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| **Onsite: Lesson Plan 5**  |
| **Lesson Title:** Political Barriers to Education Equity | **Timeframe:** Day 5 |
| **Lesson Components** |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?**Targeted Lesson Essential Question(s):** How do politics and government policies influence education equity? |
| **Lesson Content Understandings:** *Students will understand that* politics, government policies/ allocation of funding, corruption and armed conflict impact education equity. |
| **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** * Evaluate written and oral information posted on blogs.
* Express and support opinions.
* Ask informational and clarifying questions.
* Draw conclusions orally and in writing about video clip and articles read.

**Culture*** Gain insight into Indian/Pakistani perspectives related to the role of government and politics on education.
* Compare and contrast Indian/Pakistani /American cultural perspectives related to the role of government and politics in education.

**Global** * Analyze, integrate and synthesize information related to the impact of government and politics on education taking into account cultural contexts.
* 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. Conduct a peer review of at least one audio-clip and one written blog posting (“snapshot” of an Indian/Pakistani school in a specific geographical location from the perspective of an Indian/Pakistani student living in that region).

**Skype/Videoconferencing Session**  (9:30- 10:30)1. Be chosen by lottery to present audio clips to Indian/ Pakistani students who will act as native peer reviewers and provide their perspectives.
2. Act as peer reviewers for native students’ blogs on the same topic related to the U.S.

**Debriefing/Reflection/New Learning** (10:30- 12:15)1. Discuss new insights gained from audio clips and blog postings created by heritage and native students.
2. View a **video clip (**[**Hindi**](http://www.youtube.com/watch?v=HXgODG24LKs&feature=related)/ **[Urdu](http://www.youtube.com/watch?v=nU_5Q_Vikns))** that provides a glimpse of the extent to which government policies and politics impact education equity.
3. Interpret, discuss and record information on a [**graphic organizer**](https://sites.google.com/a/kean.edu/startalk/Lesson-5_Graphic_Organizer.docx).
4. Be provided with teacher selected **articles (**[**Hindi**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/lesson%205%20article%20%E0%A4%B0%E0%A4%BE%E0%A4%9C%E0%A4%A8%E0%A5%80%E0%A4%A4%E0%A4%BF%2C%20%E0%A4%AD%E0%A5%8D%E0%A4%B0%E0%A4%B7%E0%A5%8D%E0%A4%9F%E0%A4%BE%E0%A4%9A%E0%A4%BE%E0%A4%B0-%20shortened.docx)/ [**Urdu**](https://sites.google.com/a/kean.edu/startalk/Lesson%205%20-%20Links%20for%20Articles%20related%20to%20Political%20Issues.docx)**)** to be read and discussed in 4 small groups to gain additional perspectives on the extent to which government policies and politics impact education equity.
5. Exchange information about their group’s article with the other groups and ask and respond to questions.
 | **Preparing for Cross-Cultural Interactions** 1. Peer responses to audio and written blog postings (minimum two sentences) [**Peer Reviews: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%205-Peer%20responses%20to%20audio%20and%20blog%20postings%20-%20EOL.docx)[**Peer Reviews: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%205-Peer%20responses%20to%20audio%20and%20blog%20postings%20-%20EOL.docx)**Skype/Videoconferencing Session** 1**.** [**Audio clips.: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/BhavanPodcast.m4a) *-Presentational*[**Audio clips: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%205%20-%20Podcast%20-%20Story%20of%20a%20student%20in%20Pakistan.m3u) **-***Presentational*1. Peer review of native students’ blogs –*Interpersonal*

**Debriefing/Reflection/New Learning** 1. Teacher observation /feedback

 1. X
2. Completion of graphic organizer-

*Interpretive/Interpersonal*4. Completion of task (open-ended questions; sentence completion; define a word with a synonym/ example) on article assigned to their small group- *Interpretive/Interpersonal*5. Completion of interpretive-tasks for three articles presented on by other groups- *Interpretive*[**Peer Reviews: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%205-Peer%20responses%20about%20three%20articles%20-%20EOL.docx)[**Peer Reviews: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%205-Peer%20responses%20about%20three%20articles%20-%20EOL.docx) |
| **Lunch** (12:15 – 1:00) |
|  | **Collaboration/Transfer of Learning****Coaching Lab** (1:00- 2:45)1. Examine several political cartoons on a teacher created **PowerPoint** **(**[**Hind**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Political%20Cartoon.pptx)**i**/ [**Urdu**](https://sites.google.com/a/kean.edu/startalk/Lesson%205%20-%20Political%20Cartoons.pdf)**)** that illustrate the impact of politics/government on education.
2. Work in collaborative groups to analyze assigned **political cartoons** **([Hindi](https://sites.google.com/a/kean.edu/startalk/Cartoon_21jpg.jpg)**/ [**Urdu**](https://sites.google.com/a/kean.edu/startalk/Lesson%205%20-%20Political%20Cartoons%20for%20group%20analysis.pdf)**)** to determine the message.
3. Create an original political cartoon expressing their personal beliefs about the impact of politics/government on education in India/Pakistan working with a partner. Follow **[Task Rubric.](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson-5_Rubrics_Creating%20Cartoon.docx)**

**Extended Learning Tasks**(2:45 – 3:00)1. Create a powerful slogan or song lyrics with a partner protesting government corruption as a barrier to education equity. Make an audio-clip of the slogan or song lyrics using their iPod Touch for blog posting. Follow **[Task Rubric.](https://sites.google.com/a/kean.edu/startalk/Presentational%20Spoken%20Rubric%20-%20Revised%205%20June.docx)**
2. Complete an entry in their reflective blog on today’s learning.

Note: *Native students complete a similar task focusing on government policies and funding as barriers for education equity in the U.S.*  | **Collaboration/Transfer of Learning** 1. X
2. Teacher observation/facilitation during group work- *Interpretive*
3. [**Political Cartoon: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/shivani%20cartoon%20final.pdf)

[**Political Cartoon: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Political%20Cartoon%202.jpg) |
| **Lesson Reflections**To be posted by teachers on Kean Startalk PBworks |