



STARTALK LEARNING PLAN

Designing Learning Experiences

Date: 6/13/19	Grade Range: 6-12	Targeted Performance Level: Intermediate high/Advance low	Total Time for this Plan: 150 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.

Program Can-Do Statement:

I can exchange opinions with my peers about the Indian social values related/conveyed by the story of king Raja Bhoj, and compare them with comparable American values

Performance Assessment Task:

- Students will take positions (“Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree”) on role of fortune/luck vs, hard work in success/failure, based on a variety of scenarios presented by the teacher. Teacher will ask students randomly to explain why they took that position. In the end the class will vote for “Karma” or “Bhagya” or “undecided”
- Students will work in small groups make a character sketch of a famous person and nominate him/her for the “Raja Bhoj Award” Each group will share why their nominee should win the award. In the end all groups will vote (except for their own nominee) and decide who should get the award. To conclude, teacher may ask a few students to share who they voted for and why.
- Students will have a group discussion on the current college admissions scandal in US and present their views on whether privileged living leads to enduring success in life.

Learning Episode #1

Number of minutes for this episode: 30

Lesson Can-Do Statement
Identify the lesson Can-Do Statement(s) from the

Vocabulary
How are culture and/or content part of the

Check for Learning
What formative task will learners do to provide evidence

<i>curriculum (stage 3) that are the goals for this learning episode.</i>	<i>language chunks and words that learners will use?</i>	<i>that they met the lesson Can-Do Statement?</i>
Interpretive: I can follow and describe the essential elements of a story from the speaker's point of view, including characters, the main problem/conflict and suggest a solution.	<p><u>Post Positions:</u></p> <p>मंदिर, नदी के आस-पास, के किनारे, चारों ओर, के ऊपर, के नीचे, अंदर, के बाहर, के पीछे, के सामने, दूर, पास,</p> <p>पात्र- नायक, खलनायक</p> <p>चरित्र- कौन</p> <p>परिवेश- कहाँ, कब</p> <p>मुख्य विषय - क्या</p> <p>कथानक- क्या</p> <p>समस्या- क्या, क्यों, क्योंकि</p> <p>समाधान- कैसे</p> <p>सीख- क्या</p> <p>मेरे विचार से कहानी में यह पात्र सबसे महत्वपूर्ण है क्योंकि -----</p> <p>इस चरित्र के जो गुण मुझे सबसे अच्छे लगे वो ----- हैं।</p>	<p>The students will recap “Singhasan Battisi”</p> <p>Each team brainstorms together and writes maximum number of questions from the previous day’s Characters, setting, the conflict in the story, character traits of the protagonist, character traits of the antagonist, the resolution, the moral of the story etc.</p> <p>Now the teacher sets the timer for 8 minutes.</p> <p>Team A asks a question, Team B has to answer it. Now Team B directs a question towards Team A and they have to answer it.</p> <p>The TA keeps the tally for the Rapid-fire Q&A rounds.</p> <p>The team which asks and answers the maximum number of questions is declared the winner.</p>

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. **Rapid Fire Q&A Round:** recap of the previous day.

The teacher divides the class into two teams. Each team brainstorms together to come up with maximum number of questions from the previous day’s Characters, setting, the

conflict in the story, character traits of the protagonist, character traits of the antagonist, the resolution, the moral of the story etc. and **writes it** on their note books. (15 minutes)
 Now the teacher sets the timer for 8 minutes and Team A asks a question, Team B has to answer it. Now Team B directs a question towards Team A and they have to answer it. The TA keeps the tally for the **Rapid-fire Q&A rounds**. The team which asks and answers the maximum number of questions is declared the winner. (8 minutes)

Materials Needed

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

notebook, pen/pencils, markers, stopwatch

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.

I can understand the meaning of some popular idioms and phrases used in India, and the context in which they are used.

I can identify certain social values held in Indian culture such as the role of effort and destiny in an individual's life, and how they affect the choices made by individuals.

I can compare Indian and American social values and discuss how they affect our personal and social behavior.

Vocabulary

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

पूरी तरह सहमत हूँ, सहमत हूँ
 , असहमत हूँ, पूर्णतः
 असहमत हूँ

Proverbs:

हाथ मलकर रह गया
 हाथों के तोते उड़ गए

Statement sentences:

Subhasit: मेहनत से ही कार्य पूरे होते हैं, सिर्फ इच्छा करने से नहीं।

Inspirational Quotes:

Check for Learning

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

The students will watch a short animation story on how **luck/destiny plays** an important role in life.
 The teacher will break the clip and show the story in three parts and ask the students what do you think will happen next? why do you think the character is behaving this way? will the behavior of the character change the outcome of the story? Students will **turn and talk** and share their views on every question and then share the essence/gist of the story.
 The students will then listen a famous poem in legendary

I can compare Indian and American social values /beliefs, and discuss how they affect our successes and failures.

I can give my opinion on current social issues that are relevant to me, and give reasons to support my point of view.

“ कोशिश करने वालों की हार नहीं होती”

“दैव-दैव आलसी पुकारा”-

Chaupai from Ramcharitmanas.

जब समय खराब हो तो ऊंट पर बैठे इंसान को भी कुत्ता

काट लेता

है...

भाग्य एक ताला है और कर्म उसकी चाबी !!!

Sentence structure:

अक्सर लोगों को कहते सुनते हैं कि-----पर ऐसा कहने वालों की भी कमी नहीं होती कि-----

In my opinion, I think, I believe that--, I agree/disagree with your opinion because—

I partially agree with you because----

मेरे विचार से, मुझे लगता है, मेरा ऐसा मानना है कि

मैं आपकी बात से सहमत हूँ/असहमत हूँ/ आंशिक रूप से सहमत हूँ क्योंकि -----

actor Amitabh Bachchan’s voice “Koshish karne waalon ki kabhi haar nahi hoti”

Now the students will Think, Pair and Share and write in bullet points what does this poem tells about **karm/purusharth/ effort.**

Activity 1: Four corners

कर्म बड़ा या भाग्य?

The teacher now reads statements from both sides of the argument and the students pick corners of their choice for all the statements.

The teacher will pick students randomly, to reason why they chose that particular corner.

Activity-2: Opinion Circle:

The teacher states, “When you read news about college admission scandal like “Varsity Blues” where children born with silver spoon are getting admissions in Elite colleges. Do you think it negates the hard work and efforts of other students and they are lucky and will eventually be successful in life?”

If you agree with this statement, move inside, if you disagree stay on the outer circle.

Now, the students will face each other and try to convince their view to the student on the

other side giving reasonings.
After 2 minutes the teacher will read the same statement again and see whether students have any change of opinion and if they choose to stand on different circle.
Now, each side will give an oral summary of their opinion with their reasonings.

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.

The students will watch a short animation story on how **luck/destiny plays** an important role in life.

<https://www.youtube.com/watch?v=YCs2qffdsG0>

(1:30 minutes-end)

The teacher will break the clip in three parts and ask the students what do you think what will happen next? why do you think the character is behaving this way? will the behavior of the character change the outcome of the story?

Students will **turn and talk** and share their views on every question and then share the gist of the story.

The students will then listen a famous poem in legendary actor Amitabh Bachchan's voice:

<https://www.youtube.com/watch?v=xTITB2EX2Z8>

Koshish karne waalon ki kabhi haar nahi hoti

Now the students will write in bullet points what does this poem tells about karm/purusharth/effort.

Activity 1: Four corners

कर्म बड़ा या भाग्य?

The teacher now says that you have information on both sides of the statement, I will read statements from both sides and you will pick corners for all the statements,

Prepare the Room

Label the four corners of the room with signs reading “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” (पूरी तरह सहमत हूँ, सहमत हूँ, असहमत हूँ, पूर्णतः असहमत हूँ)



Read one of the statements aloud and ask students to move to the corner of the room that best represents their opinion. Once students are in their places, ask for volunteers to justify their position. Keep reading statements on Bhagya and Karma and the students pick corners for every statement.

The teacher will pick students randomly to reason why they chose that particular corner.

Differentiated for higher level of literacy: For a more student run activity, instead of the teacher reading the statements, pick 4-5 students with higher literacy to read a statement and also choosing his/her stance after reading. Teacher can always assist in better understanding of the statements by brainstorming with the students so that they can make their opinion.

Statement examples:

मेहनत से ही कार्य पूरे होते हैं, सिर्फ इच्छा करने से नहीं। जैसे सोये हुए शेर के मुँह में हिरण स्वयं प्रवेश नहीं करता बल्कि शेर को स्वयं ही प्रयास करना पड़ता है। “*a famous Sanskrit Subhasit.*”

हज़ारों लोग कड़ी मेहनत करते हैं पर कुछ ही लोग सफलता पाते हैं...चाहे वो खेल हो, पढाई हो या फिर एक्टिंग, कुछ भी हो. विनोद काम्बली और सचिन को ही ले लें....दोनों एक जैसे मेहनती थे पर भाग्य ने एक को कहाँ पहुँचा दिया और दुसरे को कहाँ छोड़ दिया.

“कुछ किये बिना ही जय जय कार नहीं होती कोशिश करने वालों की हार नहीं होती” मतलब कर्म तो करना ही होगा

भगवान और भाग्य के भरोसे रहने से कुछ नहीं होता क्योंकि भगवान भी उसी का साथ देते हैं जो खुद का साथ देता है. “दैव-दैव आलसी पुकारा”- आलसी ही दैव (भाग्य) का सहारा लेता है— *a chaupai from Ramcharitmanas*

भाग्य का खेल तो इंसान के जन्म से ही शुरू हो जाता है...कोई अमीर घर में तो कोई गरीब घर में पैदा होता है...ये भाग्य ही तो है...कर्म तो जन्म के बाद शुरू होता है!

बिल गेट्स कहते हैं-

आप गरीब घर में पैदा हुए इसमें आपकी कोई गलती नहीं है पर अगर आप गरीब मर जाते हैं तो इसमें आप की गलती है।

भाग्य बड़ी चीज है...उसके बिना कर्म करते-करते ज़िन्दगी बीत जाती है पर कोई बड़ी सफलता नहीं मिल पाती!

जब समय खराब हो तो ऊंट पर बैठे इंसान को भी कुत्ता काट लेता है...*Indian Proverb*

Activity-2: Opinion Circle:

अक्सर किसी सफल व्यक्ति के लिए हम लोगों को कहते सुनते हैं कि वो बड़ा बड़ा भाग्यशाली है. और इसका उल्टा भी होता है...किसी के असफल होने पर कहा जाता है कि उसका भाग्य खराब है! पर ऐसा कहने वालों की भी कमी नहीं होती कि सफलता या असफलता इंसान के कर्म से निर्धारित होती है, यानी कर्म हमेशा भाग्य से बड़ा होता है.

When you read news about college admission scandal like “Varsity Blues” where children born with silver spoon getting admissions in Elite colleges--do you think it negates the hard work and efforts of other students and are they lucky and will eventually be successful in life?

If you **agree** with this statement, move inside, if you **disagree** stay on the outer circle.

Now, the students will face each other and try to convince each other, after 2 minutes the teacher will read the statement again and see whether students have any change of opinion and if they choose to stand on different circle.

Now, each side will give an oral summary of their opinion with their reasonings.

TA will record the activity.

