

## Redistricting and Beyond Activity Guide- Grades 6-12

<b>Activity:</b>	<b>Community and Environmental Assets- How they are Developed</b>
<b>Purpose:</b>	There are multiple community and environmental assets in Waco that uplift the city, including the Cameron Park Zoo, Waco Wetlands, Waco Mammoth National Monument, and Airplane Park. This inquiry lesson allows students to investigate why community and environmental assets are created, the process of their development, and how they are used by the community. This virtual lesson uses primary source documents from the W. R. Poage Legislative Library.
<b>Resources:</b>	<p>W. R. Poage Legislative Library Primary Resources:</p> <ul style="list-style-type: none"> <li>● Potential of a Zoo in Cameron Park</li> <li>● Letter from Chet Edwards concerning the Waco Mammoth National Monument (Before it was a National Park)</li> <li>● Email on the Cameron Park Master Plan and the "Goals and Uses" Page of the Master Plan</li> <li>● “Edwards Speaks at Wetlands Ctr. Grand Opening” Article</li> <li>● News from Congressman Chet Edwards- Airport Park</li> </ul> <p>Additional</p> <ul style="list-style-type: none"> <li>● Project Zero’s Pass the Parcel</li> <li>● Waco Map</li> <li>● Note-taking Sheet</li> </ul>
<b>Activity’s Steps:</b>	<p>Ask the Essential Question: What are community and environmental assets and how are they developed?</p> <ul style="list-style-type: none"> <li>● Allow student(s) to respond with their initial thoughts, making guesses at what community and environmental assets could be, and the difference between them.</li> <li>● Define the word “asset” (a useful or valuable thing, person, or quality). See if their definitions change- what are some things that are useful to the community- that are natural or manmade. See if the student(s) can name any community or environmental assets in Waco.</li> <li>● Tell them that the Cameron Park Zoo and the Waco Wetlands are examples of community and environmental assets in Waco. Ask how those act as assets to the city. Do they have any ideas on how those were developed?</li> </ul> <p>Introduce the student(s) to the <a href="#">primary source documents</a></p> <ul style="list-style-type: none"> <li>● Ask the student(s) if anyone has been to any of these sites, or somewhere similar. Allow them time to share their experiences with the whole group or in partners. Then aware them that these are all community or environmental assets in Waco.</li> <li>● Tell the student(s) that they will be using primary sources to understand</li> </ul>

	<p>the development and purposes of these community and environmental assets.</p> <ul style="list-style-type: none"> <li>• Utilize the note taking sheet (provided below) for students to organize their findings of: the development process/concerns of each and how each asset will be useful to the community's citizens.</li> <li>• Allow the students time to work together, if needed/wanted by students</li> </ul> <p><b>Discussion of findings</b></p> <ul style="list-style-type: none"> <li>• Utilize Project Zero's Pass the Parcel Activity (from Harvard Graduate School's Project Zero Collection). This can be done in groups or as a whole class. Start by having the student(s) identify what they found about each community or environmental asset's development plan or how they benefit the community.</li> <li>• Then, identify the steps or considerations each development process had in common (ex. finding a location, the cost involved, would it bring more money/visitors to the community...)</li> <li>• Then tell the student(s) that it will be their job to develop a new community or environmental asset in the Waco community. Have them complete the next two steps of the activity either independently or in groups: (1) how can what we learned from the primary source documents' noted assets help you develop a new community or environmental asset; (2) what are the steps that need to be taken to make the community or environmental asset come into fruition.</li> </ul> <p><b>Develop their own community or environmental asset</b></p> <ul style="list-style-type: none"> <li>• Distribute the Waco Map to the student(s) (Recommended: allow them to be independent, in partners, or in groups, depending on their preference)</li> <li>• Have them decide what type of community or environmental asset could be established in the Waco area. Encourage them to utilize the internet to develop ideas. Have them answer these questions with their proposal: Where would the asset be located? How much would this community or environmental asset cost? If it is an environmental asset, what environmental feature in Waconare you utilizing?</li> <li>• Allow the students ample time to work and develop a thoughtful plan</li> <li>• Have the student/pairs/groups present their community or environmental asset to the group. Add everyone's new asset to the map</li> <li>• Allow the students from other groups to expand on their peers' ideas and add other ways the assets would benefit the community</li> </ul>
<p><b>Terms:</b></p>	<p>Terms and concepts for the facilitator/teacher to be familiar with:</p> <ul style="list-style-type: none"> <li>• <u>Primary Source</u>: first-hand accounts that were documented later, such as autobiographies, memoirs, and oral histories</li> <li>• <u>Secondary Source</u>: created <i>later</i> by someone who <i>did not</i> experience first-hand or participate in the events or conditions</li> <li>• <u>Citizen</u>: Person who lives in and is part of a community</li> <li>• <u>Citizenship</u>: position or status of being a citizen of a particular community</li> <li>• <u>Right</u>: a moral (or legal) entitlement to have, obtain something, or act in a certain way</li> <li>• <u>Responsibility</u>: The state or fact of having a duty to deal with</li> </ul>

	<p>something; a moral obligation to behave correctly toward or in respect of</p> <ul style="list-style-type: none"> <li>● <u>Community</u>: a group of people living in the same place or having a particular characteristic in common</li> <li>● <u>Asset</u>: a useful or valuable thing, person, or quality</li> </ul>
<p><b>Guiding Questions and Facilitation Tips:</b></p>	<p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>● What are community and environmental assets and how are they developed?</li> </ul> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>● What is an “asset”?</li> <li>● What do you think is the difference between a community and an environmental asset?</li> <li>● Have you ever been to any of the places described in the primary sources? What experiences did you have?</li> <li>● Are there any sites from the primary sources that you have not been to yet? Why do you want to visit them?</li> <li>● What could people learn from these sites?</li> <li>● How do these local community and environmental assets benefit Waco?</li> <li>● What does it mean to “value” something? Which community or environmental asset do you most value?</li> <li>● If you could plan a community asset to add to Waco what would it be? How would it be useful, helpful, or valuable to our community? Where would you want it to be located? How much would this community or environmental asset cost? If it is an environmental asset, what environmental feature in Waco are you utilizing?</li> </ul> <p><u>Facilitation Tips:</u></p> <ul style="list-style-type: none"> <li>● Review the vocabulary sheet</li> <li>● Allow students to work in pairs or groups to allow them to discuss their thoughts</li> </ul> <p><u>Facilitation for School Groups (virtually):</u></p> <ul style="list-style-type: none"> <li>● Utilize the Breakout room feature to allow students to discuss their findings together</li> <li>● Share this link with students to access all materials independently: <a href="https://sites.baylor.edu/poagek12resources/2020/07/28/resources-community-and-environmental-assets/">https://sites.baylor.edu/poagek12resources/2020/07/28/resources-community-and-environmental-assets/</a></li> </ul>
<p><b>Dig Deeper:</b></p>	<p><u>Ideas for encouraging participants to dig deeper:</u></p> <ul style="list-style-type: none"> <li>● Have the student(s) explain what community or environmental asset they most value to the W. R. Poage Library’s Flipgrid (<a href="https://flipgrid.com/g5348">https://flipgrid.com/g5348</a> with the Password: PoageLibrary). This Flipgrid is being utilized in the Elementary version of this lesson, and the students would love to see older students’ contributions!</li> </ul>

<p><b>Helpful Links and Resources:</b></p>	<p>Short video explaining Community Assets:  <a href="https://www.youtube.com/watch?v=iXxft3yilzI">https://www.youtube.com/watch?v=iXxft3yilzI</a></p> <p>Primary Source Documents:  <a href="https://sites.baylor.edu/poagek12resources/2020/07/28/resources-community-and-environmental-assets/">https://sites.baylor.edu/poagek12resources/2020/07/28/resources-community-and-environmental-assets/</a></p> <p>The Pass the Parcel thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education</p>
<p><b>Learning Objectives:</b></p>	<p>TEKS</p> <p>(1) Students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottos of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>
<p><b>Things to Observe:</b></p>	<ul style="list-style-type: none"> <li>● Student engagement</li> <li>● Level of difficulty/elements students found difficult</li> <li>● Are they hitting the learning goals?</li> <li>● What else are the students learning from this?</li> <li>● Quotes from students- specific feedback/realizations/struggles heard from learners</li> </ul>

