Stage 3 / Stage 4

Urdu Fantasy Epic : Daastaan of Amir Hamza داستان امیر حمزہ

(9 weeks- 1.5 hours per week)

**Unit description**

The unit introduces learners to the greatest fantasy from Urdu, Persian and Arabic speaking cultures existing since almost 1000 years back in the form of oral tradition first, later published and translated in different languages. Daastaan in Urdu is a literary form equivalent to the Epic in Western tradition. It is, like Epic, an extensive narrative involving adventures of multi number heroes. Daastaan of Amir Hamza is a combination of real and fantasy worlds as the hero follows his quest to the fantastic lands. The original Daastaan is very complex in narrative structure and vocabulary as it carries archaic Urdu expressions, a subject of pedagogy and critical enquiry for the advanced students of Urdu literature and culture of Indian Subcontinent. An adaptative version of Daastaan of Amir Hamza for children has been written by Maqbool Jahangeer in modern-day Urdu in 10 volumes. Sang e Meel Publishers Lahore, an internationally reputed Pakistani publisher, published the series. This unit introduces learners of Urdu to all 10 volumes in the series, yet pedagogically focusses on volume 1- The Emperor’s Dream (بادشاہ کا خواب) , and intends to ignite interest and motivation to read the whole series in their leisure time. The Daastaan is deep rooted in long lasting culture of Indian Subcontinent. The unit is designed to provide aesthetic pleasure, introduce importance of having a quest in our lives, and offering more knowledge about Urdu speaking cultures to the learners of Urdu. Since the role of storyteller for Daastaan of Amir Hamza was culturally immersed in the Subcontinent, the unit will provide opportunity to the learners of Urdu to relive the cultural moment through role play activities performed for the storytelling tradition. Learners will undertake a rich task of role playing as a storyteller at the end of term 4 in front of invited parents in the classroom. Again, the unit will provoke young learners of Urdu to create in their imaginative spaces a fantasy narrative in Urdu on the style of Daastaan, and share it with the class, and the teacher will utilize interview as assessment tool for assessing oral and writing skills. Also, students will create their own sentences from the vocabulary provided as well as will read aloud the excerpts from volume 1 at the style of a storyteller while the oral and reading skills will be assessed through observation.

**Key Concept**

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| **Learning intentions**  Students will learn about:   * The concept of Epic and its parallel in Urdu literary tradition * Interacting more competitively in Urdu, responding orally and in writing to fantasy texts, learning more about the structure of Urdu, and understanding and connecting with Urdu literary culture and social tradition in literary arts. * The fact that fantasy narratives can reflect reality * The fact that fantasy narratives can be the agent of authorial intentional act for dispatching moral rhetoric, hence can be vehicle of change * The role of storyteller داستان گو in early literary oral tradition in the subcontinent * Elements of fantasy literature: plot, characters (human and non-human agency), setting * Themes of fantasy literature: a real (moral) purpose or quest * Connecting with culture and literature through language * The act of storytelling in Urdu Epic (Daastaan) tradition through enacting in the classroom the role of storyteller داستان گو * Reading aloud in Urdu idiom an Epic, Daastaan of Amir Hamza- volume 1 The Emperor’s Dream (بادشاہ کا خواب), version abridged for kids written by Maqbool Jahangeer * Learning basic Urdu expressions for crafting a fantasy narrative * Creating short imaginative narratives * Participating in a rich task of enacting as a storyteller at the end of term 4 | **Success criteria**  Students are able to:   * Understand Epic and Daastaan as a genre * Interact, respond orally and in writing to imaginative texts, understand Urdu structure and connect with Urdu literary and cultural tradition * Understand that even the fantasy narratives carry moral purpose * Know how setting, plot, and characters work in fantasy literature * Understand that languages reflect their cultures * Understand and can replicate the role of storyteller in a classroom activity * Successfully read and understand chunks from volume 1- The Emperor’s Dream بادشاہ کا خواب * Use vocabulary in sentences * Create their own 5 minutes fantasy narratives and orally/in writing share in the classroom in a paired activity * perform the role of storyteller in the rich task |

**Objectives and Outcomes**

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| **Communicating Strand** | |
| ***Objective:***  ***Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating***  **Outcome:**   * **A learner uses Urdu to interact with others to exchange information and opinions, and to participate in classroom activities LUr3-1C** | A learner will be able to interact and participate in conversation for exchange of culturally immersed ideas, themes, plot structure and character traits displayed in the fantasy text.  Students with prior knowledge and skills of Urdu language will initiate interactions and the exchange of ideas and all related interaction. They will be encouraged to share their own experiences of sleep-time storytelling aesthetics. |
| ***Objective:***  ***Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts***  ***Outcomes:***   * **A learner obtains and processes information in texts, using contextual and other clues LUr3-2C** * **A learner responds to texts using different formats LUr3-3C** | Learners will respond to Urdu Epic by thinking about the characters’ actions and pass their judgements of such actions.  Students with prior knowledge and skills will be encouraged to initiate these responses to text by sharing with rest of the class |
| ***Objective:***  ***Composing – creating spoken, written, bilingual, digital and/or multimodal texts***  ***Outcome:***  **A learner composes texts in Urdu using a series of sentences LUr3-4C** | Learners will be encouraged to think imaginatively as the teacher will provide them verbal cues and plot twists for creating a 5 minute long fantasy narrative of their own to share orally with the class by the end of the unit.  Students with prior knowledge and skills will be encouraged to compose their own narrative in writing, in addition to share it orally. At stage 3, only the use of Urdu in both written and oral form of composition, is not expected, hence the learners can use both English and Urdu for composition. |
| **Understanding Strand** | |
| ***Objective:***  ***Systems of language – understanding the language system, including sound, writing, grammar, text structure; and how language changes over time and place***  ***Outcomes:***   * A learner applies key features of Urdu pronunciation and intonation LUr3-5U * A learner applies basic Urdu writing conventions LUr3-6U * demonstrates understanding of Urdu grammatical structures LUr3-7U | The learners will be able to pronounce with right intonation and voice adaptation of various characters and that of authorial descriptive language. As Urdu is not a stressed-timed language, the learners have not to worry about learning standard stress pattern as is at play in English syllables. They will learn about Urdu grammar while creating their own sentences from a fantasy-word bank provided by the teacher. They will be told and shown during the act of reading from The Emperor’s Dream that how basic writing conventions work in Urdu, e.g. the use of a comma and a dash (equivalent to a full stop in English).  Students with prior knowledge and skills will be encouraged to give their own vocabulary cues for enriching fantasy-word bank. |
| ***Objective:***  ***The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity***  Outcome:   * A learner makes connections between cultural practices and [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) use LUr3-9U | The learner will better understand the culture of Urdu-dominated world region, the Subcontinent, especially Pakistan and India. They will be able to rejoice being the part of Urdu literary and social culture while being able to understand and read the Great Urdu Epic and enact as a storyteller who was a real cultural and social figure. He/she will be able to connect to the festive and carnival culture of Urdu speaking world regions, hence will better identify with their core culture while presenting themselves, in their adult lives, as a moderate and balanced person who can understand the sensitivities associated with the emotional connections of another person, coming from other culture to their cultural roots. Such a learner of language and culture can better connect to the persons from other cultures by acknowledging and respecting cross-cultural differences |

