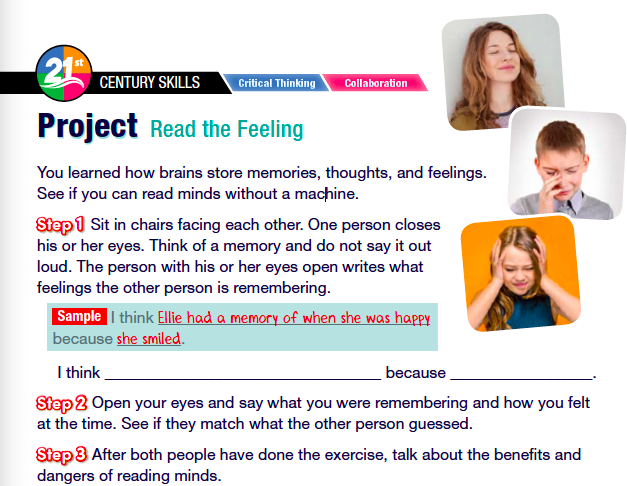
**Reading Future Project Type 10**

**Connect 1 Unit 8**

**Read the Feeling Critical Thinking, Collaboration**

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| **Lesson Objectives** |
| ∙ Students can strengthen collaboration through working together on a task and then discussing the pros and cons of mind reading.  ∙Through **Critical Thinking**, students can work on expressing ideas.  ∙ Students can improve **Critical Thinking** and **Collaboration** abilities, which are 21st century core skills, by discussing the benefits and dangers of machines. |
| **Project Type 1** |
| Step 1. Complete the sentence working in with a partner.  Step 2. Compare answer with partner’s answer.  Step 3. Talk about the advantages and disadvantages of reading minds.  Similar Project Types are: Connect 1 U 13 Connect 2 U 9 |

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**∙** By summarizing the reading passage and what they have learned in the unit, start by giving instructions. Focus students’ attention on the pictures on the right side of the page to get them interested in the assignment. Ask them how each person feels and why they think so.

You learned how brains store memories, thoughts, and feelings. See if you can read minds without a machine.

**Step 1**

**∙** Divide the class into pairs. Instruct students to sit in chairs facing each other. Explain that the first student closes his or her eyes and thinks of a memory without saying anything. The second student guesses and writes down what memory the first student is thinking about.

Sit in chairs facing each other. One person closes his or her eyes. Think of a memory and do not say it out loud. The person with his or her eyes open writes what feelings the other person is remembering.

**∙** Read the sample sentence given to help guide the students.

**Sample** I think Ellie had a memory of when she was happy because she smiled.

**Example Answers:**

I think Brian had a memory of when he lost his backpack because he looks sad.

I think Joe had a memory of feeling sad because he cried.

Macintosh HD:Users:hanasakuragi:Desktop:Screen Shot 2018-08-04 at 2.27.53 PM.png**Step 2**

**∙** Let students share and compare their answers with each other.

Open your eyes and say what you were remembering and how you felt at the time. See if they match what the other person guessed. **∙**Tell students to repeat Steps 1 and 2 for the second student.

**Step 3**

**∙** In pairs or as a class, discuss the benefits and dangers of reading minds.

After both people have done the exercise, talk about the benefits and dangers of reading minds.

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