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| **Onsite Lesson Plan 2** | |
| **Lesson Title:** Social Disparities and Water | **Timeframe:** Day 2 |
| **Lesson Components** | |
| **Unit Essential Question(s): ): *Can India and Pakistan meet UN Millennium Development Goal 7 by halving the proportion of the population without sustainable access to safe drinking water by 2015****?*  **Targeted Lesson Essential Question(s):** To what extent does access to improved drinking water sources increase with wealth? | |
| **Lesson Content Understandings:** *Students will understand that* social disparities have an impact on access to improved drinking water sources. | |
| **Materials & Resources:** Internet Resources; Social Networking Tools; iPads; Laptop Computers; LCD Projector | |

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| **Goals/Objectives**  ***Students will be able to:*** | **Learning Activities/Instructional Strategies**  **Lesson Sequence**  ***Students will:*** | **Formative Assessments/**  ***Evidence of***  ***Student Learning (EOL)*** |
| **Linguistic**   * Exchange information obtained in parent interviews. * Ask clarifying questions and respond to questions related to the lesson topic. * Draw conclusions from interviews, videos, and other sources of information orally and in writing. * Summarize informational videos.   **Culture**   * Identify Indian/Pakistani perspectives related to social disparities on the availability of clean water. * Compare and contrast Indian/Pakistani/American cultural perspectives related tosocial disparities and the availability of clean water.   **Global**   * Analyze and gain insight into Indian/Pakistani perspectives related to social disparities and water access and safety. * Use the Hindi/ Urdu language for interpersonal, interpretive and presentational purposes, including appropriate verbal and non-verbal behavior and strategies to communicate effectively about the global issue of water access, safety and sustainability. * Use a variety of international sources, media, and experiences in Hindi and Urdu to identify and weigh relevant evidence related to the global issue of water access, safety and sustainability. * Select and use appropriate technology and media to connect with native speakers, present information, concepts or ideas related to the global issue of availability of clean water. | **Preparing for Cross-Cultural Interactions**  (8:45 – 9:30)   1. Share information about practices for accessing clean drinking water collected from family interviews and record on Google Doc **(**[**Hindi**](https://sites.google.com/a/kean.edu/startalk2013/%E0%A4%B8%E0%A4%BE%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%BE%E0%A4%A4%E0%A5%8D%E0%A4%95%E0%A4%BE%E0%A4%B0%20_%E0%A4%8F%E0%A4%95%E0%A4%A4%E0%A5%8D%E0%A4%B0%E0%A4%BF%E0%A4%A4%20%E0%A4%95%E0%A5%80%20%E0%A4%97%E0%A4%88%20%20%E0%A4%9C%E0%A4%BE%E0%A4%A8%E0%A4%95%E0%A4%BE%E0%A4%B0%E0%A5%80_Day-2.docx?attredirects=0&d=1)/ [**Urdu**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%202%20Analysis%20Sheet%20-completed.docx?attredirects=0&d=1)**).**      1. View a video ([Hindi](http://youtu.be/kTZ6fxSL8b8)/ [Urdu](http://www.youtube.com/watch?v=2EmcuRecpMY)) emphasizing impact of social disparities on the availability of clean water to all. Take notes on new information. 2. Respond to the question: *What conclusions can you draw based on your interviews and the video about the impact of social disparities on the availability of clean water?* Analyze data on the Google Doc and information gained from the video. Write two statements that reflect these conclusions based on the data, which will be shared with Indian/Pakistani students during the Skype session.   **Skype/Videoconferencing Session**  (9:30 – 10:30)   1. Share conclusions based on data collected from interviewees’ about experiences related to clean water sources in India/ Pakistan to obtain native students’ feedback. 2. Listen to information provided by native Indian/Pakistani students about the impact of social disparities on the availability of clean water in the U.S. and ask clarifying questions. 3. Respond to facilitator questions about findings from both groups.   **Debriefing/Reflection/New Learning**  (10:30 – 12:15)   1. Create a Venn diagram working in small groups, comparing and contrasting information gained during the Skype session about the impact of social disparities on accessing clean water in the U.S. and India/Pakistan. 2. Report out the information gathered through the Venn diagram to the class. 3. View teacher-selected video-clips of :   (1) Interviews ([Hindi](http://youtu.be/01YrEAtp6BI)/ [Urdu)](http://vimeo.com/24818137)  (2) Movies ([Hindi](http://youtu.be/FtEFe20cpZw)/ [Urdu)](http://www.youtube.com/watch?v=b7sjmqFs2T4)  (3) News segments ([Hindi](http://youtu.be/971-lzjErB0)/ [Urdu)](https://www.youtube.com/watch?v=0_j0t-mT-5E)  (4) Commercials [(Hindi](http://youtu.be/LcG1ofAb06E)/ [Urdu)](http://www.youtube.com/watch?v=YSlcK_UyLMo)  at four different learning stations containing information on the relationship of lack of access to clean water and socio-economic factors.   