## 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 is left blank since this learning plan does not directly connect to a curriculum.

**Performance Assessment Task:**
Topic: **HAWA MAHAL OF JAIPUR (Part-1 & Part – 2)**

## 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 a Web-based presentation giving a virtual tour of historical place of Jaipur of “Hawa Mahal”.

- I can understand the vocabulary from a set of warm-up pictures that relates or describes an area of historical place of “Hawa Mahal.” in preparation for reading.

### Vocabulary

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

**Content:**
- History of Hawa mahal
- Interesting facts about Hawa mahal
- Vocabulary:
  - परिचय—introduction
  - हवा महल—HAWA MAHAL
  - भव्य महल—Grand Palace
  - अदभुत शैली—Wonderful style
  - ऐतिहासिक—Historic
  - विशाल—Huge
  - निर्माण—Construction
  - पांचतर—Five level
  - रेटिकुलस—Reticular
  - सुंदर—Subtle
  - नागार्कोष—Carving
  - सूम—Subtle
  - मधुकोष—Honeycomb

**Culture:**
The monument is five stories high and the front of the monument is delicately carved with beautiful motifs. It provides an outstanding example of Rajput style of architecture.

### Check for Learning

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

Students will be able to answer the questions about Hawa Mahal with 5Ws - What, Where, When, Why, Who.

Students will be exposed to vocabulary related with describing an area of historical place. This helps in preparation for reading an article and describing a historical place named “Hawa Mahal”.

The student will be able to research to find new vocabulary words, synonyms and antonyms from the dictionary/shabdakosh and record the answers in the graphic organizer.

After watching the video on “Hawa Mahal part-2” the students will be able to describe the Hawa Mahal pictures using new vocabulary and narrate their thoughts on why they would like to visit.
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 share the following information with the students. She will show the video of “Hawa Mahal.” Part-1 and Part-2.

- Video Link: Hawa Mahal - Part (1)
- Handout: Hawa Mahal - Part 1 & Part 2

Activity - Vocabulary - Video Pause & Play:
- The teacher will pause and play the video of Hawa Mahal for students to answer the questions such as who, where, when, why and what. If students don’t follow it in the first attempt, teacher will pause and play it again. Teacher will record the answers on the board based on the questions of 5Ws.

Pause and Play Video: 5Ws Questions about “HAWA MAHAL”:
- What did you see in the video?
- Which country is this place located?
- When this place was built?
- Why this place is famous?
- Who lived in the HAWA MAHAL?

Activity - Make Vocabulary list:
The teacher will provide the handout about Hawa Mahal part 1 & part 2 and will provide the graphic organizer to the students:

Handout: Hawa Mahal – Part- 1 & Part- 2

Vocabulary Graphic Organizer:

- First, the students will use prior knowledge from the video and read the handout about Hawa Mahal and underline the vocab words.
- Next, the teacher will ask the students to make a list of vocab words in the graphic organizer which they know and also which they didn’t know.
- Then, the teacher will discuss as a class and record the answers on the board separately on which words students knew and which they didn’t know.

Now the lesson starts with an activity on adjectives. There is a short table with the topic “Historical Palace” and related vocabulary words.

- Students will need to complete the graphic organizer above with other listed adjectives that are synonyms and antonyms or are closely related to these words.
- Next the teacher will allow the students to research and find the new vocabulary, synonyms and antonyms from the dictionary/shabdkosh and record in the graphic organizer above.
For Example: Use the adjective words table given below and complete the graphic organizer.

Vocabulary Table: Adjectives Words:
नकाशी; मधुकौश; अदरुङ्ग शैली; ऐतिहासिक; विशाल; वास्तुकला; अर्थ-पिरामिड; कलाकृतियाँ अनुपम

<table>
<thead>
<tr>
<th>नकाशी</th>
<th>मधुकौश</th>
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</tr>
</thead>
</table>

Activity: Expressions Table:- Describe pictures and tell which places you’d like to see and why?
The teacher will engage the students who are provided with four pictures of different structures of palace like: (including the Hawa Mahal Part- 2).
Their task is to describe the photos and tell which of them they would like to visit and why.
Students need to add synonyms / near synonyms to each column. Towards the end, they’ll know the main “easier” adjectives and 3 more advanced synonyms.
The teacher will encourage students to use the advanced synonyms instead of easier ones. Point out the useful expressions box which could be used for describing palace structure and aims.

