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| **Onsite Lesson Plan 4** | |
| **Lesson Title:** Human Geography and its impact on Spatial Distribution of Water | **Timeframe:** Day 4 |
| **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 do population growth, urbanization and geogenic contamination in groundwater lead to increased water stress? | |
| **Lesson Content Understandings:** *Students will understand that* water use and its distribution is inter-related with population growth and urbanization and often results in contamination of available water resources. | |
| **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**   * Convey a personal point of view on the impact of human geography on clean water accessibility, safety and sustainability during Skype sessions. * Evaluate information using complex sentences and content-specific low frequency vocabulary. * Write a narrative in the form of a news report that contains factual and other information based on information obtained about water pollution resulting from human interaction with physical geography.   **Culture**   * Obtain Indian/Pakistani perspectives on the relationship of geography and issues of water access, safety and sustainability based on the information obtained through multimedia resources. * Analyze population growth and urbanization with geogenic contamination of ground water and its impact on water access, safety and sustainability. * Compare and contrast the role of geography on clean water access, safety and sustainability in India/ Pakistan with the U.S.   **Global**   * Examine how local/regional cultural perspectives influence 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. Rehearse multimedia messages. 2. Evaluate peer presentations by following[**Task Rubric Guidelines**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%204%20-%20Multimedia%20Rubric.docx?attredirects=0&d=1)**.**   **Skype/Videoconferencing Session**  (9:30 – 10:30)   1. Present 1-2 minute multimedia presentations on issues related to water access, safety and sustainability and socio-cultural practices to Indian/ Pakistani students and respond to questions. 2. Listen to Indian/ Pakistani students’ multimedia presentations on the water access, safety and sustainability and socio-cultural practices in the U.S. and ask questions or provide comments.   **Debriefing/Reflection/New Learning**  (10:30 – 12:15)   1. Determine the most powerful **multimedia message** shared during the Skype session and justify their decision. 2. View pictures of the partner school campus and surrounding neighborhood and try to determine if the campus is located in a rural or urban area. Predict possible problems related to water access, safety and sustainability on campus and in the surrounding neighborhood.   3. Compare and contrast issues related to water access, safety and sustainability in rural & urban regions of India/Pakistan and the U.S. using a **Venn diagram**. | **Preparing for Cross-Cultural Interactions**   1. Teacher observation/ feedback during practice sessions. 2. Peer evaluation. –*Interpretive/ interpersonal*   **Skype/Videoconferencing Session**   1. **Multimedia presentations:** [**Hindi EOL**](https://www.youtube.com/watch?feature=player_embedded&v=bS6kCZ8-eFg)-*Presentational*   [**Multimedia presentations: Urdu EOL**](http://www.youtube.com/watch?v=KakDSSPhOB0)-*Presentational*   1. Teacher observation/ feedback during Skype session questions and answers –*Interpretive/ Interpersonal*   **Debriefing/Reflection/New Learning**   1. Teacher observation/feedback during discussion- *Interpersonal* 2. Teacher observation/feedback during discussion- *Interpersonal* 3. Completion of Venn diagram-*Interpretive, Presentational*   **Venn Diagram: Hindi EOL**  [**Venn Diagram: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%204%20Venn%20Diagram%20-%20Student%20Work.jpg?attredirects=0&d=1) |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning**  **Coaching Lab**  (1:00 – 3:30)   1. Examine effects of human interaction with physical geography by responding to questions based on four different interpretive tasks:   a. PowerPoint Presentation [(Urdu)](https://sites.google.com/a/kean.edu/startalk2013/Lesson%204%20Station%201%20-%20Water%20Cycle.pptx?attredirects=0&d=1)    b Scientific data [(Urdu)](https://sites.google.com/a/kean.edu/startalk2013/Lesson%204%20Station%203%20-%20Charts.pptx?attredirects=0&d=1)  c. Maps [(Urdu)](https://sites.google.com/a/kean.edu/startalk2013/Lesson%204%20Station%202%20-%20Map.pptx?attredirects=0&d=1)  d. Articles from a variety of sources [(Urdu)](https://sites.google.com/a/kean.edu/startalk2013/Lesson%204%20Station%204%20-%20Article.docx?attredirects=0&d=1)   1. Exchange perspectives about human interaction with physical geography gained from each interpretive task. 2. Create a script for a news-report related to   water pollution resulting from human interaction with physical geography (e.g., water-borne diseases) working in small groups and record the report.   1. Complete an entry in their **reflective blog** on today’s learning.   **Extended Learning Tasks**  (3:30 – 3:45)   1. Complete editing of the recorded news-report.   Note: *Native students will create a script for a news-report related to water pollution resulting from human interaction with physical geography 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. Completed activity tasks – *interpretive/ interpersonal* 2. Teacher observation/feedback during discussion- *Interpersonal* 3. [News Report: Hindi EOL-](https://sites.google.com/a/kean.edu/startalk2013/news%20podcast-%20Astha.mp3?attredirects=0&d=1) *Interpretive/Presentational*   [News Report: Urdu EOL-](https://sites.google.com/a/kean.edu/startalk2013/Lesson%204%20News%20%20Project.m4a?attredirects=0&d=1) *Interpretive/Presentational*   1. Blog-entries – Hindi EOL – *Presentational*   [Blog-entries – Urdu EOL](http://startalkurdu.wordpress.com/2013/08/10/%DA%86%D9%88%D8%AA%DA%BE%D8%A7-%D8%AF%D9%86-august-9-2013/) – *Presentational* |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |