

# **BRAVE NEW WORLD**

## Final Projects and Assignments

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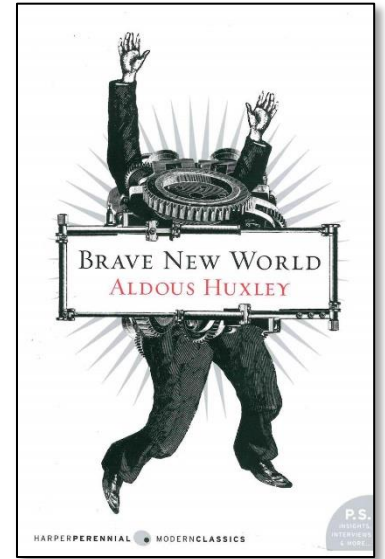
# BRAVE NEW WORLD CONNECTED THEMES ESSAY

Name: \_\_\_\_\_

- RL2 Key Ideas and Details (connected themes)
- W2B Informative Writing (evidence)
- W2C Informative Writing (transitions)

Huxley has much to say about life and human nature in *Brave New World*. To show your next-level mastery of theme, you will analyze how two themes develop together and interact.

To analyze connected themes, you will need to identify the key elements (symbols, motifs, internal conflicts, plot events, etc.) that develop the themes. Some theme subject connections are obvious (e.g., isolation and individuality), and some are less conspicuous.



## 1) CHOOSE TWO CONNECTED THEME SUBJECTS.

<input type="checkbox"/> Individuality	<input type="checkbox"/> Hierarchy / inequality	<input type="checkbox"/> Human nature
<input type="checkbox"/> Love	<input type="checkbox"/> Intelligence	<input type="checkbox"/> Choice / agency
<input type="checkbox"/> Suffering	<input type="checkbox"/> Stability	<input type="checkbox"/> Friendship
<input type="checkbox"/> Passion / strong emotions	<input type="checkbox"/> Isolation	<input type="checkbox"/> History
<input type="checkbox"/> Freedom	<input type="checkbox"/> Consumerism / industry	<input type="checkbox"/> Religion / faith
<input type="checkbox"/> Family	<input type="checkbox"/> Courage	<input type="checkbox"/> Self-actualization / purpose
<input type="checkbox"/> Literature / language	<input type="checkbox"/> Truth / knowledge	<input type="checkbox"/> Romance / sex
<input type="checkbox"/> Science and technology	<input type="checkbox"/> Fun / diversion	<input type="checkbox"/> Government
<input type="checkbox"/> Mind control	<input type="checkbox"/> Happiness	<input type="checkbox"/> Other: _____

PREVIEW ONLY

## 2) IDENTIFY KEY ELEMENTS RELATED THESE THEMES.

	Theme subject #1:	Theme subject #2:
Key character		
Key point of view		
Key event		
Key description		
Symbol or motif		



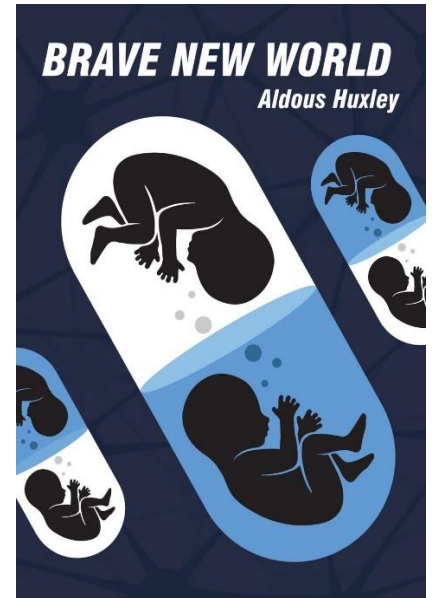
# BRAVE NEW WORLD SYMBOL PRESENTATIONS

Name: \_\_\_\_\_

- RL2 Key Ideas and Details (theme development)
- W2B Informative Writing (evidence and examples)
- SL5 Presentation of Knowledge and Ideas (digital media)

Aldous Huxley uses symbols like the abandoned lighthouse to develop his themes. Choose one symbol from *Brave New World* in order to perform analysis and present your findings in a slideshow. Explain how Huxley builds layers of added meaning and how the symbol develops one or more theme.

Organize your presentation logically (like an essay). Include digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and aid understanding.



## 1) CHOOSE A SYMBOL TO ANALYZE. (Column 2 shows related words and ideas.)

<input type="checkbox"/> Bottles	Decant, test-tube, liquor, Mwanza-Mwanza
<input type="checkbox"/> Conveyors / wheels	Machinery, gear, mechanism, axle, furniture
<input type="checkbox"/> The Works of Shakespeare	The Tempest, Miranda, No Fear, Moris
<input type="checkbox"/> Soma	Pill, bottle, gramme, casket
<input type="checkbox"/> Mond's copy of the Bible	Safe, Jesus, cross, God, bookshelves
<input type="checkbox"/> The abandoned lighthouse	Chapter 18, compass, deserted
<input type="checkbox"/> The smoke-stack	Crematorium, Chapter 5, Hospital for the Dying
<input type="checkbox"/> Zippers	Zippicamiknicks, zippyjamas, velveteen, suit-case
<input type="checkbox"/> Islands	Iceland, St. Helena, Marquesas, reward
<input type="checkbox"/> Malpais	Ship, mesa, translation, reservation, "savage"
<input type="checkbox"/> Compass	Chapter 18, needles, the abandoned lighthouse
<input type="checkbox"/> Henry Ford	Solidarity Service, sign of the T, T-model
<input type="checkbox"/> Mond's safe	The Bible, Chapter 17, bookshelves, religion
<input type="checkbox"/> The electric fence	High-tension, reservation, Malpais



# **BRAVE NEW WORLD**

Name: \_\_\_\_\_

## **TRUTH AND FICTION (research report)**

W7 Research to Build and Present Knowledge (inquiry project)

W2B Informative Writing (relevant details)

W8 Research to Build and Present Knowledge (source selection and citation)

Huxley imagined where the developments of his own time might lead. Use research to consider his speculations. Use a variety of reliable and relevant nonfiction sources and the content of *Brave New World*.

After selecting a topic of inquiry, address...

- The developments influencing Huxley’s thinking at the time.
- Huxley’s treatment of the topic in *Brave New World*.
- The realities of this topic today. (Do Huxley’s speculations hold up in any way?)

### **1) SELECT A TOPIC OF INQUIRY.**

Topics to consider

<b>INDUSTRY AND ECONOMY</b>  <b>GOVERNMENT AND WORLD ORDER</b>	<ul style="list-style-type: none"> <li>• Personal transportation</li> <li>• The Great Depression</li> <li>• Assembly line</li> <li>• Communism</li> <li>• Communism</li> <li>• Fascism</li> <li>• Capitalism</li> <li>• The United Nations</li> </ul>	<ul style="list-style-type: none"> <li>• Free market</li> <li>• Standard of living</li> <li>• Wage gap</li> <li>• World economy</li> <li>• Socialism</li> <li>• Nationalism</li> <li>• Political action committees</li> <li>• European Union</li> </ul>
<b>DRUGS AND ALCOHOL</b>	<ul style="list-style-type: none"> <li>• Amphetamines</li> <li>• Cocaine</li> <li>• Prohibition</li> <li>• Bureau of Narcotics</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-depressants</li> <li>• Opioid crisis</li> <li>• Legalization</li> <li>• Consumption rates</li> </ul>
<b>MASS MEDIA AND ENTERTAINMENT</b>	<ul style="list-style-type: none"> <li>• Broadcasting</li> <li>• Movie palaces</li> <li>• “Talkies”</li> <li>• Advertising</li> </ul>	<ul style="list-style-type: none"> <li>• E-sports</li> <li>• Virtual reality</li> <li>• Social media</li> <li>• Screen time</li> </ul>
<b>REPRODUCTION</b>	<ul style="list-style-type: none"> <li>• Eugenics</li> <li>• Gregor Mendel</li> <li>• Embryology</li> <li>• Birth rate</li> </ul>	<ul style="list-style-type: none"> <li>• Birth control</li> <li>• Cloning</li> <li>• Genetic engineering</li> <li>• Family structure</li> </ul>
<b>PSYCHOLOGY</b>	<ul style="list-style-type: none"> <li>• Classical conditioning</li> <li>• Behaviorism</li> <li>• Hypnopedias</li> <li>• Propaganda</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising psychology</li> <li>• Prescription drugs</li> <li>• Brain hacking</li> <li>• Brain imaging</li> </ul>
<b>SOCIAL CHANGE</b>	<ul style="list-style-type: none"> <li>• Feminism</li> <li>• Sexual revolution</li> <li>• Urbanization</li> <li>• Harlem Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Social justice</li> <li>• Inequality</li> <li>• Institutionalized prejudice</li> <li>• Family structure</li> </ul>

## 2) FORM RESEARCH QUESTIONS TO GUIDE INQUIRY.

Form open-ended questions that cannot be answered simply.

