

1984 by George Orwell

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MODULE: TEACHER VERSION

GRADE 12

Reading Selections for This Module

Orwell, George. 1984. 1949. Centennial ed. New York: Harcourt Brace, 2003. Print.

Optional Reading Selections

Maass, Peter, and Megha Rajagopalan. "That's No Phone. That's My Tracker." *New York Times* 13 July 2012. Web. <http://www.nytimes.com/2012/07/15/sunday-review/thats-not-my-phone-its-my-tracker.html?_r=1&ref=technology>.

Winton, Richard. "Long Beach Police to Use 400 Cameras Citywide to Fight Crime." *Los Angeles Times* 15 Aug. 2012. Web. <<http://www.latimes.com/news/local/la-me-long-beach-cameras-20120815,0,783037.story>>.

Other Works Cited

Associated Press. "FBI Abandons Carnivore Wiretap Software: Commercial Program, 3rd-Party Wiretaps Now Used." *MSNBC.com*. NBC News Digital, 18 Jan. 2005. Web. <http://www.msnbc.msn.com/id/6841403/ns/technology_and_science-tech_and_gadgets/t/fbi-abandons-carnivore-wiretap-software/>.

DesMarais, Christina. "This Smartphone Tracking Tech Will Give You the Creeps: New GPS Tech Can Track Your Every Move. Should You Fear It or Embrace It?" *PC World*. International Data Group, 22 May 2012. Web. <http://www.pcworld.com/article/255802/this_smartphone_tracking_tech_will_give_you_the_creeps.html>.

Georgiton, Peter J. "The FBI's Carnivore: How Federal Agents May Be Viewing Your Personal E-Mail and Why There Is Nothing You Can Do About It." *Ohio State Law Journal* 62.1831 (2001): n. pag. Web. <<http://moritzlaw.osu.edu/students/groups/oslj/files/2012/03/62.6.georgiton.pdf>>.

Henderson, Tom. "How I Divorced Google: Leave Google, and Save Your Privacy in 7 days (Or At Least Get a Start on It)." *ITworld*. International Data Group, 16 March 2012. Web. <<http://www.itworld.com/it-managementstrategy/259252/how-i-divorced-google>>.

Tyson, Jeff. "How Carnivore Worked." *How Stuff Works*. Discovery Communications, n.d. Web. 2 Sept. 2012. <<http://www.howstuffworks.com/carnivore.htm>>.

Module Description

This module explores George Orwell's dark, complex, and controversial novel *1984*. The novel is full of big ideas and themes: totalitarian rule, surveillance technology, mind control, propaganda, the role of the individual versus the collective, the relation of language to thought, and even the nature of reality and perception. The novel is often read as a tragic story of an individual, Winston Smith, who tries to stand up to the totalitarian government and fails. This module is designed to help students go beyond the simple plotline and engage with some of the larger philosophical ideas and themes, in part by carefully reading sections of the novel that are often omitted: the chapters from the fictitious book by Emmanuel Goldstein, *The Theory and Practice of Oligarchical Collectivism*, and the appendix, "The Principles of Newspeak." In effect, the novel integrates a literary narrative with fictional expository texts, which makes it ideal for use in an ERWC module. The culminating writing assignment offers a choice of four prompts, each of which explores one of the themes of the novel. Students are asked to use material from their notes and annotations of the novel to support their position on the issue of the prompt.

Module Background

Science fiction often explores ethical and moral issues created by new technology. Many of the technologies explored in science fiction stories of the 1940s and 1950s have become a part of our everyday world, and we live with the consequences. Science fiction writers don't actually try to predict the future. Instead, they ask "What if?" questions about trends and possibilities in the present. As Ursula K. Le Guin argues in her introduction to her science fiction novel, *The Left Hand of Darkness*, we can think of science fiction as a kind of thought experiment: If we create this technology, what will happen? How will it work? How will it change society? How will it change people? Should we do it at all?

George Orwell's *1984* is sometimes not recognized as a science fiction novel. There are no rocket ships or aliens, and the date is now in the past. However, it is clearly about an imagined future extrapolated from post-World War II political trends, advances in techniques of propaganda, and the potential of surveillance technology to increase the control of a totalitarian government over its citizens. Now surveillance technology is vastly more powerful and pervasive than Orwell ever imagined, and we use much of it voluntarily. What if technology allowed our government to watch and listen to us every moment? In *1984*, Orwell explores what that would be like.

However, *1984* is not just about surveillance technology. To justify its actions, the government of Oceania and its leader, Big Brother, continuously rewrite history to fit the political needs of the present so that the past becomes a convenient fiction. What is history if the newspapers and other records are continuously being rewritten? Big Brother also fills a party member's time with work and daily public rituals so that a citizen is rarely alone and is expected to display a constant public patriotism in behavior and speech. What does it mean to be an individual if every aspect of behavior is controlled, observed, and regimented? Though Big Brother can control behavior and speech, one would think that surely a citizen's private thoughts remain his or her own. However, Orwell imagines a government that attempts to control even the very thoughts of its citizens through the creation of a language, Newspeak, in which "thoughtcrime" is impossible to express. Life in Oceania is a dreary and frightening prospect indeed.

Orwell divides the novel into three sections. He also includes parts of a fictitious book (interpolated into Section Two), *The Theory and Practice of Oligarchical Collectivism* by Emanuel

Goldstein, Big Brother’s political scapegoat and ideological enemy, and an appendix, “The Principles of Newspeak,” at the end of the book. This module will be divided into four sections. The first section will explore the technology and concepts of “surveillance” as they exist in our current society before moving into the first section of the novel. The second section will explore the appendix because “Newspeak” is such an important factor in Big Brother’s ideological control. The third and fourth sections will explore the last two sections of the novel. There are also two optional supplementary texts: a newspaper article, “Long Beach Police to Use 400 Cameras Citywide to Fight Crime,” and an op-ed piece, “That’s No Phone. That’s My Tracker.”

This module offers 62 activities. You probably will not have time to assign all of them. The activities for Section One of the novel are essential, as are the activities regarding the “Newspeak” appendix. As the students move into the latter sections of the novel, use your judgment about what activities will help their reading comprehension and their understanding of the ideas and issues of the novel.

As students work through the module, they will end up with a lot of notes, word activities, sentences, and paragraphs about *1984* that will be useful in writing the paper at the end. The best way to have all of this material available for use will be to keep a project notebook. You can collect this notebook at appropriate times and respond to their entries.

FA Formative Assessment

The notebook offers many informal opportunities for you to assess your students’ understanding of concepts and interpretive processes as they progress through the activities in the module. Use these opportunities to decide if supplementary instruction may be needed at certain points for the whole class, sub-groups, or individuals. Although you may elect to collect and review the notebooks at any time, there are instances in the module in which collecting the notebooks is explicitly recommended.

Common Core State Standards for English Language Arts and Literacy

Unless otherwise specified, all standards are for grades 11-12.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of California’s Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in the sections of the module that follow.

Reading Rhetorically

Prereading (Section One)

Getting Ready to Read: Introduction for Students

Have your students read the following introduction and then do Activity 1.

Activity 1: Getting Ready to Read—Define “Orwellian”

Introduction: Sometimes an author’s ideas are so unique and powerful that his or her name becomes synonymous with the ideas. One example is Niccolò Machiavelli, whose book *The Prince* advises a new ruler that the end always justifies the means in acquiring and maintaining power. Thus, the term “Machiavellian” describes a plan that is clever, effective, but also deceitful and unethical. Ivan Pavlov, a Russian scientist, rang a bell every time he fed his dogs and demonstrated that over time the dogs associated the bell with food and began to salivate when they heard it. Now conditioned responses like this, such as when high school students respond in certain ways to the bells and buzzers

that designate class periods, are called “Pavlovian.” In his analysis of dreams, Sigmund Freud found that the imagery of dreams was full of sexual symbols. Now the practice of finding such symbols in dreams, stories, and everyday objects is called “Freudian.”

The word “Orwellian” is probably almost as commonly used as the terms mentioned above. However, the meanings and associations of “Orwellian” are as complex as the world of the novel. It is sometimes difficult to pin down exactly what someone means by the word. It might refer to a totalitarian government, a government that tries to control all the actions and beliefs of its citizens. It might refer to the use of surveillance technology, such as hidden cameras and microphones, as part of that effort to control. It could refer to the particular ways of speaking and thinking that Big Brother and the ruling party in the novel prescribe in “Newspeak.” It might even refer to the rewriting of history to fit the political needs of the present. Of course, it could be a combination of two or more of the above. As we read *1984*, we will return to the question of the meaning of “Orwellian” several times.

Orwell wrote this novel in 1948. He turned the last two digits around to come up with *1984*. The novel is a work of science fiction about an imagined future, but it draws on what was for Orwell the recent past, the history of World War II, in which the fascist government of Adolf Hitler’s Nazi Germany fought the communist government of Josef Stalin’s Soviet Union. Although fascism and communism are considered to be opposite political systems, both countries had authoritarian governments with powerful dictators, secret police, and violent suppression of political opponents. In imagining the country of Oceania and its ruler Big Brother, Orwell gives the government the power to watch and control every aspect of a citizen’s life through ever-present two-way “telescreens” that both display propaganda and observe the viewer.

The year 1984 has come and gone. Are the questions and possibilities of *1984*, the novel, still relevant? Let’s look at some recent articles.

Christina DesMarais, writing in *PC World* says in “This Smartphone Tracking Tech Will Give You the Creeps: New GPS Tech Can Track Your Every Move”:

Privacy fans, take note: A new technology, called Indoor Positioning System, could push your worry meter to the max. IPS allows pinpoint tracking of any Wi-Fi-enabled device, such as a smartphone or tablet, within a building. This means that an IPS service could easily track you—right down to, say, the table you’re occupying in a mall’s food court—as long as your mobile devices’ Wi-Fi is turned on. And, if you’re a typical device user, your Wi-Fi is always on, right?

Does it bother you if a subscriber to a location service can tell exactly where you are at all times without your knowledge by following your device? Tom Henderson, writing in *ITworld*, became so concerned about how much Google knew about his online behavior that he tried to completely eliminate Google from his online services. In “How I Divorced Google: Leave Google, and Save Your Privacy in 7 Days (Or At Least Get a Start on It),” he writes,

When I sit at home, Google (unless I consciously prevent it) knows where I sit, on what machine, and what time of day I’m there. Data is collected

not only from the search engine site, but sites that I visit that have Google maps, and so forth. The penetration of Google's ability to sniff a single individual's location and preferences is unprecedented. Google knows more about me than my mother.

Of course, if Henderson's mother subscribed to the Indoor Positioning System described above, she would know where he is too. Is this what people would call "Orwellian" surveillance? In these examples, the purpose of the surveillance or what the observers will do with the information are not clear. It is not the government that is observing the citizens. However, the government certainly has access to information of this type if it wants to. Of course, sometimes it does. In fact, the FBI created its own Internet surveillance system called "Carnivore," which it later abandoned in favor of commercial products. The Associated Press reports,

The FBI has effectively abandoned its custom-built Internet surveillance technology, once known as Carnivore, designed to read e-mails and other online communications among suspected criminals, terrorists and spies, according to bureau oversight reports submitted to Congress.

Instead, the FBI said it has switched to unspecified commercial software to eavesdrop on computer traffic during such investigations and has increasingly asked Internet providers to conduct wiretaps on targeted customers on the government's behalf, reimbursing companies for their costs.

Jeff Tyson, in "How Carnivore Worked," observed that for many, it was "eerily reminiscent of George Orwell's book *1984*." Apparently, there have been misuses of this technology. Peter J. Georgiton, writing in an *Ohio State Law Review* article, "The FBI's Carnivore: How Federal Agents May Be Viewing Your Personal E-Mail and Why There Is Nothing You Can Do about It," says,

Instances of misconduct by the FBI demonstrate that unsupervised use of Carnivore could easily lead to abuse. In the end, judicial supervision of the FBI's use of Carnivore will be necessary to prevent the Orwellian situation of *1984*—where everyone's thoughts and writings are being probed by an overbearing, omnipotent, and intrusive federal government.

Two of the sources above connect the government's attempts to read the emails and other online communications of "criminals, terrorists, and spies" to the "Orwellian" world of *1984*. At this point you should have some idea of what people mean when they use the word "Orwellian."

Quickwrite: In your *1984* notebook, write your own definition of what the word "Orwellian" means to you. Does the word apply to our society today? Why or why not?

RG Rhetorical Grammar for Expository Reading and Writing

At this point, have your students complete Activity 1 if appropriate for their needs. Participating in this activity (located at the end of the module) will help introduce students to the module and the grammar instruction that will follow.

Activity 2: Getting Ready to Read

Read the following scenario:

You and many of your friends are big fans of a pop group called “The Sleazy Dirtbags.” The group has catchy beats and melodies, but the lyrics of the songs are hard to understand. Nobody really cares. They just like the music and talk about it a lot on Facebook and in text messages. However, a news station hires an audio analyst to transcribe the lyrics and finds what they say are hidden messages calling for a violent revolution against the government and the assassination of political figures. The songs become a big political issue and numerous politicians publically denounce the group. Some fans of the group try to defend the songs by saying that the lyrics have been misinterpreted, but other groups embrace the message and hold anti-government demonstrations. The lead singer leaves the country and goes into hiding. Other groups hold anti-Dirtbag demonstrations. A psychologist says on a news program that the songs might have subliminal messages that could inspire young people to violence. Under pressure from politicians, the FBI announces that it will collect email records, text messages, and Facebook conversations about the songs from all of the band’s fans to look for a pattern of conspiracy or possible plans for violence. They promise that every message about the group anywhere on the Internet will be thoroughly investigated. Suddenly Dirtbag fans are public enemy number 1, and you are one of them.

In your notebook, answer the following questions:

- Do you think that this could happen in the United States? Why or why not?
- If this happened, what would you do? Would you change your communication habits? Would you be more concerned about privacy?
- If you got a call from the FBI or if agents knocked on your door, what would you say? What would you do? How would you feel? Would you be scared? Would it change your life?
- Would you call this situation “Orwellian”? Why or why not?

Now discuss your answers with a partner. If your partner’s answers are different from yours, make notes about the differences.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Exploring Key Concepts

This novel explores a number of different political ideas. The activity below will help your students understand some basic political concepts and the ways they apply in our own world.

Activity 3: Exploring Key Concepts

The following political concepts often come up in discussions of *1984*:

Authoritarian—The government is the authority. The individual obeys. This is the opposite of a libertarian philosophy, in which the government leaves the individual alone as much as possible

Totalitarian—In totalitarian rule, the government tries to control every aspect of the lives of its citizens, including their thoughts and beliefs, by any means possible.

Oligarchical Collectivism—Aristotle defines three types of government, each with a good form in which the ruler or rulers have the good of the state in mind and a bad form in which the rulers govern by self-interest.

Aristotle's Three Forms of Government		
Type	Good Form	Bad Form
One Ruler	Monarchy: rule by one wise person	Tyranny: rule by one bad person
Small Group Rule	Aristocracy: rule by a few wise people	Oligarchy: rule by a few bad people
Mass Rule	Polity or “constitutional government”: rule by the people for the good of the whole	Democracy: rule by the people for individual self-interest

Aristotle uses these terms a bit differently from how they are used in the U.S. today. “Collectivism” emphasizes the good of the whole over the individual.

Utopia—A perfect, happy society in which all of humanities problems have been solved.

Anti-Utopia or Dystopia—A nightmare society in which life is as difficult and unhappy as it could be; often the result of trying to create a utopia.

In small groups, discuss the political concepts above. How do they apply to various countries in the world today? How do they apply to the U.S.? Write down your group’s ideas in your notebook.

Reading – Informational Text

5a. Analyze the use of text features (e.g., graphics, headers, captions)... CA

Surveying the Text

Have students examine the copy of the book in their hands.

Activity 4: Surveying the Text

Look at your copy of *1984*.

- What, if anything, is on the cover?
- What does the cover art mean?
- Are there any comments from reviewers or critics on the back or the front? Are there pictures anywhere on the cover?
- Is there a summary of the novel on the flyleaf (if present)?
- Is there a short biography of the author or other explanatory materials?
- Is there a Foreword or an Afterword? Who wrote them? Do you think you should read them? If so, when?

**Reading –
Informational Text**

5a. Analyze the use of text features (e.g., graphics, headers, captions)... CA

**Speaking and
Listening**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- How is the book divided? Are there chapter titles? Sections?

Write answers to these questions in your *1984* notebook.

Making Predictions and Asking Questions

Although the novel is divided into three sections and multiple chapters, the sections and chapters are numbered rather than named (except for the appendix, which is called “The Principles of Newspeak”), and the book has no table of contents. The particular edition you are using may have a Foreword or an Afterword, which students may want to examine.

Activity 5: Reading the First Page

In the absence of section and chapter titles, the best way to preview the book is to read the first two paragraphs of the novel. What details do you notice that seem odd? What predictions can you make about the world of the novel from these details? Write your predictions and the reasons for them in your *1984* notebook.

(Students may notice some of the following details.)

The first sentence reads “It was a bright cold day in April, and the clocks were striking thirteen.” It is always interesting to look at the first sentence or two of a science fiction novel or short story because science fiction writers have to work harder to establish the world of the story. They cannot rely on the reader’s knowledge of their own world to understand the strange new one. In this case, the first clause implies a familiar world, and the second, a strange one, also introduces the unlucky connotations of the number thirteen.

The electricity is off in preparation for an event called “Hate Week.”

There is an enormous poster on every floor with eyes that seem to follow the viewer and a caption that reads “BIG BROTHER IS WATCHING YOU.”

Activity 6: Flipping Through the Book

Flipping through the pages of a book can reveal some important elements about the contents. Flip through the book looking for text or illustrations or other features that stand out. What do these elements mean? How do you think they fit into the story? Write down in your *1984* notebook some of the details you notice.

(The feature that is most likely to stand out is large, centered, bold-faced slogans in all caps at several places in the book that say

**WAR IS PEACE
FREEDOM IS SLAVERY
IGNORANCE IS STRENGTH**

*In groups, have students speculate about what these paradoxical slogans could possibly mean and why they are in the book. They may also notice that Winston Smith has written “**DOWN WITH BIG BROTHER**” over and over again in his notebook. This sentence, along with “**BIG BROTHER IS WATCHING YOU,**” from the first page should give the students some insight into what the book may be about.)*

In discussing “War is peace,” you might ask students some of the following questions:

- Is the U.S. currently at war? If so, with whom? Are there any local indications that we are at war?
- Do we fight war to create peace? Or for other reasons?
- Does having an enemy abroad unify the people at home? Does this make them easier to govern?
- Who benefits from war? Who suffers?
- Could an imaginary war have political benefits? For whom?

In discussing “Freedom is slavery,” you might ask students some of the following questions:

- What is freedom? Is it the ability to do anything you want to do? Does that mean no laws and no police? Does it mean no rules and no parents? Is it being able to make choices about some important things but not others? Can freedom be limited?
- What is slavery? Is it being owned by someone? Is it having no rights? Is it having no choices, doing only what you are told to do? Is it working eighty hours a week for minimum wage because your family will starve if you don’t?
- Can political rhetoric or advertising persuade people to do something they wouldn’t otherwise do? If they are manipulated by rhetoric to do something voluntarily, is this a free choice? If most or all of their lives are controlled in this way, is this freedom?
- Is it sometimes more comfortable to know what the rules are, to be guided by conformity to tradition, and to be told by an authority what to do? Is freedom actually a lot of work because it involves thinking and some decisions turn out badly?

In discussing “Ignorance is strength,” you might ask students some of the following questions:

- What does the following statement mean: “Don’t confuse me with the facts, I know what I think”?
- Is it easier to be certain if you only talk to people who agree with you?
- “Ignorance” is related to the word “ignore.” Is it easier to make decisions if you ignore some of the facts?

Language

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA
 - c. Consult general

In discussing “Big Brother is watching you” and “Down with Big Brother,” you might ask students some of the following questions:

- Who do you think Big Brother is?
- Is Big Brother really watching or is it just an optical illusion created by the way the poster is drawn?
- Is Big Brother a real person?
- What kind of person would write “Down with Big Brother”?

Activity 7: Making Predictions and Asking Questions

Based on your interpretation of the details on the first page and those you noticed from flipping through the book, write a paragraph describing the world of the book, the viewpoint character, Winston Smith, and your thoughts about what you think will happen to him.

Understanding Key Vocabulary

In groups, have students discuss the concept of doublethink and come up with as many doublethink slogans and statements as they can, either their own or ones they have heard. They might come up with slogans such as “The truth is a lie” or statements such as “We had to destroy the village in order to save it.” Even policies such as “Don’t ask, don’t tell” or “No child left behind” can be seen as doublethink.

Activity 8: Fun with Doublethink

Big Brother, the government of Oceania, attempts to control the ideas of the population by introducing an invented language, “Newspeak.” Newspeak is a simplified version of “Oldspeak” or English. The grammar and rules of Newspeak are described in an appendix to the novel, but a few words are introduced early in the book.

- Ingsoc—“English Socialism,” the national ideology of Oceania.
- doublethink—The ability to believe two contradictory ideas at once. “War is peace” and “Freedom is slavery” are two examples. Doublethink is necessary for life in Oceania.
- thoughtcrime—Thinking thoughts that are against the party or that question party policies or actions. Thinking “Down with Big Brother” is an example. The Thought Police monitor everyone to detect possible thoughtcrime.

and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CA

- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading – Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Do you ever find yourself believing two contradictory notions at the same time? In 1984, this is called “Doublethink.” It could be something as common as “He/she loves me; he/she loves me not.” Is it possible to believe both of those statements at once? Or if your grandmother or other loved one is very sick, is it possible to believe both that she will get well, but also that she will not? Is it possible to believe strongly in a principle such as “Honesty is the best policy” and then do the opposite for other reasons? In your group, discuss examples of doublethink in our daily lives. Write down the best examples in your 1984 notebook.

Activity 9: Fun with Thoughtcrime

Do you ever find yourself thinking thoughts that are against the organization or activity you are participating in? In 1984, thinking thoughts against Big Brother is called “thoughtcrime.” Think of an organization you belong to or are familiar with. (It could even be your school.) Every organization has rules, beliefs, principles, and standards. If your thoughts at times go against the basic beliefs of the organization, even while you are outwardly participating normally, in 1984 terms that could be considered “thoughtcrime.” Of course, this happens to all of us at times. What organization do you have in mind? What would be examples of thoughtcrime for that organization? Write down some examples in your notebook.

RG Rhetorical Grammar for Expository Reading and Writing

At this point, have your students complete grammar Activities 2-6, as appropriate for their needs, over the course of the Rhetorical Reading and Connecting Reading to Writing portions of this module. Participating in these activities (located at the end of the module) will complement your students’ work in this module and help them get ready to write their own assignments.

Reading (Section One)

Reading for Understanding

The reading questions are designed to give students a focus for their reading and to provide topics for later discussion. The goal is to provide guidance for their first reading, a sense of what to attend to, without interrupting the natural flow of the reading. Some students may want to focus on reading to answer the questions; others may want to simply skim the questions, read, and then return to the text to find answers.

Activity 10: Reading for Understanding

First, read the questions below just to get an idea of some of the items you will be looking for. Then read Section One, keeping these questions in mind along with the predictions you made in Activities 5, 6 and 7. As you are reading, make check marks in the margins when you find a passage that may be relevant to these questions or your predictions. (Use sticky notes if you can't write in the book.) Don't worry if you don't find something for every question. You will be able to go back later.

Chapter I

1. What is a “telescreen”? How is it different from the televisions we know? Is it possible to make a television that could see and hear everything in the room? Could such a device be used for discovering criminals and terrorists? Could it be used for political control? Would it be a good idea to install such a device in every household?

(Some TVs may already monitor users. There has been controversy about whether the Xbox Kinect motion-sensing system, which is based on a webcam with facial recognition technology and a microphone, can monitor users when playing a game, or even when the system is simply turned on. Student gamers may be aware of this. This technology could certainly be used to monitor anyone in a room where it was installed.)

2. What are the four government ministries that control the world of Big Brother? In our own society, we have departments in the federal government, such as the Department of Defense and the Department of Education. Are these the same as the ministries in Oceania? How are they different?

(Students will easily find the Ministry of Truth, which is in charge of news, entertainment, education, and the arts, but which might also be seen as the Ministry of Propaganda; the Ministry of Peace, which was in charge of war; the Ministry of Love, which maintained law and order; and the Ministry of Plenty, which ran the economy. These are Minitrue, Minipax, Miniluv, and Miniplenty in Newspeak. The U.S. government has far more agencies than Oceania, so it could be argued that Big Brother is more efficient. We do have a Department of Defense that is in charge of war.)

3. Why does Winston want to keep a diary? Why, even though it is not illegal because there are no laws, could he be punished by death or 25 years in a labor camp for possessing it?

(Many answers are possible, but it is significant that Winston says he wants to transcribe the “interminable restless monologue” that had been going on in his head for years. Winston’s writing process is very interesting. He freewrites random fragments of events, writes down forbidden thoughts and questions, and expresses himself in various ways. The diary is probably forbidden because it is an independent record of events that may interfere with Big Brother’s mind control.)

4. What is the “Two-minutes Hate”? What effect does it have on the people? Who is Emmanuel Goldstein? Why is it important to hate him?

(The Hate is a public ritual designed to produce intense emotion and focus it on Big Brother's enemy. Goldstein is a scapegoat for all that is wrong in Oceania. This reminds one of Hitler's huge rallies. The scapegoat technique is right out of Mein Kampf.)

Chapter II

5. Why are parents in Oceania often afraid of their children?

(Instead of Boy Scouts or Girl Scouts, the children are members of "the Spies" and are trained to report on their parents and neighbors.)

6. What does O'Brien say to Winston in his dream? What do you think it might mean?

("We will meet in the place where there is no darkness." This sounds positive at first if we read "darkness" for evil or ignorance, but later we find that in the Ministry of Love the lights never go out. It may be that O'Brien whispered this to Winston through the telescreen while he was asleep.)

Chapter III

7. What does Winston dream about? What does it tell us about him?

(Winston dreams about losing his mother and then Julia. Much could be made of this from a Freudian perspective.)

8. How can the exercise instructor see that Winston is not touching his toes?

(She can see him through the telescreen. This scene shows that the telescreen really does watch everyone.)

Chapter IV

9. What is Winston's job in the Ministry of Truth? Is he good at it? How does he feel about it?

(Winston's job is to rewrite news stories from the past to make them fit the present needs of Big Brother. He takes pride in his work, even though he knows he is erasing the past.)

Chapter V

10. What is the purpose of Newspeak? Who will eventually speak it?

(Symes says that the purpose is to make thoughtcrime impossible. Eventually, everyone is supposed to speak it.)

11. Who are the Thought Police?

(Winston has never really met a member of the Thought Police. He thinks sometimes that the dark-haired girl might be a member. The Thought Police are the people watching through the telescreens and moving through crowds, noting who might be dangerous.)

12. Why does Winston think that his colleague, Symes, will be "vaporized"?

(Even though he is excited about the goals of Newspeak, he sees too clearly and speaks too plainly.)

Chapter VI

13. What kind of marriage does Winston have? Why does he live alone?

(It was a cold and loveless marriage to a wife who believed everything that she was told by Big Brother. They can't get divorced, but they have been separated for more than 10 years.)

Chapter VII

14. Who are the “proles”? Why does Winston write, “If there is hope, it lies in the proles”?

(“Prole” is short for “proletariat,” which is a term from Latin meaning people with little or no property. The “proles” are the working class. The proles are manipulated with propaganda, but are not controlled or monitored to the extent that members of the Outer Party are. Winston thinks that they might rise up in mass and overthrow Big Brother.)

15. Winston quotes from a textbook about the “capitalists” in frock coats and top hats who ran London before the revolution. Is there any truth to this description? Is there any way for Winston to check on its accuracy?

(The textbook is a mixture of truth and falsehood and puts elements together from different time periods. It describes the behavior of upper-class nobility, lords and ladies, but calls them “capitalists” in top hats.)

16. What is the Chestnut Tree Café? Who are Jones, Aaronson, and Rutherford? What happens to them?

(The café is somewhat mysterious. It appears to be a place where individuals who are being cured by Big Brother of thoughtcrime hang out. Jones, Aaronson, and Rutherford were part of the original revolution but fell out with the rest of the ruling group.)

17. Winston writes, “I understand HOW. I do not understand WHY.” What does he mean by this?

(He understands how Big Brother controls the citizens. He doesn't understand why totalitarian control is necessary. Why create such an unpleasant society?)

Chapter VIII

18. Why does Winston return to the junk shop where he bought the diary? What does he buy there?

(Winston is walking without thinking about where he is going and ends up there. He buys a glass paperweight with a bit of coral inside. It is a beautiful object from the past.)

19. Why is Winston scared of the girl from the fiction department?

(He thinks she is either a member of the Thought Police or an amateur spy.)

Activity 11: Revisiting Predictions

Look at the paragraph and other notes you wrote in your notebook regarding your predictions about the world of the novel. Which ones were confirmed? Which ones were wrong? Which ones are still undecided? Write another paragraph updating your first one.

For Activity 12, Sharing Answers, divide the students into groups. Assign each group a set of questions from the list above. Each group then discusses the questions until they have answers they can share with the class. Students can write down answers to questions they didn't discuss in their notebooks, so everyone ends up with some notes about each question.

Activity 12: Sharing Answers

Discuss the questions assigned to your group from the above list. In answering them, refer to specific page numbers and passages in your copy of the novel. Share your answers with the class. Write down the answers to the other questions that other groups came up with if they are different from your own.

Reading – Literature

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/ **archetypes** are introduced and developed). **CA**
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*,

Considering the Structure of the Text

This discussion will help students become aware of some of the decisions the author has made in constructing the text.

Activity 13: Class Discussion

The novel begins with Winston arriving at his apartment and beginning to write in his diary. Then it shifts to events that happened earlier in the morning and describes the “Two-minute Hate.” Throughout the novel, Orwell shifts back and forth in time, sometimes describing dreams or memories.

- What is the effect of this time shifting on the reader?
- Does it help keep us engaged, or does it confuse us?
- Why does Orwell do it?

Possible Responses: Sometimes readers are confused by flashbacks, dream sequences, and other time-shifting devices and wonder why the writer can't just tell the story straight. However, if the story started with Winston's childhood and told his whole history in chronological order, it would be a very long, dull book. And in reality, our lives work this way too. While we are doing one thing, we might also be remembering the past or thinking about a dream. The writer's job is to keep us interested and to give us just what we need to understand the story when we need it.

texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Reading – Literature

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

Noticing Language

In this activity, students will select words that they are interested in learning and engage in a number of activities with them that will help them acquire the vocabulary. The heart of the activity is a group sharing of selected words and sentences. This should generate a lot of discussion about both language and the novel. Encourage the students to ask about words they are uncertain about. After the group sharing and discussing, students look up the words to see if the meanings they came up with in the group discussion are accurate, and they write their own sentences using the words. They may create sentences that use the words incorrectly or do not demonstrate the meaning, but you can check these when they turn in their notebooks. If you yourself are uncertain about the meaning of a word, always a possibility with a writer like Orwell, just say, “Let’s look that up again.”

Activity 14: Noticing Language

Reading a novel means encountering many unknown words and many words of which you have only a vague understanding. The situation and the surrounding text will provide some contextual clues about the meanings of unknown words. Knowledge of Latin and Greek roots can also help. It is possible for a reader to read and understand a novel without knowing all the words. However, reading novels can significantly increase your vocabulary.

There are eight chapters in Section One of *1984*. After you have read Section One, for each chapter, choose one or more words that are either unknown to you or that you are uncertain about. Choose words that seem to be important or interesting because of their context or frequency or even because they sound interesting. Keep choosing until you have 10 words, which means you will have more than one for at least two chapters. For each word you choose, do the following:

- Copy the sentence in which you found it in your *1984* notebook.
- Underline or highlight the word.
- Name its part of speech in the sentence.
- Write down some ideas about what it might mean and why you think so. Don’t be afraid to be wrong. You are just making educated guesses.
- In your group, take turns sharing the words and sentences you chose. Ask group members to help you define your words more accurately. Some will probably know your words better than you do. You will probably know more about other words that they have chosen.
- Look up your words in a good dictionary or online. How close were you and the group to the dictionary meaning?
- Write your own sentences using the words correctly.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. ...apply an understanding of syntax to the study of complex texts when reading.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

Reading – Literature

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/ **archetypes** are introduced and developed). **CA**

Writing

2. Write informative/ explanatory texts to examine and

Analyzing Stylistic Choices

The following activity will help your students think about why Orwell chose to represent the speech of some characters in non-standard dialect.

Activity 15: Analyzing Stylistic Choices

In Chapter VIII, Winston visits a district that is inhabited by proles. The proles are generally friendly, but they speak informally and use a lot of slang. Winston visits a pub because he wants to ask an old man about the past, especially about what the party says about capitalists. When Winston first sees him, he is arguing with the barman. He says “I arst you civil enough, didn’t I? You telling me you ain’t got a pint mug in the ‘ole bleeding boozer?” What does he mean by that in standard English? Why doesn’t the barman understand?

Select two or three sentences spoken by the old man in the pub. Copy them into your notebook and translate them into standard English. Then discuss what effect Orwell was trying to create by representing the old man’s speech in slang and dialect. Are the old man’s words as effective in standard English?

Postreading (Section One)**Summarizing and Responding**

Writing the paragraph described in Activity 16 will help students consolidate their knowledge of the setting, characters, and plot of the novel so far.

Activity 16: Summarizing and Responding

The first part of a novel should do at least three things:

- Establish the setting of the action, making the world of the story real to us in details and principles.
- Establish the characters (especially the viewpoint character) in terms of personality, role or job, and strengths and weaknesses.
- Set the action in motion by giving the characters things to do and problems to solve.

It may also hint at some of the themes or big ideas that the novel will explore and develop.

Review your marginal notes, sticky notes, word lists, and answers to questions to solidify your understanding of Section One of the novel. Write a paragraph summarizing Section One in terms of the setting, the characters, the intentions of the characters, and any ideas you have about the themes of the novel.

convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks

Reading – Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed). **CA**
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Thinking Critically

The questions below concern some of the major themes of *1984*. One way to introduce them would be to form the students into panels that focus on one of the questions. One panelist could introduce the question; others could cite and explore some examples from the novel that deal with the question; and the rest could focus on connections between the question and our current society. Another variation would be to have students take on the roles of different characters and argue from that character's point of view.

Activity 17: Panel Discussions

1. Language and Thought: Winston's friend Symes says that the purpose of Newspeak is to narrow the range of thought and make thoughtcrime impossible. He says, "The Revolution will be complete when the language is perfect." Do you think that it is possible to create an artificial language that will control what people think? If we eliminate the words for bad ideas, will that eliminate the ideas? Is this why we prohibit certain words from radio and television? (Participants in this panel may want to preview the appendix, "The Principles of Newspeak.")

(Students might come up with examples such as "If we eliminate the word 'cheating' will that stop people from doing it?" However, it is also true that it is easier to think about something if you have some language to talk about it. For example, talking about figurative language is difficult if you don't know words like "metaphor" and "simile" as is discussing economic conditions without words like "supply" and "demand.")

2. The Power of Naming: Winston lives at "Victory Mansions," drinks "Victory Gin," and smokes "Victory Cigarettes." When he can find them, he probably uses "Victory" razor blades too. Why is everything called "Victory"? Does it make people feel more positive about the future? What are some examples of this kind of naming in our own society?

(During the Iraq war, some politicians were mad at the French, so they had the French fries in the cafeteria re-named "Freedom Fries." During WWII, because we were at war with the Germans, sauerkraut became "Liberty Cabbage." The corn industry recently tried to change the name of high fructose corn syrup to "corn sugar" because the old name was associated with obesity and diabetes.)

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Plum growers want to change “prunes” to “dried plums” because prunes are associated with the elderly and constipation. There are lots of examples. The students will probably decide that sometimes it works and sometimes it doesn’t.)

3. The Power of Propaganda: The telescreen gives messages of glorious victories and great abundance of goods even as rocket bombs continue to strike and the chocolate ration is cut. Winston doesn’t really believe any of it. Do you think most people in Oceania believe what they see and hear on the telescreen? How long can people believe a never-ending stream of falsehoods and propaganda? What kinds of safeguards are in place to prevent this from happening in our own society?

(The students may launch into a discussion of whether or not we believe our own media. Journalists used to fact check everything in a story and were required to have two sources for every fact they reported. These days, bloggers publish rumors as news, and newspapers are struggling to compete. Students might note that Big Brother’s control of the media is designed to make the government look good, whereas our media is often distorted because the purpose is to entertain and sell advertising, not to maintain authoritarian control.)

4. Rewriting the Past: Winston’s job at the Ministry of Truth is to rewrite news stories so that they don’t contradict the current party line or discuss “unpersons” who have been eliminated. He is constantly changing the record of the past. In our own society, libraries used to keep bound copies of newspapers and magazines going back more than 100 years. Now because of storage requirements, most of those materials have been converted to microfiche or digitized. Does this increase the possibility that the record of the past will be changed or lost? Is it possible that some of you might end up with a job like Winston’s? Is it important to know what the past was really like? Why or why not?

(Students may wonder why it matters if past news is changed to fit the present because they can’t imagine who would go back and read it anyway. However, Big Brother cannot ever be caught in a lie because there is no record of what the government said in the past and no history of anything. So Big Brother can claim anything it wants. In our own society, exaggerations, quotations out of context, and outright lies have become so common that fact-checking has become a journalistic profession. Many newspapers have writers whose whole job is to check out claims made by politicians and public figures. In a society like Oceania, this would be impossible because there would be no reliable record to check.)

5. Individual or Dangerous Loner? In the second paragraph of Chapter VIII, Winston has decided to go to a neighborhood inhabited by proles instead of going to the Community Center. He thinks,

In principle a Party member had no spare time, and was never alone except in bed. It was assumed that when he was not working, eating, or sleeping he would be taking part in some kind of communal recreations; to do anything that suggested a taste for solitude, even to go for a walk by yourself, was always slightly dangerous. There was a word for it in Newspeak: *ownlife*, it was called, meaning individualism and eccentricity.

In our own society, some people prefer to be always doing things with other people and do not want to be alone. Is there anything wrong with expecting everyone to take part in community activities? Do people have a right to be alone? Why or why not?

(Students will probably react to this question in different ways. Some are more comfortable filling their lives with people and activities, and others are more introverted. Some will be more comfortable with conformity, and others want to be individuals. The core question here, however, is whether people have the right to choose how they spend their time and who they spend it with.)

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Prereading (“The Principles of Newspeak”)

Making Predictions and Asking Questions

Asking students to predict the content of “The Principles of Newspeak” will help them establish a purpose for reading.

Activity 18: Making Predictions and Asking Questions

You already know something about Newspeak from reading Section One. What do you expect to find in an appendix called “The Principles of Newspeak”? Write your prediction down in your notebook.

Reading (“The Principles of Newspeak”)

Reading for Understanding

The reading questions are designed to give students a focus for their reading and to provide topics for later discussion.

Activity 19: Reading for Understanding

Read the questions below. Then read the appendix looking for relevant information that will answer the questions.

- According to the appendix, what was the purpose of Newspeak?
It was designed to “meet the ideological needs” of Ingsoc, meaning to express the habits of mind and world view of Ingsoc, but no other world view.
- What are the three different levels of vocabulary in Newspeak?
“A” vocabulary: everyday words; “B” vocabulary: artificial words for political purposes; “C” vocabulary: scientific and technical terms.
- What are the two outstanding characteristics of Newspeak grammar?

Reading – Literature

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Reading –
Informational Text**

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding

Any word could become almost any part of speech. The grammar was very regular. In addition, any word could become negative by adding “un” and could be strengthened by adding “plus” or even “doubleplus.”

4. A great many of the B-vocabulary words were “euphemisms.” What are “euphemisms”? Why would a government want to use them?

The word comes from a Greek word meaning something like “good words.” It means to substitute a neutral word for a vulgar or unpleasant one or to describe an offensive situation in more polite terms. Sometimes euphemisms hide unpleasant realities and actually are a form of doublethink, as when an artillery officer in the first Iraq war said of his job, “I don’t think of it as killing people; I think of it as servicing the target.”

5. How does Newspeak deal with the matter of sex?

There are two words: “goodsex,” which is sex between a married couple for the purposes of reproduction, and “sexcrime,” which includes all other sexual activity.

6. According to the appendix, totalitarian governments like to use abbreviations. Why is this the case?

Abbreviations tend to cut off some of the complex associations of the original word, making the vocabulary easier to control.

7. Why would it be nearly impossible to translate a document like the “Declaration of Independence” into Newspeak?

Big Brother does not support ideas of rights or happiness that don’t come from serving Big Brother. All such expressions have been eliminated from Newspeak.

Noticing Language

Students may enjoy translating English into Newspeak and using Newspeak with each other.

Activity 20: Noticing Language

Consult the appendix for answers to the following questions:

1. How would you say “Big Brother is really, really bad” in Newspeak?

Big Brother is doubleplus ungood.

2. What does “goodthink” mean? Is it a verb or a noun? Is Winston Smith a “goodthinker”?

It means something like “To believe in the principles of English Socialism as articulated by Big Brother.” It can be a noun or verb. Winston is not a “goodthinker.” He is a thought criminal.

3. What does “Oldthinkers unbellyfeel Insoc” mean in standard English? Why is it hard to translate?

that usage is a matter of convention, can change over time, and is sometimes contested.

- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- a. ...apply an understanding of syntax to the study of complex texts when reading.

The text offers a translation, but one could probably shorten it to "Pre-revolutionary people don't get English Socialism."

4. What does "duckspeak" mean? Is it good or bad?

To quack like a duck, meaning to repeat someone else's ideas. If they are Big Brother's ideas, it is a term of praise. Our term, to "parrot" ideas might be close.

Analyzing Stylistic Choices

The activity below helps students think about the relation of the appendix to the rest of the novel.

Activity 21: Analyzing Stylistic Choices

Thomas Pynchon, author of *The Crying of Lot 49* and *Gravity's Rainbow*, wrote a forward to the centennial edition of *1984*. Of the appendix, he says,

By the time they have left the Ministry of Love, Winston and Julia have entered permanently the condition of doublethink, the anterooms of annihilation, no longer in love but able to hate and love Big Brother at the same time. It is as dark an ending as can be imagined.

But strangely, it is not quite the end. We turn the page to find appended what seems to be some kind of critical essay, "The Principles of Newspeak." We remember that on page 4 we were given the option, by way of a footnote, to turn to the back of the book and read it. Some readers read it and some don't—we might see it nowadays as an early example of hypertext.

Pynchon then notes that the Book of the Month Club tried to get Orwell to remove the appendix and the chapters from the Goldstein book, but Orwell refused, saying, "A book is built up as a balanced structure and one cannot simply remove large chunks here and there unless one is ready to recast the whole thing." Three weeks later, the BOMC relented. Pynchon continues,

Why end a novel as passionate, violent and dark as this one with what appears to be a scholarly appendix?

The answer may lie in simple grammar. From the first sentence, "The Principles of Newspeak" is written consistently in the past tense, as if to suggest some later piece of history, post-1984, in which Newspeak has become literally a thing of the past—as if in some way the anonymous author of the piece is by now free to discuss, critically and objectively, the political system of which Newspeak was, in its time, the essence. Moreover, it is our own pre-Newspeak language that is being used to write the essay. Newspeak was supposed to have become general by 2050,

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

Reading – Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/ **archetypes** are introduced and developed). **CA**
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-

and yet it appears that it did not last that long, let alone triumph, that the ancient humanistic ways of thinking inherent in standard English have persisted, survived, and ultimately prevailed, and that perhaps the social and moral order it speaks for has even, somehow, been restored. (xxiv)

Discuss the following questions about the appendix.

- What do you think of Pynchon's argument about the appendix?
- Does the fact that the appendix is written in the past tense and says that the "blind, enthusiastic acceptance" of Ingsoc is "difficult to imagine today" mean that Big Brother fell from power at some point?
- Does this introduce a note of hope in an otherwise dark novel?
- Does it potentially change the meaning of the novel? Write your thoughts about these questions in your notebook.

Postreading ("The Principles of Newspeak")

Thinking Critically

The discussion questions below are designed to help students think about the appendix in different contexts—the context of our own society and the context of the construction of the novel. Half the class could take one question and half the other.

Activity 22: Thinking Critically

1. Newspeak was in part a long-term project to simplify and regularize the English language. Is such a project necessarily bad? Isn't English too complicated and irregular, especially the spelling? Wouldn't a simpler language be easier for people to learn and use? Would a project like Newspeak be a good idea today? Why or why not?

(Some students may be sympathetic with the project of simplifying the English language. In fact, eliminating complicated nuances of meaning might be very attractive to non-native speakers of English. There have been a number of attempts to simplify English spelling, none of which have had much success. Some students may point out that the thought control aspect of the project is more dangerous than any value that might come from simplification.)

2. Some editors at the Book of the Month club tried to get Orwell to leave out the appendix, but he refused. What function does the appendix have in the book? Why would editors want him to take it out? Were they right? Do you think Orwell was right to refuse? If Orwell wanted to show that Big Brother would not last forever, should he have written the novel in another way? Why or why not?

(The appendix is a puzzling addition to the novel. Some students may be persuaded by Pynchon's arguments while others might want to say that Orwell's methods are just too subtle.)

on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Prereading (Section Two)

Making Predictions and Asking Questions

After the students make their initial predictions about Section Two might be a good time to collect their notebooks for a quick assessment of how they are doing.

Activity 23: Making Predictions and Asking Questions

After reading Section One and “The Principles of Newspeak,” what do you think is going to happen to Winston? Write two or three sentences in your notebook as a record of your predictions at the present time.

FA Formative Assessment

Reviewing students’ *1984* notebooks provides you with an opportunity to assess students’ levels of understanding and to consider subsequent instruction to deepen understanding. Consider asking students to reflect on what they have learned about *1984* thus far, write a few sentences about that reflection, and identify an area related to their work on *1984* about which they are fuzzy or confused. When reviewing the notebooks, you might consider evaluating them using a no-points category: (4) advanced, (3) proficient, (2) basic, and (1) below basic. Alternatively, or along with the ranking category, you could provide students with a commentary about their work, including ways to improve their notebooks as they move deeper into the novel. Their “fuzzy” questions will also give you suggestions about what you might work toward clarifying in future lessons.

Reading (Section Two)

Reading – Literature

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Language

1. Demonstrate command of the

Noticing Language

In this activity, students will select words that they are interested in learning and engage in a number of activities with them that will help them acquire the vocabulary. This is similar to Activity 12 under Section One, “Noticing Language,” except that students will choose words as they read instead of going back to do it after reading.

Activity 24: Noticing Language

There are 10 chapters in Section Two of *1984*. As you read the section, for each chapter, note one or more words that are either unknown to you or that you are uncertain about. Choose words that seem to be important or interesting because of their context or frequency, or even because they sound interesting.

conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

Reading – Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Keep choosing until you have 12 words, which means you will have more than one for at least two chapters. For each word you choose, do the following:

- Copy the sentence in which you found it in your notebook.
- Underline or highlight the word.
- Describe what part of speech it is as used in the sentence.
- Write down some ideas about what it might mean, and why you think so. Don't be afraid to be wrong. You are just making an educated guess.
- In your group, take turns sharing the words and sentences you chose. Ask group members to help you define your words more accurately. Some will probably know your words better than you do. You will probably know more about other words that they have chosen.
- Look up your words in a good dictionary or online. How close were you and the group to the dictionary meaning?
- Write your own sentences using the words.

Reading for Understanding

The reading questions are designed to give students a focus for their reading and to provide topics for later discussion.

Activity 25: Reading for Understanding

Skim the list of questions below before you begin to read. As you read, make check marks in the margin, or write on sticky notes to indicate places where you have found information relevant to the questions.

Chapter I

1. Why does Winston have conflicting emotions when he sees the dark-haired girl from the fiction department fall down?

Winston thinks she is spying on him, and some of his fear and hatred of Big Brother has been transferred to her. He also has a more human reaction of sympathy for someone who is hurt.

2. Why is Winston stunned when he reads what the girl wrote on the note she gave him?

The message "I love you" was literally the last thing he expected for many reasons.

3. Why is it so difficult for Winston to meet the girl?

Winston is married, and the relationship would be forbidden. There are telescreens everywhere.

4. In the relationship between Winston and Julia, who seems to be in charge? Why?

Julia makes all the arrangements. She has more experience in avoiding Big Brother's attention.

Chapter II

5. Why does Winston trust Julia?

She seems very experienced, and he really has no choice unless he is going to reject the relationship.

6. Why is Julia attracted to Winston?

Julia saw in his face that he was against the Party and took a chance. Ironically, this skill would actually have made her a good Thought Police officer.

7. Who is Julia? What are her strengths? What are her weaknesses?

Julia is 10 or 15 years younger than Winston. She is clever about playing the role of a good Party member, but is actually rebellious and skilled at circumventing rules and finding black market goods. She doesn't like to read, and she is quite uninterested in politics.

Chapter III

8. Why can't Winston and Julia get married?

Winston is already married, and the Party doesn't allow divorce.

9. What kind of job does Julia have?

Julia is a writer in the Fiction Department. Ironically, she uses machines to generate stories.

Chapter IV

10. Julia brings coffee, tea, and sugar to the room above the junk shop. But she also has make-up and perfume. Why is Winston so surprised to see her wearing make-up?

Party members generally don't wear make-up or perfume since sex is discouraged except for reproduction.

Chapter V

11. What happens to Syme?

Syme disappears. As Winston predicted, he has been vaporized.

12. Julia thinks that the rocket bombs that hit London everyday are fired by the government of Oceania itself to keep the people frightened. Does that seem possible?

Even Winston didn't think of this possibility. Perhaps students will point out that the rocket bombs only hit the proletarian neighborhoods and never the ministries. That does seem suspicious.

13. When Winston explains that the past is being erased, Julia doesn't care. Is she right?

Julia lives in the moment and doesn't care about the past. (Some students may agree with her.)

Chapter VI

14. Why is the meeting with O'Brien important?

Winston thinks that O'Brien is part of the Brotherhood and that he is going to learn how to fight against Big Brother.

Chapter VII

15. What happened to Winston's mother? What kind of boy was he?

Winston's mother disappears. It is not clear why. Winston seems to have been a selfish child. Of course, his memories are unclear.

16. Winston suggests that they should break up before they are found out. Julia says no. Why?

She doesn't say why. She just says that she will do what he does and that she is pretty good at staying alive. We are left to imagine that it is because of love.

17. When they are talking about torture, confession, and betrayal, Julia says, "They can make you say anything—anything—but they can't make you believe it. They can't get inside you." Do you think that is true?

We like to think that no matter how totally we are controlled at least our thoughts are our own. Later, O'Brien seems almost to be able to read Winston's mind, and the techniques he uses are designed to make Winston think the right thoughts. (Students may agree with Julia at this point, but that belief will be tested later.)

Chapter VIII

18. Why is it surprising that O'Brien makes reference to Symes?

Symes has been vaporized. No one is supposed to talk about him. It may be that O'Brien is in the process of torturing Symes as he talks to Winston.

19. Why do Winston and Julia go together to O'Brien's house?

Winston takes a big gamble in doing this. They both want to join the Brotherhood, but Winston has no proof that O'Brien is part of it.

20. How is the life of an Inner Party member different from the life of an Outer Party member?

O'Brien has a servant and access to luxury goods such as wine. What impresses Winston and Julia the most, however, is that he can turn off the telescreen.

Reading – Literature

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed). **CA**
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and*

21. O'Brien asks Winston and Julia to agree to do some horrible things. Why do they agree to everything except being separated?

This is an interesting question that leads us to wonder about their motivation for joining the Brotherhood. Do they want to fight Big Brother because the oligarchy is evil? Is the Brotherhood good simply because it is against Big Brother? Are evil means justified by good intentions or results? Is their love more important than politics?

Chapter IX

22. Why did Winston have to work ninety hours in five days?

Oceania is now at war with Eastasia instead of Eurasia, so all the records and news stories have to be changed.

23. What is in Winston's briefcase?

Emmanuel Goldstein's book, The Theory and Practice of Oligarchical Collectivism.

(The rest of this chapter and Chapter X are dealt with below.)

Considering the Structure of the Text

The question below is designed to get the students thinking about alternative ways of writing the novel and the rhetorical consequences of different ways of structuring it.

Activity 26: Considering the Structure of the Text

When Winston finally gets to read the book by Emmanuel Goldstein, he reads part of Chapter 1 and then reads Chapter III. Later, when he is with Julia, he starts reading Chapter 1 aloud to her. We read along with him. Why does Orwell present the book in this way instead of paraphrasing it or treating it as another appendix?

(Students will have various opinions on this. Some may want to skip these sections because they are political in content and do not advance the plot. Like Julia, the book will put them to sleep. However, Winston is excited to be able to finally read this forbidden book. He thinks it will answer all his questions about why the society of Oceania is organized the way it is and how to fight against it. Winston reads with great anticipation and excitement, but ultimately doesn't learn anything he doesn't already know. The book is thus somewhat disappointing to him. Including the book as another appendix would not achieve this emotional effect. Of course, Winston only gets to read part of the book before he is arrested. Orwell could have included the rest of the book as an appendix, but what literary purpose would that serve?)

issues, building on others' ideas and expressing their own clearly and persuasively.

Reading – Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Annotating and Questioning the Text

The political ideas in the fictitious book by Emmanuel Goldstein may be new and confusing to students. These questions will help students think about them.

Activity 27: Annotating and Questioning the Text

In Section One, Chapter VII, Winston is thinking about his job, which is to rewrite newspapers and other historical documents to correspond with what Big Brother is doing in the present. He writes in his diary, “I understand HOW: I do not understand WHY.” Now, in Section Two, Chapter IX, he has a copy of the forbidden book, Emmanuel Goldstein’s *Theory and Practice of Oligarchical Collectivism*. He can only keep it for a few days, but he imagines reading and re-reading it many times. He is very excited about it, and he thinks that it will reveal why his society is organized the way it is and explain the purpose behind Big Brother’s actions. However, he only gets to read Chapter 3 and part of Chapter 1. Julia falls asleep while he is reading Chapter 1 to her.

As you read Goldstein’s book along with Winston, look for answers to the following questions:

1. How is Goldstein’s book organized?
The chapters have the same titles as Big Brother’s three slogans: Ignorance is Strength, Freedom is Slavery, and War is Peace.
2. According to Goldstein,
 - a. Why is the war never-ending?
The three countries are too evenly matched for any war to be decisive.
 - b. What is the primary purpose of modern warfare?
To use up surplus manufacturing capacity.
 - c. Why isn’t there much scientific or technical progress?
The empirical habit of thought could not survive in such a regimented society.
 - d. What are the two great aims of the Party?
To conquer the whole surface of the world and to extinguish the possibility of independent thought.
 - e. What are the three groups that humans have been divided into since before history?
The High, the Middle, and the Low.
 - f. Do the three huge countries in the world have different political systems?
They have different names, but they seem to be the same system.

- g. What are the four ways a ruling group can fall from power?

The book says, “There are only four ways in which a ruling group can fall from power. Either it is conquered from without, or it governs so inefficiently that the masses are stirred to revolt, or it allows a strong and discontented Middle group to come into being, or it loses its own self-confidence and willingness to govern.”

- h. What is the biggest danger to Big Brother?

The book argues that only the last two of the above reasons are still possible under Big Brother.

- i. What is “crimestop”?

Preventing thoughts against Big Brother by a kind of protective stupidity.

- j. Why is doublethink so important to Insoc?

Oceanic society rests on the belief that Big Brother is omnipotent and infallible, but because this is not true, citizens must engage in doublethink.

3. Does the part of the book that Winston reads answer his question about why?

Winston ends up being disappointed by the parts of the book he is able to read.

4. Do Goldstein’s ideas make sense? Do you agree with them? Do they apply only to Winston’s society, or are they applicable to our own? Why or why not?

(Numerous commentators have noted that the Goldstein book resembles The Revolution Betrayed by Leon Trotsky. Whatever its origins, it is an essentially Marxist analysis of class struggle. To the extent that a society has a class structure including a ruling class, a middle class, and a lower class, students may find the arguments relevant but may disagree with their conclusions.)

5. If Oceania is an oligarchy, then it doesn’t have a dictator. Who or what is Big Brother?

Oceania is ruled by the Inner Party. Big Brother seems to be a fictitious character invented by the oligarchy to be the visible head of government to allow the Party itself to be more obscure and secret.

Reading – Literature

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Analyzing Stylistic Choices

The following questions could be used as group discussions.

Activity 28: Analyzing Stylistic Choices

When Winston says near the end of Section Two, Chapter Two, “I hate purity, I hate goodness. I don’t want any virtue to exist anywhere. I want everyone to be corrupt to the bones,” what kind of virtue is he talking about? Is it what we normally think of as purity and virtue, or is it what Big Brother calls virtue? What is the difference?

5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. ...apply an understanding of syntax to the study of complex texts when reading.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

Reading – Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a

What we would ordinarily call morality or virtue is turned on its head in 1984. Rather than respecting their parents, children turn them in as traitors. Normal human relationships are considered a threat to love of Big Brother. Big Brother considers chastity to be a virtue, but only because sex involves human feelings and emotions.

Julia says that it is probably safe to meet in the clearing one more time, in about a month, but on about the second page of Chapter III, the narrator says, “As it happened they never went back to the clearing in the wood.” Although Winston’s thoughts often move from the present to the past and back again, it is unusual for the narrator to take a perspective that is clearly from a future time when the story is over. It requires speculation, but why do you think that Orwell chose to do this at this point? What is the effect?

When the narrator of a story suddenly intrudes like this, the reader is reminded of the fictionality of the events and the fact that there is a storyteller taking care of his or her needs. This might be comforting, but it also causes us to wonder immediately, “What WILL happen to Winston and Julia?”

Postreading (Section Two)

Summarizing and Responding

Have students write a summary of the scene in which Winston and Julia are captured by the Thought Police, noticing every important detail. They may not remember that Winston bought his blank diary from Mr. Charrington, who is actually an agent of the Thought Police. That means that the Thought Police have known about the diary and Winston’s actions from the very beginning. Mr. Charrington also seems to be upset that one of his thugs has smashed the glass paperweight with the coral in it, which might mean that even the Thought Police have some attachment to things of the past. This summary might be later used as part of a paper.

text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex account; provide an objective summary of the text.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading – Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed). **CA**
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution)

Activity 29: Summarizing and Responding

At the end of Chapter X, Winston and Julia are captured by the Thought Police. In your notebook, describe what happens. Where was the telescreen? Who did Mr. Charrington turn out to be? What does this mean? Did the Thought Police know everything that Winston was doing from the very beginning? How do you know?

Thinking Critically

The skit assignment below asks students to imagine that Winston and Julia make different choices. This activity puts them in Orwell's position as author and will cause them to think about the relations between setting, character, and plot that the author must deal with.

Activity 30: Thinking Critically

O'Brien later uses what Winston and Julia agree to against them in his torture/interrogation to show that they have no principles and like Big Brother are willing to use any means to achieve their ends. This scene is key to the moral and ethical issues raised by the novel. Is it right to do wrong if the purpose is good? Is it right to do wrong for love? Think of these questions as you write and perform the skit below.

Skit Scenario

When Winston and Julia first meet O'Brien, he asks them to agree to do anything they are told to do, including committing murder, performing sabotage that could cause the deaths of hundreds of innocent people, and throwing acid in a child's face. They agree to everything except separating and never seeing each other again, which is somewhat illogical because they have already agreed to commit suicide if asked. It seems that if Big Brother will do anything to stay in power, the Brotherhood will do anything to defeat Big Brother. If you were in Winston and Julia's situation, would you agree to these

contribute to its overall structure and meaning as well as its aesthetic impact.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing

actions? Write an alternative version of this scene in which Winston and Julia take a stronger moral stance and resist some of the things to which O'Brien asks them to agree. What would happen if they resisted?

In writing this skit, think about the tone of the novel at this point. Is it ironic or satirical? Does it have any element of humor? Or is it completely tragic? What kind of tone do you want to create in your skit?

for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

4a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)
CA

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Prereading (Section Three)

Making Predictions and Asking Questions

These prediction paragraphs will help students reflect on their reading processes and increase their understanding of the novel as they compare their expectations with what actually happened.

Activity 31: Making Predictions and Asking Questions

Re-read the predictions you made for Sections One and Two. How accurate were they? Now write a few sentences in your notebook predicting what will happen to Winston and Julia now that they have been captured by the Thought Police.

Reading – Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading (Section Three)

Reading for Understanding

The reading questions are designed to give students a focus for their reading and to provide topics for later discussion.

Activity 32: Reading for Understanding

Skim the list of questions below before you begin to read. As you read, make check marks in the margin or write on sticky notes to indicate places where you have found information relevant to the questions.

Chapter I

1. As Winston waits in the jail cell in the Ministry of Love, he meets the poet Ampleforth and his neighbor Parsons. What are they in for?

Ampleforth thinks he was arrested for leaving the word “God” in a translation of a poem. Parsons is in jail because his daughter claimed to the Thought Police that he said “Down with Big Brother” in his sleep.

2. What is Room 101?

At this point, we don’t know, but it seems to strike fear into the hearts of prisoners who are familiar with it.

3. O’Brien comes in the cell with a guard. What does Winston say? How does O’Brien reply? What does this mean?

Winston thinks that O’Brien has also been arrested and blurts out, “They’ve got you too!” O’Brien responds, “They got me a long time ago.” O’Brien has not been arrested. O’Brien is not a member of the Brotherhood after all.

Chapter II

4. Why does O’Brien say that the photograph of Jones, Aaronson, and Rutherford, which he just showed to Winston, didn’t exist and that he doesn’t remember it?

Whatever the Party says is true. If the Party says that the photograph never existed, it never did.

5. For the Party, does the past have a real existence?

No. The past is continuously mutable. It is whatever the Party says it is.

6. Why does O’Brien want Winston to say that there are five fingers when he is only holding up four? Why isn’t he satisfied when Winston finally says five? What lesson is O’Brien trying to teach Winston?

O’Brien wants Winston to see that the Party controls reality. Winston has to not only say there are five fingers but also believe there are five and see five.

7. Winston wonders why they are torturing him if they are just going to kill him anyway. What is O’Brien’s answer?

O’Brien says that the Party does not kill its enemies but changes them. They

don't want martyrs for an opposition cause. They want converts who want what Big Brother wants, even if it is to be shot. Then they shoot them.

8. O'Brien says that the rule of the Party is forever. However, the appendix appears to be written in a future time when there is no Party. Is this a contradiction in the book?

It does seem from the way the appendix is written that O'Brien is wrong.

9. What, according to O'Brien, is the purpose of the Party?

The only purpose is to have power. Power is God.

10. Why is O'Brien spending so much time on Winston?

O'Brien says that Winston is an interesting case. It is clear that O'Brien has been watching and manipulating Winston for a long time.

Chapter III

11. Winston's torture and interrogation have several stages. What techniques are used in each stage?

O'Brien says that the stages are learning, understanding, and acceptance. The first stage starts out with truncheons and graduates to sessions with the pain machine. Winston is starved and beaten. The second stage is mostly debate with O'Brien. The third stage comes later. Winston is fed, given medical care, and allowed outside, but he is working on accepting Big Brother.

12. According to O'Brien, who actually wrote *The Theory and Practice of Oligarchical Collectivism*? What does this mean, if true?

O'Brien claims to have written it with other members of the Inner Party. It is apparently used as bait to discover thoughtcrime. However, it does appear to accurately describe the world of Oceania.

13. O'Brien teaches that there is no world outside of the human mind, so that the Party can control reality in the same way that he can make Winston see five fingers when there are only four. This is "Believing is seeing" rather than "Seeing is believing," as we would normally say. Is it possible to so thoroughly brainwash someone that he or she will see things that are not there?

(There are lots of possible responses to this question because the connections between language, belief, and perception are complex and deeply philosophical. One of the writing prompts explores this question more deeply.)

14. O'Brien says that Winston should imagine a future in which a boot is stamping on a human face forever. Winston tries to argue that such a vision would fail. Who do you think is right?

(Another way of posing this question would be, "How awful could a society get before people would give up living?" One of the writing prompts takes up this question more thoroughly.)

Chapter IV

15. Winston thinks he is making progress. He is learning to practice crimestop. What is he learning? What is he hoping for?

Winston is learning to control his thinking so that he doesn't question what the Party says. He is hoping to learn to love Big Brother so he will be shot.

16. Winston has a setback. In a daydream, he cries out. What does he say? What happens to him?

He cries out for Julia. This lands him in Room 101.

Chapter V

17. What is waiting for Winston in Room 101? What does it make him do?

O'Brien knows that Winston loathes rats. O'Brien threatens to put Winston's head in a cage of rats. Winston betrays Julia.

Chapter VI

18. Winston meets Julia. What happens?

There is no longer any feeling between them. They have betrayed each other.

19. What finally causes Winston to think he loves Big Brother?

Winston is caught up in a propaganda broadcast about a great victory against Eastasia. He finds that he believes it and is deeply stirred by it.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are

Analyzing Stylistic Choices

The nursery rhyme about church bells that threads through the novel ties Mr. Charrington, Winston, Julia, and O'Brien together. It is also a record, a memory that ties them to a past that Big Brother is erasing. The last couplet is ominous. It has both a candle to illuminate the way to enlightenment and a chopper to cut off the enlightened head.

The song is about a memory of hopeless love and is clearly relevant to the themes of the novel.

The two questions below could be used as group discussions or quickwrites.

Activity 33: Analyzing Stylistic Choices

1. In Section One, Chapter VIII, Winston learns a nursery rhyme from Mr. Charrington, the junk dealer who later turns out to be a member of the Thought Police. He learns the first two lines, plus the concluding couplet:

Oranges and lemons, say the bells of St. Clement's,

You owe me five farthings, say the bells of St. Martin's.

Here comes a candle to light you to bed,

And here comes a chopper to chop off your head.

In Section Two, Chapter IV, Julia surprises him by reciting the rhyme plus one more line:

When will you pay me? Say the bells of Old Bailey.

introduced and developed). **CA**

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. ...apply an understanding of syntax to the study of complex texts when reading.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

Winston says it is like two halves of a countersign, such as a spy would use. Julia also knows the lines about the candle and the chopper. In Section Two, Chapter VIII, Winston recites the first line of the rhyme to O'Brien and asks him if he knows more of it. O'Brien recites the three lines Winston knows plus one more:

When I grow rich, say the bells of Shoreditch.

By the end, we know that O'Brien has been watching Winston for seven years and knows everything about him, so it is not surprising that O'Brien knows the rhyme. What does this rhyme mean in the context of the novel? Why does Orwell distribute it throughout the novel like pieces of a puzzle?

(Students may observe a number of things about the nursery rhyme. It is from a time before Big Brother, so it is part of the culture that Big Brother wants people to forget, like the history that the old man in the bar knows. It does, as Winston says, function as a countersign, identifying people who are interested in a culture before or beyond Big Brother. It also has a theme of owing and not paying, with dire consequences for the debtor. Then there is the light that leads to comfort, followed by a chopper to chop off the victim's head, which could be seen as the role that Mr. Charrington plays in this affair. The final line answers the question of "When will you pay?" with "When I grow rich," meaning that the debt may never be repaid. As we encounter new pieces of the rhyme, it is like finding clues about what is going on.)

2. In Section Two, Chapter IV, Winston hears a washerwoman sing a popular song produced by a sub-section of the Music Department of the Ministry of Truth using a machine called a "versificator." Later, in Section Two, Chapter X, just before he is arrested, he hears her sing it again. The text gives us two verses, in the dialect of the proles, which drops initial "h" sounds and turns long "a" sounds into something that sounds like "eye":

*It was only an 'opeless fancy;
It passed like an Ipril dye,
But a look an' a word an' the dreams they stirred
They 'ave stolen my 'eart awye!"
They sye that time 'eals all things,
They sye you can always forget;
But the smiles an' the tears across the years
They twist my 'eartstrings yet!*

Winston thinks of this song as "rubbish" but finds it strangely moving anyway. What does this song mean in the context of the novel? Why write it in dialect? How can something written by a machine take on such a human quality? Why does Orwell include it twice?

(It might help to have students translate it into standard English.)

Students may observe that the song could be seen as describing Winston and Julia's dream of freedom from Big Brother and the Thought Police.)

Reading – Literature

- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex account; provide an objective summary of the text.

Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Postreading (Section Three)

Summarizing and Responding

Many of the issues of the novel are identified and discussed in the chapters that present O'Brien's torture of Winston. The summary and response below could be used as the basis for a classroom discussion. The paragraphs will also be useful later when the students are writing papers.

Activity 34: Summarizing and Responding

First, fill out the grid below. Then, in a paragraph, summarize the debate between O'Brien and Winston that takes place in the torture sessions. What are the issues? What are O'Brien's arguments? What are Winston's responses? In a second paragraph, respond to the debate. What would you do or say in Winston's situation? Does O'Brien really win the debate? If so, would he win without torture?

Issue	O'Brien's Position	Winston's Position
History and Past Event	The past has no objective existence.	Memories and written records refer to an actual past.
Perception	<i>The Party tells citizens what to see. Whatever the Party says is true.</i>	<i>I believe what I actually see.</i>
Purpose of Torture	<i>To change the person.</i>	<i>To punish the person.</i>
Existence	<i>Big Brother exists forever. Winston does not exist.</i>	<i>I exist.</i>
Power	<i>Power is everything. Power is making humans suffer. Power is God.</i>	<i>You can't run a society that way. It will lose vitality.</i>
The Laws of Physics	<i>The Party controls matter because it controls the mind.</i>	<i>You do not even control the planet! And what about the stars?</i>
The Spirit of Humanity	<i>To Winston, "If you are a man, you are the last man. Your kind is extinct."</i>	<i>I consider myself superior to you.</i>

Reading – Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed). **CA**
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the module and transfer that learning to other settings.

Thinking Critically

The ending of the novel is about as bleak as it can be. Winston, a broken man, finally thinks that he loves Big Brother and that having achieved this goal he will finally be shot. But the novel ends (except for the appendix, which follows), and we don't know exactly what happens to Winston. Is he shot, or is it possible that he is recruited into the Inner Party and becomes another O'Brien? The latter possibility seems unlikely, but it leads to an interesting discussion of Winston's character and the possibilities of brainwashing and torture.

Activity 35: Thinking Critically

At the end of the novel, Winston is sitting in the Chestnut Tree Café drinking gin, just like Jones, Aaronson, and Rutherford before him. He thinks that if he can love Big Brother, he will finally be shot and put out of his misery. The last two sentences of the novel say, "But it was all right, everything was all right, the struggle was finished. He had won the victory over himself. He loved Big Brother" (308).

In what way, is this a victory? What do you think happens to Winston after this moment? Is he shot? Or does something else happen? At the beginning of Section Three, after Winston has been in jail watching prisoners come and go for a while, O'Brien comes in with a guard. Winston, thinking that O'Brien has also been arrested, blurts out, "They've got you too!" O'Brien responds, "They got me a long time ago" (245). Do you think that O'Brien has been through the same process of interrogation and torture that he will put Winston through? Is it possible that Winston, instead of being shot, will be recruited into the Inner Party? What do you think? Explain your reasoning.

In your notebook, write down what you think happens after the last scene in the novel.

Reflecting on Your Reading Process

The following questions will help students reflect on what they have learned from reading *1984* as well as the significance and relevance of the novel.

Activity 36: Reflecting on Your Reading Process

In your notebook, answer the following questions:

- What have you learned from reading and discussing *1984*? Did it meet your expectations? What surprised you about the novel?

- What reading strategies did you use or learn in this module? Which strategies will you use in reading other texts? How will these strategies apply in other classes?
- In what ways has your ability to read and discuss complex novels like this one improved? Will this experience change the way you read?
- Some argue that *1984* was written to warn against the dangers of the Soviet Union, but because the Soviet Union fell apart in 1991, this book is now irrelevant. Do you agree? Should high school students still read *1984*?

FA Formative Assessment

At this point, students have completed a reading of *1984*, added answers to several new activities, and written a reflection on their reading of the novel, so this is a good time for them to turn in their notebooks for another formative assessment. Your review of the notebooks could include an evaluation of their quality, perhaps using categories suggested for an earlier formative assessment, and commentary on particular activities that students completed. Your review of these notebooks may provide you with an overview of your students' progress in understanding the novel and its themes. That overview could, in turn, contribute to your formulating subsequent instruction that will support a writing assignment soon to come.

Supplementary Articles

If you wish your students to focus on writing about *1984* itself, they can go straight to “Connecting Reading to Writing” and one of the first three writing prompts—“The Party and Power,” “The Fall of Big Brother,” or “Big Brother and Objective Reality.”

The two short supplementary articles are designed to focus on more practical issues in our current society. Surveillance technology has advanced far beyond anything Orwell imagined, and the terms “Orwellian” and “Big Brother is watching” are often used in conjunction with remote control cameras and Internet tracking technology. At present, this technology is being used for relatively benign purposes such as crime fighting and advertising, but clearly the totalitarian oligarchy of *1984* would be overjoyed to deploy it. After reading these articles, students are asked, in the third writing prompt, “Surveillance and Big Brother,” to compare Big Brother’s surveillance technology with our own. Are we on the verge of a totalitarian abyss? Students will explore this possibility and make a case for how much danger we face.

Supplementary Article 1—“Long Beach Police to Use 400 Cameras Citywide to Fight Crime”

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; ...

Prereading

Making Predictions and Asking Questions

This news story is included to make a connection between 1984 and our current society.

Activity 37: Making Predictions and Asking Questions

Read the title, the summary, the date, the author, the place of publication, and the first sentence. In your notebook, answer the following questions:

- What is the article about?
- How does this connect with 1984?
- Do you think this article might actually refer to 1984?
- Would you say that this development might be called “Orwellian”?

Reading

Annotating and Questioning the Text

These discussion questions will help students think about how they might use information from this article.

Activity 38: Annotating and Questioning the Text

In your notebook, answer the following questions:

What facts are reported in this text that might be useful in supporting an argument about surveillance cameras?

Do you agree with the police Chief when he says that this is “not a case of Big Brother watching” because the link to the cameras will only be activated when police already know an incident is happening in a certain area? How is this different from Big Brother? How will the police know that something is happening? Won’t they review the tape and see everything that happened anyway?

**Reading –
Informational Text**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10),

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. ...apply an understanding of syntax to the study of complex texts when reading.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

**Reading –
Informational Text**

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Analyzing Stylistic Choices

This activity is designed to help students see the difference between quoting and paraphrasing.

Activity 39: Analyzing Stylistic Choices

In a news story like this one, the reporter interviews sources and records their responses either in a notebook or with a tape recorder. Then he or she summarizes, paraphrases, or quotes what the sources said. In this article, there are 15 paragraphs. How many paragraphs have actual quotes? How do you think the reporter decided what to quote and what to paraphrase? Why not just print exactly what the police chief said? Would that make a more accurate story? Write your answers in your *1984* notebook.

Postreading

Summarizing and Responding

This summary may be useful later when writing the paper.

Activity 40: Summarizing and Responding

Write a one-paragraph summary of the content of this article.

Writing

- 2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Supplementary Article 2—“That’s No Phone. That’s My Tracker.”

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Prereading

Getting Ready to Read

The article makes the case that our phones do so much more than voice communication that we shouldn’t really call them phones. This activity is designed to get students ready for those arguments by thinking about their own experiences.

Activity 41: Getting Ready to Read

Write answers to the following questions in your 1984 notebook.

- 1. What kind of cellphone do you have? Some people have to have the latest smartphone with all the latest features. Others use simpler phones because they are cheaper, easier to use, and/or familiar to them. What do you use your phone for? For each category, estimate the percentage of use. The total should add up to 100%.

Cell Phone Use	Percent Time
Phone calls	
Text messages	
Email	

Web surfing	
Playing games	
Listening to music	
Watching videos	
Taking pictures or videos	
Telling time	
Keeping track of appointments	
Finding out where you are and where you are going	
Using Facebook or other social media	
Running apps	
Other things	
Total	

- After analyzing how you use your phone, do you still think it should be called a “phone”? Why or why not?
- Has your phone ever been stolen? Is your phone password protected? What would happen if someone with bad intentions had access to the data on your phone?
- Do you ever take precautions to keep from being tracked? Why or why not?

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Exploring Key Concepts

The activity below can be used as a class discussion topic. The word “Panopticon” is somewhat obscure but an important concept in this context.

Activity 42: Exploring Key Concepts

In paragraph 15 of the article, the authors quote Matt Blaze, a professor of computer and information science at the University of Pennsylvania, who uses the word “Panopticon.” The word means “all seeing,” *pan* meaning “all” and *opticon* meaning “seeing.” The word was used in the late eighteenth century by English utilitarian philosopher Jeremy Bentham to describe his circular design for a prison in which one guard could observe all of the prisoners at once without being seen himself. If our smartphones are observing everything we do without our knowing, are we all in the Panopticon? When you read the article and encounter this word, see if you agree with Blaze that this is an appropriate word to use.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the module that follow.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Making Predictions and Asking Questions

These questions will help make students aware of the power of social forces in language use. Language resists arguments, no matter how good they are. People still tend to say what everyone else in their community says.

Activity 43: Making Predictions and Asking Questions

Taking the title and the first sentence into account, do you think that the authors want us to stop calling our smartphones “phones”? What arguments do you think they will make? No matter how good the arguments are, do you think having a campaign to change what people call these devices would work? Write your answers in your *1984* notebook.

Reading

Reading for Understanding

Students are now ready to read the article.

Activity 44: Reading for Understanding

Keeping your predictions in mind, read “That’s No Phone. That’s My Tracker.”

Noticing Language

The activity below is a “loaded language” activity. The selected phrases have a strong emotional impact on the argument.

Activity 45: Noticing Language

The following phrases establish part of the tone of the article. Look at them as separate items and in context. What do they mean? How do they make you feel? How do they influence the argument? Finally, what is the overall emotional effect of these phrases on the reader? Do they make you want to agree with the authors? Write your answers in your *1984* notebook.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

	What does the phrase mean?	How does it make you feel?	How does it influence your attitude toward the argument?
frictionless sharing (§ 4)	Sharing without knowing	Uncomfortable	Reinforces it
frictionless surveillance (§ 4)			
invasive services (§ 5)			
semantic game (§ 6)			
the most gregarious of sharers (§ 8)			
diabolical element (§ 9)			
predictive modeling (§ 10)			
we are naïve (§ 11)			
They see everything (§ 11)			
cellphones, known as burners (§ 12)			
malware can keep it on (§ 13)			

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or

Analyzing Stylistic Choices

More than arguing for a renaming of cellphones, the authors want readers to be more aware of the privacy issues surrounding smartphone technology. The discussion question below should bring that out.

terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10),

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. ...apply an understanding of syntax to the study of complex texts when reading.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

Reading – Informational Text

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately

Activity 46: Analyzing Stylistic Choices

This article begins and ends with the question of what we should call smartphones and argues that “trackers” would be more accurate. Is that the real rhetorical purpose of the article? Do they really want us to rename our phones? If not, why did they frame the argument in this way? Write your answer in your 1984 notebook.

Although “tracker” might be a more accurate label for this device, this article is more emotional than logical. The loaded phrases noted above certainly add to this effect. The apparent purpose of these phrases is to scare readers about the hidden capabilities of their phones and the privacy they give up by using them.

Postreading

Summarizing and Responding

Because the purpose of this article is accomplished somewhat indirectly, writing an analysis of the rhetorical strategies will help students understand how it works.

Activity 47: Summarizing and Responding

Write a “rhetorical précis” of the article in your 1984 notebook.

Sentence 1: Name of author, genre, and title of work, date in parentheses; a rhetorically accurate verb; and a THAT clause containing the major assertion or thesis statement in the work.

In “That’s No Phone. That’s My Tracker”(2012), Peter Maass and Megha Rajagopalan argue that smartphones are really tracking devices.

Sentence 2: An explanation of how the author develops and supports the thesis, usually in chronological order.

through the effective selection, organization, and analysis of content.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Prerequisite
Grades 9-10
Standard: Reading –
Informational Text**

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Grades 11-12
Reading –
Informational Text**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

The authors note that service providers share data with law enforcement, that apps gather and share information about users, particularly location information that can be used to analyze personal habits and behavior, and that this information can be used to predict future behavior.

Sentence 3: A statement of the author's apparent purpose, followed by an "in order to" phrase.

Although the thesis recommends changing the name of the device, the authors cast logical arguments in emotionally laden language in order to scare readers into thinking more deeply about the hidden features of their smartphones and perhaps being more cautious.

Sentence 4: A description of the intended audience and/or the relationship the author establishes with the audience.

The authors use relatively informal language to establish a friendly, but somewhat scolding, relationship with their audience, which includes all users of smartphones and similar devices.

Thinking Critically

The discussion questions below should help students be more aware of two of the more important assertions in this article.

Activity 48: Thinking Critically

Write answers to the questions below in your 1984 notebook.

1. Paragraph 6 discusses the various names that have been suggested for smartphones—tracker, robot, minicomputer—and says,

This is not a semantic game. Names matter, quite a bit. In politics and advertising, framing is regarded as essential because what you call something influences what you think about it. That's why there are battles over the tags "Obamacare" and "death panels."

Is it true that the name of something influences the way you think about it? Does it influence the way you use it? What effect do you think changing the name of the device will actually have?

2. Paragraph 8 asks, "What's the harm?" and then says,

The United States Court of Appeals for the District of Columbia Circuit, ruling about the use of tracking devices by the police, noted that GPS data can reveal whether a person "is a weekly church goer, a heavy drinker, a regular at the gym, an unfaithful husband, an outpatient receiving medical treatment, an associate of particular individuals or political groups—and not just one such fact about a person, but all such facts."

Does this quotation answer the question? Does it show that there is actual harm in cellphone tracking? Why or why not?

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the module and transfer that learning to other settings.

Reflecting on Your Reading Process

This question is designed to connect this article to *1984*.

Activity 49: Reflecting on Your Reading Process

Did reading these two articles change your interpretation of *1984*? Did it put the novel in a new context? Do the two articles go together in any way? Write your answers in your *1984* notebook.

FA Formative Assessment

Discovering what intertextual connections your students make among the two articles they have read and the novel as well as what impact reading the articles had on their interpretation of the novel will be important, especially for students who decide to write their essays about the fourth prompt given in Activity 50. A class discussion focused on the questions in Activity 49 should give you significant indications of the connections made and their impact on students' interpretations of *1984*. Some students may need further opportunities to see how the novel connects with our own time and culture.

Connecting Reading to Writing

Discovering What You Think

Writing

5. Develop and strengthen writing as needed by planning... focusing on addressing what is most significant for a specific purpose and audience.

Considering the Writing Task

The module provides **four possible writing tasks**. The first three are based exclusively on the novel. The fourth is based on the novel plus the two additional articles. Each topic has a core question followed by some examples and details and by an expanded version of the core question. You could assign the topic that seems most appropriate for your students or allow them to choose one. In most cases, students will be making two kinds of arguments: 1) arguments about what happens in the novel and what it means and 2) arguments about what happens in real life in our own world. There are connections between these two kinds of arguments. The scenes, events, and ideas from the novel can be used to illustrate and exemplify arguments about the real world, but students should take care not to argue that because something happens in a novel that proves it can happen in the real world.

The **first task**, “The Party and Power,” asks students to explore the motivations behind Big Brother’s totalitarian control of the population. Why run a society in this way? O’Brien’s answer is that Big Brother is completely motivated by power for the sake of power and that as such, it is the first society based entirely on hate, not love or justice. Winston argues against him. Students are asked to support either O’Brien’s view or Winston’s view. This topic is designed to cause students to imagine themselves living in a society driven by power and hate, without love or friendship, and to draw conclusions about whether such a society would be viable. They are used to living in a society where the pursuit of “life, liberty, and happiness” is considered to be a human right. What would it be like to live in a society in which, as O’Brien says, “Progress in our world will be progress towards more pain”?

The **second task**, “The Fall of Big Brother,” takes its cue from the fact that the appendix implies that Big Brother eventually fell from power and a more normal society developed. This task asks students to analyze why the oligarchy controlling Oceania collapsed, using evidence from the novel to support their arguments. This topic is designed to cause students to comb the text looking for reasons and support for their arguments. It is the most text-based of the four prompts.

The **third task**, “The Party and Objective Reality,” addresses a philosophical problem at the heart of the text: What is the nature of reality? O’Brien claims that reality is in the mind, and since Big Brother controls the mind, Big Brother controls reality, even gravity and the positions of the stars. Students are asked to imagine what it would be like to live in a society in which truth is whatever Big Brother says it is at the moment. Is it possible for a government to control the thoughts of its citizens so thoroughly? Is it possible to have scientific progress with this definition of truth? This prompt is

designed to cause students to consider the philosophical question at the heart of the novel and apply it to our own society.

Finally, the **fourth task** takes up one of the issues that is most commonly associated with the term “Orwellian,” the issue of surveillance technology and government control. This task adds two more texts designed to connect the novel to our own time and society. This topic provides many opportunities for further research because controversies about surveillance technology in the form of public cameras, unmanned drones, miniaturized cameras and microphones, cellphone records, Internet searches, and many other aspects of daily life are constantly in the news. Students are asked to compare Big Brother’s technology with our own.

Activity 50: Considering the Writing Task

Read the writing task assigned by your instructor. As you think about what it asks you to do, flip through your notebook looking for possible connections to the topic.

Writing Task 1: The Party and Power

Core question: Can a society based on hate survive?

Winston Smith writes in his diary, “I understand HOW: I do not understand WHY.” O’Brien tries to answer his question.

The Party seeks power entirely for its own sake. We are not interested in the good of others; we are interested solely in power. Not wealth or luxury or long life or happiness: only power, pure power. . . (272)

The first thing you must realize is that power is collective. The individual only has power in so far as he ceases to be an individual. You know the Party slogan: “Freedom is Slavery”. Has it ever occurred to you that it is reversible? Slavery is freedom. Alone—free—the human being is always defeated. It must be so, because every human being is doomed to die, which is the greatest of all failures. But if he can make complete, utter submission, if he can escape from his identity, if he can merge himself in the Party so that he IS the Party, then he is all-powerful and immortal. The second thing for you to realize is that power is power over human beings. Over the body—but, above all, over the mind. (273)

O’Brien also argues that the Party has control over external reality because nothing exists outside the mind, although he admits that for certain purposes this is not true. Those instances can be taken care of by doublethink. He asks Winston how one man asserts power over another. Winston answers, “By making him suffer.” O’Brien agrees.

Exactly. By making him suffer. Obedience is not enough. Unless he is suffering, how can you be sure that he is obeying your will and not his own? Power is in inflicting pain and humiliation. Power is in tearing human minds to pieces and putting them together again in new shapes of your own choosing. Do you begin to see, then, what kind of world we are creating? It is the exact opposite of the stupid hedonistic Utopias that the old reformers imagined. A world of fear and treachery and torment, a world of trampling

and being trampled upon, a world which will grow not less but MORE merciless as it refines itself. Progress in our world will be progress towards more pain. The old civilizations claimed that they were founded on love or justice. Ours is founded upon hatred. In our world there will be no emotions except fear, rage, triumph, and self-abasement. Everything else we shall destroy—everything. Already we are breaking down the habits of thought which have survived from before the Revolution. We have cut the links between child and parent, and between man and man, and between man and woman. No one dares trust a wife or a child or a friend any longer. But in the future there will be no wives and no friends. Children will be taken from their mothers at birth, as one takes eggs from a hen. The sex instinct will be eradicated. Procreation will be an annual formality like the renewal of a ration card. We shall abolish the orgasm. Our neurologists are at work upon it now. There will be no loyalty, except loyalty towards the Party. There will be no love, except the love of Big Brother. There will be no laughter, except the laugh of triumph over a defeated enemy. There will be no art, no literature, no science. When we are omnipotent we shall have no more need of science. There will be no distinction between beauty and ugliness. There will be no curiosity, no enjoyment of the process of life. All competing pleasures will be destroyed. But always—do not forget this, Winston—always there will be the intoxication of power, constantly increasing and constantly growing subtler. Always, at every moment, there will be the thrill of victory, the sensation of trampling on an enemy who is helpless. If you want a picture of the future, imagine a boot stamping on a human face—forever. (276-77)

Winston responds that it would be impossible to found a civilization on fear and hatred and cruelty and that such a society could never endure because “It would have no vitality. It would disintegrate. It would commit suicide.”

Winston is at a disadvantage in this debate because if he argues too well, O’Brien will turn the dial and give him a big dose of excruciating pain. You, however, are free to argue in any way you want.

Who is right, Winston or O’Brien? In a well-organized essay, discuss whether or not a society based on hate and suffering such as O’Brien describes could exist for very long. Would the intoxication of power and the thrill of victory be enough motivation for people to continue living without friendship or love? Could you live in such a society? Why or why not? In supporting your arguments, use evidence from the novel, other texts, and your own experience.

Writing Task 2: The Fall of Big Brother

Core question: What might cause the fall of Big Brother?

At the end of the *1984* is an appendix called “The Principles of Newspeak.” What is most interesting about this appendix is the tense in which it is written. It begins,

Newspeak was the official language of Oceania and had been devised to meet the ideological needs of Ingsoc, or English Socialism. In the year *1984* there was not as yet anyone who used Newspeak as his sole means of communication, either in speech or writing. (309)

The first sentence contains a past tense (was) and a past perfect passive construction (had been devised) that clearly indicate that Newspeak was devised at a particular point in the past, was the official language for a while, but no longer is. Is it only Newspeak that has faded from use? Here is a selection from later in the article:

Consider, for example, such a typical sentence from a Times leading article as OLDTHINKERS UNBELLYFEEL INGSOC. The shortest rendering that one could make of this in Oldspeak would be: “Those whose ideas were formed before the Revolution cannot have a full emotional understanding of the principles of English Socialism.” But this is not an adequate translation...only a person thoroughly grounded in Ingsoc could appreciate the full force of the word BELLYFEEL, which implied a blind, enthusiastic acceptance difficult to imagine today; or of the word OLDTHINK, which was inextricably mixed up with the idea of wickedness and decadence. (315)

It is clear that the author is writing at a point in time after Big Brother has fallen, and that the “blind, enthusiastic acceptance” demanded by Big Brother is in the writer’s time “difficult to imagine.” O’Brien tells Winston that “Big Brother is forever.” Clearly O’Brien was wrong. At some point, the reign of Big Brother collapsed. What caused the downfall of Big Brother?

Perhaps we can find a clue about the answer to this question in *The Principles and Practices of Oligarchical Collectivism* by Emmanuel Goldstein. In Chapter One, “Ignorance is Strength,” the author writes,

There are only four ways in which a ruling group can fall from power. Either it is conquered from without, or it governs so inefficiently that the masses are stirred to revolt, or it allows a strong and discontented Middle group to come into being, or it loses its own self-confidence and willingness to govern. These causes do not operate singly, and as a rule all four of them are present in some degree. A ruling class which could guard against all of them would remain in power permanently. (212)

In a well-organized essay, answer the following question:

We know from the evidence in the appendix that Big Brother eventually fell from power. Assuming that Goldstein (or O’Brien and the group of Inner Party members who O’Brien claims wrote this book) is right, which of the four causes is most likely to have been the primary cause of the downfall of Big Brother? Support your argument with evidence from the novel.

Writing Task 3: The Party and Objective Reality

Core question: Can Big Brother decide what is real and what is not?

In Section One, Chapter VII, as Winston writes in his diary, he thinks,

The Party told you to reject the evidence of your eyes and ears. It was their final, most essential command. His heart sank as he thought of the enormous power arrayed against him, the ease with which any Party intellectual would overthrow him in debate, the subtle arguments which he would not be able to understand, much less answer. And yet he was in the right! They were wrong and he was right. The obvious, the silly,

and the true had got to be defended. Truisms are true, hold on to that! The solid world exists, its laws do not change. Stones are hard, water is wet, objects unsupported fall towards the earth's center. With the feeling that he was speaking to O'Brien, and also that he was setting forth an important axiom, he wrote:

Freedom is the freedom to say that two plus two make four. If that is granted, all else follows. (83)

In Section Three, Chapter II, O'Brien is torturing Winston. He asks Winston if he remembers writing "Freedom is the freedom to say that two plus two make four." After Winston acknowledges that he wrote that, O'Brien holds up four fingers and asks, "How many fingers?" Winston says "four." O'Brien then asks, "And if the party says that it is not four but five—then how many?"

Winston answers "four" and gets a strong jolt of pain (257). This continues until Winston finally answers "Five! Five! Five!" O'Brien, however, is still not satisfied. He says, "No, Winston, that is no use. You are lying. You still think there are four. How many fingers, please?" Eventually, Winston agrees that he sees five fingers and for an instant, actually sees five. Later, O'Brien says,

We control matter because we control the mind. Reality is inside the skull. You will learn by degrees, Winston. There is nothing that we could not do. Invisibility, levitation—anything. I could float off this floor like a soap bubble if I wish to. I do not wish to, because the Party does not wish it. You must get rid of those nineteenth-century ideas about the laws of Nature. We make the laws of Nature. (274)

In Big Brother's Oceania, reality is whatever the Party says it is. It is not enough for Winston to say what Big Brother wants or do what the Party wants. He must actually believe it and see it. Of course, history and news are easy to control if the government has absolute control of the media. After all, it was Winston's job to rewrite past news to conform to the Party's current whims. Big Brother, however, claims to be above even the laws of mathematics and physics.

In a well-organized essay, discuss the relationship between media control and perception of reality. In writing your essay, it may be useful to consider the following questions. First, is it possible for even a very powerful government to control the minds of its citizens so thoroughly that they no longer believe in the law of gravity or other scientific facts? What tools does Big Brother use to do this, and how effective are they? Would these tools work in our own society? Second, what would happen to a society without history or scientific knowledge? Would any kind of progress be possible? Finally, is there any evidence that this is happening in our own society? In supporting your arguments, use evidence from the novel, other texts, and your own experience.

Writing Task 4: Surveillance and Big Brother

Core question: Is our technology taking us closer to the world of Big Brother?

Surveillance technology has advanced far beyond anything Orwell imagined, and the terms "Orwellian" and "Big Brother is watching" are often used in conjunction with remote control cameras and Internet tracking technology. For example, "Long Beach Police to Use 400 Cameras Citywide to Fight Crime,"

a recent article in the *Los Angeles Times*, Richard Winton reports that the City of Long Beach, California, has connected a network of surveillance cameras throughout the city. Police Chief Jim McDonnell says,

We are using every technology advantage to improve safety in this city. Long Beach officers will now know even before they arrive what potential threats they face. It will help us to respond to crimes better and prevent other crimes.

The chief also said it won't be a case of "big brother is watching," because the camera feed will only be activated when the police have a report that a crime is in progress.

"That's No Phone. That's My Tracker," an article in *The New York Times* by Peter Maass and Megha Rajagopalan, focuses on surveillance technology that we voluntarily carry with us at all times, our cell phones. The authors suggest that we should really call them "trackers." They say,

Most doubts about the principal function of these devices were erased when it was recently disclosed that cellphone carriers responded 1.3 million times last year to law enforcement requests for call data. That's not even a complete count, because T-Mobile, one of the largest carriers, refused to reveal its numbers. It appears that millions of cellphone users have been swept up in government surveillance of their calls and where they made them from. Many police agencies don't obtain search warrants when requesting location data from carriers.

1984 provides a cautionary tale about the potential of surveillance technology to allow an authoritarian government to control the population. At present, this technology is being used for relatively benign purposes such as crime fighting and advertising, but clearly the totalitarian oligarchy of *1984* would be overjoyed to deploy it. The government, or another entity, could easily see every Web site you have visited, read every message you ever sent, and listen to every phone call. Could this technology lead eventually to totalitarian control of our thoughts and actions as in *1984*? What factors are in place to prevent this? Has *1984* itself given us enough warning to make us aware of the dangers so that we will not allow this to happen? How scared should we be?

In a well-organized essay, discuss how close our current society is to the potential of Big Brother and *1984*. In order to do this, you will need to describe the surveillance technology used by Big Brother, including its capabilities and limitations, and compare it to the capabilities of current technology. You will also need to discuss who uses the technology and the purposes for which it is used. Finally, if Big Brother really might be watching us, what can we do to stop it?

Note: You may decide that in order to support your arguments effectively, you need to do some further research beyond the novel and the two additional articles.

Writing

5. Develop and strengthen writing as needed by planning, ... focusing on addressing what is most significant for a specific purpose and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range

Taking a Stance: Trying on Words, Perspectives, and Ideas

One way to practice looking at the situation from multiple perspectives is to engage students in an activity in which they adopt different personas. For *1984*, you can have students take the issue of the writing prompt and think about it from different perspectives based on characters in the novel and other people they know. If students are doing different writing prompts, you could divide them into groups based on the prompts and have each student argue from a different perspective in a debate or a panel discussion. Here are the core questions:

Writing Task 1: The Party and Power

Core question: Can a society based on hate survive?

Writing Task 2: The Fall of Big Brother

Core question: What might cause the fall of Big Brother?

Writing Task 3: The Party and Objective Reality

Core question: Can Big Brother decide what is real and what is not?

Writing Task 4: Surveillance and Big Brother

Core question: Is our technology taking us closer to the world of Big Brother?

Activity 51: Taking a Stance

In your group, discuss the core question of the assigned writing prompt. Each member of the group then takes on the persona of either a character in the novel or another person you know. What would that person say or argue about the core question? For example,

- What would O'Brien say?
- What would Winston say?
- What would Julia say?
- What would Parsons say?
- What would your teacher say?
- What would the football coach say?
- What would your favorite movie character say?
- What would _____ say?
- Then, at the end of the discussion, "What do YOU say?"

In your notebook, write down your answer to the last question, and explain how your actual position differs from the positions taken by the character you played and the other characters in the group.

of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Writing

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any

Gathering Evidence to Support Your Claims

In the previous activity, students tried on different viewpoints based on different characters and people, culminating in a statement of what they themselves think. At this point, they should begin gathering the evidence they need to support their positions. The following questions will help:

Activity 52: Gathering Evidence to Support Your Claims

- What is your position on the issue of the writing prompt? Can you state it in one sentence?
- Why do you think this? What evidence do you have for this position? Go through your notes, annotations and other materials for *1984*. What can you use to support your argument? Do you need to go beyond the novel itself? Do you need to do some research?
- What would people who disagree with you say? What evidence supports their position? How can you argue against them?
- Is the issue too complex to be stated as a black and white, right or wrong, yes or no position? Are there degrees of probability or certainty? For example, no one can know for certain that our society is turning into Big Brother. Is the *possibility* strong enough that we should take some action to prevent it? How will you handle a nuanced argument like this?

one source and following a standard format for citation including footnotes and endnotes. CA

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing

5. Develop and strengthen writing as needed by planning ... focusing on addressing what is most significant for a specific purpose and audience.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Getting Ready to Write

One or both of the activities below may help your students get started on their writing. The question of who is the audience for a paper like this is crucial. This is not literary criticism that will be submitted to an academic journal. An audience of general readers, including high school teachers and students along with other members of the community who are concerned about political trends or interested in *1984*, is more likely. A secondary purpose might be to convince readers that *1984* still has important issues to raise and points to make.

FA Formative Assessment

Whether students complete a Rhetorical Quickwrite or a Scratch Outline, Activity 53, Getting Ready to Write, provides teachers with several opportunities for assessment. The initial plans that your students have formulated for their essays open windows to view their planning processes. Through those windows, you can formatively assess their progress with a focus on content or process and offer recommendations that students might apply to improve their planning process or to add content that may have been overlooked. Your commendations and guidance can support students as they take their next step, composing a draft of their essay.

Activity 53: Getting Ready to Write

Do exercise 1 or 2 below.

1. Rhetorical Quickwrite

Who is your audience for this writing? What is your plan? What do you want to tell them? What are your most important points? What are you passionate about on this issue? How will you convey these ideas and this passion? How do you want your writing to affect the reader? Write a quick paragraph in response to these questions.

2. Scratch Outline

With the novel and all of your notes and annotations arranged around you, make a scratch outline of your writing plan. What is your main idea? What comes first? How will you support it? What comes next? After that? How will you conclude?

Writing Rhetorically

Entering the Conversation

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic **or thesis statement**; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified

Composing a Draft

At this point, your students are more than ready to write a first draft. Remind them that first drafts are exploratory and experimental. They are “writer-based,” meaning what is most important is getting their ideas on paper; then, sometimes writers change their minds when they actually begin writing.

Activity 54: Composing a Draft

With your audience and purpose in mind, but focusing mainly on getting your ideas on paper, begin writing a first draft of your paper on *1984*.

Considering Structure

Sometimes it is useful to pause for reflection midway through a draft. This helps students imagine where they are going and how much is left to be done. It is also a chance to consider the organization of the piece.

Activity 55: Considering Structure

As you pause midway in your writing, think about what you have done so far and where you are going.

If you made a scratch outline before you started writing, you may find that your plan is working, but it is also possible that the writing is taking you in a different direction. You may find that as you write, the arguments connect in a different way than you imagined or that you have thought of completely new arguments while you are writing. As you make adjustments in your organizational structure, keep the audience in mind. Will your reader be able to follow along with your reasoning?

whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CA

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **including footnotes and endnotes. CA**

Reading – Informational Text

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Writing

- 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective

Using the Words of Others (and Avoiding Plagiarism)

As the first draft nears completion, students should consider how they have used sources.

Activity 56: Using the Words of Others (and Avoiding Plagiarism)

As you use the material from your notes, ask yourself the following questions:

- Do you have page numbers for quotations and paraphrases?
- Do you have a good balance between quotations and paraphrases? Did you quote only when you have a good reason to, i.e., the language itself is important?
- Have you “framed” quotations, especially block quotations, by introducing them first and then responding to them afterwards? For example,

O'Brien claims that the Party controls reality. He says,

We control matter because we control the mind. Reality is inside the skull. You will learn by degrees, Winston. There is nothing that we could not do. Invisibility, levitation—anything. I could float off this floor like a soap bubble if I wish to. (274)

However, the party does not really have god-like powers. It just creates illusions.

In your *1984* notebook, note areas of your draft that you plan to revise.

Negotiating Voices

The activity below might be done as a peer sharing activity in which students give each other feedback on the management of voices.

FA Formative Assessment

If you would like to structure Activity 57 as a more formal peer-lead formative assessment, form groups of three or four students, and arrange to circulate drafts of each student's paper so that all members of each team have an opportunity to read and respond to the four questions in that activity. A handout for each reader to respond to each team member's paper could include the following questions: (1) Is it clear who says and believes what? (2) Is the author's voice consistent in tone? (3) What kind of ethos has the author created? (4) Who does the author sound like? Answers to these four questions should be returned to the paper's author from each team member. Then, after reviewing these, each author could complete answers to the original questions in the activity.

choices for meaning or style, and to comprehend more fully when reading or listening.

Activity 57: Negotiating Voices

In the example in Activity 56, the block quote is in O'Brien's voice, and the surrounding material is in the essay writer's voice. When there are multiple sources, however, sometimes the different voices get confused. Ask yourself the following questions:

- Is it clear who says and believes what?
- Is my own voice consistent in tone? What kind of ethos have I created? Who do I sound like?

RG Rhetorical Grammar for Expository Reading and Writing

At this point, have your students complete grammar Activities 7-9 while they revise and edit their assignments.

Revising and Editing

Writing

1f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
CA

2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

4. Produce clear and coherent

Revising Rhetorically

This activity could also be done as a pair-share or in a read-around. For a pair-share, students share their papers and discuss the questions. In a read-around, in groups of three or more the papers are shifted to the right or left so that each student gets feedback from two peer readers. Sometimes it is helpful to move whole sets of papers from one group to another so none of the papers being read was written by anyone in the group. This can be organized around a simple question like "Which paper is the best in this group? Tell why."

Activity 58: Revising Rhetorically

Now it is time to think more about the reader and begin moving toward a reader-based draft that is ready to submit to your instructor for feedback. Think about the following questions:

- Have I provided the reader with what he or she needs to understand my ideas?
- Do I have enough support for each point?
- Do my arguments work together?
- Do I have transitions between different parts of my arguments?
- Does my conclusion follow from the rest of the paper? Is it more than just a restatement of the introduction?
- Have I accomplished my rhetorical purpose? Have I engaged the reader's interest? Have I changed the reader's mind? Have I allowed the reader to see the book more clearly?

After thinking about these questions, create a short revision plan for your paper. Write it down in your *1984* notebook.

writing in which the development, organization, and style are appropriate to task purpose, and audience.

5. Develop and strengthen writing as needed by ... revising, ... rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Writing

- 1f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
CA
- 2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or

Considering Stylistic Choices

This activity asks students to identify stylistic areas they are unsure about. This helps create a collaborative atmosphere and demonstrates that the most effective writing is writing that readers can understand.

FA Formative Assessment

Activity 59 is designed to request feedback that serves as a formative assessment that will enable students to polish their essays. Students can identify specific stylistic choices they have made about which they have concerns. These could include sentence, quotation, and word choices that students can shade with a colored marker. You could review these points of concern, confirm the choice made, or suggest modifications or additions. Information about students' concerns may also contribute to identifying aspects of composition, such as sentence structure, that warrant a future in-class lesson.

Activity 59: Considering Stylistic Choices

You should also think about the language and sentence structure you used before you turn the draft in to your instructor. Read your draft with the following questions in mind, and mark areas where you think you might have a question or a problem. Get advice from your teacher or one of your fellow students.

- Are any sentences too long or confusing?
- Are there any long quotations that could be paraphrased?
- Are there any words you are unsure about?
- Are any words too informal for an academic paper?

Editing the Draft

This is an area where peer sharing is unlikely to be helpful. Students may not be very effective at editing their own drafts either, but it is important that they get in the habit of doing this before they turn in a paper. Over time, they will learn to implement the feedback they get from instructors.

Activity 60: Editing the Draft

You should also proofread your paper to make sure there are no grammatical errors or usage problems. Try the following strategies:

- Think about problems your teacher has identified in past papers. Try to see if you have made the same mistakes again.

contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly.

Writing

5. Develop and strengthen writing as needed by ... editing, ... (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Writing

5. Develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- Read your paper from the end to the beginning, sentence by sentence. This breaks the flow of the reading and enables you to be more aware of the construction of an individual sentence. This is an especially good way to catch sentence fragments. (Reading it aloud in this way may be even more effective than reading it silently.)

Responding to Feedback

Students need feedback on their writing. Some of this can be from peers during the revision stage, but instructor feedback is essential. Although responding to drafts and conferencing with students is undoubtedly time consuming, it is important to intervene in the writing process at the most useful points and to make comments that are well-targeted to both the assignment's demands as well as to the student's needs and language development processes.

The most valuable point for students to receive feedback is before they revise and edit, so they can actively apply to their next draft what they learn from your response. One particularly effective time for instructor response is after students have produced their first revised, “reader-based” draft. Students can then use instructor feedback to revise and improve the final draft they will submit for a final grade. As students see their own writing evolve, an improved grade can serve as additional motivation for them to put sustained effort into revisions.

Most writing instructors make a distinction between “global” issues, such as thesis, focus, and arguments, and “local” issues, such as grammatical and usage errors. While all students need both global and local responses, English learners will benefit from more frequent and extended opportunities to receive and respond to feedback. English learners may also benefit from instructor response to specific aspects of the English language—for example, particularly difficult or idiosyncratic grammatical forms that English learners are still in the process of acquiring.

For this particular assignment, the biggest problems are likely to be with quoting, paraphrasing, and summarizing material from the novel and integrating it into the writer’s own text. This could be the main focus of your comments.

Activity 61: Responding to Feedback

When you receive the paper back from your instructor, look carefully at the marks and comments. Try to understand what the feedback means and why the reader responded the way he or she did. The biggest mistake that many writers make is just to delete sentences that have problems. That will not make the essay more effective. As you make a plan for revision, think about the following questions:

- Do I need to reorganize parts of my essay?
- Do I need to add material to support my arguments? Where will I get it?
- Do I need to reconsider some of my arguments?
- Do I need to rewrite some sentences to make them clearer?
- Do I need to reword some parts?
- Do I need to correct some errors? Do I know how? How will I find out?

The strategies in this section of the ERWC are designed to reinforce students’ learning of the content of the CCSS for ELA/Literacy in the preceding sections of the module.

Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reflecting on Your Writing Process

After students have turned in the revised draft of the paper for a grade, they should reflect on the following questions.

FA Formative Assessment

The responses will help students gather evidence of strategies they have learned to monitor and regulate their writing processes from this particular module.

Activity 62: Reflecting on Your Writing Process

After you have turned in your revised draft of your *1984* paper, answer the following questions in your notebooks.

- What have you learned about your writing process?

- What were some of the most important decisions you made as you wrote this text?
- In what ways have you become a better writer?
- How will the experience of writing this paper change the way you work on your next paper?