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| **Onsite: Lesson Plan 8**  |
| **Lesson Title:** Gathering Perspectives: Views from a Guest Panel of Experts | **Timeframe:** Day 8 |
| **Lesson Components** |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?**Targeted Lesson Essential Question(s):** What are the barriers to education equity and possible solutions according to Indian, Pakistani and American experts?  |
| **Lesson Content Understandings:** *Students will understand that* there are various perspectives and opinions about education equity among experts and recognize that language and culture shape those perspectives. |
| **Materials & Resources:** Internet Resources; iPods; Interactive White Board; Laptop Computers, iPads; 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 Goals*** Interpret oral and written information presented by experts on education equity issues.
* Ask informational and clarifying questions.
* Express and support opinions on written information posted on literacy text chat.
* Express and support opinions in a formal letter of appreciation to guest speakers.
* Analyze language used in letters of appreciation for structural and cultural accuracy.
* Summarize information for video narrative, draw conclusions and hypothesize possible solutions.

**Culture Goals*** Compare and contrast the relationship between education equity issues and the varying perspectives presented by the Indian/ Pakistani/American experts.
* Discuss and analyze their own and others’ perspectives related to education products and practices that impact education equity.

**Global Competencies*** Determine how language and culture inform and shape perspectives and understandings using information and insights gathered on education equity.
* 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 education equity.
* 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 education equity.
* Select and use appropriate technology and media to connect with native speakers, present information, concepts or ideas related to the global issue of education equity
 | **Preparing for Cross-Cultural Interactions** (8:45 – 9:30)1. Share and discuss questions created for experts and select the questions to be used during the Panel Presentation.

**Panel Discussion Session**  (9:30 –10:30)1. Listen to the information presented by the [**Panel of Indian**](https://sites.google.com/a/kean.edu/startalk/006.JPG)**/** [**Pakistani experts**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Photo%20of%20panel%20of%20experts.JPG) and take notes on the information presented.

 - Session 1 - Indian experts present to  heritage students (9:30 –10:30) American experts present to Indian students (concurrent session).* Session 2: Pakistani experts present to

 heritage students (10:30 - 11:30) American experts present to Pakistani students (concurrent session).Note: *Time is built into each session for questions/ comments.* **Debriefing/Reflection/New Learning** (10:30 –12:15)1. Engage in a Literacy Text Chat with native students to compare and contrast Hindi, Pakistani and American perspectives shared by panelists.
2. Write an electronic letter of appreciation to each expert thanking him/her for presenting in the STARTALK Program and for providing their perspectives on education equity issues.

Note: *Read the* ***model letters*** ([**Hindi**](https://sites.google.com/a/kean.edu/startalk/Letter-8%20Model%20%20Thank%20you%20letter%20-Hindi.pdf), [**Urdu**](https://sites.google.com/a/kean.edu/startalk/Letter-8%20Model%20%20Thank%20you%20letter%20-Urdu.pdf)) *provided and follow the* [**Task Rubric** .](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20-%20Model%20Letter%20Presentational%20Written%20Rubric%20Edited.docx)* Use appropriate forms of address.
* Acknowledge the experts’ contributions to their field.
* Include the perspectives you’ve gained from their presentations.
* Explain why you agree with their perspectives or have a different point of view.
* Indicate how their presentation has inspired them to advocate for education equity.
1. Peer-edit letters using Rubric Guidelines.
 | **Preparing for Cross-Cultural Interactions** 1. Teacher observation/ feedback[**Panel Presentation Questions: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Questions%20for%20Panel%20Presentation%20in%20Hindi%20EOL.pdf)[**Panel Presentation Questions: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Expert%20questions%20-%20EOL.pdf)**-***Interpersonal/Presentational***Panel Discussion Session** 1. Teacher observation/recordings  of Skype sessions[**Presentation Notes: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Notes%20from%20Hindi%20Panel%20PresentationEOL.jpg)[**Presentation Notes: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Expert%20Presentation%20notes.JPG)**-** *Interpretive***Debriefing/Reflection/New Learning** 1. [**Literacy text chat: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/hindichat.pdf)[**Literacy text chat: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Literacy%20Chat%20-%20EOL.pdf)  **-***Interpretive, Interpersonal*
2. Teacher Observation and Feedback

[**Letter of appreciation: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20-%20Letter%20of%20appreciation%20-%20Hindi%20EOL.pdf) [**Letter of appreciation: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20TonyLetter%20-BAARIA%20GRP%204.pdf) **–** *Presentational*1. X
2. Teacher observation/feedback
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| **Lunch** (12:15 – 1:00) |
|  | **Collaboration /Application/Presentation** (1:00 – 2:45)1. Create an outline for a short video narrative based on the theme “Educating Children Worldwide” using information and perspectivesgained during the program to date from various resources and invited experts.
* Provide an overview of the current status of education equity in India and Pakistan.
* Discuss efforts to address the issue.
* Discuss possible solutions.
* Follow [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/Lesson%2010-Guideline%20for%20the%20video%20narrative.docx)**.**

Note:*Students will work in groups on the development of a clip based on their in- depth area of focus****.*****Extended Learning Tasks** (2:45 – 3:00)1. Complete the **rough draft** (outline) for the clip based on their group in- depth area of focus**.**
2. Complete an entry in their reflective blog on today’s learning.

Note: *Native students will create an outline based on information and perspectives gained about US schools.* | **Collaboration/ Application/Presentation**1. [**EOL: Hindi Video** **Outline**](https://sites.google.com/a/kean.edu/startalk/Ek%20Kahani.doc)

[**EOL: Urdu Video Outline**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Video%20outline%20-EOL.pdf) **–** *Presentational*  |
| **Lesson Reflections**To be posted by teachers on Kean Startalk PBworks |