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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):** Is education equity an issue solely in developing countries?  **Targeted Lesson Essential Question(s):** What are the barriers to education equity and possible solutions according to Indian, Pakistani and American experts? | |
| **Lesson Content Understandings:** *Students will understand that* there are various perspectives and opinions about education equity among experts and recognize that language and culture shape those perspectives. | |
| **Materials & Resources:** Internet Resources; iPods; 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 Goals**   * Interpret oral and written information presented by experts on education equity issues. * Ask informational and clarifying questions. * Express and support opinions on written information posted on literacy text chat. * 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 Goals**   * Compare and contrast the relationship between education equity issues and the varying perspectives presented by the Indian/ Pakistani/American experts. * Discuss and analyze their own and others’ perspectives related to education products and practices that impact education equity.   **Global Competencies**   * Determine how language and culture inform and shape perspectives and understandings using information and insights gathered on 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. Share and discuss questions created for experts and select the questions to be used during the Panel Presentation.   **Panel Discussion Session**  (9:30 –10:30)   1. Listen to the information presented by the [**Panel of Indian**](https://sites.google.com/a/kean.edu/startalk/006.JPG)**/** [**Pakistani experts**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Photo%20of%20panel%20of%20experts.JPG) and take notes on the information presented.   - Session 1 - Indian experts present to  heritage students (9:30 –10:30)  American experts present to Indian students (concurrent session).   * Session 2: Pakistani experts present to   heritage students (10:30 - 11:30)  American experts present to Pakistani students (concurrent session).  Note: *Time is built into each session for questions/ comments.*  **Debriefing/Reflection/New Learning**  (10:30 –12:15)   1. Engage in a Literacy Text Chat with native students to compare and contrast Hindi, Pakistani and American perspectives shared by panelists. 2. Write an electronic letter of appreciation to each expert thanking him/her for presenting in the STARTALK Program and for providing their perspectives on education equity issues.   Note: *Read the* ***model letters*** ([**Hindi**](https://sites.google.com/a/kean.edu/startalk/Letter-8%20Model%20%20Thank%20you%20letter%20-Hindi.pdf), [**Urdu**](https://sites.google.com/a/kean.edu/startalk/Letter-8%20Model%20%20Thank%20you%20letter%20-Urdu.pdf)) *provided and follow the* [**Task Rubric** .](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20-%20Model%20Letter%20Presentational%20Written%20Rubric%20Edited.docx)   * 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 education equity.  1. Peer-edit letters using Rubric Guidelines. | **Preparing for Cross-Cultural Interactions**  1. Teacher observation/ feedback  [**Panel Presentation Questions: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Questions%20for%20Panel%20Presentation%20in%20Hindi%20EOL.pdf)  [**Panel Presentation Questions: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Expert%20questions%20-%20EOL.pdf)**-**  *Interpersonal/Presentational*  **Panel Discussion Session**  1. Teacher observation/recordings  of Skype sessions  [**Presentation Notes: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Notes%20from%20Hindi%20Panel%20PresentationEOL.jpg)  [**Presentation Notes: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Expert%20Presentation%20notes.JPG)**-**  *Interpretive*  **Debriefing/Reflection/New Learning**   1. [**Literacy text chat: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/hindichat.pdf)[**Literacy text chat: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Literacy%20Chat%20-%20EOL.pdf)  **-***Interpretive, Interpersonal* 2. Teacher Observation and Feedback   [**Letter of appreciation: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20-%20Letter%20of%20appreciation%20-%20Hindi%20EOL.pdf)  [**Letter of appreciation: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20TonyLetter%20-BAARIA%20GRP%204.pdf) **–** *Presentational*   1. X 2. Teacher observation/feedback |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration /Application/Presentation**  (1:00 – 2:45)   1. Create an outline for a short video narrative based on the theme “Educating Children Worldwide” using information and perspectivesgained during the program to date from various resources and invited experts.  * Provide an overview of the current status of education equity in India and Pakistan. * Discuss efforts to address the issue. * Discuss possible solutions. * Follow [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/Lesson%2010-Guideline%20for%20the%20video%20narrative.docx)**.**   Note:*Students will work in groups on the development of a clip based on their in- depth area of focus****.***  **Extended Learning Tasks**  (2:45 – 3:00)   1. Complete the **rough draft** (outline) for the clip based on their group in- depth area of focus**.** 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 US schools.* | **Collaboration/ Application/Presentation**   1. [**EOL: Hindi Video** **Outline**](https://sites.google.com/a/kean.edu/startalk/Ek%20Kahani.doc)   [**EOL: Urdu Video Outline**](https://sites.google.com/a/kean.edu/startalk/Lesson%208%20Video%20outline%20-EOL.pdf) **–** *Presentational* |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |