

Follow, Follow, Follow: Conforming to Society

Overview

It is the year 2040 and there has been a worldwide pandemic. A pandemic is a tragic event that occurs over a wide geographic area and affects a large population of people. Due to this catastrophic event, the social structures and government systems of the United States were destroyed. The government officials who survived the pandemic reorganized due to the major devastation our nation suffered. To maintain social order, the government updated the Constitution and added the *Bill of Beliefs*.

The *Bill of Beliefs* are laws that the government wants all people in the country to believe and follow. The purpose of the *Bill of Beliefs* is to ensure that the needs of society prevail over the needs of the individual. Perceptions of the *Bill of Beliefs* vary from person to person depending on his or her role in society. There are four Amendments to the *Bill of Beliefs*. They are listed below.

The Four Amendments to the *Bill of Beliefs*:

Amendment 1: All adults are smarter than children.

Amendment 2: People should not feel, look, or act differently than others.

Amendment 3: The decisions of authority cannot be challenged.

Amendment 4: The needs of society are more important than the needs of an individual.

You have been asked to examine the *Bill of Beliefs* from various roles and provide evidence to either defend or dispute the *Bill of Beliefs*.

- In Task 1, you will read two poems and one short story. Then, you will assume the role of a guidance counselor to help resolve family conflict by writing a blog post using evidence from your readings.
- In Task 2, you will read two excerpts from novels. Then, you will assume the role of a foreign exchange student to write a letter explaining conformity.
- In Task 3, you will read one short story and two excerpts from plays. Then, you will assume the role of an advertising specialist to create an advertising slogan.
- In Task 4, you will read a poem and a short story. Then, you will assume the role of a history teacher to create a section of a textbook.

Task Directions

1. Review all directions and project requirements.
2. Complete all activities in Tasks 1-4 after reading all directions and completing close readings of required texts.

*Note: Some Tasks provide choices of texts; other Tasks require specific texts to be read.

Eligible Content

| EC # | EC Statement | Study Resources (for students) |
|-----------|--|---|
| L.F.1.1.1 | Identify and/or analyze the author's intended purpose of a text. | http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html |
| L.F.1.1.2 | Explain, describe and/or analyze examples of a text that supports the author's intended purpose. | http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html |
| L.F.1.1.3 | Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. | http://www.readwritethink.org/classroom-resources/lesson-plans/pictures-tell-story-improving-1102.html |
| L.F.1.2.1 | Identify and/or apply a synonym or antonym of a word used in a text | http://www.pdesas.org/module/content/resources/18301/view.ashx |
| I.F.1.2.3 | Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. | http://www.cpalms.org/Public/PreviewResource/Preview/48551 |
| I.F.1.2.4 | Draw conclusions about connotations of words. | http://www.readwritethink.org/classroom-resources/lesson-plans/what-revising-connotation-80.html |
| L.F.1.3.1 | Identify and/or explain stated or implied main ideas and relevant supporting details from a text | http://www.pdesas.org/module/content/resources/273/view.ashx |
| L.F.1.3.2 | Summarize the key details and events of a fictional text, in part or as a whole | http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-reading-interpretation-through-30746.html |

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| L.F.2.1.1 | Make inferences and/or draw conclusions based on analysis of a text | doc.achieve3000.com/article/MakingInferences.pdf |
| L.F.2.1.2 | Cite evidence from a text to support generalizations | http://www.pdesas.org/module/content/resources/19450/view.ashx |
| L.F.2.2.1 | Analyze how literary form relates to and/or influences meaning of a text | http://www.readwritethink.org/classroom-resources/lesson-plans/argument-persuasion-propaganda-analyzing-829.html |
| L.F.2.2.3 | Explain, interpret, compare, describe, analyze and/or evaluate connections between texts | http://www.pdesas.org/module/content/resources/14302/view.ashx |
| L.F.2.2.4 | Compare and evaluate the characteristics that distinguish narrative, poetry and drama | http://www.pdesas.org/module/content/resources/5240/view.ashx |
| L.F.2.3.1 | Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction. | http://www.pdesas.org/module/content/resources/5304/view.ashx http://www.pdesas.org/module/content/resources/18653/view.ashx http://www.pdesas.org/module/content/resources/4608/view.ashx |
| L.F.2.3.2 | Explain, interpret, compare, analyze and/or evaluate setting in a variety of fiction | http://www.discoveryeducation.com/teachers/free-lesson-plans/the-power-of-fiction.cfm |
| L.F.2.3.3 | Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction | http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-plot-structure-through-401.html http://www.readwritethink.org/classroom-resources/lesson-plans/critical-reading-stories-authors-213.html |
| L.F.2.3.4 | Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction | http://www.pdesas.org/module/content/resources/277/view.ashx http://www.pdesas.org/module/content/resources/5161/view.ashx http://www.pdesas.org/module/content/resources/19186/view.ashx http://www.pdesas.org/module/content/resources/19423/view.ashx |

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| L.F.2.3.5 | Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction | http://www.readwritethink.org/classroom-resources/lesson-plans/what-purpose-examining-cold-a-30740.html?tab=1#tabs http://www.pdesas.org/module/content/resources/259/view.ashx |
| L.F.2.3.6 | Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction | http://www.pdesas.org/module/content/resources/5240/view.ashx http://www.pdesas.org/module/content/resources/260/view.ashx |
| L.F.2.4.1 | Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. | http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html http://www.pdesas.org/module/content/resources/3610/view.ashx |
| L.F.2.5.1 | Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text | http://www.pdesas.org/module/content/resources/4615/view.ashx http://www.pdesas.org/module/content/resources/4608/view.ashx |
| L.F.2.5.3 | Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script. | http://www.ket.org/artstoolkit/drama/lessonplan/130.htm |

Task 1: Resolving Family Conflict

Amendment 1: All adults are smarter than children.

This first Amendment of the *Bill of Beliefs* has caused conflict within families in the new society. School guidance counselors are trained to help students with these family conflicts. One way to help students and their families is through examining literature about family relationships. As you read the poems and short stories in this task, pay attention to the conflict and resolution in each selection.

- In Activity 1, you will read and analyze two poems.
- In Activity 2, you will read and analyze one short story.
- In Activity 3, you will demonstrate your understanding of family conflict by writing from the perspective of the guidance counselor. You will provide evidence to either defend or dispute the first Amendment of *The Bill of Beliefs*: **All adults are smarter than children.**

Activity 1: Resolving Family Conflict Through Poetry

In this task, you will select and read two poems from the list below. Each poem deals with family conflict. You will need to paraphrase and analyze each poem to complete this activity. After reading, complete all parts of the activity.

REMEMBER: Poetry is a form of writing that expresses ideas in a form other than paragraphs. Poets rely on the arrangement of words and sounds to help convey their meaning.

Poetry: Choose two of the following poems

- [“When I Was One-And-Twenty”](#) A. E. Houseman
- [“Women”](#) Alice Walker
- [“My Papa’s Waltz”](#) Theodore Roethke
- [“Those Winter Sundays”](#) Robert Hayden

Read both of the selected poems carefully. Remember to consider the elements of poetry in determining the speaker’s intended meaning.

First selected poem:

List the title and author of the first poem you selected.

| | |
|--------|--|
| Author | |
| Title | |

1. Paraphrase (explain in your own words) the poem in 3-5 sentences:

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2. Give one example of figurative language from the poem (e.g., simile, metaphor, hyperbole, personification, onomatopoeia, imagery).

Quote the line(s) from the poem:

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State the type of figurative language being used in this quote:

| |
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3. List and explain the speaker's most important trait.

| Speaker | Most important trait | Example from the poem that helped you determine the most important trait |
|---------|----------------------|--|
| | | |

4. Analyze the speaker's attitude:

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|---|--|
| Explain the speaker's attitude toward adult figure(s) in the poem | Provide one example from the poem that illustrates this attitude |
| | |

Second selected poem:

List the title and author of the second poem you selected.

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| Author | |
| Title | |

1. Paraphrase (explain in your own words) the poem in 3-5 sentences:

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2. Give one example of figurative language from the poem (e.g., simile, metaphor, hyperbole, personification, onomatopoeia, imagery)

Quote the line(s) from the poem:

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State the type of figurative language being used in this quote:

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3. List and explain the speaker's most important trait.

| Speaker | Most important trait | Example from the poem that helped you determine the most important trait |
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4. Analyze the speaker's attitude: (4 boxes in 2 columns)

| Explain the speaker's attitude toward adult figure(s) in the poem | Provide one example from the poem that illustrates this attitude |
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Activity 2: Resolving Family Conflict Through Short Stories

In this task, you will select and read one short story from the list below. Each story deals with family conflict. As you read, you will determine how literary devices, plot structure, and conflict influence the meaning of the story. After reading, complete all parts of the activity.

REMEMBER: Fiction is a genre in which the writer conveys ideas using literary techniques in short or long forms of prose.

Short Story: Choose one of the following short stories.

- ["Harrison Bergeron"](#) Kurt Vonnegut
- ["The Veldt"](#) Ray Bradbury
- ["Raymond's Run"](#) Toni Cade-Bambera
- ["Eveline"](#) James Joyce

Identify the author and title of the story you selected.

| | |
|--------|--|
| Author | |
| Title | |

REMEMBER: Literary devices include mood, tone, and theme. Review the definitions below and answer the questions below.

- **Mood** is the atmosphere created by the setting and actions of the characters. The mood influences how readers perceive the story or how the story makes them feel.
- **Tone** is the attitude writers have toward the subject they are writing about.
- **Theme** is a central idea, common thread, or repeated idea presented by an author.

1. Literary Devices

In 2-3 sentences, describe how the opening paragraphs reflect the mood of the story.

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In 2-3 sentences, describe the author's tone throughout the story.

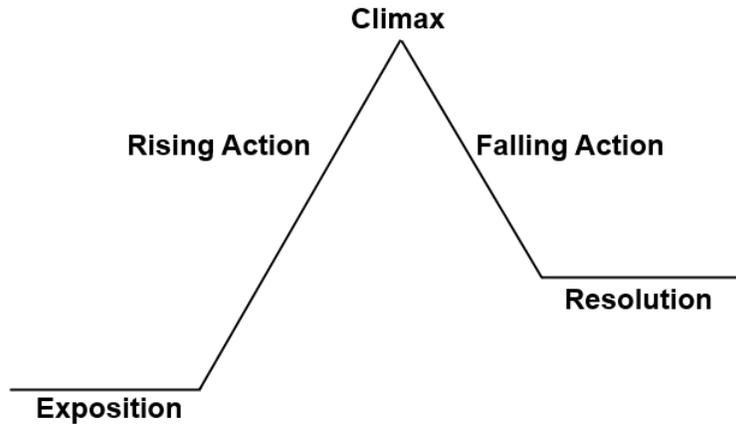
| |
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Summarize the theme of the story in one sentence.

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2. Plot Structure

In the boxes below the plot diagram, write 1-2 sentences to identify and summarize the events of that part of the plot. Be sure to note any specific details relative to each part of the plot.



Exposition: In 1-2 sentences, explain what is learned about characters in the opening of the story.

Rising Action: In 1-2 sentences, describe the major events of the story that have drawn you into the story.

Climax: In 1-2 sentences, explain what happens to determine the turning point of the story.

Falling Action: In 1-2 sentences, explain what action occurs as a direct result of the climax.

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Resolution: In 1-2 sentences, describe how the characters have stayed the same or changed.

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3. Conflict

One form of conflict often used in literature is man vs. society. This piece of literature contains examples of this conflict. Identify and explain two examples in which an individual is pitted against a belief or value held by the society around him or her.

| Provide a specific example of man vs. society conflict | Explain how this example demonstrates the man vs. society conflict |
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| | |

Activity 3: Resolving Family Conflict Through Literature Connections

Amendment 1: All adults are smarter than children.

This first Amendment of the *Bill of Beliefs* has caused conflict within families in the new society. School guidance counselors are trained to help students with these family conflicts. One way to help students and their families is through examining literature about family relationships.

In this task, you will defend or dispute Amendment 1 of the *Bill of Beliefs*: **All adults are smarter than children.**

Making Connections

Re-read the two poems and one short story you selected for Activities 1 and 2.

Create a 100-word blog post with a clear statement that defends or disputes the amendment: All adults are smarter than children.

- Provide at least one example from the texts you read to support your opinion.

REMEMBER: A blog post is a short opinion writing that would be published on the Internet and could be read by any audience.

Now that you have written your blog post, respond to your blog post from the point of view of an adult (e.g., parent, counselor, principal, coach).

Task 2: Exploring Identity

Amendment 2: People should not feel, look, or act differently than others.

This second Amendment of the *Bill of Beliefs* has prevented individuality and promoted conformity. Individuality is the freedom to express oneself and distinguish oneself from others. Conformity requires that a person follow the actions, attitudes, and social standards of the majority of society.

Foreign exchange students visit countries to experience the culture, values, language, and customs of new places. One way for a foreign exchange student to understand a different culture is to explore literature of that country, which provides examples of the cultural values. As you read the texts for this task, pay particular attention to the cultural values, specifically individuality and conformity.

- In Activity 1, you will select and read one novel excerpt and analyze literary devices to determine characterization and theme. An excerpt is a short passage taken from a novel.
- In Activity 2, you will read the novel excerpt provided and analyze literary devices to support the theme.
- In Activity 3, you will demonstrate your understanding of individuality and conformity from the perspective of a foreign exchange student. You will provide evidence to explain the cultural impact of Amendment 2: **People should not feel, look, or act differently than others.**

Activity 1: Exploring Identity Through Characterization in Novels

In this activity, you will select one novel excerpt from the list below. Each novel deals with themes of conformity and individuality. You will need to identify figurative language and analyze the characters and themes of the novel excerpt to complete this activity. After reading, complete all parts of the activity.

REMEMBER: A novel is a fictional story of considerable length, including a plot that unfolds by actions, speech, and thoughts of characters.

Novel: Choose one of the following novel excerpts.

- [Fahrenheit 451](#) Ray Bradbury Read only section 3 of the novel pages 59-86.
- [The Giver](#) Lois Lowry Chapters 7&8 (pages 28-35)

List the title and author of the novel excerpt you selected.

| | |
|--------|--|
| Author | |
| Title | |

Remember: Literary devices include figurative language, characterization, and theme. Review the definitions and answer the questions below.

- **Figurative language** is language that cannot be taken literally since it was written to create a special effect or feeling.
- **Characterization** is the method an author uses to reveal characters and their various traits and personalities.
- **Theme** is a central idea, common thread, or repeated idea presented by an author.

1. How does the use of figurative language in the passage help convey the character's desire to be like everyone else?

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| Provide a specific example from the passage that illustrates the character's desire to conform | In 2 or more sentences, explain how this example uses figurative language to help convey the character's desire to be like everyone else |
| | |

2. Using an adjective, describe a character from the text. Use a specific detail from the text to support your response.

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| Identify an adjective that describes the character | In 1-2 sentences, provide specific detail from the text to support how the adjective describes the character |
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3. Choose a character from the text that deals with pressures to conform. Explain, with evidence from the text, how the theme of conformity is revealed through that character.

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4. Using an adjective, describe a character from the text. Use a specific detail from the text to support your response.

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Activity 2: Exploring Identity Through Themes in Novels

In this task, you will read the excerpt from the novel below. This novel deals with the theme of conformity. As you read, pay attention to vocabulary and context clues, literary devices such as similes and metaphors, and the author's purpose in conveying the theme of conformity.

Novel: Read the following excerpt.

[The Witch of Blackbird Pond](#) Elizabeth George Speare

(chapter 19, p. 127-139)

Read the excerpt carefully. After you have read the text, review the definitions below and complete all activities.

REMEMBER: Writers choose words and phrases to communicate their message.

- **Metaphor** is the comparison of two unlike things in which no words of comparison (like or as) are used.
- **Synonym** is a word that is similar in meaning to another word.
- **Antonym** is a word that is the opposite in meaning to another word.
- **Author's purpose** is the author's intent and can be to either inform or teach someone about something; entertain people; or persuade or convince his/her audience to do or not do something.

Questions 1 and 2 relate to this passage:

*“Beside the plain blue homespun and white linen which **modestly** clothed Aunt Rachel and Judith, Kit’s flowered silk gave her the look of some vivid, tropical bird lighted by mistake on a strange shore. The modish bonnet with curling white feathers seemed to her uncle a crowning affront.”*

1. Define the word *modestly* as used in the passage.

2. Identify the metaphor used in the passage to describe Kit's clothing.

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Question 3 pertains to this passage:

*"A little distance away she glimpsed Goodwife Cruff, surrounded by a close huddle of whispering women, all darting **venomous** glances in Kit's direction."*

3. Provide an example of both a synonym and an antonym for the word *venomous* as used in the passage above.

| Synonym | Antonym |
|---------|---------|
| | |

4. Throughout the entire text, what is the author's purpose and how does it support the theme of conformity?

| | |
|--------------------------------|---|
| Identify the author's purpose. | In 1-2 sentences, explain how the purpose supports the theme. |
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Activity 3: Exploring Identity Through Literature Connections

Amendment 2: People should not feel, look, or act differently than others.

The second Amendment of the *Bill of Beliefs* has prevented individuality and promoted conformity. Individuality is the freedom to express oneself and distinguish oneself from others. Conformity requires that a person follow the actions, attitudes, and social standards of the majority of society.

Foreign exchange students visit countries to experience the culture, values, language, and customs of new places. One way for a foreign exchange student to understand a different culture is to explore literature of that country. The literature may provide examples of the cultural values. As you read the novel excerpt you select for this task, pay particular attention to the cultural values, specifically individuality and conformity.

In this task, you will write to explain *Bill of Beliefs*, Amendment 2: **People should not feel, look or act differently than others.**

Making Connections

Reread the novel excerpts you selected from Activities 1 and 2

- [Fahrenheit 451](#) Ray Bradbury Read only Part 3 (Burning Bright), pages 59-86.
- [The Giver](#) Lois Lowry – Chapters 7 & 8 (pages 28-35)
- [The Witch of Blackbird Pond](#) Elizabeth George Speare (chapter 19, p. 127-139)

Using the evidence you have collected, write a personal letter of at least 200 words. Put yourself in the role or mindset of a foreign exchange student explaining United States culture and values to a friend back home.

- Use a friendly letter format.
- Explain Amendment 2: **People should not feel, look, or act differently than others** and identify the effects of conformity as seen in literature.
- Provide at least 2 examples from the novel excerpts you have read to support your ideas. REMEMBER: A friendly letter generally includes the following: greeting, body, closing, and signature.

Task 3: Understanding Power Struggles

Amendment 3: The decisions of authority cannot be challenged.

This third Amendment of the *Bill of Beliefs* has prevented citizens from questioning what people in positions of authority deem correct. Authority figures are people in positions of power who make decisions that affect large groups of people.

Advertising agents are responsible for creating effective propaganda aimed at representing the views of a group (corporation, government, social organization) to the rest of society. Propaganda is information deliberately and widely spread to change the views of a target audience.

Advertising agents can better understand propaganda by examining literature about power struggles. As you read the texts, pay attention to the difference between the actions of characters in authority and those who are required to listen to them.

- In Activity 1, you will select a short story and analyze literary devices.
- In Activity 2, you will read two excerpts from drama and examine literary devices.
- In Activity 3, you will demonstrate your understanding of power struggles in literature from the perspective of an advertising agent.

Activity 1: Understanding Power Struggles Through Short Stories

In this activity, you will select one short story from the list below. Each story deals with a power struggle and the conflict between authority and others. As you read, pay attention to the use of literary devices (e.g., tone, imagery, symbolism, theme) as well as the structure of the plot and the conflict that exists. After reading, complete all parts of the activity.

REMEMBER: Authors employ literary devices and techniques such as tone, imagery, and symbols to communicate their message or support them.

- **Tone** is the attitude writers have toward the subject they are writing about.
- **Imagery** is a word or group of words in a literary work that appeal to one or more of the senses: sight, taste, touch, smell, and hearing.

- **Symbolism** is a device in literature where an object represents an idea (e.g., eagles represent freedom).
- **Theme** is a topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.

Short Story: Choose one of the following short stories.

- [“Harrison Bergeron”](#) Kurt Vonnegut
- [“The Pedestrian”](#) Ray Bradbury
- [“The Lottery”](#) by Shirley Jackson

Read the selected short story carefully. After you have read the piece you selected, answer all of the questions using the details learned from the text.

List the title and author of the short story you read.

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|--------|--|
| Author | |
| Title | |

1. After reading the story, describe the author’s tone.

2. Provide and explain two examples of imagery found in the short story.

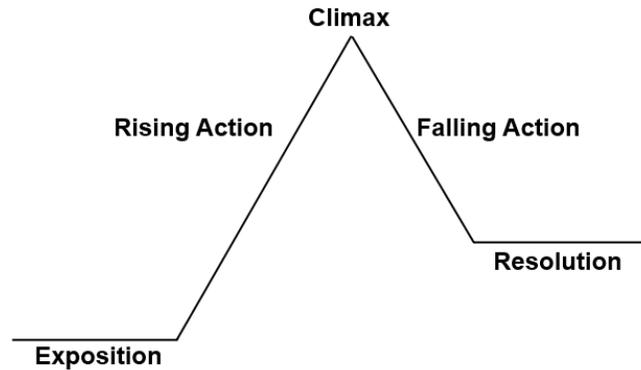
| Direct quotation | Which sense does this example use? |
|------------------|------------------------------------|
| | |
| | |

3. Choose one of the examples of imagery you identified above and explain how it helps the reader understand the story's theme.

4. Describe one symbol found in the text and explain how it affects the plot of the story.

Plot Structure

In the boxes below the plot diagram, write 1-2 sentences to identify and summarize the events of that part of the plot. Be sure to note any specific details relative to each part of the plot.



5. Exposition: In 1-2 sentences, explain what is learned about characters in the opening of the story.

6. Rising Action: In 1-2 sentences, describe the major events of the story that have drawn you into the story.

7. Climax: In 1-2 sentences, explain what happens to determine the turning point of the story.

8. Falling Action: In 1-2 sentences, explain what action occurs as a direct result of the climax.

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9. Resolution: In 1-2 sentences, describe how the characters have stayed the same or changed.

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Conflict

10. Conflict is a struggle between two opposing characters or opposing forces. One form of conflict often used in literature is man vs. society (external conflict). The piece of literature you selected contains examples of external conflicts. Identify and explain two examples in which an individual has a conflict with authority.

| Provide specific examples from the text | Explain how this example demonstrates man vs. society conflict |
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Activity 2: Understanding Power Struggles Through Drama

In this task you will read short selections from two different plays. Each text deals with struggles between individuals and authorities. As you read, you will determine how dramatic devices (e.g., dialogue, soliloquy, stage directions), the point of view of characters, and the author's purpose influence the meaning of the text.

REMEMBER: Drama is any written piece of literature that is intended to be performed by actors on stage, radio, or television through dialogue and action; play.

Drama: Read both of the following drama excerpts.

- [Romeo and Juliet](#) William Shakespeare Act 3 Scene 5
- [Master Harold and the Boys](#) Athol Fugard

Read both drama pieces carefully. After you have read the texts, answer the questions using the details learned from the text.

Literary Form

1. List two characteristics that let you know these stories are written in a play form.

2. Identify and explain two ways that telling these stories in play format is different than telling these stories in a poem, a short story, or a novel.

REMEMBER: Playwrights employ dramatic devices such as dialogue, soliloquy, and stage directions. Review the definitions and answer the questions below.

- **Dialogue** is a conversation between characters or speakers in a literary work.
- **Soliloquy** is a dramatic speech that reveals the inner thoughts and feelings that one character speaks aloud on stage.
- **Stage direction** is a playwright's written instructions provided in the text of a play about the setting or how the actors are to move and behave in the play.

3. In *Master Harold and the Boys*, explain how the dialogue helps the reader understand the conflict between Sam and Hally.

4. In *Romeo and Juliet*, explain how the dialogue helps the reader understand the conflict between Juliet and Capulet.

5. In *Romeo and Juliet*, explain how the soliloquy helps the reader understand Juliet's point of view.

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6. Explain why you agree or disagree with the way Juliet feels in this soliloquy. Provide evidence from the text to support your opinion.

Agree

Disagree

| Explain why you agree or disagree |
|-----------------------------------|
| |

7. Provide two specific examples of stage directions and explain their purpose. You may select from either text.

| Stage Direction | Purpose |
|-----------------|---------|
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Point of View

1. Use the graphic organizer below to list and explain two emotions Juliet feels about authority in this scene (her father, her mother, and her nurse). First, state the emotion. Then provide specific textual evidence that illustrates this emotion.

| Emotion | Textual Evidence |
|---------|------------------|
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2. In approximately two to three sentences, explain how Juliet's point of view helps the reader understand Juliet's feelings about authority (her father, her mother, her nurse)?

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3. In the excerpt from *Master Harold and the Boys*, cite evidence (approximately two sentences) to explain how Sam's point of view influences the play's tone?

4. Looking from Sam's point of view, write a three-sentence summary describing the interaction between Sam and Hally.

Author's Purpose

In both plays, the author's purpose is to highlight the conflict between individuals and the authority around them.

1. From the *Romeo and Juliet* excerpt, state the conflict between Juliet and her authority figures.

2. Cite 1-2 lines from the play spoken by Juliet that illustrates the conflict between Juliet and an authority figure.

3. From the *Master Harold and the Boys* excerpt, explain how the author shows the conflict between Sam and Hally.

Activity 3: Understanding Power Struggles Through Literature Connections

Amendment 3: The decisions of authority cannot be challenged.

This third Amendment of the *Bill of Beliefs* has prevented citizens from questioning what people in positions of authority deem correct. Authority figures are people in positions of power who make decisions that affect large groups of people.

Advertising agents are responsible for creating effective propaganda aimed at representing the views of a group (corporation, government, social organization) to the rest of society. Propaganda is information deliberately spread widely to change the views of a target audience. An advertising agent in this scenario will accomplish this goal by examining literature about the subject of power struggles to gain an understanding of how others in literature have overcome or adapted when power struggles happen. As you read the texts, pay attention to the difference between the actions of characters in authority and those who are required to listen to them.

As an advertising specialist hired by the government, you will write one slogan that will be used in government commercials and billboards. A slogan is a short, memorable phrase used in advertising or for propaganda. Some examples are listed below. This slogan will be used to promote the third Amendment of the *Bill of Beliefs*: **the decisions of authority cannot be challenged**. Your slogan should be a short phrase or sentence that concisely captures the amendment. Then write three sentences explaining how this slogan will convince people to agree with Amendment 3.

REMEMBER: A slogan is a short and striking or memorable phrase used in advertising. See the sample slogans below.

“Just Do It!”

“Got Milk?”

“Four legs good, two legs bad.”

“Give me liberty or give me death!”

“Let them eat cake.”



Task 4: Evaluating the importance of institutions

Amendment 4: The needs of society are more important than the needs of an individual.

This fourth Amendment of the *Bill of Beliefs* has created conflict between individual citizens and institutions. Institutions are mass organizations founded for religious, educational, social, or group purposes and act as major forces in society, such as government, economic, and school agencies.

History teachers teach students about historical and current social issues as well as updates to government laws. History teachers use resources such as textbooks to help explain societal issues and rules and guide student learning. One way for a history teacher to evaluate the fourth Amendment of the *Bill of Beliefs* in order to teach students is through examining literature about the subject of individuals in conflict with institutions. As you read the texts for Task 4, pay particular attention to the theme of individuals in conflict with institutions.

This final task asks you to build upon the skills you have demonstrated throughout the three previous tasks. Completion of this set of activities will conclude your work on this project.

- In Activity 1, you will read a poem and a short story and evaluate vocabulary.
- In Activity 2, you will reread the poem and short story and identify and analyze theme.
- In Activity 3, you will demonstrate your understanding of individual and institutional conflict by writing from the perspective of a history teacher. You will explain Amendment 4 of the *Bill of Beliefs*, **the needs of society are more important than the needs of an individual**, and its purpose as well as its pros and cons.

Activity 1: Evaluating the Importance of Institutions Through Word Meanings in Texts

In this task, you will read both the poem and short story listed below. Both texts deal with the theme of individuals in conflict with institutions. You will need to use context clues to determine word meanings, define words, and analyze word choice. After reading, complete all parts of the activity.

[“The Rules of the Game”](#) Amy Tan

[“If”](#) Rudyard Kipling

1. Read the following sentence from “The Rules of the Game.” Using context clues, determine the best possible meaning of the word **pungent** and define it in your own words.

*My brothers and I would peer into the medicinal herb shop, watching old Li dole out onto a stiff sheet of white paper the right amount of insect shells, saffron-colored seeds, and **pungent** leaves for his ailing customers.*

2. Read the following sentence from “The Rules of the Game.” Using context clues, determine the best possible meaning of the word **prodigy** and define it in your own words.

*By my ninth birthday, I was a national chess champion. I was still some 429 points away from grand-master status, but I was touted as the Great American Hope, a child **prodigy** and a girl to boot.*

3. Read the lines from the second stanza of “If”. Using context clues, determine the best possible meaning of the word **imposters** and define it in your own words.

If you can dream - and not make dreams your master;

If you can think - and not make thoughts your aim;

If you can meet with Triumph and Disaster

And treat those two **imposters** just the same;

4. What does the word **imposters** refer to?

5. How does the author’s choice to use that word create his intended meaning?

Activity 2: Evaluating the Importance of Institutions Through Themes in Texts

In this task, you will reread both the poem and the short story listed above. Both texts deal with individuals in conflict with institutions. You will need to identify and analyze themes in these texts to complete this activity. After reading, complete all parts of the activity.

1. In 1-2 complete sentences, state the theme of Kipling's poem "If".

2. In 1-2 complete sentences, state the theme of Tan's short story "The Rules of the Game".

3. Considering each theme, compare and contrast what each author is saying about the conflict between individuals and institutions. Are their messages similar or different? Use one example from the poem and one example from the short story.

Activity 3: Evaluating the Importance of Institutions Through Literature Connections

Amendment 4: The needs of society are more important than the needs of an individual.

This fourth Amendment of the *Bill of Beliefs* has created conflict between individual citizens and institutions. Institutions are mass organizations founded for religious, educational, social, or group purposes and act as major forces in society, such as government, economic, and school agencies.

History teachers teach students about historical and current social issues as well as updates to government laws. History teachers use resources such as textbooks to help explain societal issues and rules and guide student learning. One way for a history teacher to evaluate the fourth Amendment of the *Bill of Beliefs* in order to teach students is through examining literature about the subject of individuals in conflict with institutions. As you read the texts for task 4, pay particular attention to the theme of individuals in conflict with institutions.

In this task, you will explain and evaluate Amendment 4 of the *Bill of Beliefs*: **The needs of society are more important than the needs of an individual.**

Making Connections

Reread the poem and short story from Activities 1 and 2 from the point of view of a history teacher. As you read, make note of conflicts between individual citizens and institutions.

Using the evidence you have collected, write a 200-word essay that will be added to a United States history book about Amendment 4 of the *Bill of Beliefs*: **The needs of society are more important than the needs of an individual**. This section will explain Amendment 4, provide a statement of purpose for Amendment 4, and include pros and cons for this amendment.

In the history textbooks section, you will need to complete the following steps:

- Put yourself in the role or mindset of a history teacher who is an expert on Amendment 4 and United States history. Consider how you would explain Amendment 4 to students.
- Include an explanation of Amendment 4, a statement of purpose for the amendment, 5 pros and 5 cons for implementing Amendment 4.
- Use at least 200 words to write your history textbook essay.
- Use textbooks features (such titles, headings, bolded vocabulary terms) in your essay.

