A Vision for the Future Lesson Plan

TITLE: A Vision for the Future of the Middle East

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SUMMARY OF THE LESSON/UNIT:

Students will learn about different countries' visions for the future through looking at images, reading plans, and watching videos. Students will subsequently look on a more local level and analyze the strengths and needs of their own communities prior to drafting an idea about what they would like to see for their space's future. They will then engage in a short research project regarding the United Nations Sustainable Development Goals (SDGs) and how they apply to each of the different countries. Additionally, students have the opportunity to learn new perspective drawing skills by envisioning and drawing a city that would support a Sustainable Development Goal. Finally, they will create a persuasive argument slide to represent a community vision for sustainability that can be shared with others.

SUBJECTS: Art & English/Language Arts (ELA)

GRADE LEVEL(S): Middle/High School

TIMING:

- Art: Five class periods

- ELA: Three class periods for community mapping and persuasive pitch slide

STANDARDS:

- Art:
  - 6th VA:Cr2.3.6 a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.

- ELA:
  - Common Core State Standards for ELA:
    Research and write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

Research and write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

ESSENTIAL QUESTION/COMPELLING QUESTION:

- Art:
  - How do objects, places, and design shape lives and communities?

- ELA:
  - What are the strengths of each of these countries? What are their needs? What are the environmental, economic, and social challenges that they are addressing with their vision?
  - What are the strengths of our place/community? What does our community need? What are our future environmental, economic, and social challenges that we can address with our vision?

LEARNING OBJECTIVES:

- Art:
  - Students will learn how to recognise, create, and apply linear and atmospheric perspective, horizon line, vanishing points, and viewpoints in and artwork to show depth and dimension.

- ELA:
  - Students will be able to assess and substantiate community needs using community mapping techniques and programs.

- ○ Students will create action plans for service-based change based on community needs
- ○ Students will be able to use the tools of persuasive writing to convince others to support arguments for community projects.

LISTS OF MATERIALS/RESOURCES NEEDED:

- Art:
  - ○ [Future Cities Perspective Drawings](#)

- ELA:
  - ○ [A Vision for the Future: A Look at the Middle East](#)
  - ○ [A Vision for the Future: Community Mapping Project](#)
  - ○ [Research Project: Visions for Future Spaces in the Middle East and at Home](#)

BACKGROUND/CONTEXT/RATIONALE:

Countries around the world are grappling with the challenge of a changing world due to climate change and political instability. This multidisciplinary unit will allow students to learn about the United Nations Sustainable Development Goals, but will allow students to understand the unique challenges and the future visions of a variety of Middle Eastern countries. In order to bring the outward lens inward and back to place, students will research the ways their own communities are planning for the future. Students also have the opportunity to draw their vision city and develop their own visionary persuasive skills to pitch an innovative solution to a local problem. Ultimately, this unit not only asks students to think about the challenges ahead for our planet, but also allows them to see the ways communities envision and create solutions based on global and local needs.

PROCEDURES/PROCESS/TASKS:
- Art:
  - ○ Class One: Discuss Sustainable Development Goals, and SDG #11: Sustainable Cities and Communities, watch and discuss NEOM and Masdar City.
  - ○ Class Two: Learn to draw 1pt perspective and practice independently
  - ○ Class Three: Learn to draw 2pt perspective and practice independently
  - ○ Class Four (optional): Learn to use the ruler features in Autodesk Sketchbook App
  - ○ Class Five and Six: Final project. Apply digital or traditional drawing skills to design a future city for a population that creatively meets the needs of the inhabitants

- ELA:
    - (explore future visions)
    - (explore sustainability goals)
    - Community mapping exploration and persuasive project (three class periods):
    Class 1 - students begin working with the slides for community mapping. Review what has been learned about future visions for the Middle East. Ask how this type of thinking might lead to change in the students' community today. The first task is to observe the space. This can be done with a community walk, observations with Google Earth, or preferably both. Using the slide deck, students answer questions about possible areas of improvement for these community spaces. These should be noted on the "Issues" and "Solutions" slide #5 in the slide deck.

    Class 2- During this class, students should refer to their observations of the community spaces they inhabit. Using large paper and art supplies, they should create maps of the different parts of the physical space, including areas that might be places for service projects to change the landscape to make it healthier for people, animals, and/or plants. At the end of this class, students should share and compare their maps. If the school has a service learning group or goal, these maps may be shared there, as well.

    Class 3 - Students design a persuasive pitch for their projects. Review the tools of persuasion on slide #7 and the design example on slide #8. Have students prepare their pitch on paper before designing the slide, in particular the language of persuasive writing so they are sure to use all of the tools listed on slide #7.

ASSESSMENTS:
- Art:
    - Final drawings can be assessed for accurately showing alignment of objects and size changes as they retreat into the distance of the image.

- ELA:
    - Visions for Future Spaces Research Project note-taking charts can be assessed for accuracy and completion.
    - Final community mapping slides may be summatively assessed for content and completeness.

EXTENSIONS:

- Art: Students could build sculptural works using a 3D modeling program like Tinkercad, or create relief sculptures with clay.

- ELA: Students could develop their persuasive pitches into a persuasive speech or essay. Students could develop their future visions research charts into a compare-contrast essay or a problem-solution essay.

ADDITIONAL RESOURCES:
- [The Hollings Center: Smart & Sustainable Cities](#)
- [United Nations Sustainable Development Goals](#)
- Saudi Arabia:
  - [Saudi Arabia Vision 2030](#)
  - [Landscape Architecture 1](#)
  - [Landscape Architecture 2](#)
  - [Landscape Architecture 3](#)
  - [Article about Landscape Architecture](#)
  - [Video: "Building Space for Arts"](#)
- [NEOM](#)
- [Qatar National Vision 2030](#)
- [Oman Vision 2040](#)
- [Masdar City, UAE](#)