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| **Onsite: Lesson Plan 4** | |
| **Lesson Title:** Geographical/ Location Barriers to Education Equity | **Timeframe:** Day 4 |
| **Lesson Components** | |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?  **Targeted Lesson Essential Question(s):** How do geography and location impact education equity? | |
| **Lesson Content Understandings:** *Students will understand that* physicaland human geography are inter-related and may impact access to good schools and opportunities to obtain a quality education. | |
| **Materials & Resources:** Internet Resources; Social Networking Tools; iPods; 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**   * Convey a personal point of view on the impact of geography/location on education equity based on varying cultural perspectives obtained during face-to-face interactions and from other sources. * Evaluate information using complex sentences and content-specific low frequency vocabulary.   **Culture**   * Obtain Indian/Pakistani perspectives on the relationship of geography/location on education equity based on information obtained through personal and other sources. * Analyze literacy, population and GDP data and draw conclusions about how physical and human geography impact education equity. * Compare and contrast the role of geography on education equity in India/ Pakistan with the U.S.   **Global**   * Examine how local/regional cultural perspectives and language (e.g., 23 different spoken languages in India) influence 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. Rehearse multi-media presentation messages in small groups.   **Skype/Videoconferencing Session**  (9:30 – 10:30)   1. Present one- to two- minute multimedia presentations on the impact of gender issues on education equity to Indian/ Pakistani students and respond to questions. 2. Listen to Indian/ Pakistani students’ multimedia presentations on the impact of gender issues on education equity in the U.S. and ask questions or provide comments.   **Debriefing/Reflection/New Learning**  (10:30 – 12:15)   1. Determine which multimedia message shared during the SKYPE session was the most *powerful advocacy statement* regarding gender equity and education and justify responses. 2. Examine an electronic [**physical/political map of India**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%204%20maps%20%283%29.docx) & [**physical/political map of Pakistan**](https://sites.google.com/a/kean.edu/startalk/Lesson%204%20-Physical%20Map.pdf) and current population, literacy and GDP data. 3. Determine the relationship between literacy/population/ GDP data and education equity by completing an outline map of the physical/ political geography of India/ Pakistan 4. Analyze findings in groups and draw conclusions by region about how regional geography may impact education equity in India/ Pakistan (e.g., States in regions with high population rates tend to have low literacy rates, States in mountainous regions tend to have low literacy rates, States in agricultural regions may have a low GDP, Industrial states tend to have high literacy rates and GDP). | **Preparing for Cross-Cultural Interactions**   1. Teacher observation/ feedback during practice sessions.   **Skype/Videoconferencing Session**   1. [**Multi-media presentations: Hindi EOL**](http://www.youtube.com/watch?v=eP3kFx3VAmM&feature=youtu.be)-*Presentational*   [**Multi-media presentations: Urdu EOL**](http://www.youtube.com/watch?v=UH2_8HcbNFM&feature=youtu.be)-*Presentational*   1. Audio recordings of heritage students’ questions and comments about Indian/Pakistani students’ presentations –*Interpretive/ Interpersonal*   **Debriefing/Reflection/New Learning**   1. Teacher observation/feedback during discussion- *Interpersonal* 2. X 3. Accurate completion of the [**Outline map of the physical/ political geography of India**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/photo%2012.jpg) – *Interpretive*   [**Outline map of the physical/ political geography of Pakistan**](https://sites.google.com/a/kean.edu/startalk/Map%20of%20Pakistan%20by%20Ameema.jpg)– *Interpretive*   1. Five written concluding statements based on findings by region -*Interpretive/Interpersonal*   [**Findings: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%204-Concluding%20Statements%20-%20EOL.docx)  [**Findings: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%204-Concluding%20Statements%20-%20EOL.docx) |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning**  **Coaching Lab**  (1:00 – 2:45)   1. Locate partner schools on [**Google Earth**](http://www.google.com/earth/index.html) along with a list of teacher generated schools in different regions of India/ Pakistan. 2. Note the physical surroundings of each school to determine if they are located in rural or urban areas. 3. View a **video clip** of rural schools in India & Pakistan **(**[**Hindi**](http://www.youtube.com/watch?v=SDN2ayelets&feature=related)/ [**Urdu**](http://www.youtube.com/watch?v=aHyfHMoovA8)**)** and compare and contrast with rural schools in the U.S. (physical environment, instructional resources, extent of poverty and teacher quality) using a Venn diagram.   **Extended Learning Tasks**  (2:45 – 3:00)   1. Create an iPod audio-clip and a written blog posting that provides a “snapshot” of an Indian/Pakistani school in a specific geographical location following [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%204%20rubric%20for%20extended%20learning.docx) guidelines that include: a physical description of the school and geographical region; information about days required to attend school; distance/ mode of travel; number of students; student-teacher relationship; and subjects studied. The clip and posting should be in the first person with the writer taking the role of an Indian/Pakistani student living in that region. 2. Complete their entry in a reflective blog on today’s learning.   Note: *Native students will complete the same task for a school in the U.S.* | **Collaboration/ Transfer of Learning**   1. X 2. X 3. [**Completion of Venn diagram: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson-4_Heli_Venndiagram.pdf)- *Interpretive*   [**Completion of Venn diagram: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%204%20Venn%20Diagram%20-EOL.pdf)- *Interpretive* |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |