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Lesson: Welcome to *Brave New World* (before reading)

**Key standard: RL10 Range of Reading**

RL.11-12.10 “By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.”

**Into:**

The book we are about to read is far out. It imagines humanity in the year 2540. *Brave New World* fits within the genre of speculative fiction—fiction that speculates on what life would be like under extraordinary, imagined circumstances.

Do you enjoy fiction that explores the fantastic and extraordinary?
Do you think that speculative fiction and/or science fiction is a waste of time?

*Clarification:* For some, speculative fiction is a super-category including science fiction, fantasy, supernatural fiction, alternative histories, and even superhero stories. For others, speculative fiction refers only to predictions about possible futures.

**Through:**

This slideshow will introduce important terms, the historical context of the novel’s publication, and some information about the upcoming unit.

As you view, take notes on the [Introduction Notes page](#).

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**BRAVE NEW WORLD INTRODUCTION AND UNIT OVERVIEW** (30 slides)

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**INTRODUCTION AND HISTORICAL CONTEXT**

*By Aldous Huxley*

---

**UTOPIA AND DYSTOPIA**

Aldous Huxley worried that optimistic visions of perfect societies were wrong-headed and even dangerous.

Dystopia: an imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic. (Merriam-Webster)

Dystopian novels imagine that “progress” might have terrible results. In other words, striving for utopia might result in horrific dystopia.
**Beyond:**

What do you think life will be like for humanity in the year 2540? Will it look like a utopia or a dystopia? Explain your vision for the future and include details about society, government, technology, economy, and ecology.

Model: “The acid rains continuously, slowly melting the monuments of humanity’s past…”

---

**INTRODUCTION NOTES – BRAVE NEW WORLD (HANDOUT)**

**Beyond:**

What do you think life will be like for humanity in the year 2540? Will it look like a utopia or a dystopia? Explain your vision for the future and include details about society, government, technology, economy, and ecology.

Model: “The acid rains continuously, slowly melting the monuments of humanity’s past…”
BRAVE NEW WORLD
BY ALDOUS HUXLEY

INTRODUCTION
AND HISTORICAL CONTEXT

FACT SHEET: BRAVE NEW WORLD

- Author: Aldous Huxley
- Date of publication: 1932
- Country of origin: England
- Genre: speculative fiction, dystopian novel
- Point of view: third-person omniscient
- Setting: England in the year 2540
The term speculative fiction has two competing definitions:

A) A super-genre that includes science fiction, fantasy, supernatural fiction, alternate histories, dystopian fiction, and even superhero fiction.

B) A genre akin to science fiction but focusing on the human condition and societal development rather than science and technology (i.e., imagined utopias and dystopias).

Aldous Huxley worried that optimistic visions of perfect societies were wrong-headed and even dangerous. Dystopia: an imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic. (Merriam-Webster)

Dystopian novels imagine that “progress” might have terrible results. In other words, striving for utopia might result in horrific dystopia.
**WELCOME TO BRAVE NEW WORLD**

- The year is 632 AF (2540 to you and me).
- There is no war; England and the rest of the world are unified under the control of The World State.
- You live a carefree life. Technological conveniences abound. You do not worry about physical needs, getting old, dating, family life, or personal goals.
- Your job is easy, and you enjoy it. It is what you were born to do.
- Your free time is full of titillating amusements that leave no time for depressing philosophical questions.
- Sounds pretty good, right?

---

**HISTORICAL CONTEXT**

Huxley worried that people were becoming too optimistic about “progress.”

“...between World War I and World War II, the height of an era of technological optimism in the West.” (Lohnes)

- DEVELOPMENTS IN PSYCHOLOGY
- TECHNOLOGY AND INDUSTRY
- GENETICS AND EUGENICS
- ENTERTAINMENT / MEDIA
- SOCIAL CHANGE
- GOVERNMENT AND WORLD ORDER
- SHATTERED OPTIMISM
AS YOU READ, WATCH FOR...

- Propaganda
- Caste systems
- Famous names
- Jesus and Bible Stories
- Allusions to Shakespeare
- Symbolic objects
  (Have you been paying attention to the *Brave New World* book covers?)

COMMUNITY

IDENTITY

STABILITY

CONNECTIONS TO LIFE TODAY

As you read, think about our lives today. Think about...

- Reliance on technology
- Consumerism
- Promiscuity / sexuality
- Genetic engineering
- Drugs
- Power (and who has it)
Lesson: A New Utopia (before reading)

Key standard: SL1 Comprehension and Collaboration
SL.11-12.1 “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.”

Into: What are the biggest problems that you see with society today?

*Create an “Ills of Society” chart as a class. Include both the local and the global.*

Through:
For thousands of years philosophers, social scientists, and leaders have pondered how to make a perfect society. People are continually trying to improve society in various ways, but there have also been revolutionary changes. We will conduct a thought experiment by exploring original ideas to rewrite civilization.

You hold the future of humanity in your hands. World leaders have given you absolute authority in designing and implementing a new human existence. You will determine the form of the most ideal society possible.

*This task can be completed individually or in small groups. If time allows, give students the chance to share their ideas with the class. This could be informal or expanded into a full presentation project.*

Activity steps:
- Big Ideas
- The Plan (overview)
- The Specifics
- Fun Stuff
- Presenting (if possible)
### BRAVE NEW WORLD: A NEW UTOPIA

You hold the future of humanity in your hands. World leaders have given you absolute authority in designing and implementing a new human existence. You will determine the form of the most ideal society possible.

#### BIG IDEAS:

1. What problems do you want your society to eliminate?
2. What profound changes might you implement with absolute control?
3. What principles will lay the foundation of your new society?

### Beyond:

- Which proposal would you want to try? Explain.
- Which plan is the most possible? Explain.
- Choose one of the plans and speculate on how it could go horribly wrong.
- Throughout human history people have revolted in order to make sweeping changes. In some cases, the goal was to create a more perfect society. Is it possible that humans can find the perfect recipe? What is stopping us?

### Helpful clip:

- "Utopias Becoming Dystopias" (3 minutes) from Shmoop
- "The History of Utopian Thinking" (13 minutes) by Danilo Palazzo
You hold the future of humanity in your hands. World leaders have given you absolute authority in designing and implementing a new human existence. You will determine the form of the most ideal society possible.

**BIG IDEAS:**

- What problems do you want your society to eliminate?
- What profound changes might you implement with absolute control?
- What principles will lay the foundation of your new society?
THE SPECIFICS OF YOUR UTOPIA:

Goals and Values

_____________________________________________________

_____________________________________________________

Lifestyle (Rural or urban? High-tech or low-tech? How do people spend their time?)

_____________________________________________________

_____________________________________________________

Economy (How do people get what they need? How is wealth distributed? What about jobs?)

_____________________________________________________

_____________________________________________________

Government (Who has control? How are decisions made? How powerful is the government? What are the limits of personal freedom? How do people settle disputes?)

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

PREVIEW ONLY

FUN STUFF: (Complete on a separate page.)

- Name of the society
- Motto / slogan
- Symbols (like a flag or a great seal)
- Promotional poster (optional)
- Interesting features
- Ceremonies / events
- Popular activities
BRAVE NEW WORLD DISCUSSION SET #1 (Chapters 1-3)

Level 1:
1. According to the Director, what are the advantages of Bokanovsky’s Process?
2. What are the physical methods used to manipulate the development of the embryos? What are the effects?
3. Describe the psychological conditioning methods that the Hatchery and Conditioning Centre uses on babies. (Chapter 2)
4. Why does it make economic sense for the society to foster a distaste for nature?
5. Describe how the children of the society receive moral lessons. What morals do they learn?
6. According to Mustapha Mond (the Controller), what problems do traditional romance and family life create?
7. In what ways do Lenina and Bernard demonstrate immoral behavior?
8. How are romance and intimacy different in the society of Brave New World?

Level 2:
1. Do you think that reproductive science will develop similarly to what Huxley imagines in Brave New World? Explain your view.
2. The motto of the World State is “COMMUNITY, IDENTITY, STABILITY.” Would you endorse such a motto? Explain your views.
3. Do you think that the conditioning methods used by the Hatchery and Conditioning Centre would work in real life? What are your thoughts?
4. The society controls the citizens of AF 632 through subliminal messages. Do you think that subliminal suggestions are being used to control us in real life?
5. The fictional society has merged two historical figures: Sigmund Freud (a psychologist) and Henry Ford (an industrialist). Why do you think they have combined these two figures?
6. Identify two examples of figurative language (metaphor, simile, personification, etc.) from this reading and explain each. (In other words, why does Huxley choose these words?)
7. The narration of Chapter 3 is a confusing mash-up. Why are there 3-5 narrations happening at once? What is the overall effect on the reader?
8. What are the key values of the society in Brave New World?
EXCERPT ANALYSIS:
What makes the excerpt special, interesting, or important? You might analyze imagery, theme, symbol, word choice, mood, characterization, plot structure / conflict, or point of view.

A) From Chapter 1:

The enormous room on the ground floor faced towards the north. Cold for all the summer beyond the panes, for all the tropical heat of the room itself, a harsh thin light glared through the windows, hungrily seeking some draped lay figure, some pallid shape of academic goose-flesh, but finding only the glass and nickel and bleakly shining porcelain of a laboratory. Wintriness responded to wintriness. The overalls of the workers were white, their hands gloved with a pale corpse-coloured rubber. The light was frozen, dead, a ghost. Only from the yellow barrels of the microscopes did it borrow a certain rich and living substance, lying along the polished tubes like butter, streak after luscious streak in long recession down the work tables.

B) From Chapter 1:

"Just to give you a general idea," he would explain to them. For of course some sort of general idea they must have, if they were to do their work intelligently—if they were to be good and happy members of society, as possible. For particulars, as every one knows, make for virtue and happiness; generalities are intellectually necessary evils. Not philosophers but fretsawyers and stamp collectors compose the backbone of society.

C) From Chapter 3:

He waved his hand; and it was as though, with an invisible feather wisk, he had brushed away a little dust, and the dust was Harappa, was Ur of the Chaldees; some spider-webs, and they were Thebes and Babylon and Knossos and Mycenae. Whisk. Whisk—and where was Odysseus, where was Job, where were Jupiter and Gotama and Jesus? Whisk—and those specks of antique dirt called Athens and Rome, Jerusalem and the Middle Kingdom—all were gone. Whisk—the place where Italy had been was empty. Whisk, the cathedrals; whisk, whisk, King Lear and the Thoughts of Pascal. Whisk, Passion; whisk, Requiem; whisk, Symphony; whisk …
Lesson: Hypnopedia Britannica (reading 2)

Key standard: RL6 Craft and Structure

RL.11-12.6 “Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).”

Into:

The Hatchery and Conditioning Centres of *Brave New World* use hypnopedia or sleep-teaching to brainwash the citizens. How would *you* use this form of subliminal messaging to control others or even yourself?

Fun clip: “Hypnopedia App Ad” (2 minutes)—This is a real product!

Fun clip: “Bart’s Friend Falls in Love” (24 minutes)—Homer employs sleep-learning in an attempt to lose weight. Hypnopedia subplot shown from 09:00 to 18:25.

Through:

Huxley uses hypnopedia slogans to illustrate the means of societal control and outline the World State’s objectives.

Hypnopedia: sleep-learning; an attempt to convey information to a sleeping person.

from Greek hypnos, "sleep" + paideia "child"

There is no appendix of all the hypnopedic slogans in *Brave New World*. Hunt down all the brainwashing slogans in the book so far. For each slogan that you find, explain why this lesson is important for the World State.

Example:

| “When the individual feels, the community reels.” | Avoid having your own strong emotions. | The stability of the World State cannot allow individual passion. This form of individuality might lead to other forms. |

This task can be completed in collaborative groups and/or jig-sawed by chapter. If time allows, create a complete list of the slogans as a class.
HYPNOPEDIA BRITANNICA (HANDOUT)

BRAVE NEW WORLD

HYPNOPEDIA BRITANNICA

Huxley uses hypnopedia slogans to illustrate the means of societal control and outline the World State’s objectives.

**Hypnopedia:** sleep-learning; an attempt to convey information to a sleeping person.
from Greek hypnos, “sleep” + paideia “child”

There is no appendix of all the hypnopedia slogans in Brave New World. Hunt down all the brainwashing slogans in the book so far. For each slogan that you find, explain why this lesson is important for the World State: COMMUNITY, IDENTITY, AND STABILITY.

### SLOGAN | MORAL / LESSON | IMPORTANCE OF THIS LESSON IN THE WORLD STATE
--- | --- | ---
“When the individual feels, the community reaps.” | Avoid having your own strong emotions. | The stability of the World State cannot allow individual passions. This form of individuality might lead to other forms.

**HELP BERNARD AND HELMHOLTZ:** Create a new slogan for the College of Emotional Engineering and determine the appropriate hypnopedia regimen for the Conditioning Center.

“”,

PRESCRIPTION: _____ TIMES PER DAY FOR _____ DAYS STARTING AT AGE: _____

**YOUR TURN:** Create a hypnopedic suggestion you wish you could implement in our society.

“”,

**DRAW CONCLUSIONS:**
Why do you think Bernard Marx is less psychologically conditioned than his peers?
What additional principles would be appropriate for the World State motto?
What are the possible dangers of a society using such a powerful method of mind control?

Connected texts:

“Can You Learn Anything While You Sleep?” (3 pages) By B. Gholipour

“Sleep-Learning Was a Myth, But You Could Strengthen Memories While You Snooze” (4 pages) from Smithsonian Magazine

“Vintage Tech: Learn While You Sleep (Hypnopedia)” (11 pages) by Alexandra Szerlip

Beyond:

Hypnopedia a la *Brave New World* is far from being a reality. But who knows? Scientists are still unlocking the secrets of the sleeping mind.

- What would be the dangers of a society using this method of mind control?
- Can you see any connections between the slogans in *BNW* and real life?
- From the point of view of characters like Fanny Crowne, the hypnopedic slogans are benevolent truths. What is your point of view?
Huxley uses hypnopedic slogans to illustrate the means of societal control and outline the World State’s objectives.

**Hypnopedia**: sleep-learning; an attempt to convey information to a sleeping person.
from Greek hypnos, "sleep" + paideia "child"

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<td>Avoid having your own strong emotions</td>
<td>The stability of the World State cannot allow individual passions. This form of individuality might lead to other forms.</td>
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PREVIEW ONLY
HELP BERNARD AND HELMOLZ: Create a new slogan for the College of Emotional Engineering and determine the appropriate hypnopedic regimen for the Conditioning Center.

PRESCRIPTION: _____ TIMES PER DAY FOR _______ DAYS STARTING AT AGE _____

YOUR TURN: Create a hypnopedic suggestion you wish you could implement in our society.

DRAW CONCLUSIONS:
Why do you think Bernard Marx is less psychologically conditioned than his peers?
What additional principles would be appropriate for the World State motto?
What are the possible dangers of a society using such a powerful method of mind control?
Lesson: Huxley’s Real World - 1931 (reading 2)

**Key standard: W7 Research to Build and Present Knowledge**

W.11-12.7 “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.”

**Into:**

What if we used a time machine to go back to 1932 and kidnap Aldous Huxley? What might he think of our world today?

Related clip: “The Roaring 20s Documentary - World History Project” (6 minutes)

After visiting America in the 1920s, Huxley mused that Americans spent their energy "in places of public amusement, in dancing and motoring... Nowhere, perhaps, is there so little conversation... It is all movement and noise, like the water gurgling out of a bath--down the waste. Yes, down the waste."

**Through:**

Remember that Huxley wrote *Brave New World* in 1931. He predicted personal helicopters, birth control pills, virtual reality, and much more.

Review Huxley’s real world in 1931 by researching one element of Western society in the 1920s and early 1930s. Make connections to the novel. Be ready to share your findings so that we can learn from each other.

*Note: This task could be approached in many ways (e.g., assigning each group a single article to summarize). The handout supposes informal internet research followed by informal group presentations.*

Research topics: Industry and Economy, Government, Drugs and Alcohol, Mass Media and Entertainment, Reproductive Science, Psychology, and Social Change
HUXLEY’S REAL WORLD (HANDOUT)

HUXLEY’S REAL WORLD – 1931

Remember that Huxley wrote Brave New World over a four-month period in 1931. He
predicted personal helicopters, birth control pills, virtual reality, and much more.

Review Huxley’s real world in 1931 by researching one element of Western society in the
1920s and early 1930s. Make connections to the novel. Be ready to share your findings.

This table contains key terms and suggested articles but direct your research as you see fit.

INDUSTRY AND ECONOMY (1920 – 1931)
- Henry Ford
- Assembly line
- Consumerism
- Standard of living
- The stock market crash of 1929 left people “hysterical with fear” (4 pages)
- The Great Depression

GOVERNMENT (1920 – 1931)
- Communism
- Fascism
- Benito Mussolini
- Woodrow Wilson
- The League of Nations
- The Russian Revolution

DRUGS AND ALCOHOL (1920 – 1931)
- Amphetamines
- Opium
- Cocaine
- Prohibition
- Temperance
- Federal Bureau of Narcotics

MASS MEDIA AND ENTERTAINMENT (1920 – 1931)
- KDKA Pittsburgh
- WBXY (first television broadcast)
- Movie palaces
- “Talkies”
- Advertising

Beyond:
What connections can you find between Huxley’s real world in 1931 and his imagining of
Brave New World? Think about...

- Industry and economy
- Government
- Drugs and alcohol
- Mass media and entertainment
- Reproductive science
- Psychology
- Social change

Have groups share their findings to contextualize the novel. Instruct the listening groups to
keep track of connections to Brave New World in their reflections.
Classical conditioning refers to a type of learning through association. The subject’s brain reacts to a stimulus in an illogical way because it has been conditioned to do so. The subject does not need to reach a decision, they are reacting without conscious thought.

Ivan Pavlov, a Russian physiologist, accidentally discovered classical conditioning when researching digestion. He conditioned dogs to salivate in response to the ringing of a bell, which makes no sense. He created a conditioned response to a stimulus that would not otherwise create such a response. The dogs’ brains associated the bell with meat, and they salivated when no food was present.

Psychologist John Watson built upon Pavlov’s findings and claimed that classical conditioning explained all human psychology. He argued that all behaviors simply reflect patterns of stimulus and response. For Watson, the decision making of a conscious mind is an illusion.

"Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select - doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and the race of his ancestors.” (Watson, 104)

**BEFORE CONDITIONING:**
UNCONDITIONED STIMULUS ➤ UNCONDITIONED RESPONSE
NEUTRAL STIMULUS ➤ NO RESPONSE

**DURING CONDITIONING:**
NEUTRAL STIMULUS + UNCONDITIONED STIMULUS ➤ UNCONDITIONED RESPONSE

Ringing bell + Meat ➤ Salivation

**AFTER CONDITIONING:**
NEUTRAL CONDITIONED STIMULUS ➤ UNCONDITIONED CONDITIONED RESPONSE

EXTINCTION = When the conditioned response fades over time.
**IDENTIFICATION:** Match elements of this example to the proper terms.

A young woman has a summer job painting houses. Her boss and coworkers are harsh and even cruel. The work is painful the pace is unforgiving. Her body starts reacting to the stress. She is relieved when school starts again. For years afterward the smell of wet paint results in elevated heart rate, increased perspiration, and loss of appetite.

LENINA AND NATURE: Explain Lenina’s reaction to the natural surroundings of the reservation in terms of classical conditioning.

PULSE EXPERIMENT:
Work with a partner to see if you can create a conditioned response. The conditioned response will be an increased pulse rate. We will need an experimenter and a subject.

1) Subject relaxes for two minutes. PULSE = ______
2) The experimenter taps the table with a pencil five times; the subject must perform rigorous physical exercise (e.g., hopping on one leg for 30 seconds). PULSE = ______
   Subject then rests for one minute.
3) Repeat step 2 (the conditioning) four more times.
4) Subject relaxes for 2 minutes. PULSE = ______
5) Conditioned stimulus (tapping) without exercise. PULSE = ______

Explain your results. If there was no conditioned response, what change could be made?

________________________________________________________________________

________________________________________________________________________
Symbols pervade our lives. Individuals, shapes, events, and places become symbolic when they represent a larger idea. This is especially true when the material represents the immaterial. A person can symbolize a principle. A shape can symbolize an emotion.

A symbol in literature is a person, place, object, or event that contains additional layers of meaning. While visual symbols typically represent a single idea, literary symbols tend to be complex. Literary symbols often represent multiple (even contradictory) ideas. For example, a rotten apple in a story might represent a traumatic event, a character, the character’s festering hatred, and even forgiveness.

