



**2021- 2022 ACADEMIC YEAR**

**ENGLISH (LIT) COURSE**

**GRADE 10 PROJECT**

**Create Your Own Dystopian Society**

**Requirements**

You will create a number of documents to form an imaginary 'research pack' for a researcher of your dystopia. There are **14 elements** to choose from - **you must create 6**.

You will also create an **Evidence of Research document** with a list of links to websites you looked at as research for each of your elements.

**Aims**

To create a believable and convincing dystopia, with a variety of documents showing different elements of the society. Throughout the year, the documents will be placed in a shared Google Drive folder. At the end of the project, all documents will be put on a Padlet for viewing.

**Project Elements:**

Students must **research the format of their elements and find examples**, and follow the conventions of that format. The examples you find must be included in your works as citations/inspirations.

**Text elements must be a minimum of 250 words**, unless otherwise indicated in the format.

Students must choose a minimum of **four text elements**.

**TEXT Elements**

1. GOVERNMENT: Describe the government in your dystopia. What kind of government exists? Who is in charge?

FORMAT: a. Neutral style (encyclopedia) OR  
b. Pro-government explanation

2. CITIZEN: A description of 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?

FORMAT: Your personal view. Imagine you were able to visit the dystopia. What did you see?

3. INFRACTIONS: What happens to citizens who do not obey the government?

FORMAT: An article written by someone who is against this dystopia, trying to explain how terrible it is.



4. **SETTING:** Describe the setting of your dystopia. What does the place look like where your citizens live? What do the buildings, homes, cars, etc. look like? What year is it?  
FORMAT: Your personal view. Imagine you were able to visit the dystopia. What did you see?
5. **EDUCATION:** Describe the schools in your dystopia. What do students learn? What do they do at school? What do they wear? How do they behave? Who is allowed to teach? How are teachers trained?  
FORMAT:           a.       A student secretly writing to someone outside of the dystopia (anti-dystopia) OR  
                          b.       A student writing to someone outside of the dystopia, explaining how good it is
6. **HEALTHCARE:** What happens when someone is sick? Who pays for medical services, if they are needed? What happens to the elderly?  
FORMAT: A confidential document, government outlines of medical policy
7. **WORKFORCE:** How does your society support itself? What does the workforce in your society look like? 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 are workers compensated?  
FORMAT:       a.       Neutral style (encyclopedia) OR  
                          b.       Pro-government explanation
8. **DIARY:** A diary entry from from a citizen in your community expressing his or her feelings about an event that has happened in your society or how they feel about the way the society works. (you will have to make up this event and thoroughly explain it in your diary entry.)  
FORMAT: A private diary entry
9. **REBEL MANIFESTO:** A list of demands produced by rebels who are against the Utopia. Outline of the important changes they demand, and the rights they claim  
FORMAT: A list of changes/rights.
10. **BACKSTORY:** A dystopian story has a backstory: a war, natural disaster or other terrifying event is introduced early on in the story to set the stage. Describe the backstory for your dystopia.  
FORMAT: Neutral style. Imagine an encyclopedia entry from a different country. \*Google Document



**NON text Elements:**

11. MAP: A map (colored/illustrated) of your community/country/town/etc...

FORMAT: An image/drawing, with labels. \*Any image file

12. DISASTER NEW REPORT: A new report of a natural disaster in the dystopia. What happened? What are the consequences? How is the government responding.

FORMAT: A video of you as a TV news reporter, talking to the camera.

13. RIGHTS: A Bill of Rights (at least 10 rules/laws the people in your society must live by)

FORMAT: This must be created to look like a document that would fit into your society as poster for display. \*Any image file

14. PROPAGANDA: An informational text from the government of your society.

FORMAT: This can be a letter, memo, brochure, political cartoon, etc...

**\*\*\*If you have a great idea for an alternative format for any of these documents, check with your teacher. You may be allowed to use your alternative idea if you can justify it.**

At the end of the project, you will have a folder with 7 documents in it, and a Padlet with all these documents viewable.

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## Rubric

	5	10	15
<b>Language (25 points max)</b>	A small amount of variety evident between documents. Documents not very similar to researched examples.	Evidence of some varied use of language that is generally appropriate to the particular document. Documents similar to researched examples	Excellent use of language that is appropriate to the particular document. Documents clearly based on style of researched examples
<b>Effort (15 points max)</b>	A little bit of effort put into this, regardless of outcome	Some good effort put into this, regardless of outcome.	A lot of effort put into this, regardless of outcome.
<b>Padlet creation (10 points max)</b>	Some documents successfully viewable on Padlet	All documents successfully viewable on Padlet	N/A
<b>Evidence of research (10 points max)</b>	Some evidence of research for each document	Clear evidence careful research undertaken for each document.	N/A



(cont...)

	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>50</b>
<b>World Creation (50 points max)</b>	There has been a little bit of thought given to the construction of the dystopia. The documents are not finished, or do not offer insights into the dystopia.	Some documents completed. Some evidence that some thought has been given into how these offer perspectives into the dystopia	Most documents completed, with evidence of some thought into how they offer perspectives into the dystopia,	Nearly all the documents are completed, with some good thought put into variety of and choice. There are clearly some different insights and perspectives on the dystopia.	There is a well thought, convincing, well-constructed dystopia. The variety and choice of documents have been carefully chosen to offer a variety of insights and perspectives into the society.