Materials Needed

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

Notebook, pen/pencil, Video clips for interpretive material, 4 corners agreement posters, video recorder

Learning Episode #3

Number of minutes for this episode: 30

<p>Lesson Can-Do Statement Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</p>	<p>Vocabulary How are culture and/or content part of the language chunks and words that learners will use?</p>	<p>Check for Learning What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</p>
<p>Based on the historical stories of King Bhoja that I have read, I can identify the qualities and value system of a good leader and how they help the well-being of a society.</p> <p>I can identify similarities and differences between Ancient Indian leaders and famous leaders around the World who I am familiar with.</p> <p>Interpersonal: I can discuss the traits of a good leader with my peers.</p>	<p>दानवीर- very generous, बहादुर- courageous, दूसरे की भलाई के लिए काम करने वाला- work towards the well-being of others महाज्ञानी-extremely knowledgeable, सच्चा इंसान- truthful, अद्वितीय- unparalleled, आदर्श चक्रवर्ती राजा-ideal, benevolent emperor , महाप्रतापी- greatest, कुशल शासक-efficient ruler, सदाचारी-virtuous, विद्वान-scholar, लोक सुख समृद्धि हेतु सदैव कार्यरत-always working towards the well-being of others, प्रजा के अगाध लोकप्रिय-beloved by his subjects, श्री राम, श्री कृष्ण के सामान ---Similar to Lord Rama and Krishna in virtues संस्कृत और प्राकृत भाषा में ८४ ग्रन्थ लिखे- 84 volumes/books काव्यशास्त्र -poetry, यंत्रविज्ञान - Mechanics, आयुर्वेद -Traditional Indian system of medicine</p>	<p>The teacher will play the short video on Raja Bhoj and what qualities he had. The students will watch the clip twice and focus on all the adjectives used to describe his qualities as a king. The students will turn and talk to their shoulder buddies and put the character traits in bullet points.</p> <p>Think, Pair and Share: Student will make connections to the core Indian value system which emphasizes that the virtue of a true king is not known from the material possessions but through his work towards the well-being of others (Paropkaar). Student will watch a small video clip of the story related to Raja Bhoja. They will talk and share about the true virtues of a leader according to the traditional Indian philosophy. Social benevolence, with the intention of the greater good of the</p>

	<p>वास्तुशास्त्र -Traditional Hindu science of Architecture</p> <p>दर्शन -Philosophy</p> <p>आज के नेताओं के गुण पुराने समय के नेता से बिलकुल अलग हैं क्योंकि-----</p> <p>The character of today's leadership is totally different from that of ancient leaders because---</p>	<p>society and not personal fame.</p> <p>After watching few satirical cartoons on present day leaders, students will make a comparative analysis by brainstorming on leadership qualities (character Traits) they see in the modern world with the old-world virtues and make a small cartoon strip/caricature in a group.</p>
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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.

Interpretive and Interpersonal:

The students will watch a short video on Raja Bhoj and what qualities he had.

Think, pair and share: The teacher will pair two students.

The teacher will play the clip twice and ask them to focus on all the adjectives used to describe his qualities as a king. The students will turn and talk to their shoulder buddies and put the character traits in bullet points.

https://www.youtube.com/watch?v=EY8k5PwZP_w

(3:20-6:20)

Making connections to the core Indian value system which emphasizes that the virtue of a true king is not known from the material possessions but through his work towards the well-being of others-(Paropkaar).

Student will watch a small video clip of the story related to Raja Bhoja

<https://www.youtube.com/watch?v=Pcpde1VN7Vc>

(15 second-2:40 minutes)

Think, Pair and Share: turn to your shoulder buddy and talk about the true virtues of a leader according to the traditional Indian philosophy. Social benevolence, cultural, social and

educational upliftment with the intention of the greater good of the society and not personal fame.

The teacher now displays few satirical cartoons on present day leaders.



Students will make a comparative analysis by brainstorming on leadership qualities (character Traits) they see in the modern world with the old-world virtues and make a small cartoon strip/caricature in a group.

Materials Needed

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

Video clips, cartoon clips, markers, pencils

Learning Episode #4

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

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?

goals for this learning episode.

Interpersonal: I can discuss the traits of a good leader with my peers.

Interpersonal: I can share my opinion about a well-known personality and/or their actions, and give reasons in support of my point of view.

Presentational: I can give a brief speech outlining my future actions in a leadership role, and explain my goals and the rationale behind my actions.

Vocabulary words:

दानवीर , बहादुर, दूसरे की भलाई के लिए काम करने वाला, महाज्ञानी, चतुर, सच्चा इंसान

Sentence structure:

यदि मैं राष्ट्रपति बनूँगा/बनूँगी तो मैं देश के लिए -----करूँगा/करूँगी

अगर मैं इस कक्षा की शिक्षिका/शिक्षक बनूँगा/बनूँगी तो मैं -----

मुझे अपना मत दीजिये क्योंकि मैं आपके लिए काम करूँगा/करूँगी

अगर मैं यह चुनाव जीत गया/गई तो मैं आपकी सारी समस्या का समाधान कर दूँगा /दूँगी।

राजा भोज २०१९ का पुरस्कार मेरे नेता/चरित्र को ही मिलना चाहिए क्योंकि---

In my opinion, I think, I believe that--, I agree/disagree with your opinion because—

I partially agree with you because---

मेरे विचार से, मुझे लगता है, मेरा ऐसा मानना है कि

मैं आपकी बात से सहमत हूँ/असहमत हूँ/ आंशिक रूप से सहमत हूँ

Activity 1: : Run a campaign

सच्चा नेता कैसा हो?

Teacher will display a list of topics on leadership relevant to the students.

Teacher will display considerations for feedback (Will it work? Will it benefit people? What is the goal and is it being achieved? Etc.)

Students will choose a leadership role and work in small groups and propose 5 things they would do as a leader.

Now, the group will ***make a pitch for their election for that position*** citing their leadership qualities for that position.

Each group will get 2 mins. to pitch their ideas.

Remaining groups will get 1 min each to give their feedback/opinion.

Activity 2: "Raja Bhoj Award 2019"

"Raja Bhoj Award 2019"

Students will work in small groups to make a small poster board with the character sketch of a person (real/fictional) who has done good for society.

They will nominate this person

क्योंकि -----

for the "Raja Bhoj Award 2019" and present their case why their person should win the award.

All students will vote for their choice for the award by putting a star on the choices presented by other groups. The person with maximum stars will win the award.

Teacher will conclude by asking a few students to share who they voted for and why.

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 1: Run a campaign सच्चा नेता कैसा हो?

- Teacher will display a list of topics on leadership relevant to the students such as "If I was the Principal of my school," "If I was the class president," "If I was the teacher of this class," "if I ran this camp" "If I was the coach of my favorite BB/Baseball/football team". Teacher will display considerations for feedback (Will it work? Will it benefit people? What is the goal and is it being achieved?) Etc.
- Students will choose a leadership role and work in small groups and propose 5 things they would do as a leader. Now, they will make a pitch for their election for that position, citing their leadership qualities for that position.
- Each group will get 2 mins to pitch their ideas.
- Remaining groups will get 1 min each to give their feedback/opinion on the suggestions.

Activity 2: "Raja Bhoj Award 2019"

The Teacher will now say that we have analyzed and observed **desirable qualities/character traits** of a true leader.

The teacher will divide the class in groups of 3-4 students

- Each group will make a small poster with the character sketch of a person (real/fictional) who has done good for the society.
- They can find information online about this person if they need to. Each group must find a different person. They will nominate this person for the “Raja Bhoj Award 2019” and present their case why their person should win the award.
- After all groups have presented, the posters will be placed on 4 corners of the class. All students will vote for their choice for the award by putting a star on the choices presented by other groups. The person with maximum stars will win the award.
- Teacher will conclude by asking a few students to share who they voted for and why.

Materials Needed

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

Pen, Pencils, markers, poster board, some star stickers.

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?