



View from the Past

Teach the Future

Agenda

- **Hook/Opening:** Imagining a world 30 years from now
- **Close Reading:** Back to the Future Part II clip and *New York Times* article
- **Discussion/Closing/Assessment:** Writing response to article with text evidence

Supplemental Materials:

- Blank student handout
- Teacher version of handout with possible responses examples of annotation
- Example annotation guides

Reading 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.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Writing Standards

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards

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.

Hook/Opening:

- Ask: Imagine the world 30 years from now. What would it be like? Would it be much different from now or mostly the same? In which ways might it be the same or different?

[TEACHING NOTE: These questions can be posed as an independent writing task, a small group or partner discussion, or an all-group discussion.]

- Explain: Today, we're going to look at how people from the past thought their future – our present – would look, and then come back to this question of what you believe might change and what won't in the future.