



## The Next Chapter of World History

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World History II - 10th Grade  
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**This is a partial preview. For full access to these teaching materials, please register and download.**

<b>Title:</b>	<b>The Next Chapter of World History</b>
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<b>Grade Level/Class:</b>	10th Grade, World History II
<b>Guiding Question:</b>	<b>What plausible events or changes might occur in the next fifty years?</b>
<b>Project Idea:</b>	Students will use both critical thinking and creativity to imagine what the future might look like. They will create a sample page from a world history textbook of the future, looking back on events 50 years from now, when the students are in their 60's. Using their current textbook as a guide, students will imagine plausible future events, including key terms and guiding questions for the material they create.
<b>Project:</b>	As part of their final digital portfolio and reflection project, students will create a sample page from a future World History textbook, written in the year 2115. This page will reference events during the early 21st century, between the years (2015-2045).  Students must be sure to: <ul style="list-style-type: none"> <li>o Choose a single region or country to focus on (e.g. North America, South Asia, etc.)</li> <li>o Reference imaginary historical information that addresses at least TWO PERSIA categories, i.e. political,</li> <li>o Focus on a central event or condition, something that might be surprising or unexpected, while also being plausible</li> <li>o Write at least 750 words</li> <li>o Include a section title, subheadings, and at least 3 key terms</li> <li>o Include at least 2 images, 1 map, and 1 relevant data set economic, religious, social, intellectual, and/or geographic factors</li> </ul>

<b>Objectives:</b>	<p><b>Know:</b>          How to think realistically about the future          How to distinguish between possible, plausible, and implausible future events          How to use observation and imagination to write about alternative futures          How to develop and design an imaginary page from a future world history textbook</p> <p><b>Do:</b>          Read, comprehend, analyze the textbook narrative          Create a future textbook narrative          Use observation and imagination to write about alternative futures          Create an imaginary page from a future world history textbook          Discuss thoughts, questions and analysis of future events with the class</p>		
<b>Historian’s Habits of Mind (APACE):</b>	<b>Habit of Mind (APACE)</b>	<b>Questions for Reflection</b>	<b>Evidence of Success in Practicing Habit</b>
	<i>Analyzing Your World</i>	What do I observe?  Why is it this way?  How can I find out more?  How can I use my new understanding?	Observations about the future; plausible scenarios imagined; causation addressed; data references is relevant and believable
	<i>Persisting When Stuck</i>	How can I break this down?  What do I already know?  What are the context clues?  Who or what can I consult?	Plan of action developed; drafts submitted for teacher review; peer evaluation sought; teacher conferences when needed
	<i>Applying Past Knowledge</i>	What pieces are familiar?  How does this relate to what I have already learned?  Where have I seen this before?  Why do we care?	Addressing relevant contemporary events as causes for future scenarios; referencing past events; identifying patterns and connections; ascribing meaning/relevance contemporary actions that could lead to future outcomes

	<i>Clarifying Your Language</i>	<p>What do I really mean?</p> <p>How can I be more specific?</p> <p>What might confuse my audience?</p> <p>What do I hear when I read this aloud?</p>	<p>Writing text that is focused, clear and concise; creating at least 3 key terms; connecting images, diagrams, and data to narrative</p>
	<i>Engaging Other Voices</i>	<p>What perspectives are involved? Are there any perspectives missing?</p> <p>What assumptions am I making?</p> <p>What informs my assumptions?</p> <p>How do other perspectives enrich my thinking?</p>	<p>References multiple sources; addressing perspective in the imaginary narrative</p>