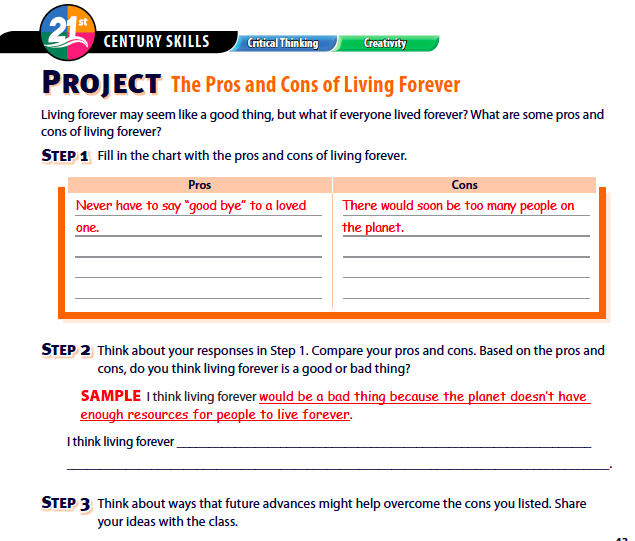
**Reading Future Project Type 7**

**Create 1 Unit 9**

**The Pros and Cons of Living Forever Critical Thinking, Creativity**

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| **Lesson Objectives** |
| ∙ Students can utilize critical thinking and creativity skills by comparing the pros and cons of living forever.  ∙By developing **Critical Thinking**, and **Creativity** abilities, students can come up with reasons for and against living forever in a systematic method.  ∙ Students can improve **Critical Thinking** and **Creativity** abilities, which are 21st century core skills, by expressing their ideas and opinions. |
| **Project Type 1** |
| Step 1. Complete the chart with pros and cons of living forever.  Step 2. Based on the answer in Step 1, complete the sentence.  Step 3. Discuss and share ideas with class.  Similar Project Types are: Create 1 U9 Create 2 U 5, 9 |

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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.   
Living forever may seem like a good thing, but what if everyone lived forever? What are some pros and cons of living forever?

**Step 1**

**∙** Instruct students to think about the pros and cons of living forever. Then, tell them to fill in the chart.

Fill in the chart with pros and cons of living forever.

**∙** Read the sample ideas together.

**Sample** Pros: Never have to say “good bye” to a loved one.

Cons: There would soon be too many people on the planet.

**Example Answers:**

|  |  |
| --- | --- |
| **Pros** | **Cons** |
| You can get to know your descendants.  You can see the technological progress of the future.  You have enough time to make all your dreams come true. | Your health might be bad.  Your loved ones might have to take care of you. |

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**Step 2**

**∙**  Macintosh HD:Users:hanasakuragi:Desktop:Screen Shot 2018-08-04 at 3.41.26 PM.png

Tell students to compare the pros and cons from Step 1.

Think about your responses in Step 1. Compare your pros and cons. Based on the pros and cons, do you think living forever is a good or bad thing?

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

**Sample** I think living forever would be a bad thing because the planet doesn’t have enough resources for people to live forever.

**Example Answers:**

I think living forever would be a good thing because everyone would have enough time to do all the things they’ve always wanted to do.

**Step 3**

**∙** Instruct students to look at the cons that they have written down and to think about ways that future advances in medicine, science, and technology could overcome the cons. Ask students to share their ideas with the class.  
Think about ways that future advances might help overcome the cons you listed. Share your ideas with the class.  
**Example Answers:**

Medical technology may be able to solve all the problems and diseases of old age**∙** Wrap up the class by summarizing students’ ideas.