**Suggested teaching, learning and assessment activities for teaching Urdu Fantasy Epic (Daastaan)**

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|  | **Students without prior knowledge** | | **Students with prior knowledge** | **Extension—advanced level** | **Registration** |
| **Teacher will:** | * Introduce learners with the concept of Epic, a long extensive narrative involving the quest of one or two imaginary heroes, motivated by a sense of moral base, into the fantastic lands encountering supernatural agents. It’s a long story with multiple and overlapping plots ending mostly in moral satisfaction of the readers. * Orally interact with learners to introduce Daastaan as an Urdu equivalent of Epic in Western tradition. Introduce Urdu Daastaan, The Adventures of Amir Hamza, in historical context and show them its adaptation for children written in 10 volumes by Maqbool Jahangeer. Show them the subject of this unit, volume 1 of the 10 volumes series, e.g. The Emperor’s Dream and tell them the plot and main characters of the story in brief. Both English and Urdu can be used for all classroom interaction and instruction keeping in view the varied nature of Urdu competency of individual students. * Talk about the cultural food, events and practices told by the author of the Daastaan in the text. * Tell students that volume 1 is of more than 200 pages in length, not possible to read it all in the class, so they will read 5 selected excerpts from the text over the period of entire term 4, while teacher will quickly bridge the gap between the experts from the previous week by orally recounting to the class the plot and events of the story. * Teacher will display the excerpt to read on the interactive board from the pdf version of Book * Teacher will encourage the learners with better Urdu knowledge to read the textual excerpt and explain it to the class, while teacher will scaffold the reader where necessary * Teacher will Introduce vocabulary taken from volume 1 using flashcards from Smart Notebook, and learners will try to make their own sentences. Learners with better knowledge will try to write the sentences * During reading, teacher will talk about how fantasy narratives can reflect reality and motivations of real persons as well as in what ways such texts can dispense didactic lessons * Teacher will provide vocabulary cues and plot twists so as the learners can create their own short fantasy narrative to share it with the class * Teacher will model writing for Urdu fantasy narrative by providing basic sentences mainly used in crafting a fantasy narrative * Teacher will introduce Urdu vocabulary/ Urdu idiom for students to utilize when devising their own narrative * Teacher will provide students a Pdf version Urdu-English dictionary for scaffolding * Every week, after a quick textual read from the book, 5 students will act as storytellers for 3 minutes each and read the story excerpt in the tone and voice of a professional storyteller to the rest of the class. Teacher will assess their oral skill using observation checklist. * Teacher will assess students’ oral and writing skills through observation and interview in an activity where students will create their own narratives. * 5 groups of 5 learners will perform the rich task of a storyteller at the end of term 4 in front of invited parents. They will tell the story of Amir Hamza in their own words yet inspired from the same excerpt they practised reading and retelling in the class. | | | |  |
| Learners will: | 1. Students with the help of teacher read the experts from pdf volume 1 of the Epic, The Emperor’s Dream 2. Students practise vocabulary given, with **teacher’s assistance** *and use it in their sentences.* 3. Students try to create a short imaginative narrative and share it orally with the class. Students consolidate speaking, listening, reading and writing skills. 4. Students take part in roleplay activity of storytelling with teacher assistance   **Vocabulary list taken from The Emperor’s Dream:**  Daastaan داستان, Adventures of Amir Hamza داستان امیر حمزہ, The Emperor’s Dream بادشاہ کا خواب, those days ان دنوں, five years پاںچ برس, guest مہمان, white beard سفید داڑھی, heavy books, موٹی موٹی کتابیں, summary خلاصہ, hundreds of years ago سیںکڑوں برس گزرے, subjects رعیت, Qabad Kamran قباد کامران , Alqash القش, Bakht Jamal بخت جمال, Bazurj Mahr بزج مہر ,Unlucky day منہوس دن, Treasure خزانہ, the basement تہہ خانہ, Will وصیعت, Shelf طاق, lips ہوںٹ , secret معمہ, Interpretation تعبیر, soft drink شربت, Umru Ayar عمرو عیار, basket ٹوکری, cock مرغ, teacher استاد, complaint شکایت, cloths کپڑے, dates کھجور, orchard باغ, to destroy اجاڑنا, to be fearful گھبرانا, sacred مقدس , gifts تحفے, youth جوانی , tricks عیاریاں, tricks چالاکیاں, introduction تعارف, Characters کردار, verb فعل, adjective صفت, plot کہانی, end اختتام  **Cultural concepts**  گاو تکیہ / میتھی کا ساگ **/** بارہ دری / خواب کی تعبیر/ شکاری کتے چھڑوا دوں گا/ زمین میں گاڑ کر/ چالیس دن کی مہلت/ جو چٹنی روٹی میسر آۓ گی/ تین تماںچے /  جو تقدیر میں لکھا ہے پورا ہو گا/  **Cues for crafting their own story：**  Once upon a time ایک دفعہ کا ذکر ہے , a great hero ایک عظیم بہادر , fights a dragon ایک بلا سے جنگ کرتا ہے, kills the dragon بلا کو مارتا ہے, saves the people لوگوں کو بچاتا ہے , All lived happily thereafter پھر سب ہںسی خوشی رہنے لگتے ہیں. | * 1. Students practise vocabulary **independently** *and use them in their sentences.*   2. Students share their created short narrative in writing as well though they can use more English in their bilingual narrative. They may need teacher’s scaffolding. Students consolidate speaking, listening, reading and writing skills.   3. Students take part in roleplay activity of storytelling with lesser teacher assistance     **Vocabulary list:**  Learners with better knowledge of grammar rules and structure of narratives will be introduced to Urdu equivalents of:  **Proper Nouns**  Amir Hamza امیر حمزہ,  Qabad Kamran قباد کامران, Alqash القش, Bakht Jamal بخت جمال, Bazurj Mahr بزج مہر, Umru Ayar عمرو عیار  **Structure of Narrative/Elements**  introduction تعارف, complication پیچیدگی, resolution تحلیل, end اختتام, Characters کردار, plot کہانی. Settingمنظر نامہ  **More cues for crafting their own story/ Udru idiom for a fantasy narrative**  This is a story of thousands of years ago یہ بات ہزاروں برس پھلے کی ہے, dragon lived in deep black forests بلا گھنے اور کالے جنگلوں میں رہتی تھی, hero was a great warrior وہ بہادر ایک عظیم جنگجو تھا,  **Sentences for modelling writing their own story**   1. Once upon a time there lived a woodcutter called Behzad   ایک دفعہ کا ذکر ہے کہ بہزاد نامی لکڑہارا رہتاتھا   1. It is a story from ancient Persia. قدیم/ایران 2. Behzad had seven sons سات بیٹے 3. Behzad was a good interpreter of dreams خوابوں کی تعبیر بتانے والا 4. He interpreted Emperor’s dream 5. King dreamed of demons and monsters attacking his country ملک پر حملہ 6. The king got very happy with Behzad بہت خوش ہوا 7. Behzad was rewarded with wealth and position in King’s cabinet اسے انعام مین خزانہ اور وزارت ملی | | * 1. Students share their created short narrative in writing as well though they can use lesser English in their bilingual narrative. They may not need teacher’s scaffolding. Students consolidate speaking, listening, reading and writing skills.   2. Students take part in roleplay activity of storytelling without teacher assistance   **Vocabulary list:**  More words for the high achievers:  **Connectives and pronouns**:  وہ/وہی/اس نے/اس کے /ہم نے /میں نے/اور/کہ/لیکن/اگر/مگر/اور/پھر  **Few Thematic expressions:**  until then تب تک کیلیے, that was the reason یہی وجہ تھی, from far off places دور دور سے, trurh سچ, greedy لالچی, very old بوسیدہ, spiders مکڑیاں, webs جالے,  **More cues for crafting their own story**  Our hero faced the difficulties for long time ہمارا بہادر طویل مدت تک صعوبتیں برداشت کرتا رہا,, The dragon had fiery eyes بلا کی اںکھوں میں خون اترا ہوا تھا,, He heard footsteps اس نے قدموں کی چاپ سنی, crossed hot desert گرم صحرا کو پر کیا, entered the cave غار مین داخل ہو گیا  And:  ایک دفعہ کا ذکر ہے/ھواکچھ یوں تھا/ھزاروں برس پھلے کی بات ہے/ایک عادل بادشاہ/ حکم عدولی/شہزادہ/شہزادی/محل/رعایا/ملکہ/کوہ قاف/دیوقامت  جن/دیو/پرستان/طلسم/خونی بلا/حجرے کی بلا  **Sentences for modelling writing their own story**  In addition to the previous lot, more detailed information:   1. Behzad had a satisfied and patient wife صابر اور راضی بیوی 2. They were very poor بہت غریب 3. The king had a wonderful castle 4. He had bad temper بد مزاج 5. The king called for Behzad for the interpretation of dream بلوا بھیجا 6. The dream was complex پیچیدہ 7. Behzad lived an easy and great life hereafter آسان اور شاندار زندگی |  |

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| **Assessments:** | **Speaking & listening:** 1) Work in pairs/groups, practise vocabulary and sentences by using displayed words orally in sentences. Observation checklist will be used for assessment (See appendix) Make a short Daastaan of their own (students working in pairs create 5 minutes long oral narratives) and share it with the class in Urdu though use of bilingual expression, English in this case, is not discouraged. Teacher will use Observation checklist and retelling proforma to assess their oral skills (see appendix)  **Reading:** Every week 5 students read aloud the excerpts from volume 1 as a storyteller does (3 minutes each student), and the teacher will use observation checklist (See appendix)  **Writing:** 1)Write the sentences using vocabulary given by teacher, teacher will use writing proforma as assessment (see appendix)  2) Write the short Daastaan of their own (students working in pairs write their own narratives) and share it with the class in Urdu though use of bilingual expression, English in this case, is not discouraged. Teacher will use interview questions, writing proforma and retelling proforma (selected criteria for assessing retelling in writing) to assess their writing skills (see appendix)  **Rich Task:** Teacher will assess the performance of students at rich task through observation and retelling proforma |  |

Learning intention- Introduce the concept of Daastaan and Epic; more cultural knowledge keeping in view the cultural role of a storyteller in Indian Subcontinent (Urdu speaking region); composing oral and written short fantasies; performance of rich task of a storyteller

Success criteria- Understand the parallelism between the Daastaan and Epic, cultural understanding, display of imaginative story composition both orally and in writing, perform the role of storyteller.

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| **Lesson plan** | | **Resources** | **Registry** |
| **Week 1** | Brainstorm as thought stimulus:  What is a fantasy narrative? The Epic and Daastaan?  Who was a storyteller in the olden days?  Talk about the features of an Epic and a Daastaan. Draw a parallel between them.  Talk about the importance of Storyteller in the olden days.  Introduce them Daastaan of Amir Hamza in the last 1000 years tradition.  Introduce them Urdu version written for kids by Maqbool Jahangeer.  Tell them about volume 1 The Emperor’s Dream.  Tell them the plan of this unit: the learning goals, success criteria, classroom activities, focus skills, assessment tools, and the rich task they will perform at the end of the unit.  Answer their questions at this stage.  Tell in more detail the plot and events of the story with special focus on volume 1.  Introduce the names of the characters and provide them vocabulary taken from volume 1 to be learned and used in sentences later.  Show them few videos for more information on Daastaan tradition and volume 1 The Emperor’s Dream.  Introduce them to the titles of 10 volume series, and the website they can be accessed:   1. Badshah Ka Khawab (بادشاہ کا خواب) 2. Purisrar Jazeera (پراسرار جزیرہ) 3. Nausheerwan Ki Beti (نوشیرواں کی بیٹی) 4. Ameer Hamza Maidan-e-Jang Main (امیر حمزہ میدان جنگ میں) 5. Ameer Hamza Koh Qaaf Main (امیر حمزہ کوہ قاف میں) 6. Shaddad Jadoogar (شداد جادوگر) 7. Shehzada Shehar Yaar (شہزادہ شہریار) 8. Ayyaron Ki Hakumat (عیاروں کی حکومت) 9. Jadoo Ka Shehar (جادو کا شہر) 10. Aakhri Mohim (آخری مہم)   Introduce the reading act by providing modelling from reading (in storytelling style) the kids series from youtube channels. It will help improving kids Urdu listening and reading/speaking skills as well.  Provide kids information about the role of storyteller in subcontinent. Few more websites can be introduced for more knowledge.  Students at this stage are asked to share their knowledge of the Epic, Daastaan and the storyteller. They can write the key information both in Urdu and English  Display the text of volume 1, The Emperor's Dream on IWB | \_ IWB  Dr Masood Raja, University of North Texas, USA:  <https://www.youtube.com/watch?v=0t0_wARXiCU>  Translated book from Musharaf Ali Farooqi:  <https://www.amazon.com/Adventures-Hamza-Musharraf-Farooqi-Translated-ebook/dp/B00JUS997S>  Website of kids series:  <https://www.pakistan.web.pk/threads/badshah-ka-khawab-dastan-e-ameer-hamza-by-maqbool-jahangir-book-1.78481/>  Youtube modelling for reading:  <https://www.youtube.com/watch?v=bc_ce5xrUgg&list=PL_PZP8BbmQNTiLX0uOSRvyOw8qqryNHYr>  \_ Urdu writing notebook  More information about role of storyteller:  <https://www.nationalgeographic.org/article/storytelling-and-cultural-traditions/>  <https://www.dw.com/en/reviving-the-lost-art-of-dastangoi-storytelling-in-india/a-50793401> | Su  S |
| **Week 2** | Lesson plan | Resources | Registry |
|  | Watch few chunks for Daastaan goyee (storytelling) in action.  Share the pdf file of volume 1 The Emperor’s Dream with all students by electronically sending files to their mailbox.  Read at IWB the excerpt 1 from The Emperor’s Dream and explain in English to kids where necessary.  Play the video for few minutes for modelling of reading/storytelling excerpt 1  Provide students an English-Urdu dictionary Pdf version for a reference tool  Pick 5 mixed ability students to read aloud the same excerpt from IWB one by one, model reading in Urdu standard pronunciation and intonation where necessary. (Use Observation checklist for assessment every week)  Same selected readers now will perform the role of storytellers. One by one, they will tell the story of Amir Hamza to the class for 3 minutes each, keeping in view the general summary told to them earlier by the teacher as well as the information taken from today’s excerpt. More willing students can be allowed to perform the role of storyteller if time allows. (Use Observation and retelling proforma for assessment every week)  Give students vocabulary words taken from the excerpt to use in sentences, both in writing and oral form. Students can benefit from teacher’s provided modelling for building sentences in writing. (Use Observation checklist and writing proforma as assessment every week)  Students in groups practise the sentences normally used in a Daastaan. They can practise both orally and in writing while using small, handheld white boards and markers.  Provide vocabulary cues for creating a short imaginative narrative of their own, and to be shared at the end (weeks 7 and 8) of the unit both in writing and in oral form. (Observation checklist, reletting proforma, interview, writing proforma will be utilized as assessment). | [www.youtube.com/watch?v=wSa51bw\_17M](http://www.youtube.com/watch?v=wSa51bw_17M)  <https://www.youtube.com/watch?v=HiHnXsFRBoo>  <https://www.amazon.com/Dastan-Ameer-Hamza-Badshah-Khwaab/dp/B01HFIEZ50>  <https://www.youtube.com/watch?v=bc_ce5xrUgg&list=PL_PZP8BbmQNTiLX0uOSRvyOw8qqryNHYr>  <https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/multicultural-education/eald/eald-bilingual-dictionary-urdu.pdf>  IWB    Small, handheld whiteboards and markers | Simple sentences are preferred to be composed.  Familiar spoken language (Urdu) is used during class interaction and instruction. English is used where necessary for students’ ease.  Some students find it hard to pronounce few Urdu words |
| Week 3 | Lesson Plan | Resources | Registry |
|  | Summarise the happenings and events till now.  Read at IWB the excerpt 2 from The Emperor’s Dream and explain in English to kids where necessary.  Play the video (volume 1, episode 2) for few minutes for modelling of reading / storytelling the excerpt  Pick 5 mixed ability students (other than picked last week) to read the same excerpt from IWB one by one, model reading in Urdu standard pronunciation and intonation where necessary.  Same selected readers now will perform the role of storytellers. One by one, they will tell the story of Amir Hamza to the class for 3 minutes each, keeping view the general summary told to them earlier by the teacher as well as their reading from the excerpts till now. More willing students can be allowed to perform the role of storyteller if time allows.  Give students vocabulary words taken from the excerpt to use in sentences, both in writing and oral form. Students can benefit from teacher’s provided modelling for building sentences in writing.  Students in groups practise the sentences normally used in a Daastaan. They can practise both orally and in writing while using small, handheld white boards and markers.  Provide vocabulary cues for creating a short imaginative narrative of their own, and to be shared at the end (weeks 7 and 8) of the unit both in writing and in oral form  Weekly assessments: As mentioned in week 2. | IWB  [www.youtube.com/watch?v=j3elKETBuJY&list=PL\_PZP8BbmQNTiLX0uOSRvyOw8qqryNHYr&index=2](http://www.youtube.com/watch?v=j3elKETBuJY&list=PL_PZP8BbmQNTiLX0uOSRvyOw8qqryNHYr&index=2)  Small whiteboards  Papers  Pencils  Erasers  (practising vocabulary and sentences) |  |
| Week 4 |  | Resources | RRegistry |
|  | Explain the structure and elements of a Daastaan/Epic. 1) Structure: Introduction, complication, resolution, end. 2) Elements: Setting, plot, characters.  Explain what roles settings play in a fantasy narrative, and what role motivations of major characters play in shaping the plot/events, e.g. in what ways are settings more important in fantasy literature than are they in realistic literature. Explain how a Daastaan models a culture’s morality.  Summarise the happenings and events till now.  Read at IWB the excerpt 3 from The Emperor’s Dream and explain in English to kids where necessary.  Play the video (volume 1, episode 3) for few minutes for modelling of reading the excerpt  Pick 5 mixed ability students (other than picked previously) to read the same exeprt from IWB one by one, model reading in Urdu standard pronunciation and intonation where necessary.  Same selected readers now will perform the role of storytellers. One by one, they will tell the story of Amir Hamza to the class for 3 minutes each, keeping in view the general summary told to them earlier by the teacher as well as their reading from the excerpts till now. More willing students can be allowed to perform the role of storyteller if time allows.  Give students vocabulary words taken from the excerpt to use in sentences, both in writing and oral form. Students can benefit from teacher’s provided modelling for building sentences in writing.  Students in groups practise the sentences normally used in a Daastaan. They can practise both orally and in writing while using small, handheld white boards and markers.  Provide vocabulary cues for creating a short imaginative narrative of their own, and to be shared at the end (weeks 7 and 8) of the unit both in writing and in oral form  Weekly assessments: As mentioned in week 2. | <https://www.youtube.com/watch?v=1UmKKFNfrtY&list=PL_PZP8BbmQNTiLX0uOSRvyOw8qqryNHYr&index=3> |  |
| **Week 5** | Authentic experience of a story teller (Daastaan Go):  An invited parent or a member of Urdu speaking community will model the role of the story teller (Daastaan Go), after his/her reading of the volume 1 excerpt 4 following the listening activity of the same excerpt from the youtube link.  Hot seat game. Students can choose to be any character.  Students ask questions to clarify an event / character’s actions in the story and the person in the hot seat try to answer in Urdu. | IWB  <https://www.amazon.com/Dastan-Ameer-Hamza-Badshah-Khwaab/dp/B01HFIEZ50>  <https://www.youtube.com/watch?v=PbR-Mu65-9A&list=PL_PZP8BbmQNTiLX0uOSRvyOw8qqryNHYr&index=4>  Traditional cloths and props for the authentic story teller |  |
| **Week 6** | Summarise the happenings and events till now.  Read at IWB the excerpt 5 from The Emperor’s Dream and explain in English to kids where necessary.  Play the video (volume 1, episode 5) for few minutes for modelling of reading the excerpt  Pick 5 mixed ability students (other than picked previously) to read the same excerpt from IWB one by one, model reading in Urdu standard pronunciation and intonation where necessary.  Same selected readers now will perform the role of storytellers. One by one, they will tell the story of Amir Hamza to the class for 3 minutes each, keeping view their knowledge by now. More willing students can be allowed to perform the role of storyteller if time allows.  Give students vocabulary words taken from the excerpt to use in sentences, both in writing and oral form. Students can benefit from teacher’s provided modelling for building sentences in writing.  Students in groups practise the sentences normally used in a Daastaan. They can practise both orally and in writing while using small, handheld white boards and markers.  Provide vocabulary cues for creating a short imaginative narrative of their own, and to be shared at the end (weeks 7 and 8) of the unit both in writing and in oral form  Weekly assessments: As mentioned in week 2. | <https://www.youtube.com/watch?v=9IvovhfGXC8&list=PL_PZP8BbmQNTiLX0uOSRvyOw8qqryNHYr&index=5>  small white boards  markers  Papers  Pencils  erasers |  |
| **Week 7** | Teacher will explain to the class that they need to complete rest of the volume 1 The Emperor’s Dream by themselves. They can seek help from youtube videos for modelling reading. Teacher will introduce them to all the youtube links for the remaining episodes of volume 1, and play the selected parts where students show their interest and look more engaged.  Assessments:   1. Half of the class take turns to tell their own imaginative narratives to the rest of the class in a Story Teller’s role. Students should be mindful of the structure and elements of a Daastaan in their compositions. 2 students will share 1 narrative of 5 minutes long they previously have imaginatively and collaboratively created as end-of-unit project. (Observation checklist, retelling proforma used as tools of assessment) 2. They write down their narratives in Urdu using cues from vocabulary and model sentences provided by the teacher earlier. (Interview, writing proforma, retelling proforma ---- selected criteria from retelling proforma----- will be utilized for assessing writing skill) | Traditional Pakistani/Indian clothes for boys and girls |  |
| **Week 8** | Remaining students complete the assessments. | Traditional Pakistani/Indian clothes for boys and girls |  |
| **Week 9**  **Feedback and Rich Task** | Feedback will be provided to all individual students.  All students will tell events and happenings of The Emperor’s Dream in an authentic setting in front of invited parents and rest of the class. They will perform the role of traditional storyteller as end-of-term rich task. 5 groups of 5 students will be required to retell in their own Urdu language 1 assigned excerpt from volume 1 of The Emperor’s Dream (1 excerpt from 5 already taught excerpts assigned to every group already for storytelling activity). Every student will have 2 minutes to retell in a storyteller style the happenings of his/her assigned excerpt from volume 1.  Assessment: The teacher will utilize the same proformas for individual student’s assessment. | Traditional Pakistani/Indian clothes for boys and girls |  |

**Rubrics:**

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|  | **Outstanding** | **High** | **Sound** | **Basic** | **Limited** |
| **Speaking** | Use many words, complex sentences and different tenses in TL to fluently talk about the topics. | Use known words and some complex sentences in TL to talk about the topics with good pronunciation. | Use known words and a variety of simple sentences to talk about the topics in TL. | Use some known words and phrases related to the topics. | Attempt to repeat basic words and phrases in TL relating to the topics. |
| **Listening & Responding** | Recognise, respond to and can independently follow a range of texts in spoken TL. | Recognise and respond to taught phrases and some complex sentences in spoken TL with a high level of accuracy. | Recognise and respond to taught phrases, simple sentences and compound sentences in spoken TL. | Respond to some taught phrases and simple sentences in spoken TL. | Attempt to respond to taught basic vocabulary and simple sentences in spoken TL. |
| **Reading & Responding** | Recognise, respond to and independently read a range of texts in written TL with a very high level of comprehension. | Recognise and respond to taught phrases and short passages on the topic with a high level of accuracy. | Recognise and respond to taught phrases and a variety of simple sentences in written TL | Recognise and respond to some taught phrases and simple sentences in written TL. | Attempt to recognise basic taught phrases and simple sentences in written TL. |
| **Writing** | Independently write about the topic in TL using a range of vocabulary and complex sentences with a high level of accuracy. | Write about the topics using appropriate vocabulary, some complex sentences with a high level of accuracy in TL. | Write about the topics using a variety of taught sentences and vocabulary. | Write about the topics using basic taught vocabulary and some basic sentences. | Attempt to write about the topics using basic taught vocabulary. |

**Outstanding**:

(name) is a dedicated student who shows curiosity and application in all class activities. (he/she) has made outstanding progress in all areas this semester. (name) is able to write key words and construct complex sentences following correct grammatical rules. (he/she) is able to understand (TL) texts and comprehend what (he/she) has read and heard. (name) can fluently discuss and verbally present a traditional (TL) story or fable with confidence. (name) demonstrates a knowledge of specific aspects relevant to (TL) lifestyle. (Name) can display outstanding cultural understanding during classroom interactions related to the topic and read with standard intonation and pronunciation in the TL. (Name) can perform outstandingly in the end-of-term project of crafting imaginatively their own fantasy narrative as well as in end-of-term rich task of story telling of Daastaan of Amir Hamza in their own words.

**High**:

(name) participates actively and enthusiastically in the language class and has achieved high results in (TL). (name) is able to accurately recognise and respond to taught phrases and short passages. (name) can recall language (he/she) has read on class topics in written and spoken (TL). (name) can discuss and verbally present a traditional (TL) story or fable. (he/she) uses appropriate vocabulary and some complex sentences. (he/she) demonstrates knowledge of specific aspects relevant to (TL) lifestyle. (Name) can display good cultural understanding during classroom interactions related to the topic and read with standard intonation and pronunciation in the TL. (Name) can perform well in the end-of-term project of crafting imaginatively their own fantasy narrative as well as in end-of-term rich task of storytelling of Daastaan of Amir Hamza in their own words.

**Sound**:

(name) is an active participant in all activities and has achieved sound results in (TL). (he/she) can recognise and respond to taught phrases and a range of sentences in written (TL). (name) has demonstrated the ability to discuss and verbally present a traditional (TL) story or fable. (he/she) uses simple sentences and taught vocabulary with some knowledge of specific aspects relevant to (TL) lifestyle. Their knowledge and skill of story telling and cultural understanding is sound.

**Basic**:

(name) participates in (TL) class and shows the ability to respond to a limited number of simple sentences and taught phrases in both reading and writing activities. (name) can use basic taught vocabulary and simple sentences. He/She discusses and verbally presents known (TL) stories or fables. (he/she) demonstrates some knowledge of specific customs and aspects relevant to (TL) lifestyle. Their knowledge and skill of story telling and cultural understanding is basic.

**Limited** :

With encouragement, (name) participates in some tasks during (TL) lessons. (he/she) attempts to respond to simple sentences and taught phrases in spoken (TL). (he/she) is developing their ability to comprehend taught phrases and basic vocabulary in written (TL) with teacher assistance. (name) has attempted to discuss a known (TL) story or fable with teacher support by repeating taught phrases and simple sentences. (he/she) demonstrates limited knowledge of specific customs and aspects relevant to (TL) lifestyle. aspects relevant to (TL)lifestyle. Needs more help in cultural understanding and improving skill of a storyteller.