



## VISUALIZATION

Thinking  
strategies  
to enhance skills  
of analysis,  
creativity,  
and problem  
solving.

## COLONY OF THE FUTURE

**Lesson Description:** Students use the visualization thinking strategy to help them design individually or with a partner a colony of the future in space/underwater/ underground. The final product will show how people would meet their special needs in this new environment (where they would get food and clothing, what they would use to build a shelter, what jobs people would have, etc.)

**Pre-assessment/Prior Knowledge:**

- Students have indicated a basic understanding of the Visualization strategy through the introductory lesson (p. 29).

**SOL/POS Objective:****SS 3.4**

The student will identify historical cause and effect relationships.

**Instructional Strategy:**

*Nonlinguistic Representations-* Students use their understandings of the impacts of current events on our ability to survive to visualize the viability of future dwellings.

**Materials:**

Drawing materials

**Enduring Understandings:**

- Even though civilizations change, they remain the same in some ways
- Meeting basic needs (food, clothing, shelter) is important to people in the past, present and future
- Communities are affected by their environments

**Introduction/Essential Questions:**

- What are some things that different communities you have studied have in common?
- What predictions can we make about the future of our civilization?
- What will stay the same and what will change?
- In a colony of the future, how will its environment (space/underwater/underground) affect how the colonists meet their basic needs?

**Teach and Explore Strategy:**

- Have students think of different cultures they've studied and ask what they have in common. After silent thinking time, record ideas shared on board.
- Tell students that even though civilizations change they remain the same in some ways. Have students make predictions about the future: What will remain the same? What will change?



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- Students then consider the effects of environmental problems and the results. Mention that we're becoming overcrowded in some areas of the world. Where can we go to set up a new colony? When colonists first arrive at a new site, what would be their first concerns? Besides food, clothing and shelter what other special needs would future colonists have? How would they meet these special needs?
- Students visualize a future colony in space/ underwater/ underground or some other place mentioned in the previous discussion. Tell students to get a picture in their mind of this new colony (with or without eyes closed) and add details mentally for 3 minutes.
  - To help students with the visualization, while students are silently getting a picture in their minds, slowly say the following and leave long pauses in between the prompts...

Take a look around your future colony. What does the scenery look like? What do buildings look like? How are people getting around? What are people wearing? What are they doing? What unusual things do you see? Are there restaurants and grocery stores? What are some changes that had to be made because of the new environment? Do you see some new inventions?
- Students then share their visualization with a partner. (In my future colony I saw...)
- Students then design their colony on paper individually or with a partner adding details related to how the colonists would meet their basic needs.
- The completed product should include a name for the colony, where it is located and labels for the details.

**Assessment Evidence:**

- Student discussion
- Final product- Design for future colony (Consider extent of elaboration and attention to making adaptations to the environment.)

**Metacognition:**

- How does visualization help you create things like your design for your future colony?
- How would you explain visualization to someone who doesn't know what it is?

**Extension:** Students visualize a city or town during the times of ancient China, Greece or Rome (or any other civilization from the past they have studied) and draw what they would see if they were a time traveler from the 21<sup>st</sup> century. The picture can be in the form of a postcard with a message about what they say or did while visiting there.