Futures Research and Timeline

Teach the Future

A lesson plan and supporting materials for a research activity that allows students to research the past and possible futures of a topic of their choice and create an interactive timeline using HSTRY.com.

Agenda
• **Hook/Opening:**
• **Research:** Find and annotate articles on a topic
• **Assessment/Presentation**: Create timeline and present to peers
Supplemental Materials:
• Annotation guide
• NOTE: This lesson as written requires students to have Internet access to complete all activities. Alternatively, the second day could be done without Internet if the teacher prints out articles. If no Internet access is available to students, the teacher would need to provide articles and students would create timelines by hand.

Reading Standards:	Speaking and Listening Standards:	Writing Standards:
CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Reading Standards:	Speaking and Listening Standards:	Writing Standards:
CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Hook/Opening:

[TEACHING NOTE: The topic of the video and the example searches can be modified to fit topics relevant to the course]

- Ask: Where did the Internet come from? Show video: http://vickyteinaki.com/blog/history-internet-animated-infographic/

- Explain: That shows us some of the history, but what about the future? Is it possible to find some possibilities for where the Internet might be going?

Research

- Ask: How might we find sources that explain the history of a topic?
- Take student responses on search terms: "history of", "_____ in the past", "_____ 1900"
- Tell students to find an article on the history of Internet (example: http://www.computerhistory.org/internet_history/)
- Ask: How might we find sources that explain what's happening now?
- Take students responses on search terms: "_____ today", "_____ news"
- Tell students to find an article on what's happening now with the Internet (example: http://www.nytimes.com/2015/03/13/technology/fcc-releases-net-neutrality-rules.html?_r=0)
- Ask: Now, let's think about how we might find out what the future might look like. What might you search?
- Take students responses on search terms: "future of _____", "_____ of tomorrow"