

Texas 21 st CCLC Lesson Plan <i>Rajit's Biryani</i>		Lesson Description
<p>Lesson Description: <i>In this part of Carrie's search for Anthony, she visits the Krishnamurthy's house and tastes a rice dish from India. Students will prepare biryani, a very traditional Indian dish that has many different varieties and came to India from Persia. Students will listen to both traditional Indian music and pop music and learn about the history of India.</i></p>		
Date(s):	Grade Level(s): 3,4,5 Lesson Duration : 45 min. / 2 sessions	
<p>Focused TEKS: Social Studies 113.6 (20) Culture ... understands the contributions of people of various racial, ethnic, and religious groups to Texas (A) (B) (C) 113.7 (23).. . understands the contributions of people of various racial, ethnic, and religious groups to the United States (A) (B) (C) Reading/Language Arts 110.16 (16) (B) (ii) figurative language (e.g., similes, metaphors) 110.15 Reading/Comprehension of Informational Text/Procedural Texts (13)(A) determine the sequence of activities needed to carry out a procedure. . . 110.15 (24) Research/Gathering Sources (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics)</p>		Standards & Language Objectives
<p>Language & Technology Objectives: ELPS (English Language Proficiency Standards): If applicable <input type="checkbox"/> ELL Learning Strategies: <input checked="" type="checkbox"/> Listening: <input checked="" type="checkbox"/> Reading: <input checked="" type="checkbox"/> Speaking: <input checked="" type="checkbox"/> Writing:</p>		
<p>Technology: <u>Foundations:</u> 1A – use technology terminology appropriately, 1E – use remote equipment/printer, 2A use variety of input devices, 2C touch keyboarding techniques, 3B model respect of intellectual property <u>Information Acquisition:</u> students will use the internet to explore the foods, culture, history, and geography of India ; select appropriate strategies to navigate websites <u>Solving Problems:</u> use communication tools to participate in group projects <u>Communication:</u> use appropriate applications</p>		
<p>Key Vocabulary Terms/Academic Language: <i>What are key words and terms that students should use as part of their discussions, written work, and in showing understanding in this lesson?</i></p> <p><i>traditional, contemporary, pop</i></p>		

Lesson Materials: (the listed ingredients make enough to feed about 4 people, so adjust according to the number of students you have)

- 2 medium onions, peeled and chopped
- 2 tablespoons butter
- Spices:
 - 2 cloves garlic, peeled and finely chopped
 - 2 teaspoons fresh ginger
 - 1 teaspoon ground coriander
 - ¼ teaspoon each – crushed black pepper, cayenne pepper, ground cloves, ground cinnamon, ground cardamom
- vegetables:
 - ½ cup carrots, peeled and thinly sliced
 - 2 fresh tomatoes, peeled, quartered, and diced
 - 1 cup cauliflower florets
 - 1 cup green beans
 - 1 cup green peas
- 3 cups half-cooked rice (rice that has cooked for 7 to 10 minutes)
- 2 tablespoons water
- ¼ cup cashews or blanched almonds
- ½ cup raisins
- 2 hard-boiled eggs

Room Preparation/Materials Set-Up:

How should the room and materials be arranged?

During the exploration part of the lesson, access to computers and internet is needed. During the cooking portion of the lesson, the room should be set up for food preparation. A room set-up that could accommodate both activities would be ideal.

OR

If computer access is limited or not possible for all students, use a single computer hooked up to a projector (in focus) and project the websites onto a screen or white board. Allow students to take turns as the computer operator.

Lesson Resources: *These can include people, web sites, references, etc.*

- Everybody Cooks Rice, Nora Dooley
www.state.gov
- www.translate.google.com
- www.kwintessential.co.uk
- www.indiacurry.com/rice/r0002backdropbiryani.htm
- www.youtube.com/watch?v=GridojtCDXE
- www.youtube.com/watch?v=bYebDUtsL7q
- www.youtube.com/watch?v=4MYraCDCQ_E&feature=related
- www.youtube.com/watch?v=vxtn1twhC4&feature=related
- www.youtube.com/watch?v=NRMSUxl7DIA

Grouping of Students/Parents/Family: Select those that apply *How will you group students for each section of the lesson to structure student-to-student interaction? How will you get students into these groups (e.g., numbering off, common interests, etc.)?*

- Whole Group
- Pairs
- Triads
- Groups of _____
- Other: group students into research groups, according to the number of total students in the class divided by the research categories.

Grouping Strategy– draw names from a cup. Rotate the group/task with each new culture being explored, or draw names for new groups. If you have a student(s) with special needs, you may decide to assign a specific student(s) to a group

Lesson Resources & Set-Up

Procedures: (Describe each section, step-by-step. Adjust the number of steps needed. Incorporate best-practices.)	Guiding Questions: (Ask questions using New Bloom's Taxonomy)	
<p>Engage</p> <p style="text-align: right;">Length (Time):</p> <p>Step 1) Read the next passage of <u>Everybody Cooks Rice</u>. Carrie visits the Krishnamurthy household in search of Anthony and tastes biryani, an Indian rice dish.</p> <p style="text-align: center;">~</p>	<p>___ Let's see where Carrie's search for Anthony will take us today?</p> <p>___ Biryani has a lot of ingredients and involves a lot of steps. Why did Rajit's mother make it last weekend? (a party) ___ Do you think she makes it all the time?</p> <p>___ What kind of rice did Rajit's mother use? (basmati)</p>	<p>Engage</p>

Procedures: (Describe each section, step-by-step. Adjust the number of steps needed. Incorporate best-practices.)

Guiding Questions: (Ask questions using New Bloom's Taxonomy)

Explore **Length (Time):**

Phase 1 All but one student go to www.state.gov/r/paei/bgn/1982.htm to obtain background information about India in order to form a profile of the country. One student goes to www.translate.google.com

Step 1) Students pick a research category from a cup; geography, people, history, government, political conditions, economy, US relations, travel/business

Step 2) Each group makes brief oral presentation to the class giving the background information they have found. The 'translator' writes *Everybody Cooks Rice* in the language spoken in India on the board or poster, class repeats the title in the native language (as led by the translator). *In this case, Hindi is the language cited – no audio is included. Students will sound out the words phonetically.*

Phase 2
Step 3) As a whole group - Go to www.youtube.com/watch?v=GridojtCDXE to watch someone prepare vegetable biryani. (9:51)

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phase 3
Step 4) Students will go to websites to enjoy Indian culture while **cooking and eating** biryani

01 Calcutta Street Scenes & Market
www.youtube.com/watch?v=NRMSUxI7DIA

MUSIC (traditional)
Sitar and Tabla www.youtube.com/watch?v=vxtn1twhC4&feature=related

Beautiful Sitar Player www.youtube.com/watch?v=eVmuNiSIM08

MUSIC (pop)
The Best of Indian Songs (5:22)

www.youtube.com/watch?v=bYebDUtsL7g

HISTORY OF BIRYANI www.indiacurry.com/rice/r0002backdropbiryani.htm

__ Can anyone tell me why the people we now call Native Americans were once called Indians?

__ Why did Columbus think he was in India?

__ What is the most famous landmark in India?

__ Does Hindi writing look similar to the way we write?

__ Do you think that people in India still use the Hindi alphabet most of the time?

__ We'll read the recipe, but let's also watch someone making biryani. __ Do you think the recipe on the video will be exactly the same as the one in our book? __ What makes you answer the way you did? __ Think about the lesson we did about Texas cultures. Does everyone make their barBQ the same way? their potato salad?

__ Which do like better, the traditional music or the pop music?

__ Can you tell that the pop music from India is influenced by the traditional music?

Explore

Procedures: (Describe each section, step-by-step. Adjust the number of steps needed. Incorporate best-practices.)	Guiding Questions: (Ask questions using New Bloom's Taxonomy)	
<p>Explain Length (Time):</p> <p>Step 1) India is a very big place with a very large population, so there are many different cultures that can be called Indian. The two largest cultures are the Hindi and the Muslim cultures. India also has a very long history. This also makes their culture extremely diverse.</p> <p style="text-align: center;">~</p> <p>Step 2) The Hindu religion prohibits the eating of beef. They believe cattle are sacred.</p> <p style="text-align: center;">~</p> <p>Step 3) India was once part of the British Empire. English is widely spoken in India.</p>	<p>___ Find Persia on a map (present day Iran). Do we know that most people in Iran are Muslim? If biryani is a Persian dish, do you think it is mainly eaten by the Hindi or Muslim people in India?</p> <p>___</p>	Explain
<p>Elaborate (Create) Length (Time):</p> <p>Step 1) With teacher's assistance, students create Rajit's Biryani by following the recipe in <u>Everybody Cooks Rice</u> or an alternate Indian rice recipe found on-line.</p>	<p>___ Who will be in charge of the half-cooked rice?</p> <p>___ Where do you think Basmati rice is grown?</p>	Elaborate
<p>Evaluate Length (Time):</p> <p>Step 1) Look to see how many students finished their portions or asked for seconds.</p> <p style="text-align: center;">~</p>	<p>___ This recipe was a lot of work. Do you think it was worth all the work?</p>	Evaluate
<p>Closing Activity/Reflection:</p> <p>Students express their opinions/reactions to Indian culture and biryani using the "Here's What I Think" questionnaire (provided as a supplement, page 7)</p>		Lesson Reflection

Procedures: (Describe each section, step-by-step. Adjust the number of steps needed. Incorporate best-practices.)	Guiding Questions: (Ask questions using New Bloom's Taxonomy)
Instructor: (Select who is delivering this activity by right-clicking on the appropriate box below and selecting <i>Properties</i> and select <i>Checked</i>) <input type="checkbox"/> Certified Teacher <input type="checkbox"/> College Student <input type="checkbox"/> Volunteer <input type="checkbox"/> Para-professional <input type="checkbox"/> Other:	
Lesson Reflection: (Please complete after the lesson.) <i>What are some modifications you made along the way? How would you assess student/parent/family learning and understanding? What are some things you would do differently?</i>	

A VISIT TO INDIA Here's What I Think

India seems like a fun place because -

India seems like a boring place because –

FOOD - I like the food I don't like the food

MUSIC - I like the music I don't like the music

CLOTHES - I like the way the people dress. I don't like the way the
people dress.

What side of the road do people drive on? left right can't tell

If I went to India, I would -

try a lot of local foods try to find a MacDonald's

I will teach my family to make biryani -

yes no maybe

What might you want to ask someone from India?

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