

**BRAVE NEW WORLD:
A UNIT PLAN**

Second Edition

Based on the book by Aldous Huxley
Written by Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR
Aldous Huxley

HUXLEY, ALDOUS (1894-1963) Aldous Huxley was born on July 26, 1894 in Godalming, England to a well-educated, prominent family. He went to a preparatory school for his basic education, and then later earned his degree from Balliol College in Oxford.

At a young age he contracted an eye disease which left his vision severely impaired. This, according to Huxley himself, was the single most important event in his life. It intensified his appreciation of knowledge and gave him the desire to "see" the world by acquiring as much information about it as possible.

In 1921 Mr. Huxley's first novel, *Chrome Yellow*, was published, and his literary career was launched. Known equally as well for his essays as for his novels, Mr. Huxley was a prolific writer. He was published in a wide variety of publications, and wrote on a wide variety of topics.

Four of Mr. Huxley's most well-known novels are *Point Counter Point* (1928), *Brave New World* (1932), *Eyeless in Gaza* (1936), and *After Many a Summer Dies the Swan* (1939).

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INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Brave New World* by Aldous Huxley. It includes eighteen lessons, supported by extra resource materials.

The **introductory lessons** introduce students to information necessary for their **anti-drug campaign class project** through the use of guest speakers. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **group activity** in which students work in small groups to discuss the major ideas and themes in the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The writing assignments are all related to the class project. The first assignment is to inform: students create an informative brochure for their anti-drug campaign class project. The second assignment is to persuade: students choose to create a persuasive brochure or to write a persuasive letter or essay relating to the anti-drug theme. The third assignment is to give students a chance to express their own opinions: they write a short editorial relating to the class project.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Brave New World*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read while doing a **bulletin board activity**. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for students who need more of a challenge.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Brave New World*

1. Students will think about quality of life and the roles of government, science and technology in the world.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will create and carry out an anti-drug campaign in their school and community.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Brave New World* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Brave New World*

Date Assigned	Chapters	Completion Date
	1-3	
	4-6	
	7-9	
	10-13	
	14-15	
	16-18	

UNIT OUTLINE - *Brave New World*

1	2	3	4	5
Guest Speaker	Introduction PVR 1-3	Study ?s 1-3 Guest Speaker PVR 4-6	Library	Study ?s 4-6 Bulletinboard PVR 7-9
6	7	8	9	10
Study ?s 7-9 Project Assignment PVR 10-13	Study ?s 10-13 Project Planning PVR 14-15	Study ?s 14-15 Project Planning PVR 16-18	Study ?s 16-18 Project Planning	Writing Assignment #1
11	12	13	14	15
Vocabulary	Extra ?s	Writing Assignment #2	Group Activity	Reports & Discussion
16	17	18		
Writing Assignment #3	Review	Test		

Key: P = Preview Study Questions V = Prereading Vocabulary Worksheets R = Read

STUDY GUIDE QUESTIONS

SHORT ANSWER STUDY GUIDE QUESTIONS - *Brave New World*

Chapters 1-3

1. Who is the D.H.C.?
2. What is Bokanovsky's Process?
3. Explain why Bokanovsky's Process is one of the major instruments of social stability.
4. What is the point of conditioning?
5. Why are the babies being conditioned to hate books and flowers?
6. How is the conditioning reinforced?
7. What is the name of the deity in this world?
8. Why is "mother" such an obscene word?
9. How is Bernard Marx different from his associates?
10. Why does Lenina want to go out with Bernard?
11. What is soma?

Chapters 4-6

1. How are Bernard and Helmholtz alike?
2. What is a Solidarity Service?
3. Why is Bernard unable to feel the oneness with his group?
4. How does Bernard want to spend his dates with Lenina?
5. Why does the Director threaten to send Bernard to Iceland?

Chapters 7-9

1. How are Linda and John different from the other savages?
2. Why is Lenina disgusted by Linda?
3. Why do the women whip Linda?
4. What things does Mitsima teach John?
5. What book does Pope bring for John?
6. Why do Bernard and John both feel alone?
7. To whom does John liken Lenina?

Chapters 10-13

1. How does Bernard humiliate the Director?
2. Why is everyone interested in John but not Linda?
3. How does Linda spend her time?
4. Why does John throw up?
5. What other "civilized" customs disgust John?
6. Why does John refuse to come to the party?
7. How does John's refusal affect Bernard?
8. How does Bernard react to his downfall?

Brave New World Study Questions Page 2

Chapters 14-15

1. Why are children given treats when they visit the for the Dying?
2. Why is John's reaction to his mother's death inappropriate?
3. Why does John attempt to stop the soma distribution?

Chapters 16-18

1. What happens to Bernard and Helmholtz?
2. Why does the Controller say they should be happy to be banished?
3. Why are Shakespeare and scientific research banned?
4. What does John mean when he says, "I claim them all"?
5. Why does John drink mustard water?
6. Why does John torture himself?
7. To what end does John come?

ANSWER KEY SHORT ANSWER STUDY GUIDE QUESTIONS - *Brave New World*

Chapters 1-3

1. Who is the D.H.C.?

The D.H.C. is the Director of Hatcheries and Conditioning.

2. What is Bokanovsky's Process?

It is a process by which one human embryo will divide into from eight to ninety-six buds to form multiple "twin" embryos.

3. Explain why Bokanovsky's Process is one of the major instruments of social stability.

It is the principle of mass production applied to the science of biology. Identical workers at identical machines will perform identical tasks.

4. What is the point of conditioning?

It is to make "people like their unescapable social destiny."

5. Why are the babies being conditioned to hate books and flowers?

The Deltas do not need books to perform their social function; they might attempt to think for themselves if allowed to see unfamiliar ideas. The conditioning against nature is for economic reasons. Enjoying nature is free and doesn't keep any factories busy.

6. How is the conditioning reinforced?

The children listen to recordings during their sleep.

7. What is the name of the deity in this world?

Ford

8. Why is "mother" such an obscene word?

It recalls the past when people were individuals living in families. Every association of family, of preference for one person over another, has been conditioned out of the people. The idea of giving birth and living in families fills them with disgust. It is, they think, how dirty animals live, not how civilized human beings should live.

9. How is Bernard Marx different from his associates?

He is an Alpha Plus, a member of the highest caste which allows him more intellectual freedom. He is smaller than he should be and this makes him feel different and therefore alone. It is obvious he dislikes many practices of his society.

10. Why does Lenina want to go out with Bernard?

She wants to see a Savage Reservation.

11. What is soma?

Soma is a drug the people take for recreational purposes and to relieve any stress they might feel.

Chapters 4-6

1. How are Bernard and Helmholtz alike?

Both enjoy talking and being alone although Helmholtz doesn't have the feeling of being different that Bernard has.

2. What is a Solidarity Service?

It is a "religious" type of service during which people take soma, chant and feel a oneness.

3. Why is Bernard unable to feel the oneness with his group?

He is unable to take the service seriously and is distracted by Morgana's eyebrow.

4. How does Bernard want to spend his dates with Lenina?

He wants to take walks so they can be alone and talk.

5. Why does the Director threaten to send Bernard to Iceland?

Bernard's social behavior is suspect. The fact that he doesn't fit in--and doesn't especially want to fit in -- is being noticed.

Chapters 7-9

1. How are Linda and John different from the other savages?

Linda is a Beta who was lost during a visit to the Reservation years ago. John is her son. They are somewhat "educated" in the ways of civilization.

2. Why is Lenina disgusted by Linda?

Linda has aged naturally, become fat, lost some of her teeth, and is filthy.

3. Why do the women whip Linda?

They do not understand that she has been conditioned to have relations with many men; the village women think she is a slut, trying to take away their husbands.

4. What things does Mitsima teach John?

He taught him to work clay and make a bow.

5. What book does Pope bring for John?

He brings *The Complete Works of William Shakespeare*.

6. Why do Bernard and John both feel alone?

In their worlds, neither one of them fits in; they are both different from the people they live with.

7. To whom does John liken Lenina?

He compares her to Juliet.

Chapters 10-13

1. How does Bernard humiliate the Director?

He brings Linda and John to the Center and exposes the Director as John's father.

2. Why is everyone interested in John but not Linda?

John is young and handsome and was born rather than decanted; these things made him interesting to the people. Linda, on the other hand, is physically repulsive and a mother; she is a living obscenity.

3. How does Linda spend her time?

She stays on soma all of the time.

4. Why does John throw up?

He is disgusted by the society which created the lower caste workers.

5. What other "civilized" customs disgust John?

The casual sex, pornographic entertainment, and constant soma holidays also disgust John.

6. Why does John refuse to come to the party?

He is tired of being put on display and having his beliefs ridiculed.

7. How does John's refusal affect Bernard?

Bernard loses the respect of the people and is again in trouble for being odd.

8. How does Bernard react to his downfall?

The shallowness of his character becomes obvious. He resents John and also his old friend Helmholtz for taking him back as a friend without any apologies. He is also jealous of the developing friendship between John and Helmholtz.

Chapters 14-15

1. Why are children given treats when they visit the Hospital for the Dying?

They are conditioned to associate pleasant things with death.

2. Why is John's reaction to his mother's death inappropriate?
He is showing concern for an individual, his mother, in a society where the individual is insignificant. His concern about her death and his love for her are considered bad behavior.
3. Why does John attempt to stop the soma distribution?
He sees it as a drug that enslaves the people and is harmful to them.

Chapters 16-18

1. What happens to Bernard and Helmholtz?
They are both banished to islands to live with other people of a high caste who could not fit into society.
2. Why does the Controller say they should be happy to be banished?
They will be able to live among other free individuals and thinking people.
3. Why are Shakespeare and scientific research banned?
Art, literature, and scientific inquiry would upset the stability of society.
4. What does John mean when he says, "I claim them all"?
He means that he wants his life to be filled with the full range of human passions, desires and emotions. He wants love and happiness but also the loss and uncertainty that can accompany them. He wants to face hardship and overcome it rather than having a limited, comfortable life.
5. Why does John drink mustard water?
He wants to vomit and purify himself.
6. Why does John torture himself?
He is tortured within with grief for his mother and anger at the society that comes to gawk at him. He wants the pain to drive his desire for Lenina out of him. The torture is a kind of a purification rite.
7. To what end does John come?
He hangs himself after the crowd drives him into a violent frenzy.

MULTIPLE CHOICE STUDY GUIDE/QUIZ QUESTIONS - *Brave New World*

Chapters 1-3

1. Who is the D.H.C.?
 - a. The D.H.C. is the Duke of Havisham and Chesterfield.
 - b. The D.H.C. is the Director of Hatcheries and Conditioning
 - c. The D.H.C. is the Doctor of Homeopathy and Chiropractic.
 - d. The D.H.C. is the Detective of Homicides and Child Abuse.

2. What is Bokanovsky's Process?
 - a. It is a type of hypnosis that makes everyone think alike.
 - b. It is a sterilization process that requires no surgery and is non-reversible.
 - c. It is a process by which one human embryo will divide into from eight to ninety-six buds to form multiple "twin embryos."
 - d. It is a kind of cryogenics whereby a person with a terminal disease can be frozen. When an antidote is found for the disease, it can be administered and then the patient can be rejuvenated, fully cured.

3. Why is Bokanovsky's Process one of the major instruments of social stability?
 - a. It is the principle of mass production applied to the science of biology.
 - b. It is the most cost-effective means of holding down taxes and providing full and equal services to all citizens.
 - c. It is the safest way to insure that criminal behavior has been eradicated from the human DNA structure.
 - d. It prevents "social" diseases from spreading by eradicating physical desires.

4. A certain treatment is performed to "make people like their unescapable social destiny."
What is it called?
 - a. It is called immunotherapy.
 - b. It is called ectogenesis.
 - c. It is called reevaluation therapy.
 - d. It is called conditioning.

Brave New World Multiple Choice Study Questions Page 2

5. Why are the babies being conditioned to hate books and flowers?
- It is for their health to reduce allergies. The human race has become extremely susceptible to dust, mold, and pollen allergens.
 - It is for religious reasons. Reading and enjoying nature are thought of as sinful because they bring too much pleasure.
 - It is for economic and environmental reasons. There are not enough trees to use for paper, so additional books cannot be printed. Also, all of the land is needed for growing crops and building houses, so there is no room for flowers. People still try to read and grow flowers, so the government has begun a program to make them both unpopular.
 - The Deltas do not need books to perform their social function; they might attempt to think for themselves if allowed to see unfamiliar ideas. The conditioning against nature is for economic reasons. Enjoying nature is free and doesn't keep any factories busy.
6. How is the conditioning reinforced?
- The children take special vitamins that program their neural pathways.
 - The children listen to recordings during their sleep.
 - The older children serve as individual tutors for the younger ones.
 - The conditioning is reinforced by electroshock treatments.
7. What is the name of the deity in this world?
- The deity's name is Godd.
 - The deity's name is Pfitzner.
 - The deity's name is Omega.
 - The deity's name is Ford.
8. Which word is now considered obscene.
- The word *mother* is considered obscene.
 - The word *ovary* is considered obscene.
 - The word *love* is considered obscene.
 - The word *baby* is considered obscene.
9. Bernard Marx is different from his associates in many ways. Which of these sentences does **not** describe him?
- He is an Alpha Plus, a member of the highest caste.
 - He is smaller than most of the others.
 - He has one steady girlfriend.
 - He dislikes the practices of society.

Brave New World Multiple Choice Study Questions Page 3

10. Why does Lenina want to go out with Bernard?
- She wants to forget about Henry Foster.
 - She wants to see a Savage Reservation.
 - She wants to win a bet with Fanny.
 - She is doing it for the social status.
11. What is soma?
- It is a vitamin that makes the people immune to diseases.
 - It is a food product that is chemically manufactured. It takes the place of all regular food and is used by most the population instead of plant and animal substances.
 - It is a hormone that makes cells reproduce themselves identically.
 - It is a drug that people take for recreational purposes and to relieve any stress they might feel.

Chapters 4-6

12. How are Bernard and Helmholtz alike?
- They both enjoy being alone.
 - They both have the same IQ.
 - They both came from the same egg.
 - They both feel different from the others.
13. What is a Solidarity Service?
- It is a group that makes sure people think the right things.
 - It the civil ceremony that is performed instead of a marriage.
 - It is a religious type of service during which people take soma, chant and feel a oneness.
 - It is a ceremony when the eggs are fertilized and put into bottles.
14. Why is Bernard unable to feel the oneness with his group?
- He is having stomach cramps from something he ate.
 - He is unable to take the service seriously and is distracted by Morganna's eyebrow.
 - He has not taken his daily does of medication, so he can't concentrate.
 - He doesn't want to. He is deliberately holding himself back.
15. How does Bernard want to spend his dates with Lenina?
- He wants to take walks so they can be alone and talk.
 - He wants to go dancing at the Stoke Poges Club.
 - He wants to play obstacle golf.
 - He wants them to read poetry to each other.
16. What does the Director threaten Bernard with?
- He threatens to demote Bernard to Epsilon.
 - He threatens to "take away" Bernard's family and friends.
 - He threatens to make Bernard go through a retraining program.
 - He threatens to send Bernard to Iceland.

Chapters 7-9

17. How are Linda and John different from the other savages?
- They are taller and thinner than the others.
 - They are much younger than the others.
 - They are more educated in the ways of civilization.
 - They are not telepathic and others are.
18. Why is Lenina disgusted by Linda?
- Linda is very emotional and honest about her feelings.
 - Linda has aged naturally, become fat, lost some of her teeth, and is filthy.
 - Linda is flirtatious and makes a pass at Bernard.
 - Linda is self confident and cheerful. Lenina can't understand how anyone can feel that way, especially while living in such conditions.
19. The women don't understand Linda's previous conditioning and whip her when she unknowingly violates one of their rules. What did she do?
- She reads in public. Books have been forbidden for all but the tribal elders.
 - She takes baths every few days. They only bathe twice a year.
 - She drinks wine. Only the men are allowed to do this.
 - She attempts to have relations with some of their husbands. This society is monogamous.
20. What things does Mitsima teach John?
- Mitsima teaches John to work clay and make a bow.
 - Mitsima teaches John to make trails and stalk prey.
 - Mitsima teaches John to read and write.
 - Mitsima teaches John to speak Zuni and do the ritual tribal dances.
21. What book does Pope bring for John?
- He brings the Hold Bible.
 - He brings War and Peace.
 - He brings The Complete Works of William Shakespeare.
 - He brings The Life and Works of Our Ford.
22. What feeling do Bernard and John have in common?
- They both feel superior to, and contemptuous of, the others.
 - They feel inferior because of their heights.
 - They feel alone and different.
 - They feel afraid.

Brave New World Multiple Choice Study Questions Page 6

23. To whom does John liken Lenina?
- a. He compares her to Mary, the Blessed Mother.
 - b. He compares her to Juliet.
 - c. He compares her to Mrs. Ford.
 - d. He compares her to Athena.

Chapters 10-13

24. How does Bernard humiliate the Director?
- He brings Linda and John to the Center and exposes the Director as John's father.
 - He tells everyone that the director has been stealing money from the treasury. He has copies of records that prove it.
 - He brings photos of the Director's private library. No one is supposed to keep books in their homes; this is considered a crime against society.
 - He plays a tape recording of the Director telling a woman he loves only her and promising to be faithful to her forever.
25. How do the people react when they first meet John and Linda?
- They are interested in Linda as a survivor but afraid of John because he is a savage.
 - They feel intense hatred of both.
 - They are polite but disinterested.
 - They are interested in John because he is young and handsome and experienced live birth. They think Linda is physically repulsive and obscene.
26. How does Linda spend her time?
- She lectures about her life with the savages.
 - She begins writing a book of memoirs.
 - She stays on soma all of the time.
 - She plays obstacle golf for hours every day.
27. Why does John throw up?
- He has contracted a mysterious illness from living in the "civilized" society.
 - He is disgusted by the society which created the lower caste workers.
 - He is allergic to soma.
 - He is dizzy from the helicopter ride.
28. Some of the "civilized" customs disgust John. Which of these is not one of them.
- Casual sex
 - Pornography
 - Soma holidays
 - Attendance at Solidarity Services
29. Why does John refuse to come to the party?
- He doesn't have the social skills he feels are necessary to mingle with a crowd.
 - He would rather go to the feelies.
 - He is tired of being put on display and having his beliefs ridiculed.
 - He is embarrassed at not having a date.

Brave New World Multiple Choice Study Questions Page 8

30. True or False: John's refusal causes Bernard to lose the respect of the people and get in trouble for being odd.
- a. True
 - b. False
31. Which of these is not one of Bernard's reactions to his downfall?
- a. He is relieved that he is finally off the hook.
 - b. He is resentful.
 - c. He is contemptuous of the others who don't think as he does.
 - d. He is jealous of the developing friendship between John and Helmholtz.

Chapters 14-15

32. How are the children conditioned to associate pleasant things with death.
- They attend funerals from an early age.
 - They visit the for the Dying and are given candy.
 - They are given pets, which are then killed. They receive presents when the pets die. The process is repeated several times through childhood.
 - They listen to subliminal tapes while they sleep.
33. John reacts to his mother's death by showing his love and concern. How is this seen by the nurse and the people in general?
- It is considered totally appropriate. Death is the only time the people are permitted to express their true feelings.
 - It is considered extremely inappropriate because the individual is always insignificant.
 - It is considered an heroic act.
 - It is considered a disgusting, filthy act punishable by alienation.
34. What does John attempt to do after Linda's death?
- He tries to return to the savages but is not permitted to do so.
 - He asks to be permitted to hold a funeral service and perform ritual tribal dances, but he is refused.
 - He tries to stop the soma distribution because he sees it as harmful.
 - He tries to commit suicide but is stopped by the police.

Chapters 16-18

35. What happens to Bernard and Helmholtz?
- They are both banished to islands to live with other people of a high caste who could not fit into society.
 - They are sent to the for the Dying to be killed quietly.
 - They are brainwashed and reprogrammed into lower caste workers.
 - They escape and live among the savages.
36. Why does the Controller say they should be happy with the situation?
- They will be making a contribution to society.
 - They will be able to live among free individuals and thinking people.
 - They're miserable where they are, so a change could only be for the better.
 - This solution is better than death, the only other possible alternative.
37. Many things are banned because they would upset the stability of society. Which of the following items is not banned?
- Art
 - Literature
 - Friendship
 - Scientific inquiry
38. What does John mean when he says, "I claim them all"?
- He is establishing himself as the heir to his mother's money and possessions.
 - He wants to have a life that includes the full range of human passions.
 - He is responsible for the demise of Bernard and Helmholtz.
 - He is a brother to all in society, including the Savages.
39. Why does John drink mustard water?
- He wants to vomit and purify himself.
 - He is forced to by the Controller as a punishment.
 - It is an old tribal superstition that mustard water makes one invincible.
 - He is fasting, and it is the only nourishment he will permit himself.
40. John wants to show his grief for his mother and his anger at society. He also wants to get rid of his desire for Lenina. What does he do?
- He screams and cries for a few hours, then falls into a trance-like sleep for a week.
 - He writes about his feelings, makes copies of his writing and distributes it to all he sees.
 - He tortures himself.
 - He goes back to the reservation to fast and pray.

Brave New World Multiple Choice Study Questions Page 11

41. To what end does John come?
- a. He hangs himself.
 - b. He returns to the reservation and stays there.
 - c. He blends into society and eventually becomes the D.H.C.
 - d. He assembles a group of followers and becomes an agent for social change.

ANSWER KEY - MULTIPLE CHOICE STUDY/QUIZ QUESTIONS
Brave New World

Chapters 1-3

1. B
2. C
3. A
4. D
5. D
6. B
7. D
8. A
9. C
10. B
11. D

Chapters 4-6

12. A
13. C
14. B
15. A
16. D

Chapters 7-9

17. C
18. B
19. D
20. A
21. C
22. C
23. B

Chapters 10-13

24. A
25. D
26. C
27. B
28. D
29. C
30. A
31. A

Chapters 14-15

32. B
33. B
34. C

Chapters 16-18

35. A
36. B
37. C
38. B
39. A
40. C
41. A

PREREADING VOCABULARY WORKSHEETS

VOCABULARY - *Brave New World*

Chapters 1 - 3 Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. ... spoke first, of course, of its surgical introduction . . . passed on to a consideration of optimum temperature . . .

2. But a bokanovskified egg will bud, will proliferate, will divide.

3. By which time the original egg was in a fair way to becoming anything from eight to ninety-six embryos--a prodigious improvement . . .

4. Later on their minds would be made to endorse the judgement of their bodies.

5. "Very well then." The Director smiled indulgently. "Just one glance."

6. "Silence, silence," the trumpet mouths indefatigably repeated at intervals down every corridor.

7. Family, monogamy, romance. Everywhere exclusiveness, a narrowing channeling of impulse and energy.

8. The students nodded, emphatically agreeing with a statement which upwards of sixty-two thousand repetitions in the dark had made them accept, not merely as true, but as axiomatic, self-evident, utterly indisputable.

9. Has any of you ever encountered an insurmountable obstacle?

Brave New World Vocabulary Chapters 1-3 Continued

Part II: Determining the Meaning Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- | | |
|-----------------------|---|
| ___ 1. optimum | A. as if doing one a favor |
| ___ 2. proliferate | B. practice of being married to only one person at a time |
| ___ 3. prodigious | C. impossible to overcome |
| ___ 4. endorse | D. most favorable point |
| ___ 5. indulgently | E. gave approval of or support to |
| ___ 6. indefatigably | F. tirelessly |
| ___ 7. monogamy | G. multiply rapidly |
| ___ 8. axiomatic | H. impressively great |
| ___ 9. insurmountable | I. self evident; not needing proof |

Brave New World Vocabulary Chapters 4 - 6

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. He was as though suddenly and joyfully awakened from a dark annihilating stupor.

2. He put away the *soma* bottle, and taking out a packet of sex-hormone chewing-gum, stuffed a plug into his cheek and walked slowly away towards the hangars, ruminating.

3. Dared he face the risk of being humiliated by a contemptuous refusal?

4. Would the creature treat him with the respect due to his caste?

5. A chronic fear of being slighted made him avoid his equals. . . .

6. He passed his hand across his eyes, he sighed, his voice became plaintive.

7. . . . in the red twilight it was as though some enormous negro dove were hovering benevolently over the now prone or supine dancers.

8. . . . So jolly," she repeated and smiled, for all the puzzled anxiety in her eyes, with what was meant to be an inviting and voluptuous cajolery.

9. But Bernard remained unabashed.

Brave New World Vocabulary Chapters 4-6 Continued

Part II: Determining the Meaning Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- | | |
|----------------------|---|
| ___ 10. annihilating | A. mournful |
| ___ 11. ruminating | B. harmlessly; in a beneficial way |
| ___ 12. contemptuous | C. not disconcerted or embarrassed; calm |
| ___ 13. caste | D. continual; recurring |
| ___ 14. chronic | E. social class |
| ___ 15. plaintive | F. urging with gentle and repeated appeals, teasing or flattery |
| ___ 16. benevolently | G. meditating; thinking |
| ___ 17. cajolery | H. completely overwhelming or incapacitating |
| ___ 18. unabashed | I. disdainful; disgraceful; scornful |

Brave New World Vocabulary Chapters 7-9

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. Her feeling was evidently reciprocated.

2. Their path led them to the foot of the precipice.

3. She felt in her pocket for her *soma*--only to discover that, by some unprecedented oversight, she had left the bottle down at the rest-house.

4. "Oh, stop them, stop them!" she implored. But the whip fell and fell inexorably.

5. It's almost inconceivable. I shall never understand, unless you explain.

6. A man can smile and smile and be a villain. Remorseless, treacherous, lecherous, kindless villain.

7. Patronizingly, Bernard smiled.

8. It suddenly occurred to Bernard that her very revoltingness might prove an enormous asset.

Brave New World Vocabulary Chapters 7-9 Continued

Part II: Determining the Meaning Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- | | |
|-----------------------|---|
| ___ 19. reciprocated | A. unbelievable |
| ___ 20. precipice | B. indulging in excessive sexual activity |
| ___ 21. unprecedented | C. in a condescending manner |
| ___ 22. inexorably | D. relentlessly |
| ___ 23. inconceivable | E. returned; mutually shared |
| ___ 24. lecherous | F. cliff |
| ___ 25. patronizingly | G. thing of value |
| ___ 26. asset | H. having never happened before |

Brave New World Vocabulary - Chapters 10 -13

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. With a faint hum and rattle the moving racks crawled imperceptibly through the weeks . . .

2. I propose to dismiss him, to dismiss him with ignominy from the post he has held in this Centre.

3. There was a sudden and appalling hush.

4. . . . if the morning after was disagreeable, it was so, not intrinsically, but only by comparison with the joys of the holiday.

5. Five bus loads of boys and girls, singing or in a silent embrace, rolled past them over the vitrified highway.

6. The author's mathematical treatment of the conception of purpose is novel and highly ingenious, but heretical and . . . dangerous and potentially subversive.

7. The odious sentiment kept on returning.

8. "Lenina!" he repeated apprehensively.

9. "John!" ventured a small ingratiating voice from the bathroom.

Brave New World Vocabulary Chapters 10 - 13 Continued

Part II: Determining the Meaning Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- | | |
|------------------------|--|
| ___ 27. imperceptibly | A. made to look like glass |
| ___ 28. ignominy | B. arousing a strong dislike or disgust |
| ___ 29. appalling | C. unable to be detected by the senses |
| ___ 30. intrinsically | D. making oneself favorable to another |
| ___ 31. vitrified | E. shocking |
| ___ 32. subversive | F. inherently; as a part of the nature of a thing itself |
| ___ 33. odious | G. disgrace |
| ___ 34. apprehensively | H. undermining; damaging to the authorities |
| ___ 35. ingratiating | I. anxiously |

Brave New World Vocabulary - Chapters 14 - 15

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. At the foot of every bed, confronting its moribund occupant, was a television box.

2. At forty-four, Linda seemed, by contrast, a monster of flaccid and distorted senility.

3. . . . --but sublime, but significant, but desperately important precisely because of the imminence of that which made them so fearful.

4. . . . it was as if he had had a pailful of ordure thrown in his face.

5. You might decondition.

6. The nurse stood irresolute, looking now at the kneeling figure by the bed . . . and now . . . at the twins who had stopped their hunting of the zipper

7. Linda had been a slave, Linda had died; others should live in freedom, and the world be made beautiful. A reparation, a duty. And suddenly it was luminously clear to the Savage what he must do

8. Mewling and puking, he added, exasperated by their bestial stupidity. . . .

9. The insults bounced off their carapace of the thick stupidity. . . .

Brave New World Vocabulary Chapters 14-15 Continued

Part II: Determining the Meaning Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- | | |
|---------------------|---|
| ___ 36. moribund | A. become unconditioned; revert to old ways |
| ___ 37. flaccid | B. compensation; something to make amends |
| ___ 38. sublime | C. undecided |
| ___ 39. ordure | D. about to die |
| ___ 40. decondition | E. bodily waste; excrement |
| ___ 41. irresolute | F. noble; majestic; impressive |
| ___ 42. reparation | G. flabby; listless |
| ___ 43. bestial | H. hard outer covering |
| ___ 44. carapace | I. like a beast; lacking reason and intellect |

Brave New World Vocabulary - Chapters 16 - 18

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. "But as I make the laws here, I can also break them. With impunity, Mr Marx," he added.

2. "Nice tame animals, anyhow," the Controller murmured parenthetically.

3. The deep voice thrillingly vibrated: the gesticulating hand implied all space and the onrush of the irresistible machine.

4. But you've got to stick to one set of postulates.

5. . . . pointed their luminous fingers . . . solemnly towards the plumbless mysteries of heaven.

6. It was as though, stumbling upon himself from the outside, he had suddenly caught himself out, taken himself flagrantly at fault.

7. Noiseless on his pneumatic shoes, the man came up behind him.

8. "I beg your pardon," said the reporter, with genuine compunction.

Brave New World Vocabulary Chapters 16 -18 Continued

Part II: Determining the Meaning Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

- | | |
|-------------------------|--|
| ___ 45. impunity | A. emitting light; enlightened |
| ___ 46. parenthetically | B. filled with air |
| ___ 47. gesticulating | C. exemption from punishment |
| ___ 48. postulates | D. regret; remorse |
| ___ 49. luminous | E. bodily movement particularly for emphasis |
| ___ 50. flagrantly | F. in a big way; obviously; conspicuously |
| ___ 51. pneumatic | G. as if in parenthesis; aside |
| ___ 52. compunction | H. things take for granted without proof necessary |

VOCABULARY ANSWER KEY - *Brave New World*

Chapters 1 - 3

1. D
2. G
3. H
4. E
5. A
6. F
7. B
8. I
9. C

Chapters 4 - 6

10. H
11. G
12. I
13. E
14. D
15. A
16. B
17. F
18. C

Chapters 7 - 9

19. E
20. F
21. H
22. D
23. A
24. B
25. C
26. G

Chapters 10 - 13

27. C
28. G
29. E
30. F
31. A
32. H
33. B
34. I
35. D

Chapters 14 - 15

36. D
37. G
38. F
39. E
40. A
41. C
42. B
43. I
44. H

Chapters 16-18

45. C
46. G
47. E
48. H
49. A
50. F
51. B
52. D

DAILY LESSONS

LESSON ONE

Objectives

1. To help prepare students for the class project
2. To help prepare students for Writing Assignment #2
3. To make students more wary consumers

NOTE: You need to have invited a marketing/advertising specialist as a guest speaker for this lesson.

Activity

Invite a marketing specialist to come talk to your class about the marketing/advertising industry and the techniques used by marketing/advertising specialists when presenting products or ideas to consumers.

It will probably help your guest speaker if you explain that this activity is in preparation for a class project in which students will have to create a campaign against substance abuse. Make sure your speaker knows that you want students to be told various marketing techniques and their purposes so students can use them in planning their projects and so students can recognize these techniques as consumers.

Explain to students that they will be reading a book about the future--one author's view of what people and the world may be like in the future. Part of the author's vision is that people will become numb to the ugly realities of life through the use of a drug called "soma" and through other "recreational" drugs. Explain that in relation to this idea from the book, students will have a class project in which they will create and implement a campaign against substance abuse in their own school and communities. Tell students that to help them get some good ideas about how to create a successful campaign, you have invited a marketing specialist to talk with them about sales and marketing techniques, since they will be "selling" the idea of saying "No" to drugs.

Introduce your guest speaker and use this class period for the presentation and for a short question-answer period.

LESSON TWO

Objectives

1. To introduce the *Great Brave New World* unit
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-3
4. To familiarize students with the vocabulary for chapters 1-3
5. To read chapters 1-3

Activity #1

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Extra Activities section of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Nonfiction Assignment Sheet Explain to students that they each are to read at least one non-fiction piece from the in-class library at some time during the unit. Students will fill out a nonfiction assignment sheet after completing the reading to help you evaluate their reading experiences and to help the students think about and evaluate their own reading experiences.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.

Activity #2

Give students about fifteen minutes to preview the study questions and do the vocabulary work for Chapters 1-3 of *Brave New World*.

Activity #3

Have students read chapters 1-3 of *Brave New World* out loud in class. You probably know the best way to get readers with your class; pick students at random, ask for volunteers, or use whatever method works best for your group. If you have not yet completed an oral reading evaluation for your students this marking period, this would be a good opportunity to do so. A form is included with this unit for your convenience.

If students do not complete reading chapters 1-3 in class, they should do so prior to your next class meeting.

ORAL READING EVALUATION - *Brave New World*

Name _____ Class _____ Date _____

SKILL	EXCELLENT	GOOD	AVERAGE	FAIR	POOR
Fluency	5	4	3	2	1
Clarity	5	4	3	2	1
Audibility	5	4	3	2	1
Pronunciation	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

Total _____ Grade _____

Comments:

NONFICTION ASSIGNMENT SHEET
(To be completed after reading the required nonfiction article)

Name _____ Date _____

Title of Nonfiction Read _____

Written By _____ Publication Date _____

I. Factual Summary: Write a short summary of the piece you read.

II. Vocabulary

1. With which vocabulary words in the piece did you encounter some degree of difficulty?

2. How did you resolve your lack of understanding with these words?

III. Interpretation: What was the main point the author wanted you to get from reading his work?

IV. Criticism

1. With which points of the piece did you agree or find easy to accept? Why?

2. With which points of the piece did you disagree or find difficult to believe? Why?

V. Personal Response: What do you think about this piece? OR How does this piece influence your ideas?

LESSON THREE

Objectives

1. To review the main events and ideas from chapters 1-3
2. To preview the study questions for chapters 4-6
3. To familiarize students with the vocabulary in chapters 4-6
4. To read chapters 4-6
5. To introduce students to the "Just Say No" campaign
6. To give students more ideas about how to create their campaign against drugs

NOTE: You need to have arranged for a guest speaker from your local "Just Say No" headquarters for this lesson.

Activity #1

Give students a few minutes to formulate answers for the study guide questions for chapters 1-3 and then discuss the answers to the questions in detail. Write the answers on the board or overhead transparency so students can have the correct answers for study purposes. Note: It is a good practice in public speaking and leadership skills for individual students to take charge of leading the discussions of the study questions. Perhaps a different student could go to the front of the class and lead the discussion each day that the study questions are discussed during this unit. Of course, the teacher should guide the discussion when appropriate and be sure to fill in any gaps the students leave.

Activity #2

Tell students that prior to Lesson Five (give students a date) they should do the prereading and reading work for chapters 4-6. That is, preview the study questions, do the related vocabulary work, and read those chapters.

Activity #3

Introduce your guest speaker from your local "Just Say No" headquarters. Have your guest speaker explain the background and objectives of the "Just Say No" campaign and make sure your speaker explains to students the kinds of things the people involved with the "Just Say No" campaign are doing to fight the war against substance abuse. Have your speaker also tell students things they can do to help the "Just Say No" campaign be successful in their school and communities.

Again, explain to your guest speaker that you are trying to prepare students for their class project of creating and carrying out an effective anti-drug abuse campaign and ask him/her to give your class as much information and as many suggestions as possible for them to work with.

LESSON FOUR

Objectives

1. To give students time and access to materials to work on their nonfiction reading assignment
2. To broaden students' understanding of our world

Activity

Take students to the library. Give them this class period to find (and read) articles relating in some way to *Brave New World*.

Some suggested topics are:

1. Articles relating to scientific advancements regarding "test tube" babies and the questions and problems surrounding the process
2. Articles relating to any technological advancements being made -- inventions, new products, etc.
3. Articles about ways we and/or other people in the world relate to birthing, death, stress and other "human" phenomena.
4. Articles about people we "lock away" or separate from our society -- specifically, who we send out of the mainstream of society and the reasons why they are "locked away"
5. Articles about ways to cope with emotional stress resulting from the trials of daily life, the death of a loved one, divorce, family tensions, or other causes
6. Articles about the use and/or abuse of drugs in our society, the effect of drug abuse on our society, and/or the "war on drugs"
7. Articles about social classes in our society
8. Articles about education in our society

Give students a Nonfiction Reading Assignment Sheet and remind them that this form must be completed and returned to you.

LESSON FIVE

Objectives

1. To check to see that students read chapters 4-6 as assigned
2. To review the main ideas and events from chapters 4-6
3. To preview the study questions for chapters 7-9
4. To familiarize students with the vocabulary in chapters 7-9
5. To read chapters 7-9
6. To evaluate students' oral reading
7. To expose students to a wide variety of facts and research about our world

NOTE: Prior to this class, prepare a bulletin board with background paper and the title: OUR BRAVE NEW WORLD. If you do not have a bulletin board available, use bulletin board paper taped (or magnetized) to your chalk board to create a big poster.

Activity #1

Quiz - Distribute quizzes and give students about 10 minutes to complete them.

(Note: The quizzes may either be the short answer study guides or the multiple choice version for chapters 4-6.) Have students exchange papers. Grade the quizzes as a class. Collect the papers for recording the grades.

Activity #2

Have each student, in turn, tell two things he/she learned while doing the nonfiction reading assignment. As the student tells the facts, he/she should write the facts on the bulletin board/poster.

Activity #3

Give students about 15 minutes to preview the study questions for chapters 7-9 and to do the related vocabulary work.

Activity #3

Have students read chapters 7-9 orally for the remainder of the class period. Continue the oral reading evaluations. If students do not complete reading these chapters during this class period, they should do so prior to your next class meeting.

LESSON SIX

Objectives

1. To review the main ideas and events from chapters 7-9
2. To discuss the project assignment
3. To do the prereading and reading work for chapters 10-13

Activity #1

Give students a few minutes to formulate answers for the study guide questions for chapters 7-9 and then discuss the answers in detail.

Activity #2

Tell students that prior to their next class period they should have previewed the study questions for, have done the vocabulary work for and have read chapters 10-13. If time remains after Activity #3, students may begin working on this assignment in class.

Activity #3

Distribute the Project Assignment Sheet and discuss the directions in detail.

PROJECT ASSIGNMENT SHEET - *Brave New World*

PROMPT

One of the main ideas presented in *Brave New World* is that the people in the new world are conditioned not to cope with things that are unpleasant, ugly or stressful in life. Everything must be pretty, neat, and easy; there are no "bad" parts to life. John, the savage, points out the opposite point of view, that in order to really appreciate the good things in life, one must experience the bad also. He wants the right to have the full range of human emotions, not just the simple, limited, comfortable life of the new world.

In our world one can see the possible beginnings of a world like the new world in the book. People use drugs to "escape" the daily pressures of life, to help them cope with life -- not only drugs like cocaine that get so much media attention but also drugs like tranquilizers, caffeine, nicotine, and alcohol that are more an "accepted" part of our society. How many people smoke cigarettes when they are in an uncomfortable situation that makes them nervous? How many people go out drinking on the weekends or after a "bad day at the office"? How many people take Valium or other tranquilizers to soothe their ragged nerves and help them get through the day? How many people "have to have" that morning cup (or three) of coffee to get their minds and bodies ready for the day? Whether or not these common forms of drug use/abuse are good or bad or should be legal or illegal are questions hotly debated.

One thing most people can agree on is that highly addictive drugs that are currently illegal are a real problem in our society. Besides the debated effects of illegal drugs on the users' bodies and productivity, they also carry the additional problem of being the root cause of a large portion of the crimes committed in our society. Therefore, groups like the "Just Say No" campaign, hundreds of neighborhood groups and all of the law-enforcement personnel are diligently working to fight the war on drugs.

ASSIGNMENT

Your assignment is to develop and carry out a campaign against drug abuse in your school and community.

REQUIREMENTS

1. Each student must create an informative brochure
2. Each student must create a persuasive brochure
3. Each student must write an essay giving his/her own personal opinions about a topic relating to drug abuse and/or the "war on drugs."
4. The class must work together to fill out the Project Guide Sheet
5. Each person must participate and contribute to the project in whatever way the group decides is necessary. For example, if the group decides that a particular job has to be done, someone who has not yet volunteered for any other job must volunteer to do it--or be recruited.
6. There will be a "class grade," that is, a grade for how well the whole class performed on this project as well as an "individual grade," a grade given to each student evaluating his/her own participation in the project.

GETTING STARTED

The best way to start is to fill out the Project Guideline Sheet. This will nail down some important guidelines for your project and get you on your way.

PROJECT GUIDELINE SHEET - *Brave New World*

1. Is your mission one of public awareness or of reformation? In other words, are you just trying to educate people or do you want them to change their behavior--or both?
2. Exactly what are you campaigning against--all drugs, specific drugs, illegal drugs and/or commonly used drugs? Are you campaigning against drug use or drug abuse--or both?
3. How long will your campaign last? (days, weeks, months?) Set a specific beginning and ending date.
4. Considering the information you received from the marketing specialist and the "Just Say No" spokesperson and also considering the length of time you have to do your campaign, make a list of activities you could do to accomplish your mission.
5. From the list you just made, choose those activities you think you can accomplish and will most effectively help you accomplish your mission.
6. For each of the activities:
 - a. Make a rough outline of tasks that need to be done to accomplish that activity
 - b. Make an estimate of how many people it will take to do the activity
 - c. Assign specific people to do specific tasks related to the activity
 - d. Next to each task and each person's name, write down a date by which the task is to be completed
 - e. Assign one person to be in charge of each activity--to keep up with the progress of the activity and to report back to the class.

Now you should be ready to actually get to the actual work of your campaign. You have the remainder of this class period plus three additional class periods to work on this project in class. Each of the activity committees should meet to make any additional plans or to work out specific details. After all the details have been worked out, use your class time to do as much of the actual work as possible.

You will have three other class periods to work on writing assignments associated with this project, one class for each of the three writing assignments.

SUGGESTIONS: You could use the best informative brochure(s) and the best persuasive brochure(s) as literature for your campaign. You could have your personal opinion essays read over your school's PA system--one each day during your campaign.

LESSON SEVEN

Objectives

1. To review the main events and ideas from chapters 10-13
2. To preview the study questions and vocabulary for chapters 14-15
3. To read chapters 14-15
4. To work on the class project

Activity #1

Give students a few minutes to formulate answers for the study questions for chapters 10-13. Discuss the answers in detail and write them on the board for students to copy for study use later.

Activity #2

Tell students that prior to the next class period they should have completed previewing the study questions, doing the vocabulary worksheet and reading for chapters 14-15.

Activity #3

Give students the remainder of this class period to work on the class project. If some students do not have anything they can do for the project in class today, they should work on the assignment made in Activity #2.

LESSON EIGHT

Objectives

1. To review the main events and ideas from chapters 14-15
2. To preview the study questions and vocabulary for chapters 16-18
3. To read chapters 16-18
4. To work on the class project

Activity #1

Give students a few minutes to formulate answers for the study questions for chapters 14-15. Discuss the answers in detail and write them on the board for students to copy for study use later.

Activity #2

Tell students that prior to the next class period they should have completed previewing the study questions, doing the vocabulary worksheet and reading for chapters 16-18.

Activity #3

Give students the remainder of this class period to work on the class project. If some students do not have anything they can do for the project in class today, they should work on the assignment made in Activity #2.

LESSON NINE

Objectives

1. To review the main events and ideas from chapters 16-18
2. To work on the class project

NOTE: If your students have pretty well finished all they can do in class for the class project, skip to Lesson Ten and have them do the writing assignment in this class period after discussing the study questions for chapters 16-18.

Activity #1

Give students a few minutes to formulate answers for the study questions for chapters 16-18. Discuss the answers in detail and write them on the board for students to copy for study use later.

Activity #2

Give students the remainder of this class period to work on the class project. If some students do not have anything they can do for the project in class today, they should do additional vocabulary work and/or preview the Extra Discussion Questions for Lesson Eleven.

LESSON TEN

Objectives

1. To give students the opportunity to practice writing to inform
2. To give the class additional materials for the class project
3. To give the teacher the opportunity to evaluate students' writing skills
4. To evaluate students' knowledge about the facts relating to drug use/abuse

Activity

Distribute Writing Assignment #1. Discuss the directions in detail and give students ample time to complete the assignment.

WRITING ASSIGNMENT #1 - *Brave New World*

PROMPT

One of the most common forms of informative brochures is the instruction booklet that comes with new products. You are being informed about how to use the product safely, correctly and effectively. There are, however, many different kinds of informative brochures. We get them in the mail, see them in waiting rooms at the doctor's office, see them at the check-out counter, and so on. One main premise of the informative brochure is that if people are educated about a subject, they can and will make a choice of action based on facts and probably will choose the option that is most beneficial to them.

For example, if people are sitting in the doctor's office and pick up a brochure about AIDS which tells about the disease and ways to avoid it, people will usually employ the suggestions made on the brochure. There wasn't any persuasion involved. The people simply read the facts, came to their own logical conclusions, and acted on their own intelligence.

Your assignment is to make an informative brochure about drug use/abuse that could be used for your class project.

PREWRITING

Much of your prewriting work has been done already through listening to guest speakers, doing the nonfiction reading assignment, and participating in class discussions. You should be loaded with facts.

Decide what, exactly, the purpose of your brochure is. Finish this statement: The purpose of my brochure is

Who is the audience for your brochure? Who will your brochure be given to?

From the wealth of information you have collected in this unit, choose the facts that best help you accomplish the purpose of your brochure.

Decide how you are going to present those facts. Carefully consider your audience at this point. If you are making a brochure for teens, don't use a business style. If you are making a brochure for parents, a teen style probably won't do. Find a style that is appropriate for your audience.

Will you use artwork, graphics, pictures, geometric designs? What will best suit your needs?

DRAFTING

Make a rough sketch of your ideas. If you are undecided about what graphics to use, sketch out several of your ideas in the rough and then choose the one that you'll be able to do the best job with and will most effectively carry your message to your audience.

PROOFREADING

When you finish the rough draft of your brochure, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary. Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

LESSON ELEVEN

Objective

To review all of the vocabulary work done in this unit

Activity

Choose one (or more) of the vocabulary review activities listed below and spend your class period as directed in the activity. Some of the materials for these review activities are located in the Extra Activities section in this unit.

VOCABULARY REVIEW ACTIVITIES

1. Divide your class into two teams and have an old-fashioned spelling or definition bee.
2. Give each of your students (or students in groups of two, three or four) a *Brave New World* Vocabulary Word Search Puzzle. The person (group) to find all of the vocabulary words in the puzzle first wins.
3. Give students a *Brave New World* Vocabulary Word Search Puzzle without the word list. The person or group to find the most vocabulary words in the puzzle wins.
4. Use a *Brave New World* Vocabulary Crossword Puzzle. Put the puzzle onto a transparency on the overhead projector (so everyone can see it), and do the puzzle together as a class.
5. Give students a *Brave New World* Vocabulary Matching Worksheet to do.
6. Divide your class into two teams. Use the *Brave New World* vocabulary words with their letters jumbled as a word list. Student 1 from Team A faces off against Student 1 from Team B. You write the first jumbled word on the board. The first student (1A or 1B) to unscramble the word wins the chance for his/her team to score points. If 1A wins the jumble, go to student 2A and give him/her a definition. He/she must give you the correct spelling of the vocabulary word which fits that definition. If he/she does, Team A scores a point, and you give student 3A a definition for which you expect a correctly spelled matching vocabulary word. Continue giving Team A definitions until some team member makes an incorrect response. An incorrect response sends the game back to the jumbled-word face off, this time with students 2A and 2B. Instead of repeating giving definitions to the first few students of each team, continue with the student after the one who gave the last incorrect response on the team. For example, if Team B wins the jumbled-word face-off, and student 5B gave the last incorrect answer for Team B, you would start this round of definition questions with student 6B, and so on. The team with the most points wins!
7. Have students write a story in which they correctly use as many vocabulary words as possible. Have students read their compositions orally! Post the most original compositions on your bulletin board.

LESSON TWELVE

Objective

To discuss *Brave New World* on interpretive and critical levels

Activity #1

Assign one of the Extra Discussion Questions/Writing Assignments to each of your students. Advise students that they will be responsible for leading a class discussion about the questions they have been assigned. Give students ample time to prepare their answers.

Activity #2

Have each student lead a discussion he/she was assigned. Use these responses as springboards for class discussions of the topics suggested by the questions. Jump in as necessary to guide the discussion and to add important points the students may have missed.

LESSON THIRTEEN

Objectives

1. To give students the opportunity to practice writing to persuade
2. To give students additional materials for their class project
3. To give the teacher the opportunity to evaluate students' writing skills
4. To review and evaluate students understanding of persuasive techniques discussed earlier in this unit

Activity

Distribute Writing Assignment #2. Discuss the directions in detail and give students ample time to complete the assignment.

EXTRA WRITING ASSIGNMENTS/DISCUSSION QUESTIONS - *Brave New World*

Interpretation

1. From what point of view is *Brave New World* written and what effect does that have on the story?
2. Is the story of *Brave New World* believable? Explain why or why not.
3. Where is the climax of the story? Explain your choice.
4. Are the characters in *Brave New World* stereotypes? If so, explain the usefulness of employing stereotypes in the novel. If they are not, explain how they merit individuality.
5. Explain the importance of the setting in *Brave New World*.
6. What are the main elements of the new world, and which, if any, of these elements are present in our world?
7. If you were to rewrite *Brave New World* as a play, where would you start and end each act? Explain your choices.
8. Name the various classes of people in the new world and describe how each is conditioned for the job to be performed and rank to be held.

Critical

9. Describe Bernard's relationship with Lenina.
10. Are Bernard's actions believably motivated? Explain why or why not.
11. Characterize Aldous Huxley's style of writing.
12. Compare and contrast Linda and Lenina.
13. Compare and contrast Bernard and Helmholtz.
14. Discuss the implications of the name "savage" and the appropriateness of the connotations.
15. Explain how the title, *Brave New World*, is appropriate.

Brave New World Extra Discussion Questions page 2

16. What is John's role in *Brave New World*? What does he add to the story, and how would the story have been different without him?
17. Who was responsible for John's death? Explain your choice.
18. Why did Huxley "kill off" John? What did this plot choice add to the story?
19. Make a list of technical details given in the story and discuss their effect on the story.
20. Choose another title for the book and explain your choice.
21. Discuss the significance of the names Ford and Freud and the sign of the letter T.
22. Discuss the significance of the word "mother" as being a smutty word.
23. What faults in our society does Aldous Huxley point out in *Brave New World*?
24. Discuss the relevance of the Shakespearean passages.
25. The new world is a clean, almost sterile society. Why does Savage feel the need to be "purified"?
26. Discuss the advantages and disadvantages of genetic engineering as shown in the novel.
27. Is *Brave New World* a tragedy? If so, how? If not, why not?
28. Compare and contrast our world and the new world.

Critical/Personal Response

29. "You can't make tragedies without social instability." Why not?
30. "Every discovery in pure science is potentially subversive. . . ." How can that be true?
31. Family relationships are totally removed in the new world. What was the purpose of that, and do you think it was a good idea?

Personal Response

32. Did you enjoy reading *Brave New World*? Why or why not?
33. Would you have liked to have been a part of the society in *Brave New World*? Explain why or why not.
34. What is the traditional purpose of the family unit in our society?
35. Suppose this novel had been written from John's point of view in the first person narrative. How would the story have changed?
36. What effect does the disintegration of the family unit have on our society?
37. Define "happiness."
38. The people in the new world were conditioned from the moment of conception. How are we conditioned in our society?
39. What is "utopia"? Is it possible to achieve?
40. Mustapha Mond said, "But he [God] manifests himself in different ways to different men." What do you think of that statement?
41. What is the role of government in our society?
42. Does our government have the right or duty to make laws regarding morality? Why or why not?
43. Can you think of a way to compromise between our world and the new world to create the "best of both worlds"?
44. Is there an unofficial caste system in our country?

WRITING ASSIGNMENT #2 - *Brave New World*

PROMPT

From the time we are born, we are bombarded with persuasion -- people trying to convince us to do this or buy that or act this way or donate to that cause. It is ironic that so many people who are so bombarded with it don't understand the art of persuasion and never perfect the use of it for their own purposes.

Earlier in this unit you were given some information about the art of persuasion-- techniques advertisers and salespeople use on us every day. Now it is your turn to use those same devices for your own purposes. Make a persuasive letter, article, or brochure for use in conjunction with your class project. Any topic related to your class project will be acceptable. Here are some suggestions:

- a. Persuade people to stop abusing drugs
- b. Persuade people to come to a fundraiser you are having
- c. Persuade people to donate money, time, materials, or prizes for your activities
- d. Persuade parents to take an active role in your campaign in your community
- e. Persuade other students to take an active role in your campaign in your school and community

PREWRITING

Decide on your purpose for writing.

Decide on your audience. To whom will this persuasive information be given?

Decide on a form for your persuasion. Will you make a brochure or write a letter or article?

Make a list of persuasive arguments. Choose the ones that best suit your purposes. Decide how to organize them most effectively in the form you have chosen.

DRAFTING

Make a rough draft of your brochure, letter or article.

PROMPT

When you finish the rough draft, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

LESSONS FOURTEEN AND FIFTEEN

Objectives

1. To further discuss the ideas presented in the book
2. To give students the opportunity to practice working together in small groups
3. To help students review the text and find important ideas they may have missed on the first reading
4. To give students the opportunity to practice their public speaking skills

Activity #1

Divide your class into 10 groups -- one group for each of the following topics:

Science
Religion
Government
Conditioning
Soma
Genetic Engineering
Pain/emotion vs. Happiness/escape
Social Stability
Poetry
Irony

Give the groups time to find references to their topics in the text. Suggest that the groups split up the work by assigning X number of chapters to each group member. Allow time for the group members to discuss the references they found in the text and to come up with some intelligent statements about their topics. The groups should appoint one spokesperson to report the group's findings.

Activity #2

Call on individual group members by chapter(s) to give their text references. Jot them down briefly for students to copy into their notes. Have the groups' spokespersons give the groups' thoughts and ideas about the topics. Allow time for discussion and questions about each point.

NOTE: This activity will probably take more than one class period. Depending on the level of your class, you might consider having one class period for finding text references and group discussion and then one more class period for a class discussion of all the topics.

LESSON SIXTEEN

Objectives

1. To give students the opportunity to express their personal opinions about any topic related to the war on drugs
2. To give the teacher the opportunity to evaluate students' writing skills
3. To give students additional material for the class project

SUGGESTION: Consider having your students (or someone) read these compositions over the PA at the time of your daily announcements as part of an editorial program in conjunction with your class project.

Activity #1

Distribute Writing Assignment #1. Discuss the directions in detail and give students ample time to complete the assignment.

Activity #2

While students are working on this writing assignment, call individual students to your desk or some other private area and have individual writing conferences based on writing assignments one and two. An evaluation form is enclosed for your convenience.

Taking your suggestions into account students should revise their earlier writing assignments. Tell students when these revisions will be due.

When you grade the revisions, you may want to use an A-C-E scale (A=all corrections made and done well, C=some corrections made and done well, E=no corrections made) to speed up grading time. As always, the more comments you make, the better for your students. Writing conferences tend to give one the opportunity to say more in detail than writing comments on papers. Writing conferences can be scheduled during time that students are reading or doing some other independent activity.

WRITING ASSIGNMENT #3 - *Brave New World*

PROMPT

You have read and heard opinions and facts from many different sources in this unit. Now it is your turn to say exactly what you think. Your assignment is to choose one aspect about the "war on drugs" and give your opinions about it. You could give your opinions about the controversy over legalizing all drugs, the penalties imposed for using drugs, the community's involvement in fighting drug dealers, or your own personal experiences relating to the topic--any relevant topic you would like to address.

PREWRITING

Decide on a topic.

Write down the main points you want to make.

Next to each main point, write down any appropriate examples or explanations.

Organize your points in a logical fashion.

DRAFTING

Write a paragraph in which you introduce the topic.

In the body of your composition, write one paragraph for each of the main points you want to make, filling in each paragraph with appropriate examples and explanations.

Write a paragraph in which you conclude your editorial/essay.

PROMPT

When you finish the rough draft, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

WRITING EVALUATION FORM - *Brave New World*

Name _____ Date _____

Grade _____

Circle One For Each Item:

Grammar: correct errors noted on paper

Spelling: correct errors noted on paper

Punctuation: correct errors noted on paper

Legibility: excellent good fair poor

Strengths:

Weaknesses:

Comments/Suggestions:

LESSON SEVENTEEN

Objective

To review the main ideas presented in *Brave New World*

Activity #1

Choose one of the review games/activities included in the packet and spend your class period as outlined there. Some materials for these activities are located in the Extra Activities section of this unit.

Activity #2

Remind students that the Unit Test will be given during the next class meeting. Stress the review of the Study Guides and their class notes as a last-minute, brush-up review for homework.

REVIEW GAMES/ACTIVITIES - *Brave New World*

1. Ask the class to make up a unit test for *Brave New World*. The test should have 4 sections: matching, true/false, short answer, and essay. Students may use 1/2 period to make the test and then swap papers and use the other 1/2 class period to take a test a classmate has devised (open book). You may want to use the unit test included in this packet or take questions from the students' unit tests to formulate your own test.
2. Take 1/2 period for students to make up true and false questions (including the answers). Collect the papers and divide the class into two teams. Draw a big tic-tac-toe board on the chalk board. Make one team X and one team O. Ask questions to each side, giving each student one turn. If the question is answered correctly, that students' team's letter (X or O) is placed in the box. If the answer is incorrect, no mark is placed in the box. The object is to get three marks in a row like tic-tac-toe. You may want to keep track of the number of games won for each team.
3. Take 1/2 period for students to make up questions (true/false and short answer). Collect the questions. Divide the class into two teams. You'll alternate asking questions to individual members of teams A & B (like in a spelling bee). The question keeps going from A to B until it is correctly answered, then a new question is asked. A correct answer does not allow the team to get another question. Correct answers are +2 points; incorrect answers are -1 point.
4. Have students pair up and quiz each other from their study guides and class notes.
5. Give students a *Brave New World* crossword puzzle to complete.
6. Divide your class into two teams. Use the *Brave New World* crossword words with their letters jumbled as a word list. Student 1 from Team A faces off against Student 1 from Team B. You write the first jumbled word on the board. The first student (1A or 1B) to unscramble the word wins the chance for his/her team to score points. If 1A wins the jumble, go to student 2A and give him/her a clue. He/she must give you the correct word which matches that clue. If he/she does, Team A scores a point, and you give student 3A a clue for which you expect another correct response. Continue giving Team A clues until some team member makes an incorrect response. An incorrect response sends the game back to the jumbled-word face off, this time with students 2A and 2B. Instead of repeating giving clues to the first few students of each team, continue with the student after the one who gave the last incorrect response on the team. For example, if Team B wins the jumbled-word face-off, and student 5B gave the last incorrect answer for Team B, you would start this round of clue questions with student 6B, and so on. The team with the most points wins!

UNIT TESTS

LESSON TWENTY

Objective

To test the students' understanding of the main ideas and themes in *Brave New World*

Activity #1

Distribute the unit tests. Discuss the instructions in detail and allow the students the entire class period to complete the exam.

NOTES ABOUT THE UNIT TESTS IN THIS UNIT:

There are 5 different unit tests which follow.

There are two short answer tests which are based primarily on facts from the novel.

There is one advanced short answer unit test. It is based on the extra discussion questions and quotations. Use the matching key for short answer unit test 2 to check the matching section of the advanced short answer unit test. There is no key for the short answer questions and quotations. The answers will be based on the discussions you have had during class.

There are two multiple choice unit tests. Following the two unit tests, you will find an answer sheet on which students should mark their answers. The same answer sheet should be used for both tests; however, students' answers will be different for each test. Following the students' answer sheet for the multiple choice tests you will find your answer keys.

The short answer tests have a vocabulary section. You should choose 10 of the vocabulary words from this unit, read them orally and have the students write them down. Then, either have students write a definition or use the words in sentences.

Use these words for the vocabulary section of the advanced short answer unit test:

appalling	asset	benevolently	chronic
endorse	flagrantly	imperceptibly	inexorably
odious	patronizingly	plaintive	prodigious

Activity #2

Collect all test papers and assigned books prior to the end of the class period.

SHORT ANSWER UNIT TEST 1 - *Brave New World*

I. Matching/Identify

- | | |
|-------------------|--|
| ___ 1. Bokanovsky | A. He taught John how to work clay and make a bow |
| ___ 2. Ford | B. They do not need books |
| ___ 3. Helmholtz | C. Place where John was born |
| ___ 4. Huxley | D. His process makes multiple twin embryos |
| ___ 5. John | E. Beta who was lost during a trip to the reservation |
| ___ 6. Juliet | F. He realized that he was an individual |
| ___ 7. Lenina | G. Bernard |
| ___ 8. Linda | H. Name of the deity in the new world |
| ___ 9. Malpais | I. She went with Bernard to see the Savage Reservation |
| ___ 10. Marx | J. Highest caste |
| ___ 11. Mitsima | K. John's father |
| ___ 12. Alpha | L. Author |
| ___ 13. Delta | M. John compared Lenina to her |
| ___ 14. Director | N. Linda's son |

II. Short Answer

1. Explain why "Bokanovsky's Process is one of the major instruments of social stability in the new world.

2. How is Bernard Marx different from his associates?

3. Why did the Director threaten to send Bernard to Iceland?

4. How are Linda and John different from the other savages?

5. How did Bernard humiliate the Director?

6. How did John's refusal to go to the party affect Bernard?

7. Why was John's reaction to his mother's death inappropriate?

8. Why did John attempt to stop the soma distribution?

9. Why did the Controller say that Bernard and Helmholtz should be happy to be banished?

10. What did John mean when he said, "I claim them all"?

III. Composition

What is the point of *Brave New World*? When we read books, we usually come away from our reading experience a little richer, having given more thought to a particular aspect of life. What do you think Aldous Huxley intended us to gain from reading his novel?

IV. Vocabulary

Listen to the vocabulary words and write them down.
Go back later and fill in the correct definition for each word.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SHORT ANSWER UNIT TEST 2 - *Brave New World*

I. Matching/Identify

- | | |
|-------------------|--|
| ___ 1. Bokanovsky | A. He realized that he was an individual |
| ___ 2. Ford | B. Bernard |
| ___ 3. Helmholtz | C. Name of the deity in the new world |
| ___ 4. Huxley | D. She went with Bernard to see the Savage Reservation |
| ___ 5. John | E. Highest caste |
| ___ 6. Juliet | F. He taught John how to work clay and make a bow |
| ___ 7. Lenina | G. They do not need books |
| ___ 8. Linda | H. Place where John was born |
| ___ 9. Malpais | I. His process makes multiple twin embryos |
| ___ 10. Marx | J. Beta who was lost during a trip to the reservation |
| ___ 11. Mitsima | K. Linda's son |
| ___ 12. Alpha | L. John compared Lenina to her |
| ___ 13. Delta | M. Author |
| ___ 14. Director | N. John's father |

II. Short Answer

1. What is the point of conditioning?
2. Why is "mother" such an obscene word?
3. How are Bernard and Helmholtz alike?
4. Why does the Director threaten to send Bernard to Iceland?
5. Compare and contrast Bernard and John.
6. Why is everyone interested in John but not Linda?
7. How does Bernard react to his downfall?
8. Why is John's reaction to his mother's death inappropriate?
9. What does John mean when he says, "I claim them all"?

III. Composition Answer each of the following using at least one good paragraph.

1. Compare and contrast our world and the new world.

2. Why did John hang himself?

3. What faults in our society does Aldous Huxley point out in *Brave New World*?

IV. Vocabulary

Listen to the vocabulary words and write them down.

Go back later and fill in the correct definition for each word.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

KEY: SHORT ANSWER UNIT TESTS - *Brave New World*

The short answer questions are taken directly from the study guides.
If you need to look up the answers, you will find them in the study guide section.

Answers to the composition questions will vary depending on your
class discussions and the level of your students.

For the vocabulary section of the test, choose ten of the
words from the vocabulary lists to read orally for your students.

The answers to the matching section of the test are below.

Answers to the matching section of the Advanced Short Answer Unit Test
are the same as for Short Answer Unit Test #2.

<u>Test #1</u>	<u>Test #2</u>
1. D	1. I
2. H	2. C
3. F	3. A
4. L	4. M
5. N	5. K
6. M	6. L
7. I	7. D
8. E	8. J
9. C	9. H
10. G	10. B
11. A	11. F
12. J	12. E
13. B	13. G
14. K	14. N

ADVANCED SHORT ANSWER UNIT TEST - *Brave New World*

I. Matching

- | | |
|-------------------|--|
| ___ 1. Bokanovsky | A. He realized that he was an individual |
| ___ 2. Ford | B. Bernard |
| ___ 3. Helmholtz | C. Name of the deity in the new world |
| ___ 4. Huxley | D. She went with Bernard to see the Savage Reservation |
| ___ 5. John | E. Highest caste |
| ___ 6. Juliet | F. He taught John how to work clay and make a bow |
| ___ 7. Lenina | G. They do not need books |
| ___ 8. Linda | H. Place where John was born |
| ___ 9. Malpais | I. His process makes multiple twin embryos |
| ___ 10. Marx | J. Beta who was lost during a trip to the reservation |
| ___ 11. Mitsima | K. Linda's son |
| ___ 12. Alpha | L. John compared Lenina to her |
| ___ 13. Delta | M. Author |
| ___ 14. Director | N. John's father |

Brave New World Advanced Short Answer Unit Test Page 2

II. Short Answer

1. Compare and contrast the new world with our world.

2. Why did John hang himself?

3. Discuss the significance of the names Ford, Freud, Savage, and Marx.

4. Is *Brave New World* a tragedy? If so, how? If not, why not?

5. What faults in our society does Aldous Huxley point out in *Brave New World*?

III. Composition

"It is as sparkling, as provocative, as brilliant, in the appropriate sense, as impressive as the day it was published. This is in part because its prophetic voice has remained surprisingly contemporary, both in its particular forecasts and in its general tone of semi-serious alarm. But it is much more because the book succeeds as a work of art. . . ."

--- Martin Green

Write an essay in which you defend this statement about *Brave New World*.

Brave New World Advanced Short Answer Unit Test Page 4

IV. Vocabulary

Listen to the vocabulary words and write them down. Go back later and write a short composition using all of the words. The composition must relate in some way to *Brave New World*.

MULTIPLE CHOICE UNIT TEST 1 - *Brave New World*

I. Matching/Identify

- | | |
|-------------------|--|
| ___ 1. Bokanovsky | A. He taught John how to work clay and make a bow |
| ___ 2. Ford | B. They do not need books |
| ___ 3. Helmholtz | C. Place where John was born |
| ___ 4. Huxley | D. His process makes multiple twin embryos |
| ___ 5. John | E. Beta who was lost during a trip to the reservation |
| ___ 6. Juliet | F. He realized that he was an individual |
| ___ 7. Lenina | G. Bernard |
| ___ 8. Linda | H. Name of the deity in the new world |
| ___ 9. Malpais | I. She went with Bernard to see the Savage Reservation |
| ___ 10. Marx | J. Highest caste |
| ___ 11. Mitsima | K. John's father |
| ___ 12. Alpha | L. Author |
| ___ 13. Delta | M. John compared Lenina to her |
| ___ 14. Director | N. Linda's son |

II. Multiple Choice

1. A certain treatment is performed to "make people like their unescapable social destiny."
What is it called?
 - a. It is called immunotherapy.
 - b. It is called ectogenesis.
 - c. It is called reevaluation therapy.
 - d. It is called conditioning.

2. Why are the babies being conditioned to hate books and flowers?
 - a. It is for their health to reduce allergies. The human race has become extremely susceptible to dust, mold, and pollen allergens.
 - b. It is for religious reasons. Reading and enjoying nature are thought of as sinful because they bring too much pleasure.
 - c. It is for economic and environmental reasons. There are not enough trees to use for paper, so additional books cannot be printed. Also, all of the land is needed for growing crops and building houses, so there is no room for flowers. People still try to read and grow flowers, so the government has begun a program to make them both unpopular.
 - d. They do not need books to perform their social function; they might attempt to think for themselves if allowed to see unfamiliar ideas. The conditioning against nature is for economic reasons. Enjoying nature is free and doesn't keep any factories busy.

3. Bernard Marx is different from his associates in many ways. Which of these sentences does **not** describe him?
 - a. He is an Alpha Plus, a member of the highest caste.
 - b. He is smaller than most of the others.
 - c. He has one steady girlfriend.
 - d. He dislikes the practices of society.

4. What is soma?
 - a. It is a vitamin that makes the people immune to diseases.
 - b. It takes the place of all regular food.
 - c. It is a hormone that makes cells reproduce themselves identically.
 - d. It is a drug that people take for recreational purposes and to relieve any stress they might feel.

5. How are Bernard and Helmholtz alike?
 - a. They both enjoy being alone.
 - b. They both have the same IQ.
 - c. They both came from the same egg.
 - d. They both feel different from the others.

6. Why is Bernard unable to feel the oneness with his group at the Solidarity Service?
 - a. He is having stomach cramps from something he ate.
 - b. He is unable to take the service seriously and is distracted by Morganna's eyebrow.
 - c. He has not taken his daily does of medication, so he can't concentrate.
 - d. He doesn't want to. He is deliberately holding himself back.

7. How are Linda and John different from the other savages?
 - a. They are taller and thinner than the others.
 - b. They are much younger than the others.
 - c. They are more educated in the ways of civilization.
 - d. They are not telepathic and others are.

8. What feeling do Bernard and John have in common?
 - a. They both feel superior to, and contemptuous of, the others.
 - b. They feel inferior because of their heights.
 - c. They feel alone and different.
 - d. They feel afraid.

9. How do the people react when they first meet John and Linda?
 - a. They are interested in Linda as a survivor, but afraid of John because he is a savage.
 - b. They feel intense hatred of both.
 - c. They are polite but disinterested.
 - d. They are interested in John because he is young and handsome and experienced live birth. They think Linda is physically repulsive and obscene.

10. Why does John refuse to come to the party?
 - a. He doesn't have the social skills he feels are necessary to mingle with a crowd.
 - b. He would rather go to the feelies.
 - c. He is tired of being put on display and having his beliefs ridiculed.
 - d. He is embarrassed at not having a date.

11. Which of these is not one of Bernard's reactions to his downfall?
 - a. He is relieved that he is finally off the hook.
 - b. He is resentful.
 - c. He is contemptuous of the others who don't think as he does.
 - d. He is jealous of the developing friendship between John and Helmholtz.

12. John reacts to his mother's death by showing his love and concern. How is this seen by the nurse and the people in general?
- It is considered totally appropriate. Death is the only time the people are permitted to express their true feelings.
 - It is considered extremely inappropriate because the individual is always insignificant.
 - It is considered an heroic act.
 - It is considered a disgusting, filthy act punishable by alienation.
13. What happens to Bernard and Helmholtz?
- They are both banished to islands to live with other people of a high caste who could not fit into society.
 - They are sent to the for the Dying to be killed quietly.
 - They are brainwashed and reprogrammed into lower caste workers.
 - They escape and live among the savages.
14. What does John mean when he says, "I claim them all"?
- He is establishing himself as the heir to his mother's money and possessions.
 - He wants to have a life that includes the full range of human passions.
 - He is responsible for the demise of Bernard and Helmholtz.
 - He is a brother to all in society, including the Savages.
15. To what end does John come?
- He hangs himself.
 - He returns to the reservation and stays there.
 - He blends into society and eventually becomes the D.H.C.
 - He assembles a group of followers and becomes an agent for social change.
16. Which is NOT a fault Aldous Huxley points out about our society in *Brave New World*
- Scientific advancements are not limited by morality and common sense
 - People are too gullible
 - We are too concerned with happiness in life without recognizing the value of other emotions
 - We are too attached to drugs and quick fixes to relieve our emotional stresses
17. This was NOT one of the most important factors in the new world:
- Social stability
 - Genetic engineering
 - Intelligence
 - Conditioning

III. Short Answer

1. Make a list of three ways the new world is similar to our world.

a.

b.

c.

2. Make a list of three ways the new world is different from our world.

a.

b.

c.

3. Give two reasons why Bernard didn't "fit in" with his society.

a.

b.

4. Give two reasons why John hanged himself.

a.

b.

5. What is the significance of the name

a. Ford

b. Freud

c. Marx

d. Savage

IV. Vocabulary

- | | |
|-----------------------|--|
| ___ 1. Ignominy | a. Regret; remorse |
| ___ 2. Apprehensively | b. Practice of being married to one person at a time |
| ___ 3. Monogamy | c. Flabby; listless |
| ___ 4. Indefatigably | d. Anxiously |
| ___ 5. Chronic | e. Tirelessly |
| ___ 6. Decondition | f. Most favorable point |
| ___ 7. Patronizingly | g. Noble; majestic; impressive |
| ___ 8. Pneumatic | h. Continual; recurring |
| ___ 9. Gesticulating | i. Bodily waste; excrement |
| ___ 10. Inexorable | j. Exemption from punishment |
| ___ 11. Compunction | k. Relentlessly; without stopping |
| ___ 12. Caste | l. Become unconditioned; revert back to old ways |
| ___ 13. Proliferate | m. Hard outer covering |
| ___ 14. Moribund | n. Filled with air |
| ___ 15. Sublime | o. In a condescending manner |
| ___ 16. Ordure | p. About to die |
| ___ 17. Impunity | q. Disgrace |
| ___ 18. Flaccid | r. Bodily movements, particularly for communication of an idea or for emphasis |
| ___ 19. Carapace | s. Social class |
| ___ 20. Optimum | t. Multiply rapidly |

MULTIPLE CHOICE UNIT TEST 2 - *Brave New World*

I. Matching

- | | |
|-------------------|--|
| ___ 1. Bokanovsky | A. He realized that he was an individual |
| ___ 2. Ford | B. Bernard |
| ___ 3. Helmholtz | C. Name of the deity in the new world |
| ___ 4. Huxley | D. She went with Bernard to see the Savage Reservation |
| ___ 5. John | E. Highest caste |
| ___ 6. Juliet | F. He taught John how to work clay and make a bow |
| ___ 7. Lenina | G. They do not need books |
| ___ 8. Linda | H. Place where John was born |
| ___ 9. Malpais | I. His process makes multiple twin embryos |
| ___ 10. Marx | J. Beta who was lost during a trip to the reservation |
| ___ 11. Mitsima | K. Linda's son |
| ___ 12. Alpha | L. John compared Lenina to her |
| ___ 13. Delta | M. Author |
| ___ 14. Director | N. John's father |

II. Multiple Choice

1. A certain treatment is performed to "make people like their unescapable social destiny."
What is it called?
 - a. It is called immunotherapy.
 - b. It is called conditioning.
 - c. It is called reevaluation therapy.
 - d. It is called ectogenesis.

2. Why are the babies being conditioned to hate books and flowers?
 - a. They do not need books to perform their social function; they might attempt to think for themselves if allowed to see unfamiliar ideas. The conditioning against nature is for economic reasons. Enjoying nature is free and doesn't keep any factories busy.
 - b. It is for religious reasons. Reading and enjoying nature are thought of as sinful because they bring too much pleasure.
 - c. It is for economic and environmental reasons. There are not enough trees to use for paper, so additional books cannot be printed. Also, all of the land is needed for growing crops and building houses, so there is no room for flowers. People still try to read and grow flowers, so the government has begun a program to make them both unpopular.
 - d. It is for their health to reduce allergies. The human race has become extremely susceptible to dust, mold, and pollen allergens.

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 - a. He is an Alpha Plus, a member of the highest caste.
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 - a. It is a drug that people take for recreational purposes and to relieve any stress they might feel.
 - b. It takes the place of all regular food.
 - c. It is a hormone that makes cells reproduce themselves identically.
 - d. It is a vitamin that makes the people immune to diseases.

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- He is establishing himself as the heir to his mother's money and possessions.
 - He is responsible for the demise of Bernard and Helmholtz.
 - He wants to have a life that includes the full range of human passions.
 - He is a brother to all in society, including the Savages.
15. To what end does John come?
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 - He returns to the reservation and stays there.
 - He blends into society and eventually becomes the D.H.C.
 - He hangs himself.
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- People are too gullible
 - Scientific advancements are not limited by morality and common sense
 - We are too concerned with happiness in life without recognizing the value of other emotions
 - We are too attached to drugs and quick fixes to relieve our emotional stresses
17. This was NOT one of the most important factors in the new world:
- Social stability
 - Intelligence
 - Genetic engineering
 - Conditioning

III.

1. List three techniques of persuasion.

a.

b.

c.

2. List three maxims of the new world

a.

b.

c.

3. List three technical details Aldous Huxley uses in *Brave New World* that help to make the story believable.

a.

b.

c.

4. List three ways in which our world is similar to the new world.

a.

b.

c.

5. List two ways Linda is useful as a character in the story.

a.

b.

IV. Vocabulary

- | | |
|-----------------------|--|
| ___ 1. Intrinsically | a. Obviously; conspicuously |
| ___ 2. Contemptuous | b. Completely overwhelming or incapacitating |
| ___ 3. Imperceptibly | c. Hard outer covering |
| ___ 4. Prodigious | d. Self-evident; not needing proof |
| ___ 5. Sublime | e. Filled with air |
| ___ 6. Insurmountable | f. Flabby; listless |
| ___ 7. Monogamy | g. Cliff |
| ___ 8. Flagrantly | h. Mournful |
| ___ 9. Carapace | i. Impossible to overcome |
| ___ 10. Precipice | j. Impressively great |
| ___ 11. Plaintive | k. Compensation; something to make amends |
| ___ 12. Axiomatic | l. Social class |
| ___ 13. Reparation | m. Practice of being married to one person at a time |
| ___ 14. Flaccid | n. Become unconditioned; revert back to old ways |
| ___ 15. Annihilating | o. Unable to be detected by the senses |
| ___ 16. Asset | p. Disgraceful; disdainful; scornful |
| ___ 17. Caste | q. Thing of value |
| ___ 18. Ingratiating | r. Noble; majestic; impressive |
| ___ 19. Pneumatic | s. Making oneself favorable to another |
| ___ 20. Decondition | t. Inherently; as a part of the nature of a thing itself |

ANSWER SHEET - *Brave New World*
Multiple Choice Unit Tests

I. Matching

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____

II. Multiple Choice

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____

IV. Vocabulary

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____
18. ____
19. ____
20. ____

ANSWER KEY MULTIPLE CHOICE UNIT TESTS – *Brave New World*

Answers to Unit Test 1 are in the left column. Answers to Unit Test 2 are in the right column.

I. Matching

1. D I
2. H C
3. F A
4. L M
5. N K
6. M L
7. I D
8. E J
9. C H
10. G B
11. A F
12. J E
13. B G
14. K N

II. Multiple Choice

1. D B
2. D A
3. B C
4. D A
5. A C
6. B D
7. C B
8. C A
9. D B
10. C D
11. C B
12. B A
13. A C
14. B C
15. A D
16. B A
17. C B

IV. Vocabulary

1. Q T
2. D P
3. B O
4. E J
5. H R
6. L I
7. O M
8. N A
9. R C
10. K G
11. A H
12. S D
13. T K
14. P F
15. G B
16. I Q
17. J L
18. C S
19. M E
20. F N

UNIT RESOURCE MATERIALS

BULLETIN BOARD IDEAS - *Brave New World*

1. Save one corner of the board for the best of students' *Brave New World* writing assignments.
2. Take one of the word search puzzles from the extra activities packet and with a marker copy it over in a large size on the bulletin board. Write the clue words to find to one side. Invite students prior to and after class to find the words and circle them on the bulletin board.
3. Write several of the most significant quotations from the book onto the board on brightly colored paper.
4. Make a bulletin board listing the vocabulary words for this unit. As you complete sections of the novel and discuss the vocabulary for each section, write the definitions on the bulletin board. (If your board is one students face frequently, it will help them learn the words.)
5. Make a bulletin board in conjunction with the activity in Lesson Five.
6. Use materials from your local "Just Say No" headquarters (or local government against drugs) to make an informational anti-drug bulletin board.
7. John claims all human emotions. Have students bring in pictures of people showing various human emotions and post them on the board.
8. Have students bring in pictures of things that represent technological or scientific advances, and post them on the bulletin board.
9. Make a bulletin board suggesting ways to cope with the stresses and emotions of life rather than taking drugs.
10. Make a bulletin board about careers in science.
11. Post short articles of criticism about *Brave New World*.
12. Find and post several of Huxley's short works of nonfiction. Discuss similarities between the ideas presented in his other short works of nonfiction with the ideas presented in *Brave New World*.

EXTRA ACTIVITIES

One of the difficulties in teaching a novel is that all students don't read at the same speed. One student who likes to read may take the book home and finish it in a day or two. Sometimes a few students finish the in-class assignments early. The problