

Name: \_\_\_\_\_ Due Date: 2/11/14 Presentation Date: \_\_\_\_\_

## **Create Your Own Dystopian Society**

A Dystopia is a vision, of an often futuristic society, which has developed into a negative version of a utopia. A Dystopia is often characterized by an authoritarian (*favoring or enforcing strict obedience to authority, esp. that of the government, at the expense of personal freedom*) or totalitarian (*centralized and dictatorial authority that requires complete subservience to the state*) form of government. It features different kinds of repressive social control systems, a lack or total absence of individual freedoms and expressions and a state of constant warfare.

### **Characteristics of a Dystopian Society**

- Propaganda is used to control the citizens of society.
- Information, independent thought, and freedom are restricted.
- A figurehead or concept is worshipped by the citizens of the society.
- Citizens are perceived to be under constant surveillance.
- Citizens have a fear of the outside world.
- Citizens live in a dehumanized state.
- The natural world is banished and distrusted.
- Citizens conform to uniform expectations. Individuality and dissent are bad.
- The society is an illusion of a perfect dystopian world.

**ALL TASKS MUST BE COMPLETED BY THE DUE DATE – NO EXCEPTIONS. Your group will present on the assigned day regardless of the amount of work you have completed.**

- I want you to not only use the information you've learned about the idea of a Dystopia in class but to use your creativity in creating this "not-so-ideal" society (you can use ideals from any of the articles or stories that have been read, but you must **NOT** duplicate what has been read).
- This assignment must be colorful – you have the necessary materials. You can also use cut outs from magazines and COLOR pictures printed from home as well.

There are three parts to this assignment. Part 1 consists of an individual assignment and the checklist is attached below. Part 2 consists of a group assignment and the checklist attached below. Part 3 consists of a group presentation and the rubric is attached.

**\*You must use at least 2 online sources. I will provide you with a list of sources that can be used. You may also use any other sources you find on your own, including books. All of your sources must be cited (I will teach you how to properly cite). You CANNOT use Wikipedia as a source.**

### **Part 1: Individual Reflective Assignments**

**Reflect on the ideas of dystopias in general. Answer the following prompt in clear and detailed friendly letter (no longer than 1 page). Each student must turn in the following individually to receive full credit. The reflective assignment is due January 28, 2014.**

I am a person who believes that life is not always happy and things never turn out good for me. If you were the one person who could help me to change my outlook on the way I see the world, what would you say to me? Write a friendly argumentative letter that will give me the help I need. Be sure to write clear answers and to explain and support your answers. (Use logical examples and reasons; use sentence variety; use proper grammar.)

## **. Part 1: Individual Dystopian Project Checklist**

(Level 1=needs further support; Level 2=on topic, but needs support; Level 3=no support needed)

Category	Criteria	Level	Comments
Knowledge/ Understanding	<ul style="list-style-type: none"> <li>• Understands information, ideas, concepts or themes</li> <li>• Knowledge of paragraph structure</li> </ul>		
Thinking/ Inquiry	<ul style="list-style-type: none"> <li>• Explains, interprets, analyses ideas and information</li> <li>• Includes detailed supporting evidence</li> <li>• Argues and/or persuades</li> </ul>		
Communication	<ul style="list-style-type: none"> <li>• Logic of argument is consistent and sophisticated</li> <li>• Topic sentence is clear and states the purpose of the paragraph</li> <li>• Conclusion summarizes and extends main idea</li> <li>• Diction, tone, and level of language are skilfully adapted to suit the purpose and audience</li> <li>• Uses language conventions – grammar, usage, spelling, punctuation</li> </ul>		
Application	<ul style="list-style-type: none"> <li>• Applies ideas of utopian &amp; dystopian society</li> </ul> <p>Required length – 4-5 sentences (within assigned lines)</p>		

*Checklist completion is worth 30 points toward the summative grade.*

## **Part 2: Group/Colaborative Responsibilities**

Make sure EVERYONE in the group has duties and tasks that they are assigned to complete each day. (Whether that be writing, coloring, organizing, etc.). Either choose, or draw names to assign tasks.

- Group Liaison: considers the duties of the group and the responsibilities of each day; is responsible to keep a group diary/itinerary that will be used as a Ticket-Out-the-Door for grade credit (classwork days)
  - The Part 1: Collaborative Dystopia Project Checklist will be used to guide the diary/itinerary entries.
- Transportation planner: considers the impact of land use on traffic and makes sure that alternative transportation options are available
- Environmental consultant: pays attention to the impact of the design on natural resources
- Economic development director: makes sure that the community has businesses to provide tax revenue and jobs
- Housing commissioner: ensures that there is a range of housing types and prices
- Recorder: keeps a record of ideas generated in the brainstorming session and reminds the group of ideas they wanted to incorporate
- Director of Activities: makes sure that there are interesting things to do so that life in the community doesn't get boring
- Time-Keeper: keeps the group on task with time and duties

Before making a final decision about each task, make sure that the ENTIRE group agrees with the decision.

If you have group mates absent for the day – YOU ARE STILL EXPECTED TO DO THE WORK AND HAVE THE ASSIGNMENT COMPLETED BY THE DUE DATE.

## **Part 2: Group/Collaborative Assignments**

**Assignment Guidelines:** Your final product must include **ALL** of the following components:

- 1. Name of your Dystopian society, Backstory, & Setting** – Choose a creative and appropriate name to represent your new society. Write a meaningful statement that tells why your group chose this name. A dystopian society has a back story: a war, natural disaster, or other terrifying event is introduced early in the story to set the stage. Describe, in detail, the backstory of how your dystopian society came to exist. Describe the setting of your story. What does the place look like where your citizens live? What do the buildings, homes, cars, etc. look like? What year is it?
- 2. Map:** A map (colored/illustrated) of your community/country/town/society.
- 3. Bill of Rights** (at least 10 rules that the people in your society must live by).
  - a. This must be created to look like a document that would fit your society as a poster for display.**
- 4. Dystopian Motto and Seal** – Create a slogan or motto that citizens of your society will follow, and draw a dystopian seal. Write a brief description that explains the meaning of the motto and seal that you chose.
- 5. Dystopian Animal or Mascot**—What animal would best symbolize your society? Explain your choice and include a picture of the animal (You can take the animal or print a COLOR picture from the internet or COLOR clip art from home).
- 6. List of Rules** – Develop a list of 10 rules that all community members must follow. Provide an explanation for each rule. What happens to citizens who do not obey the government?
- 7. Governing Body** – How will the government of this Dystopian be structured? How will your government make decisions? Please give an explanation for your choices. Describe the government in your dystopia. What kind of government exists? Who is in charge?
- 8. Protagonist:** You will need a hero in your story. This protagonist will at some point recognize that there is something wrong with the society and risk his or her life to do whatever he or she can to improve it. Describe your hero. Give him or her a name; indicate what he or she does for a profession. How old is he or she? What is his or her concern with society and what will he or she do to save the society from itself?
- 9. Supporting Characters/Citizens:** What other important characters exist in your story? Typically, in a dystopian story, the hero meets characters like himself or herself and works with them to meet their goals. You may also have some antagonists or characters who work against the hero. Describe these characters. Give them names. Explain why they are important. \*Describe the average citizens in your dystopia. What do they wear? Describe their appearance. What do they do for a living? Do they have children? How do they behave on a daily basis? What do they do for fun? How do you respond to the government? Describe the schools in your dystopia. What do students learn? What do they do at school? What do they wear? How do they behave?
- 10. Holidays and Celebrations** – Create 5 or more unique holidays and celebrations that your society will have throughout the year. For each make sure you include a date and a reason why you chose these dates.
- 11. Invitation to Friends** – Write a persuasive letter to a friend or relative on why your dystopia is the best one in which to live. Include a counterargument statement.
- 12. Daily Itinerary** – How will dystopia inhabitants spend their time during the week? Develop a hypothetical schedule that community members might follow during a typical day. Your itinerary can be a listing of times and activities, but it should be broken down by the hour (or a similar time period that is appropriate for your dystopia).
- 13. Advertisement** – Develop a written advertisement or flyer for your community. This ad should be complete with pictures that are representative of life in your society. Think of the propaganda examples from Brave New World. (An informational text from the government of your society. This can be a letter, memo, brochure, etc.)

## **Part 2: Group/Collaborative Dystopia Project Classwork Diary/Itinerary Checklist**

(Checklist should be maintained by the Group Leader and the Timekeeper, but can be maintained by other group members as well.)

Category	Collaborative Daily Diary/Itinerary Entry	Teacher Initials
<u>Dystopian Name</u> : Creative name of a new society with a meaningful explanation of choice. Setting (i.e buildings, homes, cars, etc.) and backstory are displayed and explained		
<u>Map</u> : A colored/illustrated map of the community/society.		
<u>Bill of Rights</u> : your vision is expressed articulately; the values, goals, and ideals of your society are clear (10). Reasons for forming your society are clearly enumerated (a reason for each rule).		
<u>Dystopian Motto and Seal</u> : you express your society's values simply and creatively with you motto and seal. The motto expresses you Dystopian values.		
<u>Dystopian Animal or Mascot</u> : Animal that symbolizes your society. Explain your chose and include a picture of the animal.		
<u>List of Rules</u> : your ten rules state the provisions your inhabitants must follow with a thoughtful rationale for each. (1 pt for each rule, and 1 pt for each rational)		
<u>Governing Body</u> : you provide a thoughtful and complete explanation of your governmental structure, economy, and leadership process.		
<u>Protagonist</u> : the hero who risks his/her life to improve the society. Describe, name, and explain your protagonist.		
<u>Supporting Characters/Citizens</u> : Other characters besides the protagonist. (i.e. antagonist, town workers, etc.)		
<u>Holidays and Celebrations</u> : Points will be given for creativity of the holidays, and their correlation to the values in your Dystopia. Make sure to include dates.		
<u>Invitation to Friends</u> – Your letter follows the persuasive writing requirements and you included a counterargument.		
<u>Diary</u> – Each member supplies a journal that is half a page, margin to margin, and concerns a different day.		
<u>Daily Itinerary</u> – Develop a hypothetical schedule that community members might follow during a typical day.		
<u>Advertisement</u> : Must have a picture and represent the life in your society. Should employ persuasive appeals.		

***Checklist completion is worth 30 points toward the summative grade.***

Your final assignment must be submitted on time and with the appropriate headings for each section. It can be presented in a book format, a poster, a PowerPoint, a film. As long as it meets the requirements and answers

each section thoroughly. Pictures are encouraged, and should be used to give the reader an idea of how your dystopia would look and feel.

### **Create Your Own Dystopia - Assignment Rubric**

Tasks	Details	Points Received
Cover	The cover sheet must include the name of your dystopian society, a group-created logo or drawing, and all names of the group's members; the date, teacher's name, and the class period must be in the lower right corner of the cover	
Name & Scope of Society	Choose a <b>creative and appropriate name</b> to represent your new society. Write a <b>meaningful statement that tells why your group chose this name.</b>	
Bill of Rights	<b>Write a brief statement describing the reason why you formed your Dystopian society.</b> (This should include the following sections of the Group Presentation Outline: Members/Citizens, Children/Education, Economics, Work, & Leisure, Gender Roles & Differences, Science & Technology, Religion, The Arts, The Media, The Physical, Food, Health & Medicine, and Antisocial Behavior & Conflict Resolution)	
Dystopian Motto and Seal	Create a <b>slogan or motto that citizens of your society will follow, and draw a dystopian seal.</b> <b>Write a brief description that explains the meaning of the motto and seal that you chose.</b>	
Dystopian Animal	What <b>animal would best symbolize your society? Explain your choice, and include a picture of the animal</b> (This should include the following sections of the Group Presentation Outline: Animals)	
Rules of Order	Develop a <b>list of at least 10 rules</b> that all community members must follow. (Provide an explanation for each rule.)	
Governing Body	How will the <b>government of this Dystopian be structured?</b> Will you have a <b>democracy, anarchy, a monarchy, a dictatorship, or will you have a mixed government (combines elements of different types of government)? How will your government make decisions? Please give an explanation for your choices.</b> (This should include the following sections of the Group Presentation Outline: Power & Politics, and Military/War)	
Protagonist	A hero who will attempt to "save the world." The hero will fight against the dystopian government to improve it. Name the hero, age, etc.; Describe the hero	
Supporting Characters/ Citizens	Important people in the society. Works at length to get the society to return to "better days." What is required of the citizens and what happens if they do not follow the rules.	
Invitation to Friends	Write a <b>letter to a friend or relative on why your society is the best place to live.</b> <b>The invitation must include complete sentences, sentence variety, and it must give reasons why you are inviting this person to move to your society.</b>	
Holidays and Celebrations	<b>Create 5 unique holidays and celebrations</b> that your society will have throughout the year. For each make sure you include a date and a reason why you chose these dates.	
Advertisement /Flyer	Develop a written advertisement or flyer for your community. <u>This ad should be complete with pictures that are representative of life in your society.</u>	
Presentation	Individual student presented, was articulate, clear with properly used grammar, dress attire was appropriate for the presentation (no jeans), and presentation was no more than 20 min./no less than 15.	
<b>Total Points</b>	<b>Bill of Rights is worth 15, Presentation is worth 15 point and all other rows are worth 10 = 140</b>	