**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: August 9, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Total Time for this Plan: Day 10** |
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**Lesson Title: Taking Action: Preparing for a Public Debate**

**Lesson Essential Question(s):** *How might knowledge about the environment and cultural practices in India/Pakistan and the U.S. empower us to take action as global citizens by heightening awareness of the relationship between cultural practices and environmental sustainability?*

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| **Curriculum Connection: Program Can-Do Statement & Performance Assessment Task** | | |
| Program Can-Do Statement: |  | Performance Assessment Task: |
| **INTERPERSONAL**  I can take an active role in formal and informal face-toface or Skype discussions with STARTALK peers, peers in partner schools, instructors and experts on topics related to Environmental Challenges by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions.  I can maintain spontaneous extended spoken or written conversations and discussions in Hindi/Urdu across various time frames using series of connected sentences and probing questions about targeted topics, issues experiences and events related to the theme of Environmental Challenges.  **PRESENTATIONAL**  I can deliver detailed and organized SPOKEN or WRITTEN presentations in Hindi/Urdu at the paragraph level and in various time frames based on information obtained from research and other sources on topics related to Environmental Challenges.  I can advocate, present a point of view on issues related to Environmental Challenges taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN arguments with supporting evidence using organized paragraphs in various time frames. | **INTERPERSONAL PERFORMANCE ASSESSMENT TASKS:**  Learners actively participate in face-to-face or Skype conversations on topics related to the theme of Environmental Challenges using information and perspectives obtained from Hindi/Urdu texts, classmates, partner school peers, and environmental experts as the context for discussion when engaging in interpersonal preSkype activities, Skype sessions, post –Skype debriefings and when completing Application of Learning tasks. They express their reactions (advice, opinions, emotions and preferences), make comparisons and provide evidence or explanations as warranted to justify assertions.  Learners hold unrehearsed extended face-to-face or virtual spoken or written conversations on lesson topics related to the theme of environmental challenges using information acquired from a variety of culturally authentic sources. They interact with respect for cultural differences and converse with ease one-to-one and in small groups or teams to meet both social and academic needs during lesson specific pre-Skype activities, Skype sessions, post – Skype debriefings and to complete Application of Learning tasks.  **PRESENTATIONAL PERFORMANCE ASSESSMENT TASKS**  Learners provide coherent spoken or written explanations or descriptions of concrete and some abstract topics on the environment informed by facts and cultural perspectives obtained from a variety of culturally-authentic sources, peers and experts as required for completion of daily formative presentational tasks (e.g., multimedia projects, reflective blog posts, green city products).  Learners present persuasive evidence-based positions on environmental topics and advocate for and justify solutions to environmental issues incorporating varying cultural perspectives. They present Ad Campaigns, Op Eds and other tasks to authentic audiences of listeners and viewers and take part in a debate on either the propositional or oppositional team addressing allowance of e-waste disposal in India and Pakistan. |

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| **Learning Episode #1: Pre-Skype Activities** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can defend my voting choices for the three best political cartoons. * I can brainstorm possible talking points in preparation for a practice Public Debate on the topic *Does the environment influence culture or does culture influence the environment?* | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Language used to express and offer opinions when evaluating *(e.g., This … offers realistic ideas/solutions that are culturally appropriate, such as…)* * Language used to support a premise (*because of/given that/the reason is that/due to/since/in order to/ so, therefore, it follows that…)* * Debate Talking Points include, but are not limited to: * Position taken on the topic and resources used to support it * Factual information that supports the position * Who the issue affects * The place of the issue within its historical context (recent or long-standing) * Economic aspects of the issue related to the position * Political, cultural, religious or other social aspects of the issue | | * Teacher observations during exchanges about voting choices and talking points for the debate-Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * List of talking points developed for the debate |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   * + - 1. Defend voting choices for the three best political cartoons and explanatory paragraphs based on Rubric Guidelines.       2. Brainstorm possible talking points in preparation for a *practice* Public Debate on the topic ***Does the environment influence culture or does culture influence the environment?*** based on information acquired in previous lessons. | | | |
| **Materials Needed: NOTE: Lesson-specific resources containing all links to materials used, including instructional materials created by teachers, will be provided to site visitors and are available on the program website:** [**https://www.kean.edu/startalk**](https://www.kean.edu/startalk) **as a resource for STARTALK Programs.** | | | |
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| **Learning Episode #2: Skype Session** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can present the three best political cartoons to partner school peers for comments and feedback. * I can solicit partner school peer feedback on talking points brainstormed for a practice public debate on the topic: *Does the environment influence culture or does culture influence the environment* and ask if they can contribute additional ideas. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary/language chunks used in Pre Skype episode | | * Teacher observations during exchanges with partner school peers about political cartoons and talking points for the debate-Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Additional information from partner school peers added to the list of talking points developed for the debate |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**  Present the three best political cartoons to partner school peers for comments and feedback.   1. Ask partner school peers if they agree with their choices of best cartoons, and if not, what their choices are and why (based on review of the cartoons on social media). 2. Solicit partner school peer feedback on talking points brainstormed for a debate on the topic: ***Does the environment influence culture or does culture influence the environment?*** Ask if they can contribute additional ideas. | | | |
| **Materials Needed** | | | |
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| **Learning Episode #3: Debriefing/Reflection/New Learning** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can select the strongest talking points brainstormed for both sides of the debate based on discussions with classmates and partner school peers. * I can reflect on the features of the debate in lesson 7 that went well and those that needed improvement. * I can complete a Debate Preparation Activity Sheet to serve as a guideline for various phases of the practice public debate | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype and Skype episodes * Vocabulary about features of the debate * Affirmative/proposition team- supporting a   resolution   * Opposing/opposition team -opposing the resolution * Opening Statement * Main and Counter Arguments * Cross Examination Questions * Closing Statement * Valid reasons to support positions reflect an   understanding of content and cultural perspectives  and practices   * Position considers multiple cultural perspectives   and addresses focused counter arguments   * Accurate factual information and multiple examples   are used to provide supporting documentation | | * Teacher observations during exchanges about strongest talking points, features of the lesson 7 debate that went well or needed improvement and completion of the Debate Preparation Activity Sheet   -Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking   * List of strongest talking points selected for the debate recorded on Graphic Organizers * Written reflections about features of the practice debate that went well or needed improvement * Completed Debate Preparation Activity Sheet |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**  Determine the strongest talking points brainstormed for both sides of the debate based on discussions with classmates and partner school peers and record in Facts and Perspectives Graphic Organizers.  Review the **Information Sheet for Conducting a Debate** and reflect on features of the debate in lesson 7 that went well and those that needed improvement in order to strengthen the final debate performance.  Draw straws to establish which side of the debate they will represent.  Begin preparation for the debate by completing the **Debate Preparation Activity Sheet.** Share what they have written in response to the questions on the Activity Sheet with debate team partners.  Elect a debate team captain. | | | |
| **Materials Needed** | | | |
| -Facts and Perspectives Graphic Organizers.  -Information Sheet for Conducting a Debate  -Debate Preparation Activity Sheet | | | |

