

Trinity River Activity Guide- Grades 2-5

Activity:	Trinity River - Making your Voice Heard in Government
Purpose:	The Trinity River supplies water to central Texas citizens. The river's history is as old as the state. This inquiry lesson allows students to investigate why reservoirs were made and where, how flooding is and was controlled, and how citizens in various locations used water from the Trinity River. This virtual lesson uses primary source documents from the W. R. Poage Legislative Library.
Resources:	<p>Farmer's Viewpoint Materials</p> <ul style="list-style-type: none"> ● Letter from A.H. Wheeler from June 3, 1950 ● Letter from A.H. Wheeler from May 20, 1950 ● Flood control and Farm Lands in the Trinity Basin Article <p>Houston Mayor or Businessman</p> <ul style="list-style-type: none"> ● The Trinity Battle Article ● What Trinity Improvement Can Do For You Speech <p>Dallas Businessman/Citizen</p> <ul style="list-style-type: none"> ● The Trinity Battle Article ● Memorandum Email <p>Additional</p> <ul style="list-style-type: none"> ● Letter template ● Project Zero Resources
Activity's Steps:	<p>Ask the Essential Question: Why would a river be important to a community?</p> <ul style="list-style-type: none"> ● Allow students to respond with initial thoughts ● Guide them to think about farmers and their need for water ● Discuss the general uses of water <p>Introduce the three perspectives from which the students can take: Small town farmer, Houston Mayor or businessman, and Dallas businessman (or they can create their own perspective and utilize the resources)</p> <ul style="list-style-type: none"> ● Go to the Poage Library's resource website: http://sites.baylor.edu/poagek12resources/2020/07/16/resources-trinity-your-voice-heard/ ● Show the students where they can find the documents for each perspective. Allow the students to explore all the resources at first, then have them choose one option. ● Allow the students time to work together, if needed/wanted by students

	<ul style="list-style-type: none"> • Answer the questions from Project Zero’s (a project developed by Harvard’s Graduate School of Education) Think, Feel Care Activity (attached below) <p>Write a letter to a congressman about why you deserve to have a Trinity River reservoir, or more access to the river, in your area</p> <ul style="list-style-type: none"> • Utilize the Letter Template • Remind students that they have to use their primary sources to spark ideas for reasons why they would want water in their area • Discuss the idea of persuasion and persuasive writing so that the Congressman will listen to their POV • After the letter is written, have the students play iCivics’s “Represent Me!” so they can see the perspective of a Legislator passing bills: https://www.icivics.org/games/represent-me <p>Recommended Extension:</p> <ul style="list-style-type: none"> • To make this an authentic activity, have your student(s) write a letter to the W. R. Poage Legislative Library explaining their experience writing from the perspective of a small town farmer, Dallasite, or Houstonian. • Their letters will be added to our collection and they will receive an email response from our staff! • The students can use the following address: W. R. Poage Legislative Library 201 Baylor Avenue Waco, TX 76706 • There is a template below for you to utilize.
<p>Terms:</p>	<p>Terms and concepts for the facilitator/teacher to be familiar with:</p> <ul style="list-style-type: none"> • <u>Primary Source</u>: first-hand accounts that were documented later, such as autobiographies, memoirs, and oral histories • <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 • <u>Citizen</u>: Person who lives in and is part of a community • <u>Citizenship</u>: position or status of being a citizen of a particular community • <u>Right</u>: a moral (or legal) entitlement to have, obtain something, or act in a certain way • <u>Responsibility</u>: The state or fact of having a duty to deal with something; a moral obligation to behave correctly toward or in respect of • <u>Community</u>: a group of people living in the same place or having a particular characteristic in common • <u>Appropriation</u>: a sum of money or total of assets devoted to a special purpose • <u>Reservoir</u>: a large natural or artificial lake used as a source of water supply • <u>Detention Reservoir</u>: built to catch surface runoff and stream water flow to regulate the water flow in areas below it • <u>Memorandum</u>: a written message in business or diplomacy

<p>Guiding Questions and Facilitation Tips:</p>	<p><u>Essential Question:</u></p> <ul style="list-style-type: none"> ● Why would a river be important to a community? <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> ● Why would a community need water? For what reasons? ● How do people use water? ● What would happen if an area received too much water? What would happen to the river? Could that be a problem? ● How can people fix or control too much water? ● How do you think __ (the person they chose) __ would feel if a flood happened in their area? ● How could a __ (person they chose) __ use a reservoir/stored water? How could it benefit others around them? <p><u>Facilitation Tips:</u></p> <ul style="list-style-type: none"> ● Organize the documents before the lesson into which person they would most benefit- small town farmer, Houston mayor, or Dallas businessman ● Review the vocabulary sheet ● Allow students to work in pairs or groups to allow them to discuss their thoughts <p><u>Facilitation for School Groups (virtually):</u></p> <ul style="list-style-type: none"> ● Utilize the Breakout room feature to allow students to discuss their viewpoints together ● Share this link with students to access all materials independently: http://sites.baylor.edu/poagek12resources/2020/07/16/resources-trinity-your-voice-heard/
<p>Dig Deeper:</p>	<p><u>Ideas for encouraging participants to dig deeper:</u></p> <ul style="list-style-type: none"> ● Use Project Zero’s Step In - Step Out - Step Back Activity (attached below) ● Teacher can act as the Congress member and read the letters to determine who will receive a reservoir and why
<p>Helpful Links and Resources:</p>	<p><i>Handbook of Texas Online</i>, Robert N. Tharp, "TRINITY RIVER AUTHORITY," accessed July 13, 2020, http://www.tshaonline.org/handbook/online/articles/mwt02.</p> <p>iCivics’s “Represent Me!” https://www.icivics.org/games/represent-me</p> <p>The Think, Feel, Care thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education.</p> <p>The Step In - Step Out - Step Back thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education.</p>

<p>Learning Objectives:</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>Things to Observe:</p>	<ul style="list-style-type: none"> ● Student engagement ● Level of difficulty/elements students found difficult ● Are they hitting the learning goals? ● What else are the students learning from this? ● Quotes from students- specific feedback/realizations/struggles heard from learners

**Supplies and Project Zero Resources:
Letter to a Congress Member Template**

Date _____

Dear Congress Member _____ ,

Sincerely,

Letter to W. R. Poage Legislative Library Template

Date _____

Dear W.R. Poage Legislative Library,

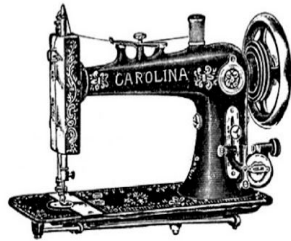
Sincerely,

Your email address: _____

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

Think, Feel, Care

A routine to foster perspective taking within a system.



Step inside a system:

Choose a variety of people within a system and then step inside each person's point of view. As you think about what you know about the system, consider what each person might think, feel, and care about:

Think: How does this person understand this system and their role within it?

Feel: What is this person's emotional response to the system and to their position within it?

Care: What are this person's values, priorities, or motivations with regard to the system? What is important to this person?

For more information about the Agency by Design project, as well as additional resources, please visit agencybydesign.org.

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #ThinkFeelCare.



This thinking routine was developed as part of the Agency by Design project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

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

Think, Feel, Care, cont'd

A routine to foster perspective taking within a system.

Purpose: What kind of thinking does this routine encourage?

This routine encourages learners to consider the different and diverse perspectives held by the various people who interact within a particular system. The goal of this routine is to help learners understand that the variety of people who participate in a system think, feel, and care differently about things based on their positions in the system. This routine fosters perspective taking, raises questions, and surfaces areas for further inquiry.

Application: When and where can I use it?

This thinking routine can be used to explore the perspective of any person within a particular system. This routine can be used on its own, or in combination with another routine. Here are some ideas and considerations for putting this thinking routine into practice:

- Working individually or in small groups, it may be helpful for you to have students sketch out a small monologue or scene that contains some of the different people who participate in a particular system. They can then assume the role of various people in their system, and act out the scene, with each student portraying a different person's perspective.
- Once students portray a person in their system in one way, ask them how they might portray the same person in an entirely different way. This will prompt your students to understand that even within particular groups of people, there is no one perspective, but rather an array of perspectives that different and unique people may hold.
- Learners should be encouraged to consider how what people think, feel, and care about may be in alignment within a particular system, or misaligned. When misalignments emerge, ask your students how these tensions are dealt with or negotiated within the system? Discussions about unequal power structures within a system may arise.
- While this routine asks learners to step inside the role of a character and to imagine how they may think, feel, and what they might care about from that point of view, it is important to remember that students can never really know and understand someone else's perspective. When engaging in this thinking routine, it is important for students to push beyond stereotypes and to try to imagine the lived experiences of particular people. Encourage your students to develop specific people to play (e.g., Julia, a migrant worker, John, a used car salesman, and Martin, a Republican senator) as opposed to types of people (e.g., a migrant worker, a used car salesman, and a Republican senator).
- When perspective taking, learners will likely draw on assumptions about the types of people represented in their system. As they do so, you may lead students in a discussion that addresses where these assumptions come from. You can encourage students to challenge their assumptions by asking them what they really know about someone else's perspective, and what they may need to do (e.g., conduct interviews, speak with a grandparent, etc.) in order to find out about someone else's perspective.

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

Step In - Step Out - Step Back

A routine for nurturing a disposition to take social/cultural perspective responsibly.

Step-in step-out step-back	
Choose:	Identify a person or agent in the situation you are examining.
Step In:	Given what you see and know at this time, what do you think this person might feel, believe, know, or experience?
Step out:	What else would you like or need to learn to understand this person's perspective better?
Step back:	Given your exploration of this perspective so far, what do you notice about your own perspective and what it takes to take somebody else's?

Purpose: What kind of thinking does this routine encourage?