1. Identify key words (that may also serve as tags) related to access to clean drinking water and socio-economic issues in video-clips; work with other groups to create an electronic **Wordle** highlighting main concepts from the four videos-clips. 2. Write a brief **summary paragraph** independently that links the key words and main ideas of the four videos together following [**Task Rubric Guidelines.**](https://sites.google.com/a/kean.edu/startalk2013/Presentational%2BWritten.docx?attredirects=0&d=1) | **Preparing for Cross-Cultural Interactions**   1. Teacher observation/feedback during exchange of information from family interviews with classmates- *Interpersonal* 2. X 3. Conclusions drawn about the impact of social disparities on accessing clean water based on analysis of data- *Interpretive*   **Conclusion statements: Hindi EOL**  [**Conclusion statements: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%202%20Analysis%20Sheet%20-completed.docx?attredirects=0&d=1)  **Skype/Videoconferencing Session**   1. Teacher observation/recording of exchange of information obtained from interviews- *Interpersonal* 2. Teacher observation/ recording of Q&A session on findings about the impact of social disparities on the access of clean drinking water -*Interpretive/Interpersonal* 3. Responses to facilitator questions on findings about the social disparities on the access of clean drinking water - *Interpretive/Interpersonal*   **Debriefing/Reflection/**  **New Learning**   1. Responses on the Venn diagram   (Hindi/ [Urdu)](https://sites.google.com/a/kean.edu/startalk2013/Lesson%202%20Venn%20Diagram%20-%20Student%20Work.jpg?attredirects=0&d=1)  – *Interpretive/* *Interpersonal*   1. Teacher observation and feed back – *Interpersonal/ Presentational* 2. X 3. Wordles highlighting tags associated with the topic- *Interpretive*   [**Wordle**](https://sites.google.com/a/kean.edu/startalk2013/Astha.Day2.%208.6.13%20wordle%20.jpg?attredirects=0&d=1)**: Hindi EOL**  [**Wordle: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/water%20wordle%20-%20Abeer%20%26%20Abeera.jpg?attredirects=0&d=1)   1. Summary paragraph -*Interpretive/Presentational*   **Summary: Hindi EOL**  [**Summary: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%202%20Summary%20-%20Student%20Work.jpg?attredirects=0&d=1) |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning/**  **Coaching Lab**  (1:00 – 3:30)   * + - 1. Read a teacher-selected **story** related to clean water access and social disparities.       2. Respond to the following prompt as part of a Think/Pair/Share Activity: What aspect of the article was personally the most poignant/ moving?       3. In small groups, write an outline for a narrative of a podcast that reflects key information gained related to clean water access and social disparities.       4. In the same small groups, create a **podcast** about their findings that includes varying perspectives about the issue. Record a segment of the podcast individually using [**Task Rubric Guidelines**](https://sites.google.com/a/kean.edu/startalk2013/Presentational%20Spoken%20Rubric.docx?attredirects=0&d=1) so that all members of the group are recorded.       5. Present podcasts to the class. Take notes on new information gained during group presentations and pose questions as needed.       6. Evaluate peer presentations using [**Task Rubric Guidelines**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%202%20-%20Presentational%20Spoken%20Rubric%20-%20podcast.docx?attredirects=0&d=1)during presentations.       7. Complete an entry in their **reflective blog** on today’s learning.   **Extended Learning Tasks**  (2:45 – 3:00)   1. View a teacher-selected **video** **(**[**Hindi**](http://indiaunheard.videovolunteers.org/pray-for-the-rain)/ [**Urdu)**](http://www.youtube.com/watch?v=Xyj_IVjz3oQ)on cultural practices that are connected in obtaining clean water and take notes. 2. **Interview** a member of their family who will help complete a questionnaire about cultural/ religious practices connected with access to clean water in India/Pakistan.   Note: *Native students explore cultural practices related to access to clean water in the U.S. using teacher- selected articles and vide*os.  **Differentiation**:  In all oral and written tasks:  -Intermediate level students will be provided support to produce strings of sentences by combining and recombining known information  -Advance level students will be encouraged to produce paragraph level discourse related to known and unknown situations. | **Collaboration/Transfer of Learning/ Coaching Lab**   1. X 2. Teacher observation/ feedback - *Interpersonal* 3. Teacher observation/ feedback during creation of narration- *Interpersonal* 4. Presentation of podcasts-*Presentational*   [**Podcasts on Articles: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk2013/Anmol-Dharma-Day-3_08-06-2013-Podcast.wav?attredirects=0&d=1)  [**Podcasts on Articles: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/summary%281%29%20%281%29.m4a?attredirects=0&d=1)   1. Notes and questions on new information gained from the presentations- *Interpretive* 2. Peer assessments –*Interpretive*   7. Completed blog entry -  *Presentational* |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |