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| **ONLINE Lesson Plans 11-15****Final Performance Day 16** |
| **Lesson Title: Advocating for Change: Building Upon the Knowledge and**  **Perspectives Gained**  | **Timeframe:** Days 6-days |
| **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 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; iPads; Laptop Computers, Social Networking Tools |

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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** * 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 water access, safety and sustainability issues within the appropriate cultural contexts.
* Summarize the issues related to water access, safety and sustainability 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 clean water access, safety and sustainability 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 water access, safety and sustainability.
* Act collaboratively and in creative and ethical ways to develop a Water Summit 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 Water Summit Panel:****Individual/Paired Tasks**(30+ minutes)1. Read/listen to/view an interpretive selection chosen by instructors that builds upon content/language knowledge and skills acquired during the two-week onsite program on the theme of Waer Access, Safety and Sustainability. (A different interpretive selection is assigned in each day in lessons 11-15.)
2. Respond to the following *challenge questions* related to understanding of the selection within an Indian/Pakistani cultural context.
* Discuss the daily challenge question with a partner before composing a response.
* Incorporate information gained from in-depth readings in the self-selected area of specialization, where applicable.
* Post on interactive blog for additional feedback from Indian/Pakistani students.

Note: *Indian/Pakistani students will be responding to challenge questions regarding U.S. water issues based on interpretive selections chosen by instructors.***Day 11**: How and why do water access, safety and sustainability issues vary in different cultures? India? Pakistan? US?  **Day 12**: Will India and Pakistan be able to reach the UN target to halve the proportion of the population without sustainable access to safe drinking water by 2015*?* Provide evidence to support your position.Do ample effective programs and policies exist to meet this deadline?**Day 13**: What impact does ongoing armed conflict in Pakistan and social hierarchies in India and Pakistan have on water access, safety and sustainability?**Day 14**: To what extent do issues related water access, safety and sustainability negatively impact the economic growth of India, Pakistan and US? What is the relationship between water access, safety and sustainability issues, governance and subordination of marginalized populations?   **Day 15**: How do India’s/ Pakistan’s efforts to address water access, safety and sustainability issues compare with other developing countries?**Preparing for the Water Summit Panel:****Individual Coaching**(30+ minutes)1. Work in a one-to-one setting using Skype or interactive blogging with his/her team instructor 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)1. Design the first draft of the project advocacy website on day 11; continue to revise and fine tune the draft on days 12- 15 and complete the final draft on **Day 16.**
* 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 Water Summit Panel presentation and the advocacy website based on the self-selected area of specialization.
2. 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.
3. Rehearse oral presentations for audio clips to be included on the website.
 | **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****Preparing for the water summit:****Individual Coaching**1. Revised tasks

**Advocacy Website Development:****Collaboration/Application**1. Feedback received from instructors on each draft of website development
2. Selection of appropriate resources
3. Teacher/peer observation

feedback1. Teacher/ peer feedback
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| **Final Performances** |
|  | **Day 15: 9:00 -5:30** * Proficiency Testing
* Linguafolio Post Program Self Assessment
* Rehearsal for Water Summit Panel

 **7:00 Graduation*** Water Summit Panel
* Audience viewing of Advocacy Website
* Q/A with audience and invited guests

**Day 16**: **Field Trip** * Water Summit Panel Presentation and Taping at EBC Radio for a public audience
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| **Lesson Reflections**To be posted by teachers on Kean Startalk PBworks |
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