



## The Future World: Imagination and Observation

Teach the Future

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<b>Title</b>	The Future World: Imagination and Observation
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<b>Source:</b>	Secondary PBL Project, 2013-2014
<b>Project Idea:</b>	Students will use both critical thinking and creativity to imagine what the future might look like. By reading a futuristic novel, scanning news for trends and signals, discussing, and writing, they will imagine and observe possibilities that could be in store. In the end, they will complete a formal scan hit, write their own futuristic story, and design a 3D object that might be present in this future world.
<b>Entry Event:</b>	<p>The teacher will launch the project by showing students images and asking them to imagine they are pictures of the future. They will dream up the world these images came from.</p> <p>Students brainstorm on the following questions: why do people like thinking about the future? Do you think it's possible to have any ideas about what the future might look like? Think of a company that wants to sell a product or someone who is trying to make a positive change in the world. Why might it be useful for them to think of what MIGHT happen in the future?</p>

"In this unit, we are going to use our imaginations and observation to think of what the future might be like. You will read a futuristic book as a book club with others in this class, you will read news articles to look for clues for what might happen, and you will create your own futuristic world based on what you learn. Keep in mind you are not saying what will definitely happen, or even what you think will happen, but rather what MIGHT happen."

<b>Content Standards &amp; Objectives:</b>	Objectives Directly Taught or Learned Through Discovery	Identified Learning Target	Evidence of Success in Achieving Identified Learning Target
	<p><u>CCSS.ELA-LITERACY.RL.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.8.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RL.8.3</u> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Students will deeply comprehend and analyze fiction texts and participate in text-based discussions around themes, characters, setting, plot, dialogue, and signals we see in our current world that could eventually lead to this future.</p> <p>Students will learn and use the vocabulary words "future," "imagination," "observation," "alternative future," "implications," "expected future"</p>	<p>Students will use Post It notes to identify "clunks" (words that are confusing), "good lines" (lines that are interesting or speak to the reader), "thoughts" (connections they make and insights they have), "and questions" (to pose to the group) as they read. They will also prepare responses to teacher and student-created questions and participate in a graded discussion with their group and the teacher once a week.</p>