STARTALK LEARNING PLAN
Designing Learning Experiences

Date: [ ]
Grade Range: [9-12/13-14]
Targeted Performance Level: Advance Mid-Advance High
Total Time for this Plan: [2*90]

**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:**
- **Performance Assessment Task:** Kutubminar: UNESCO world heritage site

---

**Learning Episode #1**

<table>
<thead>
<tr>
<th>Lesson Can-Do Statement</th>
<th>Vocabulary</th>
<th>Check for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand a detailed informative video that gives the history and scientific background about Kutubminar, a world heritage site of India.</td>
<td>Categorized (Noun, verb, adjective...) vocabulary sheet will be provided separately.</td>
<td>Students will use a graphic organizer to capture detailed information about the Kutubminar. The information will also cover the 5Ws related to the Kutubminar.</td>
</tr>
</tbody>
</table>

**Vocabulary**

- Culture: The Kutubminar, a victory pillar, is the epitome of rich Indian heritage and a perfect showcasing of remarkable, aesthetically-pleasing architectural skill of the time.

**Sentence Structure:**

- **Present habitual:**
  हिन्दू शिल्पकारियों की कृतियों का सम्बन्ध होता है।
  इतिहास का जाना होता है।
  नाम से जाना जाता है।

- **Past habitual:**
  आवाज़ दी जाती थी।

- **Passive construction:**
  मंजिल को ठीक कराया।

---

STARTALK Learning Plan (2018)
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.

- To set the context of the lesson and to activate schemata (prior knowledge) about the topic, Teacher will open a discussion by asking students if they have ever visited a historical monument. Teacher will display pictures of the Statue of Liberty, the Washington Memorial, the Eiffel Tower, The Leaning Tower of Pisa, Great Wall of China, Macchu Picchu, etc. Students will discuss the similarities between the monuments, their historical reasons for being constructed, and why people from all over the world visit them. Teacher will ask the students whether these monuments have been designated as World Heritage sites and why or why not.
- Teacher will divide the class into two groups- one group wil watch a video about the history of Kutubminar and the other group will watch a video about the architectural features of the monument.
- Learners will then note down essential information which they acquired from the video and create a graphic organizer. Teacher will reinforce these topics by playing the video again for each group, allowing learners to edit their graphic organizers as necessary.

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

ESHA produced educational video on Kutubminar- Part 1 and 2
Graphic organizer

Learning Episode #2

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 maintain discussions and exchange information by asking follow up questions to obtain details relevant to

मुझे बतलाओ .......... क्या तुम विस्तार से बता सकते हो ?
इसके बारे में कुछ और बताओ ?
यह समझा में नहीं आया ......

Jig saw: Students describe and exchange information to fill information gaps about the Kutubminar, in their graphic organizer.
historical/scientific facts about the Kutubminar monument.

**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: Students have to obtain information on the missing aspects of Kutubminar, i.e., those who had information about the historical aspect have to acquire information about the architectural aspect and vice versa.

- One member from each group in the previous episode is paired together with the other group to exchange pertinent information about the Kutubminar, which they learned from their respective videos. Students will take notes on the new information in a second graphic organizer.
- New pairs are formed for a more thorough exchange of information. This goes on for 2 more rounds or until everyone has sufficient information in both categories—historical aspects and architectural aspects about the Kutubminar. Students can continue to edit their previous graphic organizers as they obtain new information.
- In the last round, in pairs, students will ask and tell each other 3+ interesting facts about the Kutubminar, which they learned through the exercise.

**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.

I can exchange opinions on the pros and cons of tourism at World Heritage Sites.

I can discuss and present my opinions on how negative impacts of tourism on these sites can be avoided.

**Vocabulary**

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

- मेरे विचार से .......
- अंत में हम कह सकते है कि .......
- हम इस बात से सहमत है / सहमत नहीं हैं कि .......
- हमारी इस विषय में अलग सोच / धारणा है
- मुझे लगता है कि ......

**Check for Learning**

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

Summary Frames: Teacher will randomly choose a few students and ask them to summarize the debate.

Description: A _______ is a kind of _______ that...

Problem/Solution: __________ said....., but....., so........

Cause/Effect: _______ happens because ........

**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.

Debate:

- Prior to the debate, teacher will project two World Heritage Sites with quotations relating to
tourism at the World Heritage Sites. Students will observe the pictures and the quotations, and think about what it’s trying to say. After thinking about the statements, students will discuss their thoughts with the class while the teacher will guide the discussion.

- Students will be divided into two groups— one group will be against tourism at World Heritage Sites and one group will be for tourism at these sites. In their groups, students will initially research and discuss potential debate points with each other. Following these group discussions, the teacher will open up the classroom for a debate. Each group, in turns, will present opening statements followed by various points, and finally closing statements.
- After the debate, students, as a class, will come together and discuss a middle ground solution for tourism at World Heritage Sites. Students will discuss why tourism should be allowed at these sites but how its negative effects can be avoided. The teacher will guide the discussion by posing questions if the discussion stalls.

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

#### Learning Episode
<table>
<thead>
<tr>
<th>Learning Episode #4</th>
<th>Number of minutes for this episode:</th>
</tr>
</thead>
</table>

#### 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 make a multimedia presentation on Kutubminar, make suggestions on what to

#### 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:

#### 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, Powtoons, etc. students will make multimedia
see, do, etc., and what not to miss while one is at this World Heritage Site.

आपको जरूर जाना चाहिए।
आपको अवस्थ देखना चाहिए।
फोटो खींचना मत भूलिए।
इस जगह की स्वच्छता का ध्यान रखिए।
Narration/description in the present (listed above) Use of present habitual tense – (listed above) Expressions of fact and opinion (listed above)

presentation for a newly formed multilingual website on the World Heritage Sites of India.

<table>
<thead>
<tr>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RAFT Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role:</strong> Assuming the role of a Historian, students will use images from the video or internet to prepare a multimedia presentation about the Kutubminar. Students will describe its historical importance and highlight its architectural significance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>History scholars, tourists, travel bloggers, internet users, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Format:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational tour guide - video with text and voice-over describing key features, making suggestions and persuading the audience to see the Kutubminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotional video about the Kutubminar</td>
</tr>
</tbody>
</table>

Students have to use at least 15 new vocabulary words and expressions they have learned in this unit.

Students will present their video to the class. Peers will review the presentations using a rubric. They will also make 2 suggestions to improve content information and/or linguistic structure. Feedback will be made to seem constructive rather than negative.

<table>
<thead>
<tr>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</td>
</tr>
</tbody>
</table>

Technology tools - iPads/desktops/laptops

---

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?