

**PLAY**  
LESSON PLAN

# FUTURESTATES

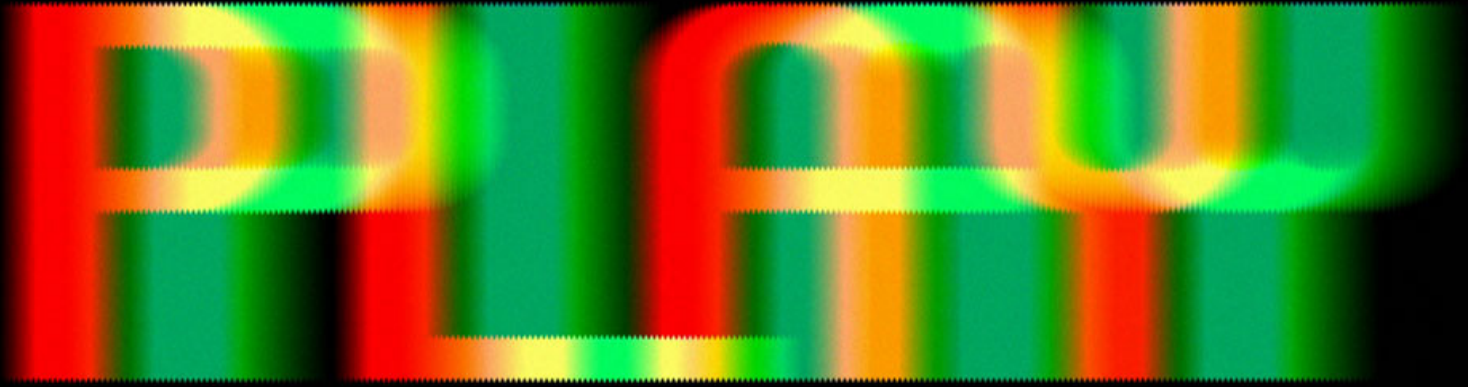


**[C] COMMUNITY CLASSROOM**  
ENGAGING STUDENTS AND EDUCATORS THROUGH FILM

PRESENTED BY:



**FUTURESTATES.TV**



## COMMUNITY CLASSROOM

Independent Television Service (ITVS)

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<http://www.itvs.org/classroom>

COMMUNITY CLASSROOM is an innovative education resource providing short documentary video content and accompanying curricular materials, lesson plans, and homework assignments to high school and community college instructors and youth-serving community-based organizations. Film modules are drawn from documentaries scheduled for broadcast on the Emmy Award-winning PBS series *Independent Lens*. Content is grouped into subject specific segments that correspond to lesson plans and educational activities. All COMMUNITY CLASSROOM lesson plans are designed with key education standards in mind, and are available free of charge online, along with the film modules.

COMMUNITY CLASSROOM is a program of the Independent Television Service, created with support from the Corporation for Public Broadcasting. Lesson plans were developed with guidance from the American Association of Community Colleges, KQED Education Network, National Association for Media Literacy Education, National Council for the Social Studies, National State Teachers of the Year, and PBS Teachers.

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# VIDEO GAMES AND SOCIAL CONTROL

## Lesson Plan Overview

In the final scene of *Play*, a video gamer is told, “Congratulations. Next level!” It is clear to the audience that she should stop playing, but she continues, unwilling or unable to exit the game.

In this scene and throughout the film, *Play* explores a question that runs throughout science fiction writing: what happens when people lose control over the technology they developed? Writers have addressed this question often in novels and films such as *Frankenstein*, *Brave New World*, *Player Piano*, *2001: A Space Odyssey*, *Blade Runner*, and many others. Along with *Play*, other films in the FUTURESTATES series also address this issue. *Play* takes the question to the next level and cautions viewers about dependency that can, at times, seem to border on addiction.

In this lesson, students will discuss the theme of the film *Play*. They will gather data about their own use of technology, discuss it, and draw conclusions. Do they agree with the writers of technological cautionary tales, or do they dismiss the fears as groundless? Students will create and present a digital response.

### Target Audience

This lesson is designed for high school students of all ability levels.

### Total Duration

This unit will take 3-4 days, depending on the class.

### Educational Standards

These Common Core Standards are addressed in this lesson:

For grades 9-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



# Procedures (Day 1)

## Teacher Preparation

The teacher will want to preview *Play* to make sure it meets community standards. In addition, it will be helpful to read the synopsis found here: <http://futurestates.tv/episodes/play>.

Have available both a copy of the trailer for *Play* and the complete film. The trailer is about 80 seconds, and the film is about 18 minutes (not counting credits).

Because *Play* does not use a traditional plot arc (with a conflict, a climax, and a resolution), students may have difficulty analyzing the film at first. It may be necessary to show the film more than once. It may also be helpful to tell students where to find the film online, so they can watch it again outside of class if they want to.

## Objective for the Lesson

Students will analyze the film and determine its theme.

## Lesson Structure

### *Beginning* (5-10 minutes)

Begin class with an assignment: challenge students to monitor how they interact with technology for 24 hours, starting now. They are to keep track of how much time they spend online at social networking sites, following a sports team or fantasy team, or watching movies, TV shows, or YouTube films. They are to keep track of how many text messages they send/receive. They should keep track of how much time they spend playing digital games, even cell phone games. The handout “Play: Interaction with Technology” (in the supplemental materials) may be useful for this task.

Clarify that you are not asking for any secret details about students’ lives; you just want their best estimate of time spent interacting with technology. The data will be gathered anonymously and discussed during the next class.

Review the concept of a literary theme. Begin by showing students the trailer to *Play* (80 seconds). Discuss the following questions:

- What is your initial response to this montage of images? Which images especially stand out?
- The trailer makes limited use of language: there are some menus near the heads of the characters, we hear the spoken words “Something’s wrong,” and we see the words “Game Over” and “Exit.” What do these words add to your expectations about this film?
- What theme do you expect from this film based on the trailer?

### *Middle* (60-75 minutes)

Let students know in advance that *Play* does not have a traditional plot. They will need to pay attention to the details to understand the story.

Distribute the **Viewing Guide** and show the film. (If students have difficulty watching *Play* and taking notes at the same time, consider showing it twice. Encourage students to watch the film and not take notes the first time. They can take notes as they watch it a second time.)

### *End*

Divide the class into small groups to discuss the questions on the **Viewing Guide**. Have each group appoint someone to make sure they discuss all the questions, someone to take notes, and someone to report to the whole class. Remind students that the purpose of the exercise is to focus on how the director shaped the film to explore a theme. Allow time for small-group discussion before calling the class together to compile and discuss responses.



# Procedures (Day 2)

## Teacher Preparation

Determine in advance how best to compile the data your students will bring to class today. The goal is to produce and share two graphs: one for the number of texts the students sent and received during the past day, and one for the amount of time they spent using technology to accomplish other tasks. The ideal option is to select a student who can compile the information using a spreadsheet and then generate and project the graphs.

If you have more than one class working on this lesson, it might be an interesting exercise to keep one set of data for each class and a second set that combines all the classes.

## Objective for the Lesson

Students will analyze data and draw conclusions about their own interaction with technology.

## Lesson Structure

### *Beginning* (5-10 minutes)

Divide students into small groups to compile subtotals of their data. When they have handed in group totals to a central person who will compile the spreadsheet, they should discuss their observations about their use of technology. They can use the questions at the bottom of the data handout as a springboard for discussion.

### *Middle* (60-75 minutes)

When all the data has been compiled, project a graph and discuss the following questions with the class:

- What digital activity takes up the most time?
- Do any of the blocks of time seem excessive?
- Do the numbers of texts sent or received seem excessive?
- If your parents saw this graph, how might they respond?
- Think for a moment about the theme of *Play*. If the filmmaker saw your graph, how might he respond? Would you agree with him? Why or why not?
- If young children spent as much time engaged with technology as the characters in the film, would it be healthy or unhealthy? Explain.

### *End*

What conclusions can the class draw about their own use of technology? Is the amount of time involved healthy or unhealthy? Do they anticipate that their interactions with technology will increase or decrease as they enter the work world?

Close by connecting today's discussion with the theme of *Play*. The film suggests that people may become too dependent on interacting with technology. Based on their own research, are students more in agreement or more in disagreement with that idea?



# Procedures (Day 3)

## Teacher Preparation

1. Determine in advance what online tools will best enable your students to produce a digital response to their research. This response might take the form of a cautionary tale for today, a warning for young children, or a report on “internet addiction” or the overuse of technology.

- If your students are to produce a narrative, visit the Animoto.com site and become familiar with how it works before expecting students to use it in the final project. If Animoto is not available at your school, consider Stupeflix.com or Capzles.com as alternatives. A narrative of sorts can be cobbled together using PowerPoint, if necessary.
- Glogster.com will enable students to produce online posters with a punch.
- For a more extensive project, students might wish to share information via a wiki. Wikispaces.com and WetPaint.com might prove useful. If students prefer to generate a website, Weebly.com might be a good choice.

Regardless of the tool students will use, the teacher will want to visit the site and try it first.

2. Determine in advance what rubric you will use to assess student work. These two sites may prove useful:

- Evaluating Multimedia Presentations (<http://www.learnnc.org/lp/pages/647>)
- Kathy Schrock’s Guide: Multimedia Rubrics (<http://school.discoveryeducation.com/schrockguide/assess.html#multimedia>)

Distribute a copy of the rubric to students in advance.

3. Schedule time in the computer lab.

## Objective for the Lesson

Students will synthesize the theme from *Play* with the results of their research, analysis, and discussion to create a narrative response. This response might take the form of a cautionary tale for today; a warning for young children; or information about “internet addiction,” the overuse of technology, or some other topic that emerged during discussion.

## Lesson Structure

*Beginning, Middle, and End (1-2 days)*

Students will probably need a full class period to produce a narrative, poster, or website that demonstrates a theme related to the wise use of technology. After production work is complete, encourage students to share their projects and to discuss why they selected certain images or information to convey a theme. Does the class feel that the images and/or information convey the theme well? How might the project have been improved?

## Extension/Supplemental Activities

The **Viewing Guide** is intended to help students look for patterns in the film that can help them understand a theme.

The **Alternate Viewing Guide** can serve as scaffolding for students who have difficulty following the events in the film. It focuses on character rather than plot or theme, so it may help students make sense of what they’re watching.

Some students have difficulty interpreting images. The **Analyze a Photograph** activity can help develop that skill.



# Play: Interaction with Technology

This task is not intended to invade your privacy. All data will be compiled into a master file, and we will analyze the results of the master file as a class. Please **DO NOT** put your name on this paper.

Task: For the next 24 hours, keep track of how much time you spend interacting with technology. This could include some or all the following:

- A. time spent at Facebook or other social networking sites
- B. time spent following a sports team or fantasy team
- C. time spent watching movies or TV shows online
- D. time spent creating, uploading, and/or watching YouTube films
- E. time spent in video games, from online games to cell phone games
- F. how many text messages you send/receive
- G. any other interaction with technology

TASK	TIME SPENT
<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>D</b>	
<b>E</b>	
<b>F</b>	<b>SENT:</b> <b>RECEIVED:</b>
<b>G</b>	

Reflect on the time you spend interacting with technology. Consider these questions along with other observations:

1. Was your interaction with technology for this 24-hour period more than usual, less than usual, or about typical for you?
2. Do you ever feel that your time texting or online interferes with friendships or other relationships (siblings, parents, grandparents)?
3. Do you think you use technology more than others, less than others, or about the same as others? (You will know for sure when the class compiles the data.)
4. If you lost your cell phone or Web access for 24 hours, in what ways would your life be different?
5. Were you surprised at the number of text messages you sent/received? Was it an acceptable amount or an excessive amount?



# Viewing Guide

1. The film uses repetition (motifs) for emphasis. What do the following elements add to our understanding or interpretation of the film?

- Scenes in which someone is drinking.

- Scenes in which someone looks at their hands.

- Scenes in which gamers wear something on their heads.

- Scenes in which the Mystery Child appears.

2. What theme(s) do you find in this film? What details support your interpretation?



# Viewing Guide (Teachers Edition)

1. The film uses repetition (motifs) for emphasis. What do the following elements add to our understanding or interpretation of the film?

- Scenes in which someone is drinking.

*In the opening scene, the thug drinks while walking down the street and then becomes violent. Akira, the Japanese student, drinks during the pillow fight and regains energy to continue. (We see a change in her health bar/life bar.) The waiter brings water to Barry and Jenni/Jessie/Jasmine, but no one drinks and the game goes nowhere. The Mystery Child brings water to the girl in the woods. After she drinks, she moves to the next level. In each case, drinking is equated with gaining energy.*

- Scenes in which someone looks at their hands.

*Sakurako looks at her hands after taking off her headgear. The Senator looks at his hands before getting out of the car, and the young woman in the woods looks at her hands after stepping out of the door. Looking at hands suggests that the person is trying to understand what persona s/he is inhabiting at that moment. The person appears to be aware that s/he is gaming.*

- Scenes in which gamers wear something on their heads.

*Sakurako wears headgear that looks like a helmet from a bad science fiction movie. The senator's headgear looks like a bobble-head doll. The headsets for both Doris and the psychiatrist also look ridiculous. However, in the forest scene, the identical forehead dots suggest that we can't just dismiss the games as silly. When everyone is doing the same thing, there must be a reason. People's willingness to choose the game over a beautiful natural environment and the company of other people suggests that something more insidious is present. The film remains vague, however, on what that might be. The audience must decide.*

- Scenes in which the Mystery Child appears.

*The Mystery Child's cowboy outfit suggests children's games of the past, games that required other people to be present physically and required a certain amount of imagination from all participants. Childhood is usually seen as a time of innocence, but this child does not fit that pattern. Because he encourages people to keep playing – even when it's bad for them – he can be seen as a Trickster figure, one who misleads people. The Mystery Child suggests that there is more danger than value in video games.*



# Viewing Guide (Teachers Edition cont.)

2. What theme(s) do you find in this film? What details support your interpretation?

*Answers will vary. Possibilities include the following:*

- *Overdependence on technology*
- *Fantasy vs. reality*
- *Quest for identity*

*What matters most is the student's support for his/her choices.*

*Some may see Play as a cautionary tale about the dangers of spending too much time playing video games. Others may broaden their criticism to include all technology. Some students may see video games as a metaphor for relationships, pointing to the "drama" of some high school incidents as a kind of game and pointing to some people as "drama queens." Encourage any reasonable interpretation that includes accurate details from the film as support.*

*The description states, "Play has the structure of a puzzle, and is not meant to resolve into a single explanation or interpretation. Rather, the film is a meditation on our present day of hyperconnectivity and information overload, using video games as the metaphor for the very human search for meaning and identity."*



# Alternate Viewing Guide

This film does not use a traditional plot to tell a story. Instead it uses a sequence images that develops contrasts between different characters and actions. The film challenges the viewer to identify not WHAT is happening, but WHY. The film focuses on theme.

You will notice that characters usually appear in two roles. In one scene a character will appear to be a person in real life – or what appears to be real life – while in another scene the character appears to be part of a video game. What might these contrasts suggest about the role of fantasy and reality in our everyday lives?

jot down details about the characters from the film. When you have finished, share your observations with a partner. The first character has been done for you.

Character	Dual Roles
Doris	She first appears as an older woman who fights off a thug who is stealing her purse; then she turns out to be a character in a video game. Later she is the receptionist for the psychiatrist. She is also a gamer.
Sakurako (first Japanese schoolgirl)	
Barry	
Jenni	
Senator Solomon Nash	
Patient	
Psychiatrist	
Young woman in woods	
Mystery Child (cowboy outfit)	



# Alternate Viewing Guide (Teachers Edition)

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Jot down details about the characters from the film. When you have finished, share your observations with a partner. The first character has been done for you.

Character	Dual Roles
Doris	She first appears as an older woman who fights off a thug who is stealing her purse; then she turns out to be a character in a video game. Later she is the receptionist for the psychiatrist. She is also a gamer.
Sakurako (first Japanese schoolgirl)	At first she plays the role of a thug in a video game. Then she seems to be just a typical schoolgirl. Then we understand that she is a character in a video game that Barry plays.
Barry	At first he seems to be a guy playing the Pillow Fight game. Next he seems to be a guy on a blind date, until we realize he is playing a Blind Date game. Then we understand him to be a character in the Senator's Blind Date game.
Jenni	Jenni at first seems to be a real person. Then we understand her to be a character in the Blind Date game. In the woods she appears to be a real person who is playing a video game and crying.
Senator Solomon Nash	At first the Senator appears to be a real person. When menus appear, however, he appears to be a character in a video game. Something goes wrong, however, and his game crashes. The audience sees him again later as one of the gamers in the woods.
Patient	The patient appears to be real. She leaves the audience wondering whether all of the previous characters have been her, dreaming or playing a video game. The actions of the psychiatrist, however, leave the audience wondering whether the patient is real. He uses menus to respond; he is unable to leave his office after she does. If he is part of a game, perhaps she is, too.
Psychiatrist	The psychiatrist uses menus to respond to his patient and is unable to leave his office after she does. This leads the audience to suspect that he is a character in a game. However, his actions in accepting the new game from the Mystery Child, canceling his appointments, and putting on a Game Helmet suggest that he is real. The audience sees him again later as one of the gamers in the woods.
Young woman in woods	The young woman in the woods steps through a door that isn't attached to anything, suggesting that she is not real, but she also looks at her hands, suggesting that she is trying to find out who she is. She can see the seated gamers, but she can also see herself as a gamer, and the gamer can see her. Her tear suggests pity or compassion. The standing girl disappears as the Mystery Child brings water to the sitting girl and congratulates her on reaching the next level, suggesting that the sitting girl is real. She is at least aware of what she is doing.



# Alternate Viewing Guide

## (Teachers Edition cont.)

Character	Dual Roles
Mystery Child (cowboy outfit)	The Mystery Child appears as both an onlooker and an active participant in the game. He seems out of place alone at night on a city street and in the restaurant booth, drinking cappuccino. He encourages people to keep playing by giving Barry a clue, by giving the psychiatrist a new game, and by encouraging the girl in the woods to level up. Significantly, he is not wearing a gamer's dot in the final scene.



# Analyze a Photograph

## *Beginning* (20-30 minutes)

Share with students a Pulitzer Prize-winning photograph, available here:  
<http://www.pulitzer.org/works/2010-Breaking-News-Photography>

If possible, project the photograph to the front of the room. Otherwise, it may be necessary to photocopy it and distribute copies to students. (Photocopying for classroom use does not violate copyright.)

Ask students (as a class) to analyze elements of the photograph to reveal as much as possible about it. Use the questions below to lead discussion. It may be helpful to distribute the questions to students in advance. (See below for a printable handout of the questions for an analysis of the photograph.)

- What do you notice first about this image and why?
- Who are the people in this image? What emotions are present?
- What is the situation? What is happening?
- What is the setting (place and time)?
- Does the picture contain any repetition, framing, or balancing?
- What message or theme does the picture seem to convey? What aspects of the picture make you think this?

## *Middle* (15-20 minutes)

When the class has completed a thorough analysis of the photograph, have students form small groups and select a second photograph from those you have made available. Allow a few minutes for them to analyze the images using the same questions as before.

## *End*

If time permits, ask students to prepare a brief presentation to the class. (This would probably occur on a second day.) If not, each group should submit a written summary of their analysis.



# Handout: Analyze a Photograph

Directions: Analyze your photograph using the questions below.

1. What do you notice first about this image and why?
2. Who are the people in this image? What emotions are present? (Names are not essential.)
3. What is the situation? What is happening?
4. What is the setting (place and time)? (Specifics are helpful but not essential.)
5. Does the picture contain any repetition? What does the repetition, if any, add?
6. What message or theme does the picture seem to convey? What aspects of the picture make you think this?



# Analyze a Photograph (Teachers Edition)

1. What do you notice first about this image and why?

*The eye is drawn to the image of the rescuer because he is wearing orange and blue, and those colors stand out against the neutral white and gray of the background of the photo. He is also located in a focal point in the upper right of the image.*

*The eye is drawn next to the orange floatation device and the arms of the person in the water. Again, the orange stands out against all the white surrounding it. The victim is located in another focal point in the lower left corner. Also, because the rescuer's full attention is focused in that direction, we naturally want to look at what he is looking at.*

*The diagonal line in the background where the white water meets the gray dam emphasizes that the rescuer is "up" and the woman is "down," both physically and metaphorically.*

2. Who are the people in this image? What emotions are present?

*The people are a rescuer (the caption says a construction worker) and a person who appears to be drowning (the caption says a woman). We can see focus and determination on the face of the man. We can only see the arms of the victim, but we can sense desperation in the uplifted hand.*

3. What is the situation? What is happening?

*Someone is trying to prevent a drowning.*

*The rescuer is not wearing anything that suggests he is a first responder; nothing says "Fire Department" or "Police." The caption tells us he is a construction worker, which explains the improvised sling made of chain. We can imagine a crane on a nearby bank and other people watching the scene, including the photographer. According to the caption, earlier efforts to rescue the woman failed, so we can also envision tension, fear, and hope.*

4. What is the setting (place and time)?

*We know from the caption that the setting is Des Moines, Iowa, and since the picture was published on July 1, 2009, it was probably taken on June 30. Nothing in the photo itself, however, identifies place (beyond "near a dam") or time. The photo could have been taken in Canada, Great Britain, Europe, Australia, South Africa, or anywhere else one might find a Caucasian construction worker. Nothing in the photo identifies time except the style of the orange life jacket and the man's haircut.*

5. Does the picture contain any repetition?

*The bright orange of the life preservers is repeated on the rescuer and the person in the water. Because we associate that color with danger, the repetition emphasizes the feeling of danger.*

6. What message or theme does the picture seem to convey? What aspects of the picture make you think this?

*Answers will vary. One possibility is that this is a picture of heroism in action. The man is putting himself at great personal risk to help someone else. Another possibility is a theme of "never give up." Both people in this picture are still trying to beat the odds. Accept any response that students can support with details from the picture.*

# Extension Activity: Predict-O-Meter

## Objectives

The student will:

- Investigate and analyze predictions for *Play* as posted on the FUTURESTATES Predict-O-Meter.
- Formulate and post their prediction on the Predict-O-Meter site.

### *Beginning* (5-7 minutes)

Reactivate prior knowledge by reviewing discussions related to the film.

### *Middle* (30-35 minutes)

Students will investigate predictions as presented on the Predict-O-Meter, which is located on the FUTURESTATES website. After selecting and evaluating three of the predictions using the evaluation rubric, students will develop at least one prediction to post on the website. The proposed prediction will be evaluated by a peer and approved by the instructor before posting. The predictions may alter the course projected in the Predict-O-Meter predictions. Students may require an example of a valid prediction. Using the rubric to instruct the students, prepare a sample prediction and lead the class in an analysis of the statement. The following is an example of a proposed prediction and the evaluation of it using the prepared rubric.

Proposed prediction: "In 2020, a computer virus launches on April Fool's Day, shutting down every video game and online game for 24 hours. Police report a surge in crime, hospitals report emergency rooms over capacity, and suicide prevention hotlines are so overloaded that they have to call in additional volunteers."

- Is the prediction based on realistic possibilities?

*Yes. Viruses have disrupted communications in the past. A determined programmer or programmers could insert a command to launch a virus into a video game easily.*

- Do the consequences of the prediction support the film?

*Yes. People in the film are very dependent on their games.*

- Do known events in the past support the prediction?

*Yes. People have responded to loss of power with violence; it's reasonable to think they might do the same when deprived of entertainment.*

- Is this prediction plausible?

*This is the evaluator's opinion based on the evidence presented in defense of the prediction.*



### FUTURESTATES Predict-O-Meter Activity Instructions

Log on to [www.futurestates.tv](http://www.futurestates.tv). Go to the Predict-O-Meter. There are three rows of predictions. The row on the far left contains the predictions based on the FUTURESTATES films, including *Play*. The center row consists of predictions submitted by viewers. The far right row contains dates of known events. For this activity, click on the green FUTURESTATES predictions. The number that appears in each green square is the number of predictions related to the specified year. Be certain to scroll down to see all predictions for a given year. At the end of each prediction is the tag for the film associated with each prediction. Find as many predictions as you can for the *Play* film. Choose three predictions to evaluate using the rubric below. When the assigned evaluations are finished, create at least one prediction of your own. Your prediction will be evaluated by another student. If the evaluation is at least a "3", you may post it on the FUTURESTATES website.

Film: \_\_\_\_\_ Year: \_\_\_\_\_

Prediction: \_\_\_\_\_

	No 1	Somewhat 2	Yes 3	Don't know 0
Is the prediction based on scientific possibilities?				
Do the consequences of the prediction support the film?				
Does the prediction directly lead to the next prediction?				
Do known events in the past support the prediction?				
Is this prediction plausible? (This is your opinion.)				
Total: (add column)				

Overall Total: (Add totals for each column together) \_\_\_\_\_ Score:  $\frac{\text{Overall Total}}{5} =$  \_\_\_\_\_

Film: \_\_\_\_\_ Year: \_\_\_\_\_

Prediction: \_\_\_\_\_

	No 1	Somewhat 2	Yes 3	Don't know 0
Is the prediction based on scientific possibilities?				
Do the consequences of the prediction support the film?				
Does the prediction directly lead to the next prediction?				
Do known events in the past support the prediction?				
Is this prediction plausible? (This is your opinion.)				
Total: (add column)				

Overall Total: (Add totals for each column together) \_\_\_\_\_ Score:  $\frac{\text{Overall Total}}{5} =$  \_\_\_\_\_



**Film:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Prediction:** \_\_\_\_\_

	No 1	Somewhat 2	Yes 3	Don't know 0
Is the prediction based on scientific possibilities?				
Do the consequences of the prediction support the film?				
Does the prediction directly lead to the next prediction?				
Do known events in the past support the prediction?				
Is this prediction plausible? (This is your opinion.)				
Total: (add column)				

Overall Total: (Add totals for each column together) \_\_\_\_\_

Score:  $\frac{\text{Overall Total}}{5} =$  \_\_\_\_\_

**Personal prediction for** \_\_\_\_\_ **(film name)**

**Name:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

**Year:** \_\_\_\_\_

**Prediction:** \_\_\_\_\_

	No 1	Somewhat 2	Yes 3	Don't know 0
Is the prediction based on scientific possibilities?				
Do the consequences of the prediction support the film?				
Does the prediction directly lead to the next prediction?				
Do known events in the past support the prediction?				
Is this prediction plausible? (This is your opinion.)				
Total: (add column)				

Overall Total: (Add totals for each column together) \_\_\_\_\_

Score:  $\frac{\text{Overall Total}}{5} =$  \_\_\_\_\_

**Should this prediction be posted to the website?** \_\_\_\_\_

**Teacher's approval** \_\_\_\_\_

**Date posted** \_\_\_\_\_

**If not posted, explain the reason for declining.**



## **LESSON PLAN CREDITS**

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### **About FUTURESTATES:**

Imagining tomorrow's America today, FUTURESTATES is a series of independent mini-features – short narrative films created by experienced filmmakers and emerging talents transforming today's complex social issues into visions about what life in America will be like in decades to come. The first season of FUTURESTATES debuted in March 2010, and is available online at [futurestates.tv](http://futurestates.tv).

### **About ITVS:**

The Independent Television Service (ITVS) funds and presents award-winning documentaries and dramas on public television, innovative new media projects on the Web and the Emmy Award-winning weekly series *Independent Lens* on Tuesday nights at 10 PM on PBS. ITVS is a miracle of public policy created by media activists, citizens and politicians seeking to foster plurality and diversity in public television. ITVS was established by a historic mandate of Congress to champion independently produced programs that take creative risks, spark public dialogue and serve underserved audiences. Since its inception in 1991, ITVS programs have revitalized the relationship between the public and public television, bringing TV audiences face-to-face with the lives and concerns of their fellow Americans. More information about ITVS can be obtained by visiting [itvs.org](http://itvs.org). ITVS is funded by the Corporation for Public Broadcasting, a private corporation funded by the American people.