While as human beings we are typically curious about the experiences and views of others, taking social perspective is a challenging cognitive and emotional task. A respectful approach to perspective taking requires that we avoid building stereotypes of others or projecting our own values and beliefs onto others. Understanding another person's world can be exciting and revealing. Yet perspective taking is also challenging and calls for practice over time.

This routine invites learners to take other people's perspectives e.g. religious, linguistic, cultural, class, generational; recognize that understanding others is an ongoing, often uncertain process; and understand that our efforts to take perspective can reveal as much about ourselves as they can about the people we are seeking to understand. The routine helps learners to identify individuals with various perspectives in a given situation; provide evidence for thoughts, values and feelings these individuals may hold; and explain how societal or more macro-forces—particularly roles and relationships—shape their perspectives. Scaffolding for healthy skepticism and reflection invites learners to take note of the biases and preferences that shape their understanding of others.

Application: When and where can I use it?

This routine can be adapted to a broad range of topics, from examining the perspectives of agents in a story, a historical event or a contemporary news article, to considering non-human perspectives such as species in an ecosystem, or collective perspectives such as interest groups in a given conflict. The routine can also be used to examine students' own perspectives in classroom situations or as they seek, for example, to create a math expression for a given problem. You may choose an image, a video, a story, or a classroom incident as provocation on which to ground students' thinking.

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

It is important for students to have enough basic information about the perspectives they will examine to support an informed initial guess. It is important to help students avoid creating a "fictional character" that may confirm rather than challenge cultural stereotypes. When setting up the routine for students, you may want to highlight that understanding how others view the world can be exciting and sometimes challenging, setting expectations for complex reasoning. You may also mark a distinction between a more imaginative "step-in" and a more inquiry driven "step-out."

Continued on the next page.

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Step In - Step Out - Step Back, cont'd

In "step-in" make sure learners understand that they are reasoning with the information that they have, which is always limited. You may point to the speculative nature of their interpretations. In "step out," invite learners to see that there is more to understanding another person than the first impression they construct. As they share their views, students may detect stereotypes in their own initial thinking and feel uneasy about "having been wrong" in their guess. It is important to normalize the fact that we all have first impressions of others and others have them of us, and point to the importance of committing to understanding other persons' perspectives beyond initial assumptions. Under "step back," learners may explore how prior knowledge, cultural or linguistic perspectives inform or obscure their interpretation. Like other routines, this one lends itself well to small groups. Indeed, the different perspectives learners hold might become more visible through dialog. You may invite students to write their responses to each question individually on separate Post-its first and then share.

What is Global Competence?

Global competence can be defined as the capacity and disposition to understand and act on issues of global significance (Boix Mansilla & Jackson 2011). Globally competent students prepare for complex societies and a global economy by learning how to investigate the world beyond their immediate environment, framing and making sense of significant issues. How do migrant populations adapt to their new places of work and living? What tools do governments have to promote economic development and eradicate extreme poverty? What is an ecosystem and how do different ecosystems around the world work? Globally competent students also learn to recognize their own and others' perspectives, articulating and explaining such perspectives thoughtfully, empathically and respectfully. Globally competent students can communicate across differences, bridging cultural, linguistic, economic and religious divides – two additional capacities that are especially important to today's fragmented and interconnected societies. Most importantly, in order to be prepared to participate and work in today's world students, must learn to take responsible action. They need to learn to identify opportunities for productive action to develop and carry out informed plans. Prepared students, this framework suggests, view themselves as informed, thoughtful, compassionate and effective citizens and workers in changing times (Boix Mansilla & Jackson 2011).

Global competence is cast as a capacity to understand – meaning, broadly speaking, to use disciplinary concepts, theories, ideas, methods or findings in novel situations, to solve problems, produce explanations, create products or interpret phenomena in novel ways (Boix Mansilla & Gardner 1999). It focuses on issues of global significance and action to improve conditions; learning must be visibly relevant to students and the world. When significance is considered, global competence curricula becomes a call for authenticity, for carefully looking to the contemporary world for topics that matter most to examine (Perkins 2015).

Finally, "global competence" as a disposition speaks of student ownership and long-lasting transformation. Thinking dispositions, Project Zero researchers have proposed, involve the ability to think with information, the sensitivity to opportunities in the real world to do that, and the inclination to do so over time (Perkins et al 1993, Tishman et al 1993). Dispositions are about the "residuals" of learning beyond formal contexts (Ritchhart 2014); they are about the "kind of person" a student will become (Boix Mansilla & Gardner 2000). Broadly considered, global competence dispositions include:

- A disposition to inquire about the world (for example, engaging with questions of significance, exploring local-global connections, and seeking information beyond familiar environments, describing, explaining and developing a position about the world).
- A disposition to understand multiple perspectives--others' and their own (for example, considering cultural contexts, resisting stereotypes, and valuing our shared human dignity-- especially as students interact with others whose paths differ greatly from their own).
- A disposition toward respectful dialog (communicating across differences listening generously, sharing courageously, openly and appropriately given their audience and context).
- A disposition toward taking responsible action (being inclined to see and frame opportunities to improve conditions, and collaborating with others, and mobilize themselves to act).

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