Pictures for Describe the Palace:-From “HAWAMAHAL” – Part - 2
Pictures:- From Handout Web link:-

Expressions Table:-
- यहाँ घूमना सार्थक है।
- यहाँ गर्मी है/मौसम शुष्क है।
- यह भीड़ की जगह है/यह पर्यटकों के लिये है।
- यह अदरुङ्ग है/ यहबहुत खुबसूरत है।
- यह शहर में है/ यह शहर से दूर है।
- यह काफी ऊँचा बना है/समतल जगह पर बना है।

Students will expose to vocabulary relating to describing an area of historical place in preparation for reading an article and analyses a model text to describing a historical place of “HAWAMAHAL.”

Materials Needed
What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?
- Video Link: “HAWA MAHAL” - Part (1)
- Vocabulary Table: Adjectives and synonyms
- Vocabulary Handout “Hawa Mahal”Part 1 Part 2
- Pens, pencils, markers
- Handout Article of “Hawa Mahal”
<table>
<thead>
<tr>
<th>Lesson Can-Do Statement</th>
<th>Vocabulary</th>
<th>Check for Learning</th>
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<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>
</tbody>
</table>

### Learning Episode #2

**Number of minutes for this episode:** ____

#### Lesson Can-Do Statement

1. I can understand authentic texts and video concerning historical and scientific information about “Hawa Mahal” in Jaipur that describe variety of past, present, and future events.

2. I can exchange detailed information or descriptions about “Hawa Mahal” in Jaipur by asking and responding to questions like: Historical/technological and scientific facts.

#### Vocabulary

- **Language Functions:**
  - Questioning/Answering

- **Language Structures:**
  - Passive construction:
    - mahal banaayaa gayaa thaa. ‘The palace was built.’
    - jharokhon ka nirmaan kiya gaya. “The carving windows were built.”

- **Vocabulary:**
  - Front side
  - Interior part
  - External section
  - Spacious room
  - Column route
  - To go to high
  - The road with has been built
  - First level
  - Third level
  - Fourth level
  - Fifth level
  - Architecture

- **Students will use semantic map graphic organizer that helps students visually organize the relationship between pieces of information to introduce key words.**

- **Students are asked to think about other words/sentences that come to mind when they read and watch video. Students then make a list of all of the words.**

- **Students share the recorded words/sentences to create and discuss on word map.**

- **Students are encouraged to suggest additional categories for the word map, or add to the old ones.**

- **Any new words that relate to the topic are added to the map as students read through the text.**

#### 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 Show a slide show/video of forts and palace in India (including “HAWA MAHAL” Video).

- Video Link: https://www.youtube.com/watch?v=04QT9MLKCA4 (भारत के मशहूर ऐतिहासिक स्थान और स्मारक)
- Web Link: https://www.samanyagyan.com/topics/famous-palaces (भारत के प्रसिद्ध महल)-(Article)
- Video Link: “HAWA MAHAL” - Part (2) -
- Handout: “HAWA MAHAL”

STARTALK Learning Plan (2018)
Student respond and record to the following questions:—

- What are they reminded of when they view these forts and palaces?
- What kind of structures are seen in those places?
- Why are they important to the Indian people?
- What is the main attraction of this palace?

Teacher conducts a debriefing eliciting detailed descriptions and reflections from the students to record on the board.

**Activity : What’s on the card? (In pair/group)**

**Before Questioning/Answering:-**

Teacher will provide a handout of „Hawa Mahal” to the students a short time to read the unedited text. Students will refer back to the pictures in the handout to discuss with their partner what the writer mentioned about each one.

One student chooses a card from a pile of cards picturing famous places. The other student has to ask questions about the card until he works out what the famous place is. Children take turns in guessing.

Children will adhere to the learning and focus by communicating in language appropriate to the subject. Grammar included present form of verbs e.g. “does it have...?”

**Students - instructions – Guess the picture activity:**

**Student “A”** has chosen a card with a picture of a famous place on it. **Student “B”** need to ask questions until you work out what picture is on the card and record his/her response. When **Student “B”** has guessed correctly, **Student “B”** choose a card from the pile and **Student “A”** will try to guess what card you have. Student will take it in turns to guess until all cards have gone.

**Word Map Activity:**

Students to refer to the dictionary, encyclopedia or other reference books for help in completing the word map. They will compare their definitions and the dictionary definition.

**Activity 3 : What’s on the card? read-write-think: Answers Record Sheet:-**
Activity 3: What's on the card?

Answers Record Sheet: Students share the recorded words/sentences to create the class word map and discuss with Peers. Students are able to exchange detailed information or descriptions about “HAWAMAHAL” in past, present, and future events.

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

- “HAWAMAHAL” Handout
- Vocabulary Handout
- Pens, pencils, markers
- Pictures and Cards
- internet access
- Video Link
- Web link
- Read-Write-think worksheet

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.

- I can read and understand non-fiction article/texts about “HAWAMAHAL” and

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

- 1799 (1799) mein maharaja Savae prataap Singh dvaara kiya gaya tha.

Language structure: Passive
- 1799 (1799) mein maharaja Savae Prataap Singh dvaara kiya gaya tha.

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

Pair/Group Activity:
In this activity students will draw attention to the pronouns used in non-defining relative clauses (What, who,
explain the architecture technology of the past using 5 w’s technique.

- I can make presentations of an historical site I have researched.

“सन् १७९९ (1799) में महाराज सवाई प्रताप सिंह द्वारा किया गया था”

- This palace is built on the shape of Sri Krishna’s crown

“इस महल को श्रीकृष्ण के मुकुट के आकार पर बनाया गया है”

Past tense:-

- Bharat mein parda pratha prachalit thee.

“भारत में पद्म परा पर्चलित थी”

Present tense:-

- "Venturi effect" is generated

“वेंचुरी प्रभाव” उत्पन्न होता है शीतल होकर कक्ष के वातावरण को अन्तरिक्षीय तापमान में भी सुखद बना देता है

- The carving is so intense that in the first sight, these windows look like a honeycomb

“नकाशी इतनी गहन है कि प्रथम दृष्टि में ये झरोखे एक मधुकोष के समान लगते हैं”

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.

Activity: 5ws” Pair/Group:-

The teacher will given a handout about “HAWAMAHAL” Part 1 & Part 2.

The teacher will allow the students to individually decide on where they think the paragraphs should logically be divided to explain the non-defining relative clauses like What, who, which, where, when. Then pairs can decide on a brief heading for each paragraph. They will reflect/present like:

1. Introduction
2. Life in the “HAWAMAHAL”
3. History
4. Purpose of making the palace
5. Famous aspects of the part 1
6. Famous aspects of the part 2

which, where, why) and what they relate to in the sentence.

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.

Activity: 5ws” Pair/Group:-

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1. Introduction
2. Life in the “HAWAMAHAL”
3. History
4. Purpose of making the palace
5. Famous aspects of the part 1
6. Famous aspects of the part 2

In my experience... mere anubhav meN...
In my opinion... meri raai meN...
I think... maiN sochtaa huuN ki...
I’d suggest that... meraa sujhaaw haiN ko...
It’s quite true that... yah sach hai ki...

After research students are able to know the different historical places which are based on the “Venturi Effect” in India.

Like: 10 Most Famous Historical Monuments Of India

Taj Mahal, Agra. ...: Red Fort, Delhi. .....:Qutub Minar, Delhi. .....: Hawa Mahal, Jaipur. ...; Ajanta Caves, Aurangabad. ...

...etc.
7. Special feature of the part 1
8. Special feature of the part 2

Concluding statement / Closing anecdote

It focuses on teaching adjectives synonyms used for describing places too. Students have to match adjectives underlined in the sentences with their definitions. Students can express their opinions in a short discussion about “Hawa Mahal” Part 1 & 2.

This activity also includes some advanced vocabulary.

“HAWAMAHAL” VIDEO AND DISCUSSION: Part 1 & Part 2:-

- Video Link: Hawa Mahal - Part (1)
- Video Link: Hawa Mahal - Part (2)

-Students are encouraged to have a short discussion which is an introduction to the video tasks.
-They need to answer comprehension questions based on watching the first part of the video (up to....). -- -
- After viewing the second part of the video (from ....). They need to discuss a gap-filling exercise.
- Final activity would be after watching the final video to involve in a speaking task. However, now students need to agree or disagree with real comments which were given in the video.

For example:-

- झरोखे एक मधुकोष के समान लगते हैं क्योंकि...........
- “वचुर भाव” का अर्थ है कि.............
- झरोखे की विशिष्ट संरचना के पीछे दो मूल उद्देश्य है.........
- इसके पांच दस्तरों या मन्दिरों की विशेषता है कि.............
- हवामहल को एक बिना नींव का महल क्यों कहते है क्योंकि.............

Lastly, the teacher will give a research assignment to the students about:

Find the different historical places in India which were based on the “Venturi Effect” constructions?

The students may research on some of the historical places mentioned below which are based on “Venturi Effect”.

Like:- 10 Most Famous Historical Monuments Of India
1 – Taj Mahal, Agra. ...
2 – Red Fort, Delhi. ...
3 – Qutub Minar, Delhi. ...
4 – Hawa Mahal, Jaipur. ...
5 – Ajanta Caves, Aurangabad. ...
6 – Gateway of India, Mumbai. ...
7 – Mysore Palace, Mysore. ...
8 – Charminar, Hyderabad.

Materials Needed

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

- Vocabulary Handout
- Pens, pencils, markers
- Video Link & web link
- Internet access
- Classroom Activity Sheet: A Survey of India Landmarks
Learning Episode #4

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?

- I can research about different historical places and summaries or annotations on the project for presentation.
- I can express detailed point of view in a blog or student forum.

Language structure:-
Non-defining relative clauses, to provide essential, descriptive information.

Culture:
Every city of India has its own culture, experiences through its
Food, traditions, clothes, festivals, structures, topography and more.

महलाएं सावजनक समारोह या स्थलों पर अपना मुख घूँघट से ठक कर रखती थी।
हवा महल की अनोखी संरचना, अनुपम शिल्प कला और अद्भुत वांछनीय संरचना महल धार्मिक और पूर्व दिशाओं में स्थित हैं।
Unique architecture of the palace, unique craft art and wonderful architectural style

Directions: dishaayen in the north - uttar meN in the south - dakShiN meN in the east - purv meN in the west - pashchim meN

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.

Activity: Research Based: Pair/Group:-
Teacher will allow the students that they can research some of the India’s most famous landmarks. Have students choose partners to work with. Allow each pair the opportunity to choose from the list of landmarks below:-
- Taj Mahal
- Mysoor Place
- Hawa Mahal
- City Palace

Student have the opportunity to research plan and write a description on a different historical place.

Reading and Writing – sequencing and layout; paragraphing, providing a balance of fact and opinion about historical places or “HAWAMAHAL.”

Teacher will distribute the “Classroom Activity Sheet': A Survey of Indian Historical Place. Partners can begin working on their activity sheets in class.
Partners will then work together to use information from their activity sheet to create a Historical Place information card. On an index card, students should draw or find a small picture of the Historical Place and include important facts from their activity sheets. Teacher will encourage students to be creative.

When students have finished making their landmark cards, they should present their cards to the class as oral reports. Afterwards, students can place their Historical Place cards in the correct locations on a India map.

Have a follow-up discussion so students can compare and contrast what they learned about the place. How have landmarks changed throughout history? What are some common reasons people build landmarks? What are some common beliefs and ideals reflected by Historical Places throughout history?

**Discussion Questions:**
1. For what different reasons do people build awe-inspiring structures?
2. Which Historical Place do you believe is the most spectacular? Why?
3. How have characteristics, or features of Historical Place remained the same throughout history? How have they changed?
4. Discuss Historical Places in different parts of India. How are they alike? How are they different?
5. What do you think is the most important characteristic that a Historical Place must have? Explain.

Teacher will allow to students some time to individually rewrite the sentences, containing the relative clause with the correct punctuation.

This activity allows learners free practice using the language (non-defining relative clauses). Have them complete the sentences alone, with their own ideas, then share their sentences with a partner or in a small group. Allow some for feedback of some individual learner’s sentences.

Now students get to plan their own piece of descriptive writing. Demonstrate the planning by writing on the board before the teacher allows them to make their own notes individually. Teacher will allow some time for students to outline or draft their descriptive pieces. They could also conduct some peer-editing at this stage. Students will to complete the final draft of the piece and present it in to the class.

Students will express a detailed point of view in a blog or other student forum about historical places/HAWA MAHAL like:-

**Expressions of opinion:**
- In my experience... mere anubhav meN...
- In my opinion... merii raai meN...
- I think... maiN sochtaa huuN ki...
- I’d suggest that... meraa sujhaaw haiN ko...
- I believe that... maiN vishvaas kartaa/kartii huuN ki....
- What I mean is... meraa matlab hai ki...

**Expressions of persuasion:**
- It’s quite true that... yah such hai ki...
- I am absolutely certain that... maiN puurii tarah se ashwasth
- huuN ki...
- I can assure you that... maiN aashwaasan de saktaa huun kii
Research Evaluation / Rubric:

The teacher can evaluate partners/students on their projects using the following three-point rubric:

- Three points: conducted research on their historical places and completed the Classroom Activity Sheet; worked cooperatively to choose a picture and combine their research findings; presented information in a class presentation that is concise and engaging; placed their landmark card in the correct location on the world map.

- Two points: conducted research on their historical places and completed most of the Classroom Activity Sheet; worked cooperatively to choose a picture and combine research findings; presented information in a competent report; placed their landmark card in the correct location on the world map.

- One point: conducted research on their historical places and completed some of the Classroom Activity Sheet; worked together to choose a picture and combine their research findings; presented their information with difficulty; could not place their landmark card in the correct location on the world map.

Materials Needed

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

The class will need the following:

- Vocabulary Handout
- Pens, pencils, markers
- India map
- Large index cards
- Reference materials about India landmarks
- Internet access
- Classroom Activity Sheet: A Survey of India Landmarks
- IPad
- Name of the research places.

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?