

**& PROJECT**

# Once Upon a Time in a City Called...

Session 1 of 5

## DEFINING DYSTOPIA THROUGH LOVE AND THREATS

What is dystopia? What images come to mind when you hear that word? What is special and unique about the city in which you live? What would the world be like if this city no longer existed?

### YOU WILL NEED

- Images of dystopia
- Chart paper

### BEFORE YOU START

Create a slideshow or handout of images (4-5) that evoke the feeling of dystopia. ([Royalty free photos from Getty here](#))

### HOW TO BEGIN (10 MINUTES)

**Define Dystopia**

Ask students what they know about dystopia. Add their words and phrases to a community chart. Combine words until you have an agreed upon definition.

## **STEP 1 (10 MINUTES)**

### **Love and Threats**

As a class, discuss what makes your city or town special. Make a T-Chart (preferably on chart paper that can remain visible throughout the entirety of the project). On one side write “Love,” and jot the things they list under it. Encourage students to be specific. For the city of New Orleans, for example, instead of saying “food” try “beignets.” Prompt students to think widely here: what food, places, music, activities, language, people, etc. do they love about their community?

Next, discuss the things that threaten the city. Ask students to think of things that threaten all aspects of the city: cultural, environmental, etc. Again, push students toward specificity and ground the conversation in their lived experiences.

## **STEP 2 (10 MINUTES)**

### **Love and Threats**

As a class, discuss what makes your city or town special. Make a T-Chart (preferably on chart paper that can remain visible throughout the entirety of the project). On one side write “Love,” and jot the things they list under it. Encourage students to be specific. For the city of New Orleans, for example, instead of saying “food” try “beignets.” Prompt students to think widely here: what food, places, music, activities, language, people, etc. do they love about their community?

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### **STEP 3 (10 MINUTES)**

#### **City Love Stories**

In pairs, have students share a special memory they have of their city or hometown. They should focus on telling the story about one time something happened that made them feel love or appreciation for where they live.