NO: How many hours does the average teenager spend on social media?

YES: What are the psychological effects of social media on the user?

### Self-generated research questions:

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_

## 3) CONDUCT AND RECORD RESEARCH.

Use the [RESEARCH TEMPLATE](#) to refine research questions, take notes, reach conclusions, and record source information for your Works Cited page.

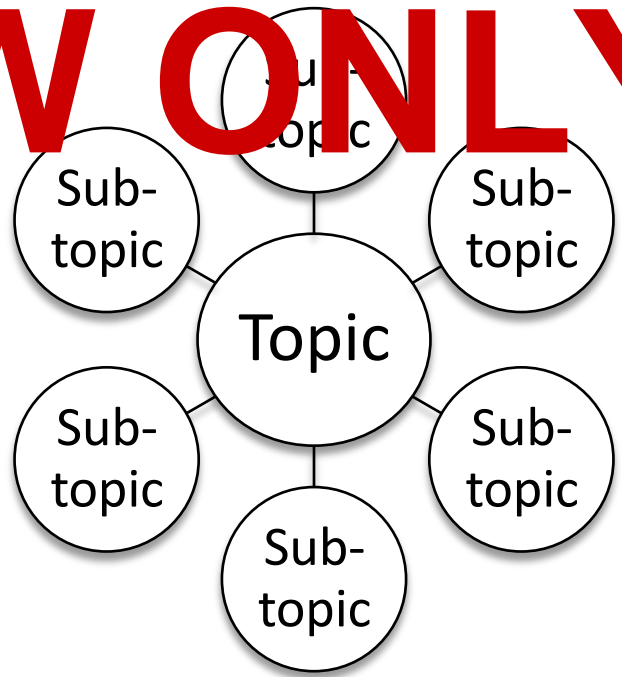
**PREVIEW ONLY**

### 4) ORGANIZE YOUR IDEAS.

Now that you have done enough research on your topic, you have many ideas and details to organize. Break the topic down into sub-topics. You might use headings to add clarity.

#### Subtopics:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Create a complete plan using the [REPORT ORGANIZER](#) page.

## 5) COMPOSE YOUR REPORT. INCLUDE THE BEST SUPPORT AND CITE YOUR SOURCES.

You will be graded how well you include relevant details from your research AND the novel. You must have in-text citations and a Works Cited page in MLA format. See the last page of the [RESEARCH TEMPLATE](#) for citation guidance.



# **BRAVE NEW WORLD**

Name: \_\_\_\_\_

## **INVENT A LEISURE SPORT** (group project)

SL1 Comprehension and Collaboration (cooperative groups)

SL4 Presentation of Knowledge and Ideas (organization)

W2F Informative Writing (conclusion)

Huxley imagined a future where sports play a central role in society and economics. He may have been right. Think about...

- People who buy their own batting cage, backstop, and pitching machine.
- Garages completely stuffed with sporting goods.
- People who spend thousands on basketball sneakers but do not play basketball.
- Disc-golf, pickle-ball, mountain-boarding, skijoring, etc. becoming big business.
- Professional E-sports.



Image by [marcelkessler](#) from [Pixabay](#)

# PREVIEW ONLY

Subtract golf, centrifugal turbine-sports, escalator-skiing, and Riemann surface tennis have lost the lustre for the consumers of *Brave New World*. The World State wants to boost the economy and divert the populace by inventing a new sport.

You have been assigned to the newly formed **Department of Leisure Sports Development**. Work with a team to design a sport for the people of *Brave New World*. You will present your idea and prototype to the World State Controllers.

### **LEISURE SPORT OBJECTIVES:**

#### **1) Engaging, fun, and addictive**

- a. Social interaction (teams and/or opponents)
- b. Easy to learn
- c. Difficult to master (This ensures future interest.)
- d. An element of skill (If there is no element of skill, there is no incentive to focus and practice.)
- e. An element of chance (If there is no element of chance, the outcome is always the same. Unpredictable outcomes encourage future play.)

#### **2) Dependent on equipment**

- a. Encourages buying (More equipment and materials is better.)
- b. Equipment should not last forever. Disposable equipment is ideal.
- c. Players should seek to upgrade equipment over time.



# BRAVE NEW WORLD

Name: \_\_\_\_\_

## CREATIVE WRITING: SPECULATIVE FICTION

### W3 Writing Narrative

- W3A (point of view, setting, and plot)
- W3D (description and details)
- W3E (conclusion and reflection)

Build on what you have learned by writing your own speculative fiction. Write an imaginative short story based on an extraordinary premise (this includes science fiction). You might focus on a limited speculation or take a broader view.



### EXAMPLES:

**Limited speculation:** One scientist develops an instrument that allows her to see exactly three minutes into her own future.

**Broader speculation:** In the distant future, human beings have lived on planet X-Alpha-Genesis for over a thousand years. Human evolution starts taking surprising turns.

**Societal speculation (utopia / dystopia):** The sudden collapse of the world economy results in the complete dissolution of all governments.

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You will be graded on how well you establish a clear point of view, setting, and plot and write descriptively (vivid language, imagery, and sensory details). Either the narrator or another source must provide a thoughtful reflection / conclusion.

### 1) BRAINSTORM IDEAS.

We are using the broader definition of speculative fiction that includes utopia / dystopia fiction as well as science fiction, fantasy, supernatural fiction, alternate histories, and even superhero fiction.

TIP: To form a speculative premise, you might think about current developments in society and science. (E.g., what if people started getting internet cards implanted in their brains?)

What if...

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?

?

?

?

?

## 2) FORMULATE YOUR KEY ELEMENTS.

<b>Speculative Premise and Setting</b>	<hr/> <hr/> <hr/> <hr/>
<b>Conflict</b> (central struggle)	<hr/> <hr/>
<b>Main Characters</b>	<hr/> <hr/>
<b>Plot</b>	First... <hr/> Then... <hr/> Next... <hr/> Last... <hr/>
<b>Point(s) of View</b>	Who will narrate? Is the narrator's knowledge limited or unlimited? Is the narrator personally involved (first-person)? Past tense or present tense? Does the point of view change at any time? What is the narrator's tone (attitude)?
<b>Mood</b>	The reader should feel...
<b>Theme</b> (message about life or humanity)	<hr/> <hr/>
<b>Symbolic Element</b>	(optional) <hr/>

**PREVIEW ONLY**

## 3) PREPARE TO WRITE DESCRIPTIVELY.

What elements will you describe with imagery, sensory details, and/or figurative language?

## 4) INCLUDE A REFLECTIVE CONCLUSION.

What will the conclusion express and who will offer it?

## 5) DRAFT YOUR SHORT STORY.





# BRAVE NEW WORLD THE BARD AND THE BIBLE

Name: \_\_\_\_\_

RL9 Integration of Knowledge and Ideas (source materials)

W2B Informative Writing (develop a topic with relevant details)

W8 Research to Build and Present Knowledge (sources and citation)



Huxley assumes that the reader has some familiarity with the works of Shakespeare the stories of the Bible. He alludes to both in developing *Brave New World*. The allusions serve as shorthand for a knowing reader and help Huxley fuse from his character, conflict, themes and symbols. On the other hand, if the reader knows nothing about the reference, meaning may be lost.

**PREVIEW ONLY**

## **Allusion:**

“an implied or indirect reference to a person, event, or thing or to a part of another text. Most allusions are based on the assumption that there is a body of knowledge that is shared by the author and the reader...” (Britannica.com)

Write a literary analysis essay examining and explaining how Huxley uses allusions to key source materials: Bible stories and the works of Shakespeare. You will need to conduct some research on the source materials to engage in proper analysis.

You can demonstrate mastery on this task by following one of three approaches:

- Allusions to Shakespeare only
- Allusions to Bible stories only
- Analyze both

## **1) DETERMINE YOUR APPROACH.**

Will you focus on allusions to Shakespeare or the Bible? Will you explain both?



# **BRAVE NEW WORLD**

## **BERNARD MARX ON TRIAL**

Name: \_\_\_\_\_

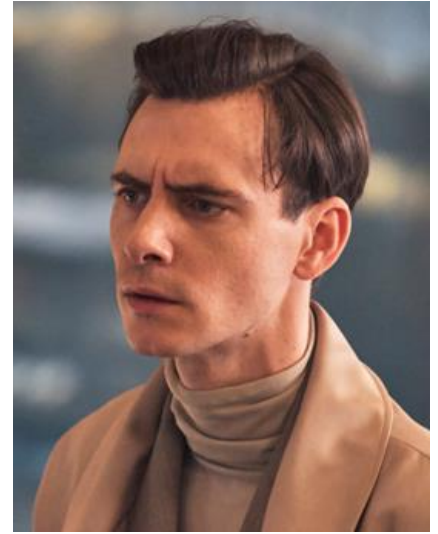
W1A Writing Argument (organization)

RL1 Key Idea and Details (textual evidence)

SL3 Comprehension and Collaboration (evaluate reasoning)

Helmholtz accepts his banishment at the hands of Controller Mond and the World State. One suspects that Helmholtz embraces the prospect of finding authentic adventure. On the other hand, the same ruling devastates Bernard Marx, who cannot fathom his misfortune.

Imagine that the World State has decided to hold a hearing / debate / trial to decide if Bernard should be exiled to an island. The case will require the participation of prosecutors, defenders, witnesses, jurors, a judge, and the defendant, Bernard Marx.



*Brave New World (2020) promotional photo by Steve Schofield / Peacock*

### **1) CONSIDER THE CASE.**

• Is Bernard Marx truly a danger to the society of *Brave New World*?

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- What is the severity of Bernard's crimes?
- Does the punishment fit the crime?
- Is Bernard to blame for his unorthodoxy?
- Is Bernard to blame for what happened?

### **2) PREPARE FOR THE TRIAL / DEBATE.**

This is an unusual trial in that it is partly a debate. Prepare for this mock trial as you would for a team debate. Be ready to develop one claim or reason using evidence from the novel.

Resolved: "The World State should banish Bernard Marx."

[DEBATE HANDOUT](#)

### 3) ASSIGN ROLES.

ROLES	STUDENT NAMES
Judge	
Defendant: Bernard Marx	
Witness: Mustapha Mond	
Witness: Director of H.C.C. (former)	
Witness: Lenina Crowne	
Witness: Helmholtz Watson	
Witness:	
Prosecution Team:	
Defense Team:	
Jurors:	

**PREVIEW ONLY**

### 4) TRY THE CASE.

#### THE WORLD STATE TRIAL SCHEDULE

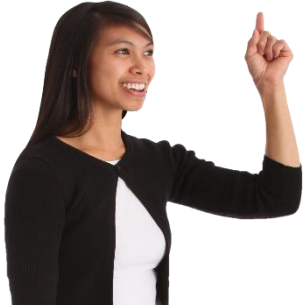
- 1) Prosecution opening statement
- 2) Defense opening statement
- 3) Prosecution witnesses (and cross-examination)
- 4) Defense witnesses (and cross-examination)
- 5) Prosecution claims
- 6) Defense claims
- 7) Questions from jurors (if needed)
- 8) Prosecution closing statement
- 9) Defense closing statement
- 10) Jury deliberation and verdict



# TEAM DEBATE

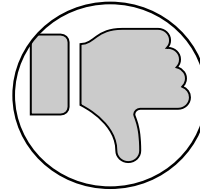
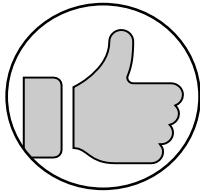
Name: \_\_\_\_\_

Work with a team to argue for or against the resolution. Contribute to one stage of the debate by supporting one claim or reason with relevant and sufficient evidence.



**RESOLVED:** “ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## BRAINSTORM CLAIMS AND REASONS FOR BOTH AFFIRMATIVE AND NEGATIVE:



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## DEBATE STAGES:

Preparation

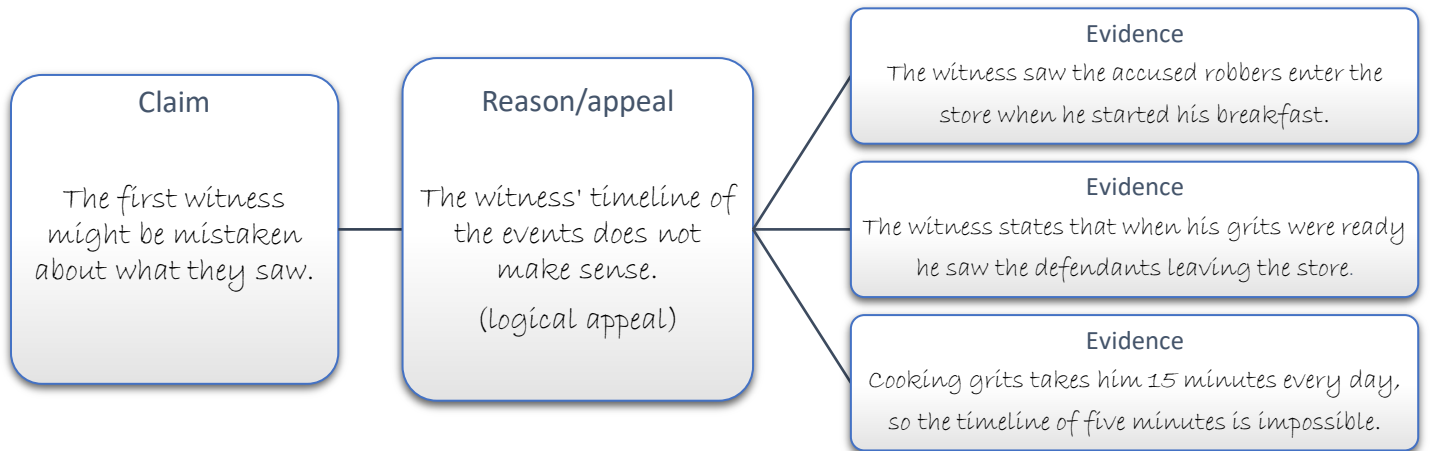
1. Affirmative introduction
2. Negative introduction
3. Affirmative claim 1

4. Negative claim 1
5. Affirmative claim 2
6. Negative claim 2  
(and so on)

7. Affirmative rebuttal
8. Negative rebuttal
9. Affirmative conclusion
10. Negative conclusion

**WHICH POSITION WILL YOU DEFEND? AFFIRMATIVE or NEGATIVE**

**COMPOSE:** Choose ONE claim and support it with reasons and evidence (details, expert opinions, hypothetical examples, facts from history, textual evidence, etc.). Alternatively, you could compose an introduction, conclusion, or rebuttal.



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**NOTES ON THE DEBATE:**

AFFIRMATIVE POINTS	NEGATIVE POINTS

# Extended Essay Organizer

Name: \_\_\_\_\_

An extended essay must organize many subtopics and ideas within a logical format. Group body paragraphs into cohesive sections; it may be helpful to use section headings.

## Introduction:

Interest grabber	_____ _____
Thesis statement	_____ _____
Body preview	_____ _____

## Essay Body: (You will go into greater detail in the pages that follow.)

<u>Section 1</u> topic or heading	<u>Section 2</u> topic or heading	<u>Section 3</u> topic or heading
Paragraph topic or idea:	Paragraph topic or idea:	Paragraph topic or idea:
Paragraph topic or idea:	Paragraph topic or idea:	Paragraph topic or idea:
Paragraph topic or idea:	Paragraph topic or idea:	Paragraph topic or idea:
Paragraph topic or idea:	Paragraph topic or idea:	Paragraph topic or idea:

**PREVIEW ONLY**

Note: This table may not fit your plan perfectly. You may want more or less than three sections. You may have sections with more or less than four body paragraphs.

## Conclusion: (The conclusion mirrors the introduction.)

Restate thesis:	_____ _____
Review the key ideas:	_____ _____
Closing thought or connection:	_____ _____

**Section 1 focus:** \_\_\_\_\_

**Heading:** \_\_\_\_\_

<b>Body paragraph main idea:</b>	
<u>Detail (quote, example, or evidence)</u> _____ _____ _____	<u>Analysis / explanation</u> _____ _____ _____
<u>Detail (quote, example, or evidence)</u> _____ _____ _____	<u>Analysis / explanation</u> _____ _____ _____

<b>Body paragraph main idea:</b>	
<u>Detail (quote, example, or evidence)</u> _____ _____ _____	<u>Analysis / explanation</u> _____ _____ _____
<u>Detail (quote, example, or evidence)</u> _____ _____ _____	<u>Analysis / explanation</u> _____ _____ _____

**PREVIEW ONLY**

<b>Body paragraph main idea:</b>	
<u>Detail (quote, example, or evidence)</u> _____ _____ _____	<u>Analysis / explanation</u> _____ _____ _____
<u>Detail (quote, example, or evidence)</u> _____ _____ _____	<u>Analysis / explanation</u> _____ _____ _____