



IN THE NEWS

HERE AND THERE

4.3.3

CURRICULAR FOCUS:
SOCIAL STUDIES, LANGUAGE ARTS
GRADE LEVELS: K-6

In the Year 2100: Miss Columbia Strikes Again!

If Miss Columbia were to take a bicentennial voyage a hundred years from now, what do students predict she'd find?

Objective: Students review how much they've learned about life in 1900 and around the world, and test their imaginations by writing newspaper accounts and journal entries about a bicentennial Miss Columbia voyage.

Background

This activity is designed to provide a culmination to your school's participation in the *Around the World with Miss Columbia* project. In it, students will help prepare two new sets of journals and compare them with two others: Miss Columbia's original journal and the journal description they themselves prepared in Preview Activity 2.3.



Materials

- ◆ Miss Columbia's original journal
- ◆ Copies of students' original concept journal of what Miss Columbia's 1900 trip must have been like (see Preview Activity 2.3)
- ◆ The new Miss Columbia's official journal for her centennial voyage
- ◆ Other materials as needed; see activity suggestions below

Getting Started

Remind students of the work they did at the outset of *Around the World with Miss Columbia* and review the results of that work, if available. What have students learned about Miss Columbia's original trip that is completely different from what they'd imagined? What had they predicted in the way of communication or travel mode that, in retrospect, they now know would have been impossible at the time? If you want, compare aspects of their predictions with Miss Columbia's original journal to point out differences between the two.

Now let students know that their final involvement in the Miss Columbia project will be to work together to produce entries for both her official centennial journal — and a *bicentennial* journal, looking ahead to a third voyage in the year 2100.

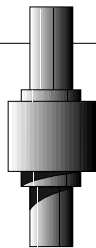


Procedures

- Part of the fun of reading the original journal is understanding when and where individual journal-writers began and left off. If you did not do this with students as part of any earlier activity, consider doing it now. It will help link the journal-writing process behind Miss Columbia's current journal with the ways her original journal was produced. (Note: see the Box at the end of the journal in Section 2.2 for information regarding Miss Columbia's original journal-writers.)
- There are many ways you can engineer the drafting of your entry in Miss Columbia's current journal (if you are a school hosting a visit from her). Some ideas:
 - ◆ Make it a class- or school-wide language arts project. Assign every student in third grade or above to write a journal entry describing Miss Columbia's visit to your school. The entry should include the dates and duration of the visit; highlight the principal events; and offer quotes or perspectives from students, teachers, or community members about Miss Columbia or her centennial voyage's themes. The best and most accurately representative essay can be the one inscribed in her journal before she leaves.
 - ◆ The challenge with the strategy outlined above, of course, is the deadline pressure imposed by having to create the journal entry before Miss Columbia leaves your school. Please note: it's important that each host site send her on her way with its journal entry inscribed in her book. That way, subsequent hosts can read through the journal and make it part of their celebration. In order to meet this deadline, you might consider having the student editors of your school newspaper (or an upper-grade class newspaper) prepare the journal entry. Writing-under-deadline, after all, is part of the challenge faced by every working journalist.
 - ◆ You can always write the journal entry yourself, or have it written by another teacher or administrator at your school. Miss Columbia's journal likely will feature a wide range of writing styles and capacities (and represent a range of age levels among the writers), and that will be considered one of its strengths.
- Now it's time to do some more envisioning, of the kind your students did when they imagined what Miss Columbia's original trip must have been like (Preview Activity 2.3). To do this in an organized way, you might reconvene the student teams that have been following different themes through the 20th century as

A Time Capsule for the Year 2100?

What do you do with all of the treasures your students produce in the course of envisioning life in the year 2100? Consider collecting some of them and creating a time capsule, to be preserved for 100 years at the school (or its successor institutions), and opened on the 100th anniversary of Miss Columbia's visit — or, even better, on the occasion of her return. A short length of PVC pipe, available at any hardware store, with caps on either end can make for a durable, space-efficient capsule that might just stand the test of time.



part of the "Timeline of the Century" activity (3.1). If you have not pursued that activity, take a look at it now anyway and use the themes provided there as a basis for student envisioning of the year 2100. Ask each team of students to think about the pace of change for a given theme during the 20th century — and then try to predict what the major developments for that theme will be during the next 100 years. Each team should brainstorm as many different possibilities for theme as they can, and then create a portrait of what they think might be one possible scenario for the year 2100. (Use the "Rules for Brainstorming" box on the following page to help students be as productive as possible.)



4. Once the teams have come up with some sort of portrait, have them present their vision to the class. Make sure one student is recording the visions on a blackboard or easel pad. When all the teams have presented, you'll have a composite portrait of life in the year 2100. Once again, you can move into the next stage of this activity in a number of ways. Among them:
 - ◆ Ask each student to write a new journal entry describing a possible visit from Miss Columbia on her bicentennial voyage in 2100 to your school. It's up to you whether you'll want each child to write according to the composite portrait created by the class brainstorming, or let each one create his or her own portrait, using the composite as a base. Each journal entry should try to include some reference to each of the major theme areas of study (i.e., Transportation, Communication, etc.). How different will life be at the turn of the next century? Ask students to think about how different life is now from what it was in the year 1900 in so many, many ways.
 - ◆ Turn the project into an art exercise, asking students to draw a picture of Miss Columbia during her visit to your school a hundred years from now (and including special aspects of life then that are different from the way we live now).
 - ◆ If you're pursuing the "Timeline of the Century" activity, consider using the composite portrait of life in the year 2100 to extend your timeline. How would students portray some of the changes they foresee during the 21st century on their timeline? This section of the project could become the most interesting one of all, and might provide a good opportunity for you to bring community members and local newspaper writers into the school. (Why not host a "Dawn of a New Century" night in conjunction with one of your regular parent open houses?)
 - ◆ Ask students to approach the subject in a different way: writing a newspaper story (or aren't there newspapers anymore?) covering Miss Columbia's visit to your school; writing the personal diary entry of a student who attends the school a century from now; or creating some brand new, 21st-century way of describing her visit. Who's to say, after all, that students will even be collecting every day at a building like yours to attend something called... "school"?



Rules for Brainstorming

- ◆ Don't interrupt. One person speaks at a time.
- ◆ Don't be critical. There are no bad ideas at this stage of the game.
- ◆ Try to build on what your teammates suggest.
- ◆ If you're stuck, try having everyone work silently and independently for three minutes, and then come back together again.
- ◆ Still stuck? Try starting with a phrase, such as "I wish...." or "How could...."