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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 |