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| **Onsite Lesson Plan 7** | |
| **Lesson Title:** Gathering Experts’ Perspectives Virtually | **Timeframe:** Day 7 |
| **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):** What are the challenges that exist to water access, safety and sustainability and possible solutions according to Indian, Pakistani and American experts? | |
| **Lesson Content Understandings:** *Students will understand that* there are various perspectives and opinions about water access, safety and sustainability among experts and recognize that language and culture shapes those perspectives. | |
| **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**   * Interpret oral and written information presented by experts on clean water access, safety and sustainability issues. * Ask informational and clarifying questions. * Summarize the information gained during exchange of ideas with Hindi and Urdu students. * Express and support opinions on written information posted on literacy text chat. * Synthesize information from a variety of sources to create a Wikipedia article on water access, safety and sustainability issues in India/Pakistan. * Create language for a Public Service Announcement advocating for government support in addressing water access, safety and sustainability issues in India/Pakistan.   **Culture**   * Compare and contrast the relationship between water access, safety and sustainability issues and the varying perspectives presented by the Indian/ Pakistani/American experts. * Discuss and analyze their own and others’ perspectives related to products and practices that impact water access, safety and sustainability.   **Global**   * Determine how language and culture inform and shape perspectives and understandings using information and insights gathered on water access, safety and sustainability. * 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. Exchange questions created for the experts based on their bios/backgrounds and make necessary edits in preparation for the Skype session. Rehearse NGO presentations.  **Skype/Videoconferencing Session**  (9:30 – 11:00)   1. Introduce experts, and present the   NGO concepts they have created in the previous lesson to address water access, safety and sustainability issues for experts’ comments and feedback.  2.  Interview two experts from India and two from Pakistan to obtain in-depth information about issues related to water accessibility, safety and sustainability in two different sessions. Take notes on key understandings and new information (Q&A ongoing).   * **Indian**/ **Pakistani experts** present to the heritage students. * **American experts** present to Indian/Pakistani students (concurrent sessions)   **Debriefing/Reflection/New Learning**  (11:00 – 12:15)   1. Compare and contrast insights gained from native experts’ during the Skype session with Urdu students. Alternatively, compare and contrast insights gained from native experts’ during the Skype session with Hindi students in preparation for the Literacy Text Chat. 2. In groups, students participate in a **Literacy Text Chat\*** using *Google docs*.   a. Individual students write their responses to the questions below and then as a group, decide which comments should be posted on *Google docs* that represent the group’s perspectives.  b. Each group’s response will be color-  coded. Comments and responses posted  during the literacy chat will be used to  complete the final project task.  ***Literacy Chat Questions***   * What products, practices and perspectives did the Indian expert share in relation to social disparity, cultural practices, geography/climate change and government/politics that relate to current water issues in India? * What products, practices and perspectives did Pakistani expert share in relation to social disparity, cultural practices, geography/climate change and government/politics that relate to current water issues in Pakistan? * How are their products, practices and perspectives similar or different? * What are your perspectives?   Note:  *Native students respond to literacy chat postings on Indian/Pakistani experts and compare with information provided by American experts. Comments and responses posted during the literacy chat related to information provided by experts will be used to complete the final project task.* | **Preparing for Cross-Cultural Interactions**   1. **Skype Questions: Hindi EOL**   **Skype Questions: Urdu**  **EOL-**  *Interpersonal/Presentational*  **Skype/Videoconferencing Session**   1. Teacher observation/recordings of NGO presentations 2. Teacher observation/recordings of Skype sessions   **Student Notes: Hindi**  **EOL**  **Student Notes: Urdu**  **EOL-**  *Interpersonal/ Interpretive*  **Debriefing/Reflection/New Learning**   1. Teacher observation/ facilitation **–** *Interpersonal* 2. [**Literacy Chat: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk2013/CopyofLiteracyChatLesson-7.docx?attredirects=0&d=1)   **Literacy Chat: Urdu EOL -***Interpretive, Interpersonal* |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning**  **Coaching Lab**  (1:00 – 3:30)   1. Working with partners, prepare a second draft of the Wikipedia article (begun in lesson 6) containing information about current NGOs seeking to address water issues in India and Pakistan. Include Web-based and other resources, as well as information provided by expert speakers during the Skype session. 2. Working in groups using iPads, summarize key-facts and cultural perspectives gained to date on water issues and create a draft of a one minute Public Service Announcement about the need for government support and intervention. Peer review drafts. 3. Publish on You Tube for additional feedback.   **Extended Learning Tasks**  (3:30 –  3:45)   1. Create five questions based on experts’ bios/backgrounds and their assigned topics for day 8. 2. Complete the final draft of the Wikipedia article. 3. Complete an entry in their reflective blog on today’s learning.   Note: *Native students will continue working on the second draft of their Wikipedia article. Native students will also create five questions for American experts on day 8.*  **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. **Second draft of**   **Wikipedia: Hindi EOL**  **Second draft of**  **Wikipedia: Urdu EOL**  - *Presentational*   1. Teacher observation and facilitation of group work. 2. [**PSA: Hindi EOL**](http://youtu.be/Q1Y5ToRAp40)   **PSA : Urdu EOL**  *-Presentational* |
| **\*A Literacy Chat** is an electronic text chat, used as a medium to assess students’ developing literacy skills, in which each student responds to discussion questions and comments on other students’ responses, enabling them to exchange and gain other perspectives through writing.  **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |