**STARTALK LEARNING PLAN**

*Designing Learning Experiences*

**Date:** -  
**Grade Range:** 9-12/13-14  
**Targeted Performance Level:** Advanced Mid/Advanced High  
**Total Time for this Plan:** 2x90

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**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: **JAIPUR AUR DELHI KI BAWDIYAN - JALSANRAKSHAN KE LIYE**

(Stepwell of Jaipur and Delhi water harvesting)

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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 ideas and some details from the video about names of different conservation/harvesting methods.

- I can understand the main ideas and importance in texts describing a ancient water harvesting method like Stepwell of Jaipur and Delhi.

**Vocabulary**

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

**Culture and/or Content:**

The construction of stepwells is mainly utilitarian, though they may include embellishments of architectural significance, and be temple tanks. Stepwells are examples of the many types of storage and irrigation tanks that were developed in India, mainly to cope with seasonal fluctuations in water availability.

**Vocabulary:**

- water management
- Conservation
- harvesting
- technology
- stepwell

**Language Structure:**

- **Simple perfective:**
  
  ho gayaa; padaa :kiyaa gaya.

- **Past Tense:**
  
  baavadiyaan hee jal ka mukhy strot hotee thee(बावड़ियां ही जल का मुख्य स्रेत होती थी)

**Check for Learning**

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

Students will view the video and read the news/handout about conservation/harvesting methods. Students will note the new words/ information and share their opinion later with other groups.

Students will read and print online articles about ancient methods of water harvesting like stepwell in Jaipur and Delhi. They can relate informations with present conservation/management and water harvesting to learn new vocabulary related with relevant technologies.
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.

1. Students will watch videos of different ways of conserving water. They will understand scientific and technical principles or facts on conservation/harvesting system.

   **URI :-** Hindi वर्षजल संचय Water Harvesting Systems.

2. Teacher will allow the students to read on the website and provide handout about Stepwell of Jaipur and Delhi water harvesting system. Students will note the new words/information.

   - **Copy of Handout by Teacher :-** “Stepwell of Jaipur and Delhi water harvesting.”
   - **Web link :-** https://hi.wikipedia.org/wiki/बावड़ी:
     - https://hi.wikipedia.org/wiki/%E0%A4%AC%E0%A4%BE%E0%A4%B5%E0%A4%A1%E0%A4%A4%E0%A4%BC%E0%A5%80

Activity :- Vocab activity :- “Word Wheel” :-

- Vocabulary Handout
- “Word Wheel” printable
- Dictionary and/or thesaurus

What to Do :-

1. Print and distribute the paper to all students.

2. Teacher will explain the Word Wheel’s meaning to students.

3. Provide an example of the Word Wheel by putting a vocab word in the center box.

4. Place the definition of the Vocab word on the “Definition Wedge”.

5. Similarly place a synonym of the Vocab word on the “Synonym Wedge”.

kuen ke dvaara jal bhoomi keandar jaata hai (कूणे के द्वारा जल भूमि के अन्दर जाता है)
kiya jaata hai; pravesh karata hai; raahat milatee hai;
के द्वारा- किया जाता है; प्रवेश करता है; राहत मिलती है
6. Continue adding the info related to the **Title on the Edge**, until the wheel has been completed.

7. **Write a sentence** that uses the word from the **Word wheel** in a meaningful way.

8. Now it’s student’s turn- Teacher will assign a new vocab word to the class.

9. After the students have completed the worksheet, have **them share** what they have put on their worksheet.

10. Place sheets on **bulletin board** in the classroom.

Students learnt about ancient methods of Stepwell of “Jaipur and Delhi for water harvesting”. They related informations with other conservation/management and water harvesting systems. This helps to learn and understand new vocabulary related to relevant technologies.

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

- Video URI: वर्षाल संचय
- Copy of Handout by Teacher
- Vocabulary Handout
- “Word Wheel” printable
- Dictionary and/or thesaurus
- Ipad

**Learning Episode #2**

<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 exchange detailed information about ancient technologies “Stepwell of Jaipur and Delhi water harvesting” and technological advances to management/conservation in different parts of India.</td>
<td><strong>Language Structure in Short descriptions:</strong> It is expected that students already have sufficient language to begin and end a conversation in a culturally appropriate manner on familiar topics. They will use that prior knowledge of greeting and meeting words, questions words and standard phrases used in social interactions to introduce themselves and begin a conversation.</td>
<td><strong>In Pair/Group:</strong> Students will compare details during ancient time when “Stepwell of Jaipur and Delhi water harvesting” and other methods of water management/conservation were used. They will use different sources (watch videos, read articles, research on the Internet) to gather information and share with peers. They will make a compare and contrast Venn diagram comparing Stepwell of Jaipur and Delhi for water harvesting.</td>
</tr>
</tbody>
</table>

**Learning Experiences**
Teacher will show the video about Chand Baori in Jaipur and Agrasen's Bawdi in Delhi. and provide a link for the article for more information.

A. Video Link: Chand Bawdi: https://youtu.be/1qoGN7PtBY0
   (विष्णु की सबसे बड़ी बावड़ी चाँद बावड़ी)

B. Video Link: Agrasen ki Bawdi in Delhi: अग्रसेन की बावड़ी : दिल्ली
   a) https://youtu.be/Lpc_IOA4jJ4
   b) https://youtu.be/JJW00cdxkKI

C. Article Link: मेरी यात्रा डायरी: अग्रसेन की बावड़ी : दिल्ली
   vijaysjayara.blogspot.com/2016/04/blog-post_36.html

Activity: 2 - Make Question Card:

After watching a video, students will discuss and exchange the scenarios or ideas on what ways they can conserve water:
Teacher will provide a question to each group that they can discuss and write their thoughts. Same question will be passed on to other groups and they will express their views to each other.

- पानी संरक्षण के विभिन्न तरीके क्या है?
- पानी संरक्षण की पुराने तरीके क्या थे?
- बावड़ी का अर्थ क्या है?
- बावड़ी बनाने का क्या उद्देश्य है?
- बावड़ी किस-किस राज्यों में है?
- बावड़ी संरचना कैसी है?
- दिल्ली और जयपुर की बावड़ी में क्या अन्तर है?

What you can think or do? Give an idea.

Note: Teacher will ask/read the answers and provide feedback.

Students will compare details on ancient **Stepwell of Jaipur and Delhi for water harvesting** and other methods of water management/conservation. They will use different sources (watch videos, read articles, research on the Internet) to collect information to fill any gaps and share with peers. They will make a compare and contrast graphic organizer like below to compare the **Stepwell of Jaipur and Delhi for water harvesting**.

Activity: 3 - तुलनात्मक अध्ययन: जयपुर और दिल्ली की बावड़ियाँ

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

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

Student will be able to know about the name of different technologies being used in past and present.
Students will incorporate into a presentation comparing the present and past methods of water harvesting in a logical sequence using various supporting media and materials such as articles and videos etc.
They will be debating/expressing/presenting opinions about “Stepwell of Jaipur and Delhi for water harvesting.”

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 to meet the needs of all learners.

I can express my point of view using expressions appropriate on water management/conservation and why they used “Stepwell of Jaipur and Delhi for water harvesting”

Language Structure:
Past tense: बावड़ी आस पास के क्षेत्रों के लिए जल की पूर्ति का मुख्य स्रोत थी।

Present tense: पहला भाग है कुआँ जो कि संरचना (वीडियो) संरचना मार्ग है
The name of different technologies are used together to understand:-

Vocabulary:
रूफ वाटर हावेस्टांग; मकानों की छतों पर; बरसाती पानी; पीवीसी पाइप; जल सोती नलकूप, हैंडपप्प, कुआँ, बावड़ी आदि (पुनर्भरण करने के तरीके व तकनीक)

<table>
<thead>
<tr>
<th>शहरी क्षेत्र</th>
<th>ग्रामीण क्षेत्र</th>
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<tbody>
<tr>
<td>छत से प्राप्त वर्षा/वर्षा से उत्पन्न अवशेष</td>
<td>वर्षा जल संचाल करने के लिए विनिर्मित संरचनाओं का प्रयोग किया जा सकता है-</td>
</tr>
<tr>
<td>* पुनर्भरण खिड़की</td>
<td>* गली प्लग</td>
</tr>
<tr>
<td>* पुनर्भरण खाई</td>
<td>* परिसर कांड (फेंटर बांध)</td>
</tr>
<tr>
<td>* भलकूप</td>
<td>* गोलियां संरचना</td>
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<td>* चेकबॉक्स/सोमे स्ट्रेट प्लास्टर/साइडलाइन बांध</td>
</tr>
<tr>
<td></td>
<td>* पुनर्भरणशाफ ० कप ड्रग वैल पुनर्भरण</td>
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Learning Experiences
STARTALK Learning Plan (2018)
Teacher will prepare the students to have in-depth understanding of the topic. They will use different sources (watch videos, read articles, research on the Internet) to compile all their thoughts on index cards.

**Exa:- Web Link:-**
भारत की 10 प्रसिद्ध बाबडडयां (10 Famous Stepwells of India)

**Activity: Debate:**
Teacher will encourage class participation in large groups for debate.

**Debat Topic:-**

“Stepwell of Jaipur and Delhi for water harvesting:-

1. Ask students to **form large groups.** (Divide the classroom in two groups)
2. Teacher will explain debate topic relating to the purpose and the importance of stepwell.
3. The group on the **right side of classroom** will debate **for** the topic
4. The group on the **left side of the classroom** will debate **against** the topic.
5. The **teacher will moderate** and can **ask thoughtful questions** to **stimulate** the debate.
   Please note- Teacher cannot express their own opinion.
6. Teacher will discuss and conclude on the debate.
7. Teacher can assist with **ideas and conflict of the debate** to **reconnect to the main topic**.

Students will be able to express/present their opinions about “Stepwell of Jaipur and Delhi water harvesting.”

**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 se saktaa huun kii
- It’s quite true that... yah sach hai ki...
- I can guarantee that ... maiN gairanTii d

**Materials Needed**

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

- Ipad or Internet
- Paper/Card, Pencil
- Exa web Link:-भारत की 10 प्रसिद्ध बाबडडयां (10 Famous Stepwells of India)
- Debat Topic:-
- “Stepwell of Jaipur and Delhi for water harvesting

**STARTALK Learning Plan (2018)**

6
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- I can summarize facts in a short paragraph from my research on “Stepwell of Jaipur and Delhi water harvesting.”

| Scientific & statistical data in a visual and organized format; सीडियाँ बावड़ी में 3५०००(३५००)संख्याकी सीडियां है वावड़ी के दो भाग होते हैं- |

| **Pair/Group Activity:** |
| Students will create a class poster using the pictures depicting facts about “Stepwell of Jaipur and Delhi for water harvesting/conservation.” |

**Students will write a short paragraph including use of pictures to demonstrate importance of “Stepwell of Jaipur and Delhi water harvesting” in ancient times.**

| **Language Structure:** Passive voice |
| पहला भाग है- कुआँ जो कि संचरण (वर्तिकल) संचरण स्थान है जिसके द्वारा जल भूति के अंदर प्रवेश करता है। |
| निम्नलिखित का जाता है। |
| सुख इतिहासानाती की देवी माना जाता है। |
| ग्रीष्म कृतां में बैठ कर बहुत राहत मिलती है। |

| दूसरा भाग है- सीडियां। |

**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 continue the same topic: “Stepwell of Jaipur and Delhi water harvesting.”

1. Students will research to present scientific & statistical data of “Stepwell of Jaipur and Delhi for water harvesting/conservation”.

2. Students will independently write a summary of facts on importance of “Stepwell of Jaipur and Delhi water harvesting” during the ancient times.

3. Students will work in pair to create a Poster using iPads, paper, pictures, poster board etc to present their view about “Stepwell of Jaipur and Delhi for water harvesting/conservation”
Activity: Writing - ROUND ROBIN WRITING:

Students are placed in groups of three or four, depending on the size of your group.

1. Teacher will create groups by placing 3-4 students per group.

2. Teacher sets a timer for 3 minutes and tell one student in each group to write few sentences within 3 minutes.

3. When timer goes off, first student in each group will pass the paper to the second student within their group.

4. Teacher will add an extra minute on the timer (timer should be set to 4 minutes) to include reading time. The second student should continue adding more sentences to the passage until the timer goes off.

5. Continue to repeat steps 3-4 until all the students have had a chance to write on the paper within their own groups. Make sure to continue to add an extra minute for every round

6. Student within their group will read their paper.

7. Teacher will select the best paper from one of the group to be read in front of the class.

Step by step to get start activity:

1. Teacher will give students 5-7 vocabulary words from the vocab handout to each group. Teacher will explain to the students that they need to use all vocab words in their group writing paper with context definitions. Their objective is to have all the words used by the end of the Round Robin session.

बावड़ी; सीदढयों; कुआँ; कलाकारी; कक्ष; लंबवत; जल संरक्षण; ग्रीष्म; ऋतु

Teacher will give students an opportunity to use words which helps to memorize.

2. Another round is based on the three stages of an article like:-
   A. Chand Bawdi and
   B. Agrasen Ki Bawdi

   Students are first explained the three parts to a simple ancient article:

   a. Introduction of Stepwell
   b. Structure of Stepwell
   c. Aim of the Stepwell

3. Each student starts with #a after that they switch and continue with #b and on the last switch each write the resolution.

   Teacher will give each students a quote and have them use the quote in their writing. Each addition to the paragraph should contain their quote so that they would have incorporated their quote in each of the parts of the writing that is passed on to them.

4. Finally, teacher will read the best articulated paragraph to the students. The idea is to try and incorporate a structured thought.

   Exa Quote:-

   • सीदढयों वाला कुआँ; सर्वाधिक प्रसिद्ध बावड़ी; जयपुर से ९५ (९५ km) किदूर ..भी. हैंचों बावड़ी का निर्माण:
• बावड़ी के दो भाग होते हैं| पहला भाग है कुआँ; दूसरा भाग है सीदढ़यां...; चाँद बावड़ी में ३५०० (३५००) संकरी।

सीदढ़यां है जो.....
• राजस्थान एक अत्यधिक शुष्क राज्य है इसलिए...;
• बावड़ी के तल पर वायु का तापमान ऊपरी सतह से ५-६ डिग्री कम....
• राजपरिवार के सदस्यों के विश्वास के लिए..

Students will able to write a short paragraph/article with their own point of view to explain which technology is most effective and why? Like:-

Expressions of opinion:
• In my experience... mere anubhav meN...
• In my opinion... merii raaN meN...
• I think... maiN sochtaa huuN ki...
• I'd suggest that... meraa sujhaaw haiN ko...
• I believe that... maiN vishvaaskartaa/kartii huuN ki....
• What I mean is... meraa matlb hai ki...

Writing Evaluation / Rubric:-

<table>
<thead>
<tr>
<th>Traits</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus &amp; Details</td>
<td>There is one clear, well focused topic. Ideas/view are clear and are well supported by detailed and accurate information.</td>
<td>There is one clear, well focused topic. Ideas/view are clear but are not well supported by detailed information.</td>
<td>There is one topic somewhat clear.</td>
<td>The topic are not clear.</td>
</tr>
<tr>
<td>Organization</td>
<td>The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.</td>
<td>The introduction states the main topic and provides an overview of the paper. A conclusion is included.</td>
<td>The introduction states the main topic. A conclusion is included.</td>
<td>There is no clear introduction, structure, or conclusion.</td>
</tr>
<tr>
<td>Voice</td>
<td>The topic of writing is very clear, and there is important facts of knowledge and/or experience with the topic is/are evident.</td>
<td>The writing is somewhat clear, and there is some important facts of knowledge and/or experience with the topic is/are evident.</td>
<td>The writing is somewhat clear, there is some important facts of knowledge and/or experience with the topic is/are limited.</td>
<td>The writing is unclear.</td>
</tr>
<tr>
<td>Word Choice</td>
<td>The vocab words uses in sentences. The choice and placement of vocab words seems accurate, natural, and not forced.</td>
<td>The vocab words uses in sentences. The choice and placement of vocab words seems is inaccurate at times and/or seems overdone.</td>
<td>The vocab words uses and that communicate clearly, but the writing lacks variety.</td>
<td>The writer uses a limited vocabulary.</td>
</tr>
<tr>
<td>Sentence Structure, Grammar, Mechanics, &amp; Spelling</td>
<td>All sentences are well constructed and have varied structure and length. no errors in grammar, mechanics, and/or spelling.</td>
<td>Most sentences are well constructed and have varied structure and length. Few errors in grammar, mechanics, and/or spelling.</td>
<td>Most sentences are well constructed, but they have a similar structure and/or length. The several errors in grammar, mechanics, and/or spelling</td>
<td>Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Grammar, mechanics and/or spelling.</td>
</tr>
</tbody>
</table>

Reviewer's Comments

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?
• Ipad and Internet
• Pencil/paper
• Picture/poster
• article like:
  A.Chand Bawdi (In Jaipur)
  B.Agrasen Ki Bawdi (In Delhi)

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?