



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



DESCRIPTION/RATIONALE: How do we find the future today? In this unit, high school students will learn a straightforward process for thinking about the future that builds their critical thinking and creativity that they will then apply to conduct research on the topic of their choice. This unit is adapted from a summer academy supported by California State University-East Bay and delivered by Teach the Future.

FINAL PROJECT/ASSESSMENT: Students will create a game to communicate the insights and findings from their research.

ESSENTIAL QUESTIONS:

- What is my future mindset?
- Where does the future come from?

- How do I find the future today?
- What might be the effects of changes that might happen and how might they shape the future?
- How can I communicate what I know about the future of my topic in an engaging and relevant way?

UNIT OBJECTIVES: Students will be able to...

- Explain why thinking about the future could be useful
- Explain why communicating through games could be useful
- Recognize different mindsets about the future and consider their own mindset about the future
- Define trends, events, and unknowns and explain their differences
- Notice trends, events, and unknowns in current events
- Identify possible effects of a given change
- Consider multiple alternative futures
- Design and create a game to communicate

RELATED COMMON CORE ANCHOR STANDARDS

- 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.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

LEARNING PLAN OUTLINE/SCHEDULE¹

LEARNING PLAN/ACTIVITIES	MATERIALS NEEDED
<p>New Knees + Introductory Discussion (30 minutes)</p> <ul style="list-style-type: none">• Instruct students to follow the first 2 steps on slide 2• After students play the game, discuss the question posed in point 3 on slide 2• Introduce “What You’ll Get From Game the Future” and “What You’ll Give” on slides 3 and 4• Review schedule on slides 5-7• Facilitate an all-group discussion based on the questions on slides 8-11	<ul style="list-style-type: none">• PPT slides 1-12• Computers with internet access (students can share)