

The Chrysalids:

Chapters 13, 14, 15: Life on the Fringes

Summary This lesson examines how those forced to the Fringes create their own norms, values, cultures, how they come to perceive themselves in the scheme of things. It will interrogate what we value, as individuals and as cultures, and how this impacts the choices we make and how we live our lives.

Objectives Students will be asked to consider their initial predictions about the shape of the world 200 years after nuclear disaster; they will then build on the previous lesson's connection to personal values and develop, in groups, their own projected communities, thinking about how their values intersect with or differ from the values of the communities in *The Chrysalids*.

Outcomes Met *SCOs*
6.1: Recognize and articulate information from texts that trigger personal responses
6.2: Make connections between the ideas and information presented in texts and their own experiences
6.2: Make connections among the themes, issues, and ideas expressed in texts
7.7: Explore ways texts reveal and produce ideologies, identities, and positions
7.8: Reflect on their responses to texts, considering their own and others' social and cultural contexts

Materials Chart paper.

Pre-Work Prepare list of differing values of each space (for reference during class discussion)

Plan

Warm-Up (0.25 classes) 1. Writing Prompt: *Identify the most important passage out of the three chapters. Why is it important? What does it mean to you? How does it relate to your personal values?* Discuss as a class afterward.

Main Act (1 classes)	<ol style="list-style-type: none">1. Students will, in their groups, revisit their initial predictions about what communities might look like 200 years after nuclear disaster. Does this vision show what they value? Does it show something of their outlook on life?2. Facilitate a quick discussion about how values shape communities. Include sections from <i>Divergent</i> (Veronica Roth).3. Students will then develop a community and culture for David's world that reflect what they value -- what institutions, what types of life, what personal and political values. If they value education, how would that manifest itself in day-to-day life? If they consider health care crucial, what would that look like? Or if they consider the purity of the human form essential, might they guard against mutants? How? Remind them to name their communities, articulate social values/norms, think about what institutions exist, what social positions accrue prestige... (See attached document)4. Once groups have developed their communities, they can share with the class. Facilitate a discussion on how their imagined communities reflect on or react to their own society's values.
Conclusion (0.25 class)	<ol style="list-style-type: none">1. Writing Prompt: <i>Choose one community from the novel and assess its values/norms in comparison to your own OR Life on the Fringes means...</i>
Assessment	Informal. Monitor student discussion and contribution.
Adaptations	None.
Extensions	Any free time will be devoted to reading <i>The Chrysalids</i> OR students can write a brief fiction piece based on their community.
Research/ Resources	<i>Divergent</i> . Veronica Roth.

Community Creation – English 11 *Chrysalids*

In your groups, choose one value from the list below and then use it to complete the following steps.

Honesty	Courage
Excellence	Intelligence
Peace	Loyalty
Purity	Honour
Toughness	Simplicity
Structure	Independence

In creating your community based on this value/trait, you will be asked to push things to the *extreme*. Many communities value equality, but how would a community that takes equality to the extreme structure itself? Would everyone be genetically engineered so that they have the same IQ, physical capabilities? Would everyone have the same school schedule/subjects, etc.? In Kurt Vonnegut’s short story “Harrison Bergeron,” for example, the Handicap General ensures that everyone is equal, which means that no one is “no one is smarter, better-looking, stronger, or faster than anyone else.”

1. What is your chosen value/characteristic? Come up with a community name that connects to that value.
2. How would your community promote that value or teach it to children?
3. What social institutions (law enforcement, the justice system, welfare, etc.) would be absent or less important based on the community’s value? What social institutions would be more important?
4. Create a symbol that represents your community.
5. How are people punished for transgressing (not upholding) the community’s chief value?
6. How does your community’s central value translate across the following customs/conventions:
 - Family
 - Work
 - Art/Literature
 - Education
 - Political system
 - Fashion
 - Religion
 - Reproduction
 - Social hierarchies (who’s at the top?)
 - Law enforcement

Once finished, compare your community to a community from *The Chrysalids* (The Fringes, Waknuk, Sealand) or one of the other texts we’ve read (Omelas, “Valedictorian” – either behind the Firewall or outside of it). Identify the most important value from that community and compare how it influences that community’s customs/structure and compare it to your own choices.