

TGC Fellow Unit Template

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 School/Location: Robbins Elementary/Trenton, NJ

Subject: ESL/ ELA/Social Studies Grade: 4 Interdisciplinary Unit
 Title: Panchatantra: Fables from Ancient India
 Time Needed: 4 weeks

Unit Summary: Students will learn about Indian culture, languages, geographic and political landscape. Specifically, students will be introduced to traditional fables called “Panchatantra” that teach life lessons. Each short story has an author’s message which has to be inferred through the actions of the characters. Students will enact several stories. Finally, students will synthesize their knowledge to write a Panchatantra style story with to highlight a desired character trait in life. Students will also connect with 4th graders in a school in India to have an authentic learning experience about India.

STAGE 1: Desired Results

ESTABLISHED GOALS:

- G1. Locate India on a map and a globe.
- G2. Recognize that there are multiple languages and ethnicities within India.
- G3. Deconstruct a fable to understand the structure.
- G4. Interpret the author’s message, and develop cultural understanding.
- G5. Create a fable in Panchatantra style.
- G6. Connect with a school in India to strengthen understandings.

GLOBAL COMPETENCY:

Transfer

Students will be able to recognize
 T1. Examine perspectives of other people through analyzing and writing stories specific to a culture other than their own.
 T2. Respect and value diversity in literature among various cultures.

Meaning

<ul style="list-style-type: none"> · Investigate the world · Recognize multiple perspectives <p>TECHNOLOGY USED: Internet Epals/ Flipgrid: to connect with students in India</p> <p>RESOURCES: http://www.talesofpanchatantra.com/ https://www.youtube.com/watch?v=g6mimugGVSY</p>	<p>UNDERSTANDINGS</p> <p>U1. Literature can express certain beliefs and habits of other cultures.</p> <p>U2. Those who study literature from a culture other than their own will possess valuable skills in literary analysis, cultural awareness, and critical thinking and writing.</p> <p>U3. Fables can be a portal to learning and understanding other cultures.</p>	<p>ESSENTIAL QUESTIONS:</p> <p>E1. What is the role of traditional fables such as Panchatantra in Indian literature?</p> <p>E2. What are the specific characteristics of a Panchatantra fable?</p> <p>E3. What are some of the cultural values expressed in a fable?</p> <p>E5. How can a study of traditional fables create global citizens?</p>
Acquisition		

	<p><i>Students will know:</i></p> <p><i>K1. The characteristics of a Panchatantra Fable.</i></p> <p><i>K2. How to infer the author's message in a fable.</i></p> <p><i>K3. The importance of the author's message to teach moral lessons</i></p> <p><i>K4. The importance of learning about the literature of other cultures and how it can function as a bridge to further understanding.</i></p> <p><i>K5. Connect with a school to gain information from peers in India.</i></p>	<p><i>Students will be able to:</i></p> <p><i>S1. Read and analyze a Panchatantra fable</i></p> <p><i>S2. Infer the author's message</i></p> <p><i>S3. Define characteristics of a Panchatantra fable.</i></p> <p><i>S4. Create a fable in the Panchatantra style with an underlying moral message.</i></p>
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Stage 2 - Evidence

Assessment	Evaluation Criteria (Learning target or Student Will Be Able To)
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<p>Assessments FOR Learning:</p> <ul style="list-style-type: none"> · World Map · Globe · Google maps · Panchatantra story text · Texts with Hindi/ Sanskrit writing 	<ul style="list-style-type: none"> · Locate India on a map and a globe · Recognize that India has a diversity in languages · Discuss the structure of a Panchatantra fable · Infer the moral message in each fable · Understand how the tales reflect important cultural values
<p>Assessments OF Learning:</p> <ul style="list-style-type: none"> · Deconstructing a Panchatantra fable · Inferring the moral message · Creating a tale around a moral message 	<ul style="list-style-type: none"> · As a group, decide on a moral value that is important (For example – tell the truth at all times) and create a Panchatantra style fable. · Role play or enact the fable. · Connect with an Indian school and ask relevant questions about the culture

Stage 3 - Learning Plan

Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)

Week 1: Introduce students to India on the globe and maps. Show videos to highlight the diversity of language and culture in India. Practice yoga moves together. Build background on India and Indian culture. Begin connections with a school in New Delhi.

Week 2: Begin reading and watching (on you tube) Panchatantra fables. Explain that these are ancient stories with a moral message which reflect the culture of the country. Explain that most stories have animal characters. Explain the structure of the stories.

Week 3: Compare a few stories that are now familiar, and determine which ones are favorites. Role play to learn about various points of view with a story. Deconstruct a fable to determine its structure. Create a list of moral values that are important to the students.

Week 4: Work in a group to create a tale that mimics a Panchatantra fable. Decide which moral value you want to highlight. Write a story, and enact it.

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<p><u>Lesson Title:</u> Panchatantra: Fables from Ancient India <u>Subject:</u> ELA/ ESL Grade 4 <u>Prepared by:</u> Natasha Agrawal</p>		
<p><u>Materials Needed:</u> Map, globe, texts in Sanskrit/ Hindi, Text of Panchatantra tales</p>		
<p><u>Global Competency:</u> Investigate the world</p>		
<p>Where is the lesson going?</p>	<p>SWBAT locate India on a map and discuss its climate. SWBAT discuss a Panchatantra fable “The Tortoise and the Geese”</p>	

(Learning Target or SWBAT)	
Hook:	Tailored Differentiation:
<p>Locate India on a world map. Which tropical latitude runs through it? What does that tell you about the climate there? How might it be different from NJ? Explanation of vocabulary: drought , famine</p>	<ul style="list-style-type: none"> · Pre teach vocabulary · Provide a word bank · Discuss the story using visuals · Watch story on YouTube
Equip:	
<p>Map Text: Stories from Panchatantra iPads Projector</p>	
Rethink and revise:	
<p>What did you think about the climate of India before we began this lesson? How has your thinking changed? Do you think drought and famine could happen only a long time ago? Can it happen now? How does climate change affect animal habitats? What happens to people who have to migrate due to a natural disaster? Have you heard of any such phenomenon in recent times? What is author’s message? What character traits do the different animals symbolize? What does the author want us to learn from the tortoise?</p>	

<u>Evaluate:</u>		
<p>Students will work in groups to discuss the character traits of the geese and the tortoise.</p> <p>Students will create a T chart contrasting the two animals.</p> <p>Students will use Padlet to write two sentences about what they learned about Indian values and morals from the story.</p>		
<p><u>Notes:</u></p> <p>Several versions of the story are available on Youtube. This is one that can be watched https://www.youtube.com/watch?v=95DF-xbmhQ4</p>		
	<u>Organization:</u>	
	<p>Students will write their understanding of the message of the story using Padlet which will be projected for all students to view. Do you agree with the Indian values that the story highlights?</p>	

