



If You Could Live Forever...

By: Jessica Shaffer

5th grade teacher; M.A. in Administration and Leadership, Georgian Court University, NJ

Science
Grades 6-8



Introduction

Forever is a long time! There was a pill developed by scientists that would allow you to live forever, and you were the lucky recipient of one! Fast forward one hundred years from now and imagine what a day in your life would be like! This prompt opens the door for a ton of creativity on the student's end!

Learning Objectives

[CCSS.ELA-LITERACY.W.6.3](#). Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Materials Needed

- [Pre-writing graphic organizer](#)
- [Writer's checklist](#)
- Story map anchor chart
- Additional activities
- Chromebook/tablet/computer

Procedure

1. Discuss the pros and cons of living forever. This is a great topic starter to get the class excited for their writing assignment.
2. Read articles about living forever. Make sure to preview all before assigning as websites and contents change frequently. Make sure the information is appropriate for the grade level you are teaching.
 - [Would You Want to Live Forever?](#)
 - [Can We Live Forever?](#)
 - [Why Wouldn't You Want to Live Forever?](#)
 - [Do You Really Want to Live Forever?](#)
3. Have students fill in a graphic organizer to organize ideas for writing. Students will use the ideas in this organizer to create their fictional narratives.

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4. Have students create the rough draft of their fictional narrative.
 - Paragraph 1: Exposition (Introduction)
 - Grab the reader's attention.
 - Introduce and get the reader excited about the characters.
 - Create "unknowns"; make the reader want to continue to read the narrative.
 - Paragraphs 2 & 3: Body – Rising Action
 - Present the conflict that the main character will face.
 - Make sure to determine internal or external conflict.
 - Keep the details in chronological order.
 - Include details that make the conflict exciting!
 - Use dialogue! (This can be for conversation or for what a character is thinking.)
 - Use great word choice in order to show your character's personality.
 - Paragraph 4: Body – Climax and Falling Action
 - Climax: Turning point in the story
 - Make sure to include details about how the character(s) has/have changed throughout the story.
 - Falling Action: The events that happen after the climax.
 - Paragraph 5: Conclusion – Resolution
 - Make sure to include why all events that happened in the story are important.
 - Discuss what the character learned.
 - Include the final outcome of the story.
 - Important Reminders:
 - Have a clear beginning, middle, and end.
 - Use vivid details and descriptions of characters and events.
 - Reference the story map anchor chart.
5. Teachers will conference with students as they create their writing piece. If teachers do not wish to conference throughout the creation of the narrative, the teacher can help on an as-needed basis.

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6. When the rough draft of the fictional narrative is completed, students should have two peers edit the essay and make the appropriate changes before creating the final draft. Teachers may want to revise as well for students before they create a final draft.
7. Students will complete the final draft of the essay and prepare for the Writer's Celebration.

Extension Assignment: This is an optional extension assignment for early finishers on scientists and their inventions that contributed to the science world. [This link](#) will give you many different inventors with a short reading passage and options for multiple choice and short answer questions. You can assign a particular inventor to the students or let them choose!

Writer's Celebration/Sharing Circle: The final product should take one to two weeks to complete (depending on the length of time you spend each day). At the completion of the fictional narratives, you can have a Writer's Celebration in your classroom. Students will share their writing with the class.

Evaluation

You should use the writing rubric that your district requires to grade the writing. You can use the rough draft and checklists as classwork grades.