

Isaac Asimov's "I, Robot" - Teacher's Guide

Activity Number: 1

Title: Unravel a puzzle

Type: pre-reading – lead-in

Objective:
Recreational problem solving

Required Material(s):
<http://susanisaacandtherobots.weebly.com/unravel-a-puzzle.html>

Organisation: individual

Time: 5'

Step-By-Step Procedure:

Move the pieces of the puzzle to position them in relation to one another to have them connect and form the cover of the first edition of the "I, Robot" collection.

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Activity Number: 2

Title: The Frankenstein Complex

Type: pre-reading – verbal brainstorming

Objective:  
Opening towards creative thinking

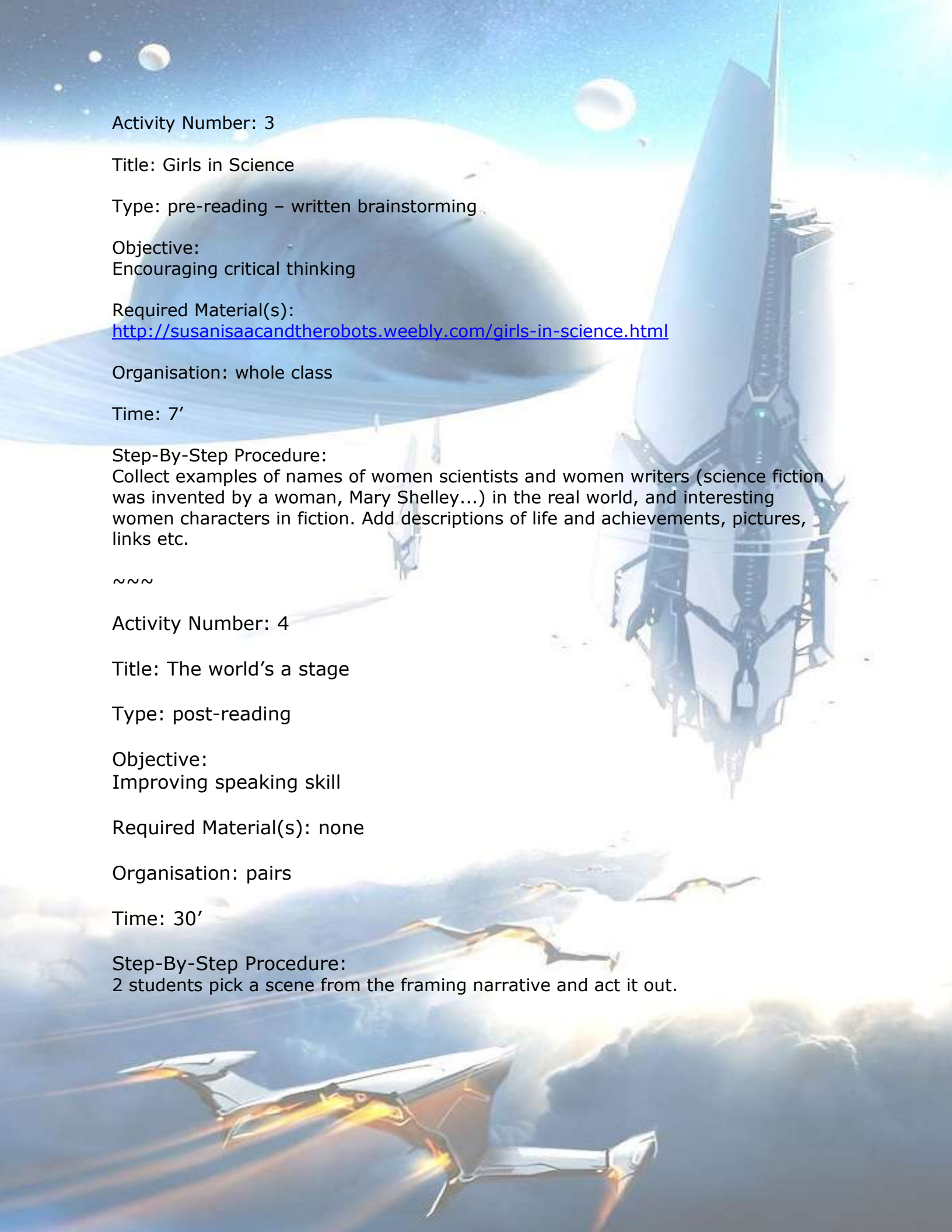
Required Material(s): none

Organisation: whole class

Time: 5'

Step-By-Step Procedure:

Students bounce ideas off one another and seek information, explanations and advice about the Frankenstein complex nowadays. *Isaac Asimov said he wrote the stories in order to get away from the Frankenstein complex – the worry that technology (especially robots) would destroy humanity.* Does this complex still exist today? Are people still afraid of technology and what it might lead to? Provide examples, descriptions, predictions etc.



Activity Number: 3

Title: Girls in Science

Type: pre-reading – written brainstorming

Objective:  
Encouraging critical thinking

Required Material(s):  
<http://susanisaacandtherobots.weebly.com/girls-in-science.html>

Organisation: whole class

Time: 7'

Step-By-Step Procedure:

Collect examples of names of women scientists and women writers (science fiction was invented by a woman, Mary Shelley...) in the real world, and interesting women characters in fiction. Add descriptions of life and achievements, pictures, links etc.

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Activity Number: 4

Title: The world's a stage

Type: post-reading

Objective:  
Improving speaking skill


Required Material(s): none

Organisation: pairs

Time: 30'

Step-By-Step Procedure:

2 students pick a scene from the framing narrative and act it out.



Activity Number: 5

Title: About "Robbie"

Type: post-reading

Objective:

Increasing familiarity with vocabulary items for meaning-making

Required Material(s):

<http://susanisaacandtherobots.weebly.com/about-robbie.html>

Organisation: individual

Time: 8'

Step-By-Step Procedure:

Solve a crosswords puzzle by filling in the empty spaces with words that best complete the summary of the story "Robbie".

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Activity Number: 6

Title: Thank-you note

Type: post-reading

Objective:

Writing a thank-you note

Required Material(s):


<http://mentalfloss.com/article/29959/11-amazing-thank-you-notes-famous-people>

Organisation: individual

Time: 20'

Step-By-Step Procedure:

Read examples of famous thank-you notes. Imagine you are Gloria, Mrs Weston or Mr Weston. Write a thank-you note to Mr Struthers a day after the Westons' visit at US Robots.



Activity Number: 7

Title: About "Reason"

Type: post-reading

Objective:

Increasing familiarity with vocabulary items for meaning-making

Required Material(s):

<http://susanisaacandtherobots.weebly.com/about-reason.html>

Organisation: individual

Time: 8'

Step-By-Step Procedure:

Fill in each gap with the most suitable words to get the summary of the story "Reason".

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Activity Number: 8

Title: The thought balloon

Type: post-reading

Objective:

Improving writing skill


Required Material(s): none

Organisation: individual

Time: 12'

Step-By-Step Procedure:

Write a monologue with Gregory Powell's thoughts when Michael Donovan has left to get their spacesuits so that they can enter the mine in "Catch that rabbit".



Activity Number: 9

Title: About "Evidence"

Type: post-reading

Objective:

Filtering the important information from the not-so-important

Required Material(s):

<http://susanisaacandtherobots.weebly.com/about-evidence.html>

Organisation: individual

Time: 8'

Step-By-Step Procedure:

Use the cards to study/recall "Evidence" with auto play, and then play to see how many you know by putting them in the *Know* or *Don't know* stacks.

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Activity Number: 10

Title: Word Cloud

Type: post-reading

Objective:

Understanding the importance of key-words

Required Material(s):

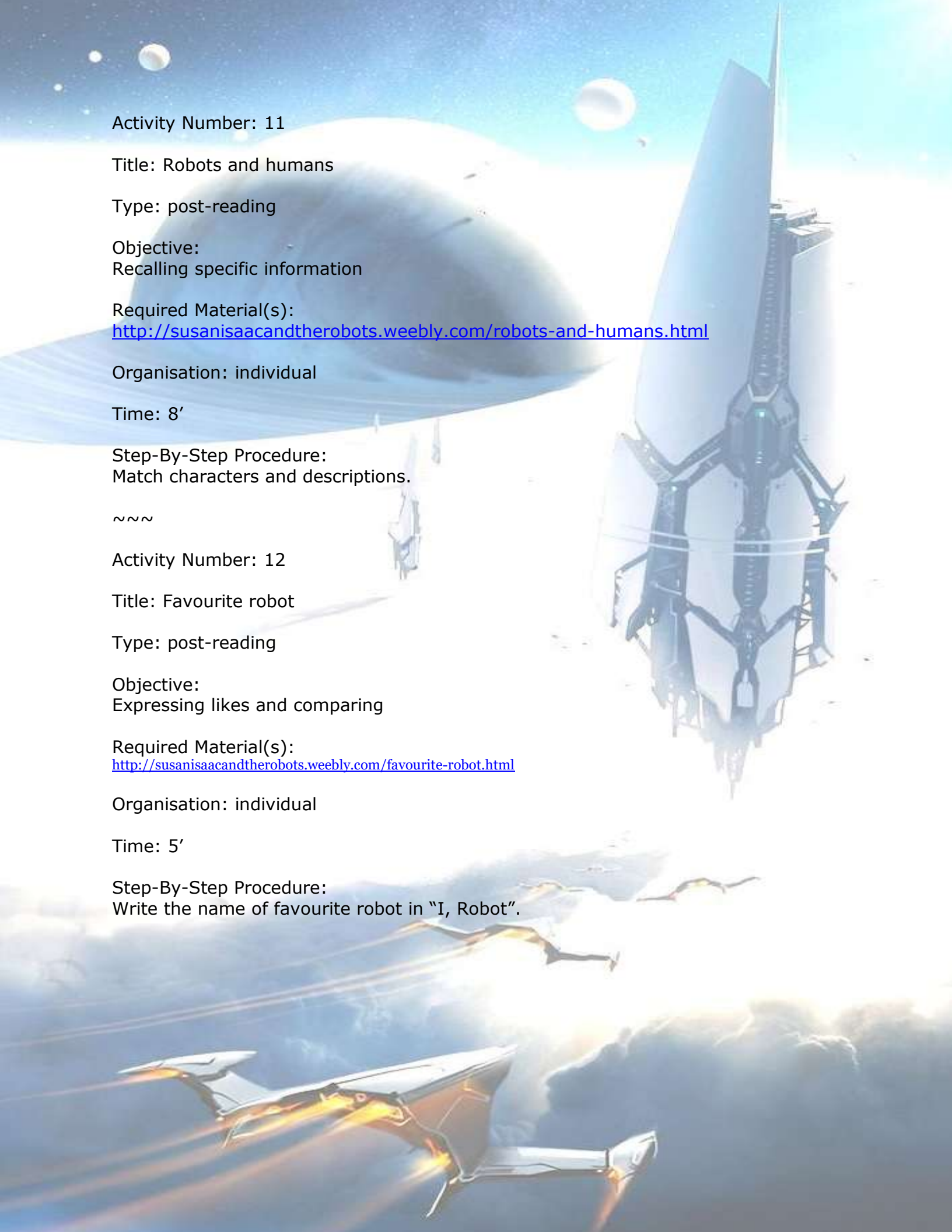
<http://susanisaacandtherobots.weebly.com/the-three-laws.html>

Organisation: individual

Time: 10'

Step-By-Step Procedure:

Go to WordArt <https://wordart.com/> and turn the 3 robot laws into a visually stunning word cloud.



Activity Number: 11

Title: Robots and humans

Type: post-reading

Objective:
Recalling specific information

Required Material(s):
<http://susanisaacandtherobots.weebly.com/robots-and-humans.html>

Organisation: individual

Time: 8'

Step-By-Step Procedure:
Match characters and descriptions.

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Activity Number: 12

Title: Favourite robot

Type: post-reading


Objective:  
Expressing likes and comparing

Required Material(s):  
<http://susanisaacandtherobots.weebly.com/favourite-robot.html>

Organisation: individual

Time: 5'

Step-By-Step Procedure:  
Write the name of favourite robot in "I, Robot".



Activity Number: 13

Title: Hangman

Type: post-reading

Objective:  
Bridging the gap between work and play

Required Material(s):  
<http://susanisaacandtherobots.weebly.com/play-hangman.html>

Organisation: individual

Time: 10'

Step-By-Step Procedure:  
Guess letters to make the verb "i-----n".

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Activity Number: 14

Title: Science and the unknown

Type: post-reading - discussion

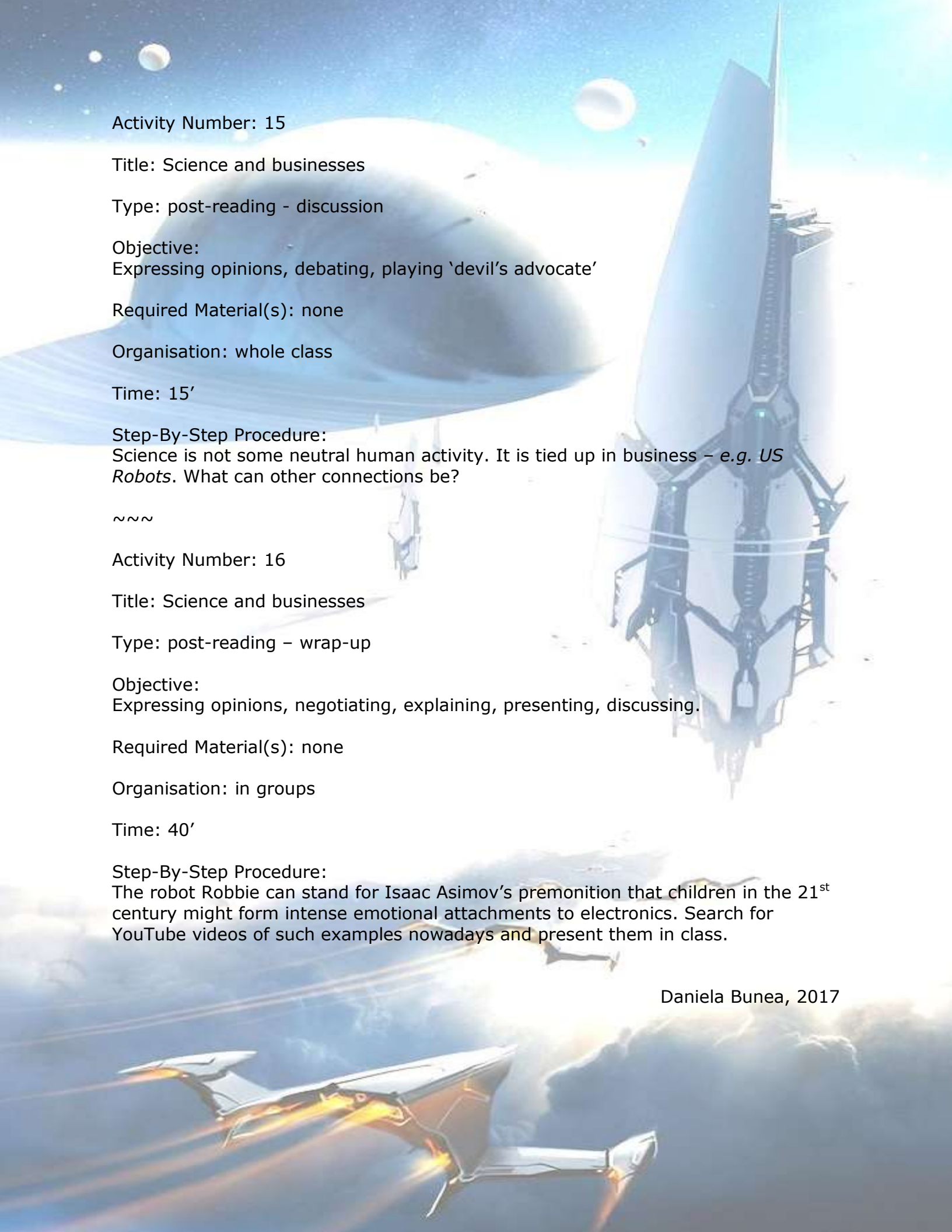
Objective:
Expressing opinions

Required Material(s): none

Organisation: whole class

Time: 10'

Step-By-Step Procedure:
Mrs Weston in "Robbie" does not understand robots, yet nothing can stop her from having an opinion on them – how do different people deal with science and the unknown?



Activity Number: 15

Title: Science and businesses

Type: post-reading - discussion

Objective:

Expressing opinions, debating, playing 'devil's advocate'

Required Material(s): none

Organisation: whole class

Time: 15'

Step-By-Step Procedure:

Science is not some neutral human activity. It is tied up in business – *e.g. US Robots*. What can other connections be?

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Activity Number: 16

Title: Science and businesses

Type: post-reading – wrap-up

Objective:

Expressing opinions, negotiating, explaining, presenting, discussing.

Required Material(s): none

Organisation: in groups

Time: 40'

Step-By-Step Procedure:

The robot Robbie can stand for Isaac Asimov's premonition that children in the 21<sup>st</sup> century might form intense emotional attachments to electronics. Search for YouTube videos of such examples nowadays and present them in class.

Daniela Bunea, 2017