This is a partial preview. For full access to these teaching materials, please register and download.

Photo credit: Jennifer Roberts

Discovering Your Inner Futurist

Teach the Future

DESCRIPTION/RATIONALE: This activity helps students (and educators!) discover and express their beliefs and assumptions about the future and builds their critical thinking and persuasion skills. The activity is flexible: the questions can be adapted, remixed, and used in other contexts, and other readings may be added as basis for discussion and evidence.

www.TeachTheFuture.org

FINAL PROJECT/ASSESSMENT: Socratic Seminar based on "Futurist Quiz" questions and supporting evidence from readings

ESSENTIAL QUESTIONS:

- What are my own beliefs about the future?
- What assumptions do I hold about the future that others may not?
- What evidence best supports my claims?
- How do I use evidence and persuasion to effectively communicate my position?
- Why is thinking about the future important?

ACTIVITY OBJECTIVES (COMMON CORE STANDARDS):

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.