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| **Learning Episode #4: Transfer/Application of Learning** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| I can compose a draft Opening Statement for Round 1-proposition, then opposition.  I can compose draft Main Arguments about the motion for Round2.  I can compose draft questions for the Cross Examination Round 3 to ask opposition.   * I can compose a draft Closing Statement for Round 4. * I can actively participate in a practice public debate in my assigned role. * I can determine strengths and areas in need of improvement for each debate team in preparation for the live debate on day 15. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype, Skype and Debriefing/Relection/New Learning episodes * Vocabulary for use in a Debate * Stating an opinion: In our opinion... We (don’t) think that… The way we see it... If you want our honest opinion.... According to me... According to the other side/ our opponents… As far as I'm concerned... Our position is the following… * Sequencing**:** Firstly…, secondly…, our third point is that… The first good reason to… is that… ; next ; what’s more ; moreover…. To begin, we think that… ; in addition, you have to know that… ; last but not least…. The first point I would like to raise is this… Here’s the main point I want to raise… I’d like to deal with two points here. The first is… * “I’m listening to the other side.” I see your point, but I think… Yes, I understand, but my opinion is that… That’s all very interesting, but the problem is that…I’m afraid I can’t quite agree with your point. -I think I’ve got your point, now let me respond to it. -We can see what you’re saying. Here’s my reply… * Disagreeing**:** Excuse me, but that’s not quite correct.- Sorry, I just have to disagree with your point. - Let me just respond to that, please. -I’d like to take issue with what you just said. -We said that… but the other side has not replied to our point. - I’d like to focus on two points that the other side has failed to address. - There are two issues our opponents have failed to dispute, namely… -We pointed out that… - Our opponents have claimed that… -To recap the main points… - Let’s sum up where we stand in this debate. - In summary, we want to point out that… | | * Teacher observations during exchanges about statements and arguments to be made in each phase of the debate-Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Draft written Opening Statement for Round 1 defining and summarizing the issue * Draft written Main Arguments that consider multiple perspectives and address focused counter arguments about the motion (issue) for Round 2 * Draft written Questions for the Cross Examination Round 3 to ask opposition team * Draft Closing Statement for Round 4 * Practice debate * Evaluation of performatnce based on Debate Rubric Guidelines |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Review **Public** **Debate Rubric Guidelines** and pose clarifying questions as needed. 2. Compose a draft **Opening Statement** for **Round 1-**proposition then opposition. The captain defines the motion/issue and briefly summarizes why their team is arguing that the environment influences culture or that culture influences the environment. (1 team member) 3. Compose draft **Main Arguments** about the motion for **Round 2** (2-4 team members) 4. Compose draft questions for the **Cross Examination Round 3** to ask opposition team (all team members) 5. Compose a draft **Closing Statement** for **Round 4.** The teams sum up their arguments and appeal to the floor explaining why they should vote for their side of the argument (2-3 team members) Opposition then Proposition. 6. Conduct a “practice” public debate. Invite the Urdu class to watch the debate and to vote on which team put forward the best arguments 7. Determine strengths and areas in need of improvement for each debate team in preparation for the live debate on day 15 using Debate Rubric Guidelines. | | | |
| **Materials Needed** | | | |
| -Public Debate Rubric Guidelines  -Academic Vocabulary for Extended Conversation found in Instructional Materials | | | |

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| **Learning Episode #5: Extended Learning** | | **Number of minutes for this episode:** learner self-paced | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can create an outline for a final blog postingin which I will propose and justify one or more possible solutions targeting a specific environmental concern. | * Topical Vocabulary/language chunks related to previous lesson episodes * Vocabulary/language chunks in Reflective Blog Word Bank | | * Blog positng outline content |
| **Learning Experiences (taking place after the instructional day)** | | | |
| **LEARNERS:**   1. Create an outline for content to be included in a blog postingas part of the final program assessement in which you *propose and justify* one or more possible solutions targeting a specific environmental concern (e.g., air, water, global warming).. Completion of the “final” blog posting is required in order to receive credit for the program. | | | |
| **Materials Needed** | | | |
| -Reflective Blog Word Bank  -Reflective Blog Rubric Guidelines | | | |

**Post-Lesson Reflection**

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| **Teachers will engage in the *cycle of reflective teaching* at the end of each instructional day and will consider:** What were the strengths of the lesson? Which activities helped to maximize the learning? Did all learners meet the goals of the lesson? Why or why not? What could you do to improve this learning plan if you address these lesson can-do statements again? |