Famous symbols from literature:

- The mockingbird in *To Kill a Mockingbird*
- The whale in *Moby Dick*
- Mama’s plant in *A Raisin in the Sun*
- The “windy hilltops” of *Wuthering Heights*
- The pig’s head in *Lord of the Flies*
- The river in *Heart of Darkness*
- The mockingjay in *The Hunger Games*

Literary symbols in pop culture:

- The bat in *Batman Begins* is more than a visual of a swift, creepy critter that hunts at night. It also represents trauma. It is the fear Wayne must face, master, and instill in others.
- The Scarlet Carson rose in *V for Vendetta* represents the protagonist’s slowly cultivated revenge, his memories of beauty, and even his mercy.
- The rose in *Disney’s Beauty and the Beast* is literally a magical flower, but it possesses complex meanings surrounding appearances, regret, love, and mortality.

Identify literary symbols:

Your literary symbol can be from any medium (film, novel, poem, song, comic, series, etc.).

<table>
<thead>
<tr>
<th>Title</th>
<th>Medium</th>
<th>Symbol and meaning</th>
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</table>
Title: ____________________________ by ____________________________

**Protagonist (main character):** The person at the center of the action. Think about character traits and motivation.

[Blank for character]

**Point of View:** Who is telling the story? Is the narrator involved (first-person point of view)? Is the narrator omniscient (all-knowing)? What tone (attitude) does narrator take?

[Blank for Point of View]

**Conflict:** The struggle between opposing forces. (It may be internal.) How is it resolved?

[Blank for Conflict]

**Theme:** What is the main message about life or humanity?

[Blank for Theme]

**Symbol:** Which details (people, places, objects, or events) may have layers of meaning?

What is the main symbol of the story? ____________________________

Key quote in developing the symbol:

[Blank for Key Quote]

What does this symbol represent? (Remember, it may represent several things.)

[Blank for Symbol Representation]

Does the symbol help develop the theme?
Lesson: What’s Shakespeare Got to Do with It? (reading 4)

Key standard: RL9 Integration of Knowledge and Ideas (source material)

RL.9-10.9 “Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).”

Into:

Shakespeare has been “dead as a doornail” for over 400 years. Why haven't his works “vanished into thin air?” Why do people still care about this guy? Do you think people will still read, perform, and hear Shakespeare a century from now?

Connected clip: “Shakespeare is everywhere” (first 6 minutes) by Christopher Gaze
Fun clip: “In a nutshell - Upstart Crow” (2 minutes) from BBC Two

Through:

John learns to read from a HDC technical manual and The Complete Works of William Shakespeare and relies on Shakespeare’s words when expressing himself. The volume is the central reference of his life.

Huxley bom-bards the reader (Get it?) with allusions to Shakespeare in almost every chapter. Huxley even lifts the novel’s title from The Tempest.

What is the purpose behind this overload of allusions? To better understand the allusions to Shakespeare and determine Huxley’s purpose, we will work in groups to present and explain some meaningful allusions.

1. Select a Shakespearean allusion from Brave New World.
2. Research the source material and the original context of the quote.
3. Make connections to the novel.
4. Share your findings.
5. Perform a dramatic reading from the assigned play.
Some people find Shakespeare’s early modern English challenging. Shakespeare also “played fast and loose” with spellings and usage to create the beat (iambic pentameter) that appealed to his audience. Hearing Shakespeare is like listening to music; do not freak out if you cannot understand every verse.

**WHAT’S SHAKESPEARE GOT TO DO WITH IT? (HANDOUT)**

**BRAVE NEW WORLD**

**WHAT’S SHAKESPEARE GOT TO DO WITH IT?**

John learns to read from The Complete Works of William Shakespeare and relies on Shakespeare’s words when expressing himself. The volume is the central reference of his life.

Huxley bom-bards the reader (Get it?) with allusions to Shakespeare in almost every chapter. Huxley even lifts the novel’s title from The Tempest.

What is the purpose behind this overload of allusions? To better understand these allusions and determine Huxley’s purpose, we will work in groups to present and explain some key allusions.

**ALLUSIONS TO ILLUMINATE:**

<table>
<thead>
<tr>
<th>QUOTE</th>
<th>ORIGIN</th>
<th>BNW</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How many godly creatures are there here! How bewitch’d mankind! O brave new world, That has such people in’t!”</td>
<td>The Tempest Act 5, Scene 1</td>
<td>Chapter 8 Chapter 11</td>
</tr>
<tr>
<td>“Oh, she doth teach the torches to burn bright!”</td>
<td>Romeo and Juliet Act 1, Scene 5</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>“The sun, when he arises, doth send his beams into the corners of the world!”</td>
<td>King Lear Act 4, Scene 6</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>“O thou sweet, who art so lovely fair and small, art so sweet!”</td>
<td>Othello Act 4, Scene 2</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>“All that glisters is not gold— Oft’ring have I heard that told.”</td>
<td>Merchant of Venice Act 2, Scene 7</td>
<td>Chapter 11 (Look for caskets.)</td>
</tr>
<tr>
<td>“When he is drunk asleep, or in his rage, Or in his own device, please him at first...”</td>
<td>Hamlet Act 3, Scene 3</td>
<td>Chapter 8</td>
</tr>
</tbody>
</table>

**NOTE:** For a complete list check out **“Shakespeare Quotes in BNW.”**

Dramatic reading: What part of the play would you share with the class and Why?

Beyond:

OK, we get it. Huxley knows his Shakespeare and so does John. What is Huxley’s purpose? What’s Shakespeare got to do with it? List all the possible reasons. (By the way, there is one other character who knows and admires the works of Shakespeare.)
Lesson: Are You Being Controlled? (reading 4)

Key standard: RI2 Key Ideas and Details
RI.11-12.2 “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.”

Into:
What are some of the ways that one person can control another? For example, a prisoner’s movement is controlled through walls, bars, and fences. Now imagine that the walls, bars, and fences are in your own mind. Someone else has built them. You may not know that you are being controlled. How can someone control the mind of another?

Create a chart as a class. (BEHAVIOR CONTROL VS. THOUGHT CONTROL)

Through: Is your mind free to think without outside interference? Let us explore this question through a personal survey.

<table>
<thead>
<tr>
<th>BRAVE NEW WORLD</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARE YOU BEING CONTROLLED?</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>The society in Brave New World achieves ‘Community, Identity, and Stability’ through mind control. Classical conditioning determines an individual’s likes and dislikes from infancy. Hypnopedia brainwashes youngsters while they sleep. Solidarity Service provides in-person indoctrination, and media outlets like the Gamma Gazette deliver caste-specific propaganda. The ubiquitous use of soma ensures that the people are content and compliant. Perhaps Huxley and Bernard are less susceptible to the puppeteering of the World State because their professions involve pulling the strings.</td>
<td></td>
</tr>
</tbody>
</table>

FREEDOM OF THOUGHT SURVEY:
1 = STRONGLY DISAGREE, 2 = DISAGREE, 3 = NOT SURE, 4 = AGREE, 5 = STRONGLY AGREE

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>DISAGREE</th>
<th>AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVERNMENTS AND POLITICAL PARTIES do not impede my ability to think for myself.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>CORPORATIONS do not impede my ability to think for myself.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY does not impede my ability to think for myself.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>ENTERTAINMENT AND MEDIA do not impede my ability to think for myself.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>EDUCATIONAL INSTITUTIONS do not impede my ability to think for myself.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>MY PEERS do not impede my ability to think for myself.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Do you feel that your mind is generally free of unwelcome influence? Explain.

RETURN TO MENU

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1: Complete the first page of the survey.

ARE YOU BEING CONTROLLED? (HANDOUT)

2: View a video clip on “brain hacking.”

“Brain Hacking” (14 minutes) from 60 Minutes or “How a handful of tech companies control billions of minds every day” (17 minutes) by Tristan Harris

3: Read “Our Brains Are No Match for Our Technology” (3 pages) by Tristan Harris

What are Harris’ central ideas?

- Idea 1:
  How is this idea developed?

- Idea 2:
  How is this idea developed?

- Idea 3:
  How is this idea developed?

4: Complete the second page of the survey.

Additional articles:

- “Have You Talked with Your Kids About Pledging Allegiance?” (3 pages) from Psychology Today
- “Mind Control: It’s Happening to You Right Now” (6 pages) by Jeremy Lent
- “Surviving the Sneaky Psychology of Supermarkets” (3 pages) from National Geographic
- “The psychology behind retail marketing” (2 pages) by Katie Kochelek
- “Video game addiction is now being recognized—what happens next?” (9 pages) from MIT Technology Review

Beyond:

Will you change your relationship with technology based on this information? Explain.
Analyze Huxley’s development of a theme (message about life) in *Brave New World*. Explain how elements like characterization, symbolism, and point of view build the message.

**THEME SUBJECTS** (Huxley sure covers a lot of ground in this book.)

<table>
<thead>
<tr>
<th>• Individuality</th>
<th>• Hierarchy / inequality</th>
<th>• Human nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Love</td>
<td>• Intelligence</td>
<td>• Choice / agency</td>
</tr>
<tr>
<td>• Suffering</td>
<td>• Stability vs. chaos</td>
<td>• Friendship</td>
</tr>
<tr>
<td>• Passion / strong emotions</td>
<td>• Isolation</td>
<td>• History</td>
</tr>
<tr>
<td>• Freedom / liberty</td>
<td>• Consumerism / industry</td>
<td>• Religion / faith</td>
</tr>
<tr>
<td>• Literature / language</td>
<td>• Courage</td>
<td>• Self-actualization / purpose</td>
</tr>
<tr>
<td>• Scientific and technological advancement</td>
<td>• Truth / knowledge</td>
<td>• Romance / sex</td>
</tr>
<tr>
<td>• Propaganda / mind control</td>
<td>• Fun / diversion</td>
<td>• Government</td>
</tr>
<tr>
<td>• Happiness</td>
<td>• Stability vs. chaos</td>
<td>• Other</td>
</tr>
<tr>
<td>KEY QUOTATION:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>For example, does a character state the message? Does the narrator comment on this subject?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY PLOT EVENT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY DESCRIPTION:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, the gross description of how the Bokanovsky clones look like a sea of maggots relates to the theme on individuality.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SYMBOL, ALLEGORY, OR MOTIF</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Motif: A recurring detail that is not symbolic but has significance to a theme. (E.g., music is a motif in <em>BNW</em>.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME STATEMENT:</th>
<th>(complete sentence)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAKING INFERENCES:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How obvious is the author’s message?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson: Foiled Again!

Key standard: RL3 Main Ideas and Details (interacting elements)

RL11-12.3 “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 are introduced and developed).”

Into:

A character foil is when one character is used to create contrast with another character. For example, the ordinary Dr. Watson is used to highlight Sherlock Holmes’ extraordinary traits. Can you think of any examples of character foils? Choose one example to explain.

Through:

Who is the main character of Brave New World? Does the story center on Bernard or John?

Huxley performs what grandpappy called “the ol’ switcheroo.” He primes the reader to watch Bernard courageously rise as our individualistic hero, but that does not happen. Bernard fails to rise and John “the savage” takes his place as the protagonist. This puts the two characters in clear contrast.

Huxley focuses his characterization on Bernard first. As a result, Bernard is the point of reference to which other characters are compared.

Character foils:

| Bernard Marx | As compared to… | ● Lenina Crowne  
| ● John Savage  
| ● Mustapha Mond  
| ● The Notorious D.H.C.  
| ● Helmholtz Watson  
| ● Citizen A (the perfect citizen as represented by Fanny Crowne and others) |
FOILED AGAIN! CHARACTERIZATION (HANDOUT)

Sorting statements activity (page 2 of the handout):

1. Each student chooses one of the seven characters to represent.
2. Each student makes a large name tag for their chosen character.
3. The statements are read aloud, and students stand and/or hold up their sign when the statement applies to their character. (A class circle is best so that everyone can see.)
4. Note instances of agreement and disagreement.

Note: You could approach this task from the opposite direction. Label one poster page for each of the seven characters. Assign each student 1 or 2 statements from the list to place. Expedite this approach by having students write the number rather than the statement.

Beyond:

Huxley presents a variety of hypothetical individuals and their different reactions to life in the Brave New World. We have a complete outsider, perfect conformists, and insiders who fail to conform in a variety of ways. What is Huxley’s purpose in positioning these characters for comparison?