

**Curriculum Unit  
Title**

Future Self and Community

**Author**

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**KEY LEARNING, ENDURING UNDERSTANDING, ETC.**

In this unit students will discover the connection of how personal future self will affect their community. Learners will begin to think of who they will be in the future and begin to develop their thoughts with peer discussion. Once decided they will begin to examine how self and community are interconnected and what are the reasons behind their theories. Students will predict and determine their future job, build a slab-built ceramic structure of their job idea, and tell the story of how it happens, and how they have positively improved their community. Students will develop empathy towards others while building their understanding of how self relates to community. They will tell the story using a pop-up book page or a large comic book page.

**ESSENTIAL QUESTION(S) for the UNIT**

What is a community? Where is a community? What people are in your communities? Are there different types of communities? What job will you have in ten or fifteen years? How will that job impact your community? How does inspiration impact your future self? How does history impact our current lives? How can you make your own history? Is it important to predict the future?

**CONCEPT A**

Future Self and Community

**CONCEPT B**

Tell Your Story – Comic Panels or Pop-Up Book

**CONCEPT C**

Build Your Story – Ceramic Slab-built

**ESSENTIAL QUESTIONS A**

How do self and community relate to one another? How can we improve our community now and in the future? Does it matter if the outside world cares about our community? How does a local community adjust to big changes in the United States? How can an individual impact their community?

**ESSENTIAL QUESTIONS B**

How has the way people tell stories changed throughout history? What is the best way to visually explain your story? How do I determine whether the piece of artwork is successful?

**ESSENTIAL QUESTIONS C**

Where will my future self work and in what building will I work? How can I manipulate clay? Have I solved my ceramic design problems using the correct processes? How do I determine whether the piece of artwork is successful?

**VOCABULARY A**

Community, Self, History, Future, Empathy, Commonality, Self-fulfilling prophecy

**VOCABULARY A**

Panels, Comic strip, Sequence, Speech/Thought balloon, Inking, Penciling  
  
Pop-up, Angle, Cam, Fold, Armature, Guide, Gutter, Base page, Acute angle, Right angle

**VOCABULARY A**

Ceramics vs. clay, Slip and Score, Slab, Slab roller, Kiln, Glaze, Bisque-wear, Leather-hard, Firing, Wax resist, Underglaze

**ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES**

Included in this unit are various tools and resources to aid the teacher and student in the classroom. Videos options include a documentary of the journey some children take from Central America into the United States, video clips of the movie trailer of District 9 which shows actual aliens in a refugee camp in South Africa and how the public deals with the new “illegals,” and YouTube videos that clarify empathy for young adults. These videos all play an important role in understanding the lesson but various options are provided so that the teacher can choose which is best for their classroom setting. The students will also be using various books a resources such as pop-up books for easy clarification on how to construct the parts of a pop-up book page for aspiring paper engineers.