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| **Onsite Lesson Plan 5** | |
| **Lesson Title:** The Politics of Water | **Timeframe:** Day 5 |
| **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):** How well do the Indian and Pakistani governments monitor water safety? Do water services targeting specific populations in need fully address water sustainability and safety issues? | |
| **Lesson Content Understandings:** Students will understand that politics, government policies/ allocation of funding and government corruption impact water access, safety and sustainability. | |
| **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**   * Express and support opinions in a clear and logical manner. * Ask informational and clarifying questions. * Draw conclusions orally and in writing about video clip, articles read and political cartoons.   **Culture**   * Gain insight into Indian/Pakistani perspectives related to the role of government and politics on water access, safety and sustainability. * Compare and contrast Indian/Pakistani /American cultural perspectives related to the role of government and politics on water access, safety and sustainability.   **Global**   * Analyze, integrate and synthesize information related to the impact of government and politics on water access, safety and sustainability taking into account cultural contexts. * 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 water access, safety and sustainability. | **Preparing for Cross-Cultural Interactions**  (8:45 – 9:30)   1. Conduct peer reviews of the recorded news reports by following task rubric guidelines and decide which report would have the strongest audience impact.   **Skype/Videoconferencing Session**  (9:30- 10:30)  1.   Present news-reports to native Indian/ Pakistani students who will act as peer reviewers and provide their perspectives.  2.   Act as peer reviewers for native students’ news reports on the same topic related to the U.S.  **Debriefing/Reflection/New Learning**  (10:30- 12:15)  1.    Share perspectives gained from the Skype session.  2.    View a **video clip (**[**Hindi**/](http://hindi.indiawaterportal.org/node/45252) [**Urdu)**](http://www.youtube.com/watch?v=mI3Ah-1hWg8)on severity of floods and drought in India/Pakistan due in part to climate change.  3.       Record main ideas shared in collaborative groups on a **graphic organizer**.  4.      Be provided with teacher selected **articles (**[**Hindi** /](https://sites.google.com/a/kean.edu/startalk2013/%E0%A4%AC%E0%A4%BF%E0%A4%B9%E0%A4%BE%E0%A4%B0%20%E0%A4%95%E0%A5%80%20%E0%A4%AC%E0%A4%BE%E0%A4%A2%E0%A4%BC%20%28Advanced_Lesson%205F%29.doc?attredirects=0&d=1) [**Urdu)**](https://docs.google.com/document/d/1zhm245RrhVjihHoMW9B_TDIau80v7sH7RSR2uQaoxLE/edit) to be read and discussed in 4 small groups to gain additional perspectives on the extent to which government policies impact clean water distribution and management of natural water calamities.   1. Exchange key-points about their group’s article with the other groups and ask and respond to questions in a jigsaw activity. | **Preparing for Cross-Cultural Interactions**   1. News Reports – *Interpersonal, Presentational*   **Skype/Videoconferencing Session**  1**.** [**News Report: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk2013/news%20podcast-%20Astha.mp3?attredirects=0&d=1)  *-Presentational*  [**News Report: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%204%20News%20%20Project.m4a?attredirects=0&d=1)  **-***Presentational*   1. Oral Peer reviews of native students’ blogs –*Interpersonal*   **Debriefing/Reflection/New Learning**   1. Teacher observation /feedback      1. X      1. Graphic organizer-   *Interpretive/Interpersonal*   1. Teacher observation/ feedback 2. Responses to open-ended questions on article assigned to their small group-*Interpretive/Interpersonal*   Responses to key points on articles presented in other groups- *Interpretive/Interpersonal* |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning**  **Coaching Lab**  (1:00- 3:30)   1. View a video that highlights the issue of government negligence with regard to water access and water safety. 2. Examine several political cartoons on a teacher created **PowerPoint** **(**[**Hindi**](https://sites.google.com/a/kean.edu/startalk2013/Political_Cartoon.pptx?attredirects=0&d=1)/ [**Urdu)**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%20Plan%205%20Political%20Cartoons.pdf?attredirects=0&d=1)that illustrate the impact of politics/government on management of water resources. 3. Work in collaborative groups to analyze assigned **political cartoons** **(**[**Hindi**](https://sites.google.com/a/kean.edu/startalk2013/Cartoon-Water.jpg?attredirects=0&d=1)/ [**Urdu)**](https://docs.google.com/document/d/1zhm245RrhVjihHoMW9B_TDIau80v7sH7RSR2uQaoxLE/edit)and determine the message. 4. Create an original political cartoon expressing their personal beliefs about the impact of politics/government on management of water resources in India/Pakistan working with a partner using [**Task Rubric Guidelines.**](https://sites.google.com/a/kean.edu/startalk2013/Rubrics%20for%20Creating%20Cartoon.docx?attredirects=0&d=1)   **Extended Learning Tasks**  (3:30 – 3:45)   1. Create a powerful slogan or song lyrics with a partner to address government negligence with regard to issues of water access, safety and sustainability. Make an audio-clip of the slogan or song lyrics (incorporating tools such as garage band) and post the slogan and song lyrics on their blogs. Follow [**Task Rubric Guidelines.**](https://sites.google.com/a/kean.edu/startalk2013/Presentational%2BWritten.docx?attredirects=0&d=1) 2. Complete an entry in their reflective blog on today’s learning.   Note: *Native students will create a slogan or song lyrics based on federal and state government response to water issues in the U.S.*  **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**     1. X 2. X 3. Teacher observation/facilitation during group work- *Interpretive* 4. [**Political Cartoon: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk2013/StripDesigner_Strip.jpg?attredirects=0&d=1)   [**Political Cartoon: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/nimra%20urdu%20cartoon%20final.pdf?attredirects=0&d=1) |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |