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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): *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, 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** * Interpret oral and written information presented by experts on water access, safety and sustainability issues.
* Ask informational and clarifying questions.
* 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*** 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’ practices and perspectives regarding water access, safety and sustainability issues.

**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 onsite Panel Session.

**Panel Session with Experts**  (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.1. Listen to the information presented by the **Panel of Indian/ Pakistani Experts.** 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) through presentations made on YouTube videos from the U.S. National Water Research Institute.

**Debriefing/Reflection/New Learning** (10:30 –12:15)1. Write an electronic letter of appreciation to each expert thanking him/her for presenting in the STARTALK Program and for providing their perspectives on the issues of clean water accessibility, safety and sustainability. Note: *Read the* ***model letters*** ([**Hindi**](https://sites.google.com/a/kean.edu/startalk2013/Letter-8_Model_%20letter_Expert.docx?attredirects=0&d=1), **Urdu**) *provided and follow* **Task RubricGuidelines** .* 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 solutions to water accesss, safety and sustainability issues.
1. Peer-edit letters using **Task Rubric Guidelines.**
 | **Preparing for Cross-Cultural Interactions** 1. Teacher observation/ feedback

 **Questions: Hindi EOL** **Questions: Urdu EOL-***Interpersonal***Panel Session with Experts**1. Teacher observation/recording of NGO concepts- *Presentational*
2. **Student Notes: Hindi EOL**

 **Student Notes: Urdu EOL-** *Interpretive***Debriefing/Reflection/New Learning** 1. [**Letter of appreciation: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk2013/Dharma_Thankyou_Letter.doc?attredirects=0&d=1) **–** *Presentational*

**Letter of appreciation: Urdu EOL –** *Presentational*1. Teacher observation/feedback- *Interpretive/Interpersonal*
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| **Lunch** (12:15 – 1:00) |
|  | **Collaboration/Transfer of Learning/****Coaching Lab** (1:00 – 3:30)1. In working groups, create a written outline for a video narrative based on the theme “Water Access, Safety and Sustainability” using information and perspectivesgained during the program to date from various resources and invited experts.
* Provide an overview of the current status of water access, safety and sustainability in India and Pakistan.
* Discuss efforts to address the issue.
* Discuss possible solutions.
* Follow **Task Rubric Guidelines.**

**Extended Learning Tasks** (3:30 – 3:45)1. Include research based on their individual in-depth area of focus into video narrative outline.
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 U.S. water issues.***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.-Advanced level students will be encouraged to produce paragraph level discourse related to known and unknown situations. | **Collaboration/Transfer of Learning/****Coaching Lab**1. [**EOL: Hindi Video Outline**](https://sites.google.com/a/kean.edu/startalk2013/%E0%A4%B9%E0%A4%BF%E0%A4%A8%E0%A5%8D%E0%A4%A6%E0%A5%80%20%E0%A4%95%E0%A4%BE%20%E0%A4%AE%E0%A4%B9%E0%A4%BE%20%E0%A4%95%E0%A4%A5%E0%A4%BE%E0%A4%A8%E0%A4%95.docx?attredirects=0&d=1)

**EOL: Urdu Video** **Outline** **–** *Presentational*  |
| **Lesson Reflections**To be posted by teachers on Kean Startalk PBworks |