

## Society vs. the Individual: Extension Task Directions

Consider the idea of society versus the individual. How does the role you play in society support or contradict the role you play as an individual?

1. Develop a question for research that explores the interaction between society and the individual based on the various roles people play. Consider stereotypes (i.e., gender, race, etc.), social affiliations (i.e., church membership, clubs/organizations), cliques, social media/virtual identities, “masks” people wear, etc.
2. Begin to research your topic/question using credible sources, such as the Tennessee Electronic Library. What significant or compelling information do you find? How does this information inform, support, or conflict with your belief or claim? How does your topic relate to the unit themes and/or texts? Why do you feel that your topic is an important one to explore or to present to the class?
3. Draft a proposal that answers these questions:
  - A. What is the topic for your research?
  - B. What specific question are you exploring?
  - C. How does this topic relate to the themes of *Our Town*, “Bowling Alone,” and/or “Self-Reliance”?
  - D. Describe the research you have done thus far and interesting findings. Be specific. (This means you need to have done some research. Don’t say you haven’t researched yet.)
  - E. Why do you feel it is important to research this topic or for others to learn about this topic?
4. Submit your proposal to your teacher.
5. Continue to research your question, using multiple credible print and digital resources and narrowing or broadening the inquiry as necessary. Find compelling information; don’t talk about what everyone already knows. For example, if discussing gender roles, you wouldn’t just say “In the past, women didn’t work outside the home, but today they can have any job they want and can even be the primary or even only moneymaker in the family.” At this stage, this information is common knowledge. What is something new you’ve learned? What compelling statistics might you find? How can you dig into the topic beyond the surface?
6. Create a multimedia presentation that logically presents your research findings, illustrates or communicates your argument related to the interaction of society and the individual, connects your topic and argument to at least one of the unit texts, and identifies and addresses counterclaims to your argument.
7. Upload your presentation to TEAMS on or before the due date. Be sure you have reviewed the presentation rubric.
8. Using appropriate presentation skills, share your presentation with your class. Presentations should be 4-7 minutes in length. Be sure you have reviewed the presentation rubric.

Presentations count as a test grade.