


Date: 14 th June	Grade Range: 6-12	Targeted Performance Level: Intermediate high/Advance low	Total Time for this Plan: 160 minutes
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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.

<p>Program Can-Do Statement:</p> <p>2) I can discuss the similarities and differences between showing respect and tolerance in the story I have read/viewed, and showing respect and tolerance in the American culture, and suggest appropriate behavior when interacting with a person different from me.</p>		<p>Performance Assessment Task:</p> <p>As students read/view the story , teacher will ask students to create a profile for each character. Working in groups, students will list the qualities that make the character different and suggest appropriate ways to include the person into the mainstream. Teacher will use Think Pair Share and/or Numbered Heads Together to group students and call upon them to share their work.</p> <p>Students will present a panel discussion on topics related to the story such as 1)dealing with diversity in a populace, and treating people who are different from ourselves with respect. 2) Freedom of speech and roots of democracy demonstrated in the story.</p>
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Learning Episode #1		Number of minutes for this episode: <u> 30 </u>
Lesson Can-Do Statement <i>Identify the lesson Can-Do statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	Vocabulary <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	Check for Learning <i>What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?</i>
<p>Interpretive: I can follow and understand the essential elements of a story from the speaker's point of view, including characters, the main problem/conflict and suggest a solution.</p> <p>Presentational: I can present my views on a person or an event related to a story I have viewed.</p>		<p>Students will recap the previous day through the “ Throw the ball activity”.During writing time they will analyze and write about a unique character “Bandhu”, who is the shikha(ponytail, an integral part of ancient Indian scholars) of Tenalirama personified . Bandhu is always with him and at the time of crises warns him of</p>

thinking before speaking and helps him in solving the problem.(Symbolic to our mind and conscience, which help us to make right choices)

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? Consider how you might differentiate in order meet the needs of all learners.

1. **Throw the ball activity:** recap of the previous day.
The teacher throws a ball to a student and the students have to answer the question directed to them while catching the ball in 30 seconds, the student then throws it back and the process is repeated.

Questions:

- a. Tell 4 characters from the story we heard yesterday?
 - b. what was the setting of the story?
 - c. What was the main conflict in the story?
 - d. Describe two inner traits of the protagonist Tenalirama which helped him in resolving the conflict.
 - e. What was unique about Amma's character?
 - f. What was Sharda's Catch-phrase which she always used?
 - g. Who did Tenaliram pointed indirectly as the biggest fool?
 - h. Describe two character traits of tThacharya which makes him the antagonist in this story.
 - i. What did you learn from this story?
 - j. Which character you liked the most and why?
2. **Writing time:** Teacher will ask the students to brainstorm about the character "**Bandhu**" in the story. Students will analyze and write 4-5 lines about a unique character "**Bandhu**", who is the shikha(ponytail, an integral part of ancient Indian scholar) of Tenalirama **personified** . Bandhu is always with him and at the time of crises warns him of thinking before speaking and helps him in solving the problem.(Symbolic to our mind and conscience, which help us to make right choices)

Materials Needed

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

Ball, notebook, pen/pencils

Learning Episode #2

Number of minutes for this episode: 45

Lesson Can-Do Statement

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

Interpersonal: I can exchange ideas related to a social issue and work towards reaching a consensus about the solution.

Presentational speaking: I can present my views related

Vocabulary

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

मेरे विचार से ,मेरे मत से हमें यह करना चाहिए , हमारा पैनल इस नतीजे पर पहुँचा है कि , में आपसे कुछ हद तक सहमत हूँ /नहीं हूँ

अगर बुद्धि काम है तो उसकी क्या गलती है ?

इस विषय पर आपका क्या सुझाव है ?

Check for Learning

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

PBL TASK for Panel discussion:

You are a part of the school's student council committee which has been assigned to give recommendation for incorporating diversity of thoughts, culture and race in your school; keeping into

to a social issue such as respectful treatment of people of differing abilities/perspectives

consideration the different learning abilities of the student population.(why it exists, why it should not be tolerated, antibullying).

After panel discussion students will give 5 recommendations to their school for implementing some concrete steps towards it.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? Consider how you might differentiate in order meet the needs of all learners.

Teacher will show that video clip again in which Tenalirama is explaining the king about his perspective on the fools he searched on king's order.

The teacher will ask the students that while watching the video, ponder over the explanation and write what seems important to them. She will repeat the clip with the explanation about the boy again if needed.

Think, Pair and Share: turn to your shoulder buddy and talk why the people in the story should not be categorized and punished for behaving/ thinking differently.

Brainstorm with the class:Talk about diversity of opinion, opinion based on different cultural value system.

How would you treat people with different learning abilities? (for ex. An autistic person being extremely smart in a particular area like music or math)

How do people treat others who have different perspective of seeing the same thing?

India has always been considered a country having “**Unity in Diversity**”, where people of different races, languages and cultural background have been living in harmony, trying to respect each other.

Play the clip: <https://www.youtube.com/watch?v=a8DZUKQClvc>

(hind desh ke nivasi , from 4:45-5:58)

PBL TASK for Panel discussion: You are a part of the school's student council committee which has been assigned to give recommendation for incorporating diversity of thoughts, culture and race in your school; keeping into consideration the different learning abilities of the student population.(why it exists, why it should not be tolerated, antibullying). After panel discussion give 5 recommendations to your school for implementing some concrete steps towards it.

Panel Discussion: Divide the class in 3 panels and 2-3 moderators. The panel will first brainstorm among each other, Teacher and TA will facilitate, steering it towards right direction. The moderators will discuss and write their questions for the panels. The panel will also put their views in bullet points, and any question for other panels. Teacher will write these formal phrases on the white board which the students have to use:

मेरे विचार से ,मेरे मत से हमें यह करना चाहिए , हमारा पैनल इस नतीजे पर पहुँचा है कि , में आपसे कुछ हद तक सहमत हूँ /नहीं हूँ

TA will record the discussion.

Materials Needed

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

Notebook, pen/pencil, video recorder

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.

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 made met the lesson Can-Do Statement?

Presentational Speaking: I can present my views on the ancient democratic trends and local self-governance found in India, and compare it with modern democracies.

Students will take a survey to voice their opinion on the ancient autocracy and after brainstorming in the light of different view point will take the same survey again with an open/different perspective about the democratic trends in the ancient Indian states.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? Consider how you might differentiate in order meet the needs of all learners.

Teacher: Who was Krishnadev Rai in the story we watched yesterday ?---Ss- King of Vijaynagar
Do kings still rule in India?----- Ss-No, then who is the head of the government- Ss will probably say prime minister, Teacher Bahut achche(very nice) and writes - प्रधानमंत्री on the white board
Similarly, for head of USA government she writes-राष्ट्रपति
Teacher- so what is this form of government called, Ss—will most probably say it in English- democracy
Teacher बहुत अच्छे ! and then writes- प्रजातंत्र- government for the people and by the people.

Survey activity:

In your opinion, in an autocracy (king's rule):

1. Would people be able to say their problems ? Yes/ No
2. Would they be able to voice their opinion/ freedom of speech? Yes/No
3. Would they be severely punished for not obeying the king? Yes/No
4. Would king think about the welfare of his subjects? Yes/No
5. Would the king just think about his own good? Yes /No
6. What would be his justice system like ? would the king take all the decisions alone?Yes/No
7. Would he take the counsel of people in his court to make any decision?Yes/No
8. Could people voice their opinion against king's decision?Yes/No

TA will quickly put the tally marks for each question, adds up and tell what is the opinion of the majority just like in a democracy.

Teacher: Lets put our “Thinking Hats”

What was the position/role in Krishnadev Rai's court?- Ss-मुख्य सलाहकार

Did king took the counsel of the minister and the main priest Tathcharya in the story?-Ss- Yes

Did the king took his decisions after discussing it with his courtiers? Ss- yes

Could common people bring their problem to the court of Vijaynagar?- Ss-yes

Vijaynagar was a prosperous kingdom with great infrastructure, like schools, clean roads, library, gardens, dams--- do you think the king took care of his “subjects and ruled for the people”?

Now show the clip again where Tenalirama is pointing that the king was in a way the biggest fool for ordering such a search. Think about freedom of speech and voicing opinion by a common man.

Turn and Talk to your shoulder buddy to discuss each survey questions about what do they think now and why? Conduct the same survey again and see how does the majority of class thinks about the rule of Krishnadev Rai? Does it seems to serve the same the purpose of modern day democracy?

Materials Needed

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

Chalk boards, pen/pencils, thinking hats

Learning Episode #4

Number of minutes for this episode: 55

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 made met the lesson Can-Do Statement?

Interpersonal: I can exchange ideas related to a social issue and work towards reaching a consensus about the solution.

Presentational Speaking: I can present my views on the ancient democratic trends and local self-governance found in India, and compare it with modern democracies.

Students will use advanced opinion starter like:

मेरे विचार से,
मेरे मत से हमें यह करना चाहिए,
मैं आपकी बात से पूरी तरह से सहमत हूँ/नहीं हूँ.
मैं आपसे कुछ हद तक सहमत हूँ/नहीं हूँ, मेरा ऐसा मानना है कि,

Activity 1: Jigsaw puzzle

The students will read and comprehend their piece of article after brainstorming within the group.

Now the teacher will randomly pick one person from each team to stand and tell their piece to the class.

After brainstorming the whole class can now put the pieces together like a jigsaw puzzle and summarize the article.

Activity 2: Debate

Students will turn and talk for brainstorming on the topic of the debate and make two groups of pros/ cons depending on their view points.

TA will do the video recording.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? Consider how you might differentiate in order to meet the needs of all learners.

Activity 1: Jigsaw puzzle

2 Teacher will divide the class in 4 groups.

Interpretive: She will now provide an article on the seeds of democracy that existed from Vedic times. She will split the article into four parts and give it to each group.

Interpersonal: The students will read and comprehend their piece after brainstorming within the group.

Presentational: Now the teacher will randomly pick one person from each team to stand and tell their piece to the class. After brainstorming the whole class can now put the pieces together like a jigsaw puzzle and summarize the article.

Activity 2: Debate

After seeing the story of Tenalirama, reading the article on democracy in ancient India and brainstorming on all the facts, do you think in modern age democracy majority always takes the right decisions, the justice system protects the people's interest than back in the days when kings ruled. What in your opinion is better and why? Discuss and debate on issues: justice system, freedom of opinion, people's welfare, infrastructure now and then. Use opinion starters like:

मेरे विचार से ,

मेरे मत से हमें यह करना चाहिए ,

मैं आपकी बात से पूरी तरह से सहमत हूँ /नहीं हूँ .

मैं आपसे कुछ हद तक सहमत हूँ /नहीं हूँ , मेरा ऐसा मानना है कि

Students will turn and talk and make two groups of pros/ cons depending on their view points.

Teacher will facilitate the debate by helping them brainstorm.

TA will do the video recording.

Materials Needed

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

Paper, pen/pencil, video recorder

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 strengths of the lesson? Which activities helped to maximize the learning?
- Did all learners meet the goals of the lesson and why?
- What could you do to improve this learning plan if you address these lesson Can-Do statements again?