

# LA 3.1: Water as a Problem, Right, and Resource

## Brainstorm



Learning Outcome	Pedagogical Intent	Student Position
<p><b>Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.</b>  <b>Assessment: 25 pts.</b>  <b>TA: 20 Minutes</b></p>	<p><b>Teachers can articulate a greater understanding of cultural and linguistic diversity through multiple perspectives.</b></p>	<p><b>Teachers have explored their own culture, the changing demographics of their state, and cultural misinterpretations. They are now ready to consider multiple perspectives of language.</b></p>

## Instructions

1. Together you will watch a video that considers Water as a problem, right, or resource. You can access a viewing guide [here](#). Your facilitator will share the video, but you can access it independently at this [link](#). You will scroll down to Session 3 on the left side of the screen and then select Segment 1. Then move back to the top and click on the small video screen to watch.
2. After watching the video, your group will consider the distinctions between water as problem, right, or resource. Record your thinking on the "Water as a problem, right, or resource" provided by your facilitator. Each of you can get a copy of the chart by clicking here: ["Water as a....." chart](#).
3. Together you will discuss with the whole class your thinking. Be prepared to share your questions and insights.



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from [https://edtechbooks.org/bilingual\\_education](https://edtechbooks.org/bilingual_education)