**Resources Below:**

## Project Zero's Pass the Parcel

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

# Pass the Parcel

*A routine for fostering intrinsic motivation for deep learning and understanding.*

Invite students to think about a goal they have and imagine it as a treasure inside a parcel that is wrapped in many layers. With each layer they unwrap, they get closer to their treasure:

As you **REFLECT** on what has been learned about . . . (current or past topics), think about connections with (this topic) . . . and your goal. *With these connections, you have unwrapped the first layer of the parcel.*

**IDENTIFY** significant connections that you would like to explore further and think about why they are significant to you. *With each significant connection you identify, you unwrap another layer.*

**EXPLORE** all ways you can to understand what it is about these connections that can help you unwrap the parcel and reach the prize. *Each exploration removes another layer.*

What will you do to **ACT** on all you have learned, so the last wrapping paper will come loose and your treasure is in reach?

### **Purpose:** *What kind of thinking does this routine encourage?*

To heighten awareness that what is learned in and out of school are often connected with each other. These connections can enable moving forward to achieve goals. This fosters intrinsic motivation. It provokes curiosity, wonder and delight in finding the unexpected. Exploring the connections can broaden and deepen understanding.

### **Launch:** *What are some tips for starting and using this routine?*

*What is meant by goals?* Short term goals, career goals, health and wellbeing, sporting, social. See examples on the following page.

*Why Pass the Parcel?* Pass the Parcel is a children's party game where, through a process of unwrapping layer after layer of paper, the child who unwraps the last layer receives the prize hidden deep inside. The exact form varies, including passing the parcel around a circle of children as music is playing, and, when the music stops, the child holding the parcel unwraps a layer, and so it continues. This thinking routine uses Pass the Parcel as a metaphor. As learning and understanding broaden and deepen, the layers are removed; core knowledge, understanding and constructive ways forward, are the prize. If students do not know the game, you can explain it briefly.

*How could Parcel the Parcel be used in a classroom?* A parcel isn't necessary. Teachers can select topics directly from the curriculum, current events, or concepts such as freedom, democracy, peace, measurement etc. (see next page). Students can also suggest topics. Students commence progression through the steps quietly with reflection, then with discussions and recording the responses either individually, in a group, or as a whole class, sharing what they think they know about the topic and connections they are making.

After this, encourage students to continue their explorations any ways they think will be particularly helpful e.g. time in the library for research, drawing concept maps or diagrams of how things are connected or effect each other, list questions you would like to ask, places you could go to find out more... At a later stage invite students to share experiences related to the topic and what they have explored. The last step can be composed of discussions and formulating action plans to reach goals.

*How and why invite students to suggest something they would like to explore?* When students suggest topics, there is immediate engagement and shared ownership of the learning and it can evoke intrinsic motivation toward seeing how these topics connect to the curriculum.

*How might you follow up this thinking routine to maximize the portability of knowledge?* When students have had time to explore the topic using their own goals as a focus in their explorations, perhaps they could adopt the more traditional version of Pass the Parcel to share their new learning about the topic. They might list key points they have found out about the topic and wrap the list up as a 'treasure', providing a brief overview of their findings; and continue wrapping up this treasure, on each layer pasting a question that they had been asking on their learning journey; and then invite other students in the class to play the game. The lucky student unwrapping that final layer would instantly have the results of this exploration of the topic. This way individuals or small groups could share their experiences and new knowledge of the topic seen through different perspectives and build on their learning and experiences.

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#PassTheParcel](#).



This thinking routine was developed as part of the PZ Connect project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at [pz.harvard.edu/thinking-routines](https://pz.harvard.edu/thinking-routines)



**Note-taking Sheet**

Name of Asset	Elements of the Development Plan	How is it useful/valuable to the community