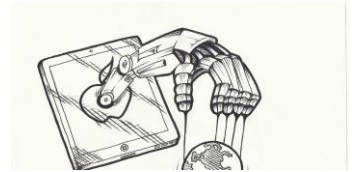


Create Your Own Dystopian Society

Name: _____

Now that you have learned all about dystopias and utopias, it is your turn to create a dystopia of your own. You will take on the role as both the dystopian government and the role of one of the citizens in this society who wants to rebel.



2 MAJOR GRADES (Part 1 + Part 2):

Part 1: You must develop a dystopian society or culture through the creation of ONE of the following from the point of view of your dystopia's government:

- tri-fold board
- travel magazine
- travel website (Google Sites, etc.)
- or another option you discuss with the teacher

Part 2: You must perform a skit (recorded on video and uploaded in Google Classroom) as citizens in the dystopia who want to rebel.

PART 1:

Instructions: The following criteria must be present in your product. Your role is a **member of the dystopian government** who is trying to persuade people to move to your dystopia or to show your citizens that this is the best place to live in the world. This product must take the form of one of the options described above. Use inspiration from your Literature Circle books, but make this world your own! See rubric for how you will be graded. **Use the checkboxes to keep track of what you have completed!**

Backstory

Describe the backstory for your dystopia. What has caused your dystopia to be formed? Think of the texts we have read in this unit - backstories could include such things as a war, natural disaster or other terrifying event that is introduced early in the story to set the stage.

Government

What kind of government is in place? Who is in charge? What kind of benefit would you receive from living in this society (protection, resources, wealth, equality, etc.)? Do the people have a say in the government?

Average Citizen

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 they respond to the government?

Setting

Describe the setting of your story. What is the terrain like? What is the climate like? Who are the neighboring cultures? You can describe in words or make a map that shows this information.

Education

Describe the schools or the way in which people are taught the beliefs of the society. What are students able to learn? Who are the teachers? How are they trained? What do they do at school? What do they wear?

Workforce

What types of jobs are available, and how do you get certain jobs? How old do you have to be to work? What types of businesses are available, and who decides who gets which job? How are workers trained? How do workers get paid?

Healthcare

What happens when someone is sick? Who pays for medical services if they are needed? What happens to the elderly?

Propaganda

Create an informational text from the government of your society. This can be a poster, advertisement, memo, brochure, political cartoon or a group of tweets (5-8). Make sure that your document contains language with strong persuasive connotations and details that capture the culture of your society.

Part 1: Project Rubric

Name:

Backstory	Backstory is clearly constructed and organized, interesting and vividly depicts the creation of a dystopia. Shows thorough background knowledge of elements of dystopian society. 10 points	Backstory is clearly constructed, interesting and depicts the creation of a dystopia. Shows background knowledge of elements of dystopian society. 8 points	Backstory shows some organization, and depicts the creation of a dystopia. Shows some background knowledge of elements of dystopian society. 6 points	Backstory is missing or unorganized, unclear or minimal. It is unclear as to how this dystopia was created. Shows little background knowledge of elements of dystopian society. 4 points
Government	Government is highly developed. Details include protection, resources, wealth and issues about equality. 10 points	Government is developed but details about protection, resources, wealth and issues about equality are not strong. 8 points	Government is somewhat developed but lack depth and interest. Weak connections regarding protection, resources, wealth and issues about equality. 6 points	Government is not developed. Little to no details including protection, resources, wealth and issues about equality. 4 points
Average Citizen	Citizens are interesting and well-developed. Descriptions are clear and essential to the understanding of the dystopia. 10 points	Citizens are interesting. Descriptions are somewhat clear and essential to the understanding of the dystopia. 8 points	Citizens are not engaging and not well-developed. Descriptions are not connected to the understanding of the dystopia. 6 points	Citizens are not developed and no descriptions are given that allow for the essential understanding of the dystopia. 4 points
Setting	Setting is vivid, thoughtful and well-developed. Great attention to detail. 10 points	Setting is descriptive and shows structure. Some fine details are apparent. 8 points	Setting is somewhat descriptive but lacks detail and depth. 6 points	Setting is missing or undeveloped. No fine details are included. 4 points
Education	Description of education is thoughtful and logical to the needs of the workforce. Reflects belief system of dystopia and is well-connected to the community. 10 points	Description of education is thoughtful and logical but lacks connections with the needs of the workforce. May reflect belief system of dystopia. 8 points	Description of education is somewhat thoughtful and logical but does not connect to the needs of the workforce. Does not reflect the belief system of dystopia. 6 points	Description of education is missing or undeveloped. Shows no depth of thought or reflection of the beliefs of the dystopia. 4 points
Workforce	The workforce information is logical and well-connected to the dystopia. 10 points	The workforce information is organized and, at times, connects to the dystopia. 8 points	The workforce information lacks clear organization and connections, but is present. 6 points	The workforce information is missing or undeveloped. 4 points
Healthcare	Healthcare is well-developed, logical and makes a specific connection to the other elements of the dystopia. 10 points	Healthcare is developed and logical and makes a general connection to the other elements of the dystopia. 8 points	Healthcare is not well-developed or logical and does not make a connection to the other elements of the dystopia. 6 points	Healthcare is missing or undeveloped. Shows no connection to the other elements of the dystopia. 4 points
Propaganda	Propaganda is thought-provoking, clearly tied to the dystopia and contains accurate loaded language for the purpose. 10 points	Propaganda is interesting, loosely tied to the dystopia and contains some accurate loaded language for the purpose. 8 points	Propaganda is apparent but not tied to the dystopia and contains limited loaded language for the purpose. 6 points	Propaganda is missing or not tied to the dystopia; contains no loaded language for the purpose. 4 points
Organization & use of graphics/text (20 points)	Content is well organized in a clear, logical way using headings or other visual aids to group content. 20 points	Content uses headings or visual aids to organize, but some organization of information appears flawed. 15 points	Content is not logically organized for the most part or does not use headings, etc. 10 points	There was no clear or logical organizational structure, just lots of facts. 5 points
Total		Comments:		