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| Name: |  |
| Date: |  |

## Purpose

This activity asks you to use what you already know to make predictions about what you might learn next. Making predictions is a critical-thinking skill that improves retention and builds stronger connections between learners and history. Additionally, categorizing notes as political, economic, social, or technological and evaluating change from different perspectives are key ways to deepen our analysis of historical writing. So, let’s get guessing!

## Process

1. Look at the prediction chart below. Fill in as many spaces as you can in the time your teacher allows.
2. After time is up, share your predictions aloud.

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| *Predict one political, one economic, one social/cultural, and one technological effect that the new metal iron will have on* ***communities****.* | *Predict one political, one economic, one social/cultural, and one technological effect that the new metal iron will have on* ***networks****.* |
| *P –* | *P -* |
| *E –* | *E -* |
| *S –* | *S -* |
| *T-* | *T-* |

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| *Teachers’ note: When discussing students’ predictions, encourage students to explain* ***why*** *they made each prediction, either based on what they already learned or based on their own knowledge of world history and human behavior.*  |