

## English as a Second Language



## FUTURIST PIGEONS

### Cultural references

- › The aesthetic dimension of culture: the media
- › Scientific discoveries
- › Objects from daily life

### Anecdote

Did you know that the first drone was a pigeon? A German inventor attached cameras to spy pigeons in order to take aerial photographs during World War I.

### Context

Many people say that we are currently living through a third industrial revolution characterized by numerous technological innovations. How will today's technological devices change over the next 100 years? The students list the characteristics of an object and imagine how it might change in the future.

### Activity 1



Each student chooses a technological object. After reading an article from the period or viewing a short video on the object, they make a graphic organizer. The students then deal with their object's original characteristics and comment on how it has evolved.

### Activity 2



Working in teams of two, the students imagine some technological objects of the future. With the help of an opening activity and a bank of keywords, they complete the graphic organizer, writing in it the technological innovations and discoveries they imagine happening within the next 100 years.

### Activity 3



The students prepare a video report or a trailer announcing one of their innovations. It would be interesting if they took photos from a bird's-eye view, like that of the spy pigeons of the anecdote. The videos could be presented to the other students in or outside the classroom.



## Additional resources

Targeted **elements** of the QEP

Competency 1: *To interact orally in English*

- › Use of functional language
- › Use of communication strategies

Competency 2: *To reinvest understanding of oral and written texts*

- › Use of knowledge from texts in a reinvestment task
- › Use of reading strategies

**Questions** that students could be asked during the activity

- › What stories can you tell about how your parents or grandparents used technology?
- › What inventions and discoveries happened in your parents' time?
- › What current everyday objects did not exist 25, 50 or 100 years ago?
- › Which everyday technological objects could you no longer do without?

**Suggestion** for activities with a cultural partner

- › Invite a museum-based cultural mediator to give the class a presentation on various innovations that have had an impact on Quebec history

## References

- › To find authentic texts, look at the suggestions on the [\*Québec Reading Connection\*](#) website
- › Read a text that shows [how people imagined the future... in 1900](#)
- › Discover [technologies](#) and [innovations](#) that changed our relationship to the world
- › Explore various [inventions](#) and their [creators](#)
- › Do a [comprehensive study](#) of the issues linked to the intellectual property rights of discoveries and forms of technology