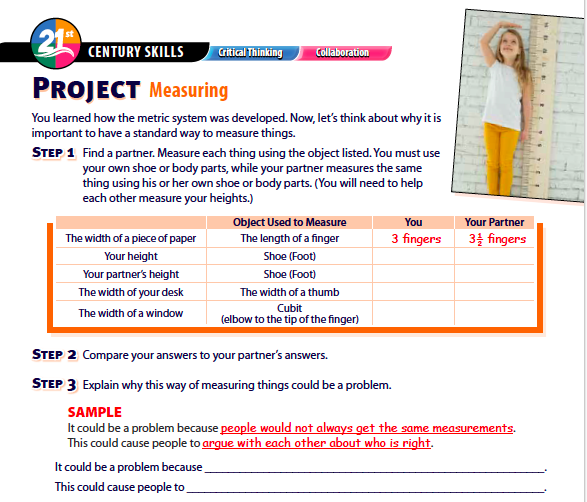
**Reading Future Project Type 12**

**Create 1 Unit 14**

**Measuring Collaboration, Critical Thinking**

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| --- |
| **Lesson Objectives** |
| ∙ Students can practice collaboration by working with a partner to measure different items together.  ∙By utilizing **Critical Thinking**, students can come up with reasons to explain the disadvantages of this particular way of measuring items.  ∙ Students can improve **Collaboraion** and **Critical Thinking** abilities, which are 21st century core skills, by working together and discussing problems. |
| **Project Type 1** |
| Step 1. Measure items and complete the chart .  Step 2. Compare answers with a partner.  Step 3. Discuss and share ideas about disadvantages.  Similar Project Types are: Connect 3 U 8 Change 2 U 1 Create 1 U 14 |

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**∙** By summarizing the reading passage and what they have learned in the unit, start by asking warm-up questions to get them interested in the assignment.   
You learned how the metric system was developed. Now, let’s think about why it is important to have a standard way to measure things.

**Step 1**

**∙** Ask students to find a partner and to complete the chart on their own at first. Explain that they can help each other measure each others’ heights. Tell students that they must use their own shoe or body parts.

Find a partner. Measure each thing using the object listed. You must use your own shoe or body parts, while your partner measures the same thing using his or her own shoe or body parts. (You will need to help each other measure your heights.)

**∙** Read the sample together.

**Sample**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Object Used to Measure** | **You** | **Your Partner** |
| The width of a piece of paper | The length of a finger | 3 fingers | 3 ½ fingers |

**Possible Answers:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Object Used to Measure** | **You** | **Your Partner** |
| The width of a piece of paper | The length of a finger | 3 fingers | 3 ½ fingers |
| Your height | Shoe (Foot) | 9 shoes | 10 shoes |
| Your partner’s height | Shoe (Foot) | 10 shoes | 9 shoes |
| The width of your desk | The width of a thumb | 21 thumbs | 21 thumbs |
| The width of a window | Cubit | 1 ½ cubits | 1 ¾ cubits |

Macintosh HD:Users:hanasakuragi:Desktop:Screen Shot 2018-08-11 at 5.42.25 PM.png**Step 2**

**∙** Instruct students to compare their answers with each other.

Compare your answers to your partner’s answers.

**Step 3**

**∙** Direct students to discuss the problems of this way of measuring things.  
Explain why this way of measuring things could be a problem.

**∙** Read the sample together. Tell students to write their own ideas down.

**Sample** It could be a problem because people would not always get the same measurements.  
This could cause people to argue with each other about who is right.

**Possible Answers:**

It could be a problem because people are different sizes.

This could cause people to wear the wrong-sized clothes and build the wrong-sized buildings.

**∙** Wrap up the class by summarizing students’ ideas.