|  |  |
| --- | --- |
| **ONLINE: Lesson Plans 11-19**  **Activities for Days 20, 21, 22** | |
| **Lesson Title: Advocating for Change: Building Upon the Knowledge and**  **Perspectives Gained** | **Timeframe:** 22 days |
| **Lesson Components** | |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?  **Targeted Lesson Essential Question(s):** How does the ability to communicate effectively in Hindi/Urdu assist in disseminating knowledge about and proposing solutions to a global issue? | |
| **Lesson Content Understandings:** *Students will understand that* knowledge of language and culture contributes to their capacity to advocate for and take action on global issues. | |
| **Materials & Resources:** Internet Resources; iPods; Laptop Computers, Social Networking Tools | |

|  |  |  |
| --- | --- | --- |
| **Goals/Objectives**  ***Students will be able to:*** | **Learning Activities/Instructional Strategies**  **Lesson Sequence**  ***Students will:*** | **Formative Assessments/**  ***Evidence of***  ***Student Learning* (EOL)** |
| **Linguistic**   * Respond orally and/or in writing to *challenge questions* based on information they read, listen to or view. * Use oral and written persuasive language to express points of view in preparation for the panel presentation and in creating content for posting on the advocacy website. * Analyze language used in website materials for content, structural and cultural accuracy. * Exchange and support opinions regarding the design and content of the advocacy website.   **Culture**   * Explain the causes and effects of education inequities within the appropriate cultural contexts. * Summarize the issues related to education equity in India and Pakistan and describe actions taken to address those issues. * Compare and contrast the issues and how they are being addressed in the U.S. * Assess current options, plans and actions to address education equity issues taking into account varying cultural perspectives and potential consequences. * Speculate on why these options, plans and actions may or may not be effective due to cultural attitudes and beliefs. * Express and support a proposed solution (s) to the problem taking into consideration varying cultural contexts.   **Global**   * Use knowledge of language and culture to create and evaluate information to be used in the panel presentation and on the advocacy website. * Use knowledge of language and culture to develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about the global issue of education equity. * Act collaboratively and in creative and ethical ways to develop a panel presentation for a public audience and an advocacy website in order to heighten awareness and propose solutions to a global issue. * Select and use appropriate technology tools to be incorporated into design of the website. | **Preparing for the Panel:**  **Individual/Paired Tasks**  (30+ minutes)   1. Read/listen to/view an interpretive selection chosen by teachers that builds upon content/language knowledge and skills acquired during the two-week onsite program on the theme of education equity. (A different interpretive selection is assigned in each day in lessons 11-19.) 2. Respond to the *challenge questions* below related to understanding of the selection within an Indian/Pakistani cultural context.  * First, discuss the daily challenge question with a partner on Skype before composing a response (Two discussions are evaluated by their group teacher – one during the first week and one during the second week of the online program). * Incorporate information gained from in-depth readings in the self-selected area of specialization, where applicable. * Post responses on their interactive blog for additional feedback from Indian/Pakistani students (Each of the nine blog postings are evaluated by their group teacher).   Note: *Indian/Pakistani students will be responding to challenge questions regarding U.S. education equity issues based on interpretive selections chosen by teachers.*  **Day 11**: What does “education equity” mean in different cultures? India? Pakistan? US?  **Day 12**: How are children’s education opportunities shaped before they enter primary school?  **Day 13**: To what extent is there universal primary education in India and Pakistan? Will India and Pakistan reach literacy targets by 2015? Do effective programs and policies exist to promote literacy?  **Day 14**: How do enrollment numbers of students pursuing secondary level education in India and Pakistan compare with other countries is South Asia? Other world regions?  **Day 15**: To what extent do gender disparities still exist in India/Pakistan? What policies exist to overcome gender disparities in education?  **Day 16**: What impact does armed conflict in Pakistan and social hierarchy in India have on education? How can education impact conflict and social hierarchy?  **Day 17**: How does the *quality* of education in India and Pakistan compare with other countries in the region?  **Day 18:** How do India’s/ Pakistan’s efforts to address the issue of disparities in learning and achievement compare with other developing countries?  **Day 19**: How do education inequities continue to reinforce political domination, subordination of marginalized groups or ethnic and linguistic segregation?  **Preparing for the Panel:**  **Individual Coaching**  (30+ minutes per diem)   1. Work in a one-to-one setting using Skype or interactive blogging with his/her group teacher to further develop oral/written skills in areas identified in need of improvement based on challenge question responses.   **Advocacy Website Development: Collaboration/Application**  (approximately 3 hours pr diem)   1. Design the first draft of the project advocacy website on day 11; continue to revise and fine tune the draft on days 12- 18 and complete the final draft on day 19.  * Evaluate relevant evidence from a variety of local and global sources. * Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. * Recognize, understand and express one’s own and others’ perspectives. * Analyze and synthesize information in order to communicate ideas and findings effectively through a compelling digital product. * Utilize appropriate digital tools to enhance and support the advocacy website (e.g., video clips, podcasts, and social networking sites).  1. Seek additional resources for the panel presentation and the advocacy website based on the self-selected area of specialization. 2. Rehearse oral presentations for audio clips to be included on the website. 3. Use the writing process to prepare all written materials (includes drafting and peer editing). Indian and Pakistani students will also act as peer reviewers of the website during the development process. | **Preparing for the Panel:**  **Individual Tasks**   1. NA 2. Audio or written responses to *challenge questions*   **Task #1 : Hindi EOL**  **Task #1 : Urdu EOL**  **Task #2 : Hindi EOL**  **Task #2 : Urdu EOL**  **Task #3 : Hindi EOL**  **Task #3 : Urdu EOL**  **Task #4 : Hindi EOL**  **Task #4 : Urdu EOL**  **Task #5 : Hindi EOL**  **Task #5 : Urdu EOL**  **Task #6 : Hindi EOL**  **Task #6 : Urdu EOL**  **Task #7 : Hindi EOL**  **Task #7 : Urdu EOL**  **Task #8 : Hindi EOL**  **Task #8 : Urdu EOL**  **Task #9 : Hindi EOL**  **Task #9 : Urdu EOL**  **Task #10 : Hindi EOL**  **Task #10 : Urdu EOL**  **Task #11 : Hindi EOL**  **Task #11 : Urdu EOL**  **Task #12 : Hindi EOL**  **Task #12 : Urdu EOL**  **Task #13 : Hindi EOL**  **Task #13 : Urdu EOL**  **Task #14 : Hindi EOL**  **Task #14 : Urdu EOL**  **Task #15 : Hindi EOL**  **Task #15 : Urdu EOL**  **Task #16 : Hindi EOL**  **Task #16 : Urdu EOL**  **Task #17 : Hindi EOL**  **Task #17 : Urdu EOL**  **Task #18 : Hindi EOL**  **Task #18 : Urdu EOL**  **Task #19 : Hindi EOL**  **Task #19 : Urdu EOL**  **Preparing for the Panel:**  **Individual Coaching**   1. Revised tasks   **Advocacy Website Development:**  **Collaboration/Application**   1. Feedback received from teachers on each draft of website development 2. Selection of appropriate resources 3. Teacher/peer observation   feedback   1. Teacher/ peer observation feedback |
| **Final Performances** | | |
|  | **Day 20:** - Proficiency Testing   * Rehearsal for Panel   **Day 21**: - Field Trip:  Panel Presentation/launch of  Advocacy Website and  taping for TV audience  **Day 22:** - Graduation   * Audience viewing taped panel presentation * Audience viewing of Advocacy Website * Interaction with audience |  |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |