of Ram Yantra astronomical apparatus.

Vocabulary

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

Language chunk: asking probing questions to get details

Check for Learning

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

Students complete a semantic map to gather information from their partner about the other video module.
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.

- Students are paired from each of the two groups- A and B. Both are experts in one of the two video modules. They have to gather detailed onformation on the other video module and note all of it on a semantic map that will give complete information on all aspects presented in the two video modules.
- Students are encouraged to watch the other module and fill in additional details in their semantic map to summarize the contents of both the videos.

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

Learning Episode #3

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?

Expressions of opinion:
मेरे ख्याल से .......
मेरे विचार में.......
मुझे लगता है कि ........
मैं यह कहना चाह रहा/रही हूँ कि ........
मैं आप से सहमत नहीं हूँ क्यों कि......

Check for Learning
What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?
Class debate: in small groups students present their opinion with supporting details for or against the given issue.
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.

Now that the students understand the topic and specialized related vocabulary, they will prepare for a debate.

**Topic for debate:** Should the government allocate funds for maintenance and upkeep of historical sites, as opposed to using the funds to ward off poverty and public health issues in India.

Students are divided into 4 groups; 2 groups are assigned affirmative and the other two negative issue. The affirmative group will argue in favor of the issue and the negative against it. All the groups will get time to do additional research to prepare their arguments and supporting details.

**Structure for debate:** First, the affirmative group receives two minutes to present their case to the audience. The negative group then receives two minutes to present their case.

After both sides have a chance to speak, both teams receive two minutes to prepare a rebuttal and summary. The order of speech is reversed now and the negative side presents their rebuttal and summary for the first two minutes.

The last to speak is the affirmative team who then presents their rebuttal and summary for two minutes. The debate is now concluded.

During the debate, the other groups will serve as the judges and decide which side presented a stronger case voting for the winners of the debate at its conclusion. Alternatively they may use a rubric to record their judgement.

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


## Learning Episode #4

<table>
<thead>
<tr>
<th><strong>Lesson Can-Do Statement</strong></th>
<th><strong>Vocabulary</strong></th>
<th><strong>Check for Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</td>
<td>How are culture and/or content part of the language chunks and words that learners will use?</td>
<td>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</td>
</tr>
<tr>
<td>I can give a ‘dazzle with wonder’ TEDx talk in formal Hindi on ‘Scientific wonders of ancient and medieval India’ giving elaborate historical and scientific facts in well organized paragraphs across major time frames.</td>
<td>Formal registers of speech for greeting, opening and the talk: अभिनंदन देवियों और सजनों, भाइयों और बहनों, सहपाठियों, उपस्थित अतिथि गण, आज मेरा परम सौभाग्य है कि..., आशा करता/करती हूँ...</td>
<td>Students prepare a 5 minute formal speech in the tone of a TEDx talk.</td>
</tr>
</tbody>
</table>

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.
Students may watch a sample TEDx talk as home assignment the previous day/class. Teacher prepares chits with names of many scientific wonders of ancient and medieval India. Students pick one and that is their assigned topic for the speech.

The ‘dazzle with wonder’ TEDx talk: These talks are mainly about the amazement of science and discovery. TEDx talks are no more than 18 minutes long, but for the class purpose students will be asked to limit to 5 mins each.

Students conduct research on their assigned topic, covering historical, archeological, scientific details besides other pertinent facts about the monument- current geographical location, government maintenance plan, etc.

They present their videos to the class, peers have to note down 5 interesting facts about each of the wonder.

In the end class votes on the best 3 presentations which are then published on school website or Youtube.

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

- Chits with names of scientific wonders from ancient and medieval India.

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**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?