PAST, PRESENT, AND FUTURE

ACADEMIC CONTENT STANDARD OF

WRITING, RESEARCH, AND CRITICAL THINKING SKILLS.
ENGLISH LANGUAGE ARTS—GRADE 11 AND 12

Students pay attention to technology. They see and use technology as a daily experience and way of living their lives. As teachers, we see this more and more everyday when working with our TECH-E-GENERATION students. Grabbing on to this thought, I decided to develop a lesson in which students can have an important link to something in the future, and at the same time, help students improve their proficiency on the measured academic content standard of **WRITING, RESEARCH, AND CRITICAL THINKING SKILLS.**

I call my lesson **PAST, PRESENT, AND FUTURE.**

Due to a devasting fire last year at our school, we are in the process of re-building part of our school. Only now, have our students realized the impact that technology has had on them in their school environment. Taking this a step further, I would also like to have the students realize what technology has done to their personal lives and how might it change for future generations. A teacher that develops a meaningful and interesting writing assignment will increase the students' creativity and desire to learn to write better.

I would like my class to receive the *this award* so that they can develop this past, present, and future *technology time capsule/technology autobiography project* and have an important link to future generations of students. The students will actually bury the capsule when the ground breaking for the new wing takes place in the spring of 2008. Ten years from now, when the capsule would be opened, the students would be invited back and discuss their writings with the new generation of students (whatever they may be called then). I chose the 10-year wait and not 20, because I, too, as their teacher, would like to be alive by then so that I may see the result of this project and what impact it may have had on the students ten years from now.

The creating of a technology time capsule and writing technology autobiographies would be a first ever for this school. What a way to break ground for a wonderful new building.

I would like to preserve this memory and class project by purchasing materials that would protect the items buried underground and maybe have it engraved with this years class names. I also would like to purchase a copy of MY Access!---an online program that provides students with the practice they need to improve their writing skills or a copy of Turn-It-In—an online program that helps to prevent plagiarism, offers peer review, and gives teachers the chance to grade papers online so students can get immediate feedback.

Student Objectives:
(a) Develop a list of their interactions with technology from as early as they remember to the present—identify key moments, people, and places in their personal relationships with technology.

(b) Write a **NARRATIVE TECHNOLOGY AUTOBIOGRAPHY**. The narrative paper will detail the interactions that the student has had with technology during their lifetime and purpose what technology is in store for future generations.

(c) Research, describe, analyze, and document current technology in report form to create a **VIRTUAL TIME CAPSULE** for a future generation

(d) Compose a class letter to the future tech generation of MCCTC telling them how they see technology in 2018.

(e) Bury the time capsule underground and also preserve this time capsule electronically at http://www.oglethorpe.edu/itcs/.

INSTRUCTIONAL PLAN— NARRATIVE TECHNOLOGY AUTOBIOGRAPHY
Capturing Today's Technology in a Virtual Time Capsule

1. Ask students to brainstorm and write down the role technology plays in their lives---making a list of technologies that they see, use, or know about.

2. Invite students to share and write them on the **smartboard**. Offer suggestions if students run out of ideas. Also encourage them to focus on non-computer items. Discuss and add to list if necessary.

3. As the discussion concludes, ask student to collect a personal list of at least 25 or more technologies that they have had some personal experience with from the list. Tell then to include ones that have become particularly significant in their lives.

4. Distribute Technology Autobiography assignment to class. **This assignment will involve a 2-3-page narrative paper** that details the significant interactions that the student has had with technology during their life. The final paper should be organized enough so that the student organizes their experiences into a paper that tells the story of how they became the technology user they are today---GRAPHICS may be included. **CAPTURE AND SHARE THEIRWORK WITH THE CLASS USING A DOCUMENT CAMERA.   Train students on the digital camera use using the document camera.**

5. After explaining the assignment, SHOW THEM AN EXAMPLE OF A TECHNOLOGY AUTOBIOGRAPHY THAT YOU, THE TEACHER, WROTE. They probably weren't even born for some of the items. . **CAPTURE AND SHARE THEIR TECHNOLOGY WITH THE CLASS USING A DOCUMENT CAMERA. PROJECT ON THE DOCUMENT CAMAERA CURRENT TECHNOLOGY ITEMS THAT THE STUDENTS USE,**

6. Begin assignment.

7. **Evaluation** will be a rubric on narrative writing and demonstration that students were able to move beyond their own personal stories to draw conclusions and ask questions about how the technologies influenced the world around them.

TIME CAPSULE PROJECT

8.   After conclusion on the autobiographies:
(a) P*lay the song---TIME IN A BOTTLE OR IN THE YEAR 25/25.*

(b) Explain to students that they will be creating a **virtual time capsule of current technology.**   The goal is to record important information on products specific to their generation to a future generation of young people 10 years from now.

****Explain to students that this time capsule will be buried in our MCCTC grounds and opened in 10 years and they will be invited back to see this.
(c) Go to www.oglethorpe.edu and talk about the 10 most wanted time capsules.
Bring up the technology list that was created on the smarboard when doing the technology autobiography. Have students add to this list and delete any item that is not current technology. Review definition of technology.

(d) Arrange students into groups and assign each group one of the technologies listed on the smartboard. Each group will use class time to gather information and CREATE A VIRTUAL ENTRY FOR THE TECHNOLOGY TIME CAPSULE. If our school has the product (example a floppy disk), we will use the actual product---if we do not have the actual product or the product is too big to fit into the time capsule, we will document with a picture---**USING THE DOCUMENT CAMERA.**

The virtual entry must be a typed in a REPORT FOMAT, using correct grammar and spelling and when all groups are done, they will be ALL PUT ON A CD ROM to be included with the paper copies that will be placed in the time capsule.

DOCUMENTATION MUST INCLUDE:
- The purpose(s) of the product

- A picture of the product or the real thing

- A basic explanation of how the product works and is used

- An overview of the benefits of the product and the skills young persons learn from using this product

- A brief history of when the product became available on the market

- Who mostly uses the product (age, gender, etc?)

- Your comments on the products user friendliness

- Your comments on whether or not you have used this product and WHY or why not

- Tell the future generation whether or not you think this product will be around when this time capsule is open--and why

(e) THE CLASS WILL **COMPOSE A LETTER** TO THE STUDENTS OF THE FUTURE GENERATION of MCCTC WHO WILL BE OPENING THE TIME CAPSULE. This letter will tell them how this 2008 class sees technology in 2018. **SHARE THEIR WORK WITH THE CLASS USING A DOCUMENT CAMERA. Create a podcast after the students compose the letter---use the document camera to introduce the Audacity Program and podcasts.**

9. Put contents into a time capsule with all documentation and bury it. Students will use a **GPS TRACKING SYSTEM** TO LOG latitude and longitude of their capsules for future reference. **THE HOW TO USE THE GPS SYSTEM WOULD BE SHOWN BY THE DOCUMENT CAMERA.**

10. **Evaluation** will be a rubric that involves group work and also assesses the finished product.

TECHNOLOGY AND ACADEMIC CONTENT STANDARDS ADDRESSED

Technology Standards Covered

- Use technology tools to gather information for problem solving, communication, collaborative writing and publishing to create products for various audiences.
- Synthesize information, evaluate and make decisions about technologies.
- Classify, demonstrate, examine and appraise information and communication technologies.
- Demonstrate the relationship among people, technology and the environment.

Academic Standards Covered
WRITING APPLICATION STANDARD
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.

B. Produce functional documents that report organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly.

C. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert options or cause-effect reasoning.

COMMUNICATIONS: ORAL AND VISUAL STANDARD
A. Write informational essays or reports, including research that: (a))provide a clear and accurate perspective on the subject (b) create an organizing structure appropriate to the purpose, audience and context (c)document sources and bibliographies

WRITING CONVENTIONS STANDARD
A. Use correct spelling, capitalization and punctuation.
B. Maintain use of appropriate verb tenses-- Proofread writing, and edit to improve

C. Prepare for publication (for display or sharing with others)

WRITING PROCESS STANDARD
A. Use a variety of strategies to revise contend, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.

RESEARCH
A. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.

B. Communicate findings orally, visually, and in writing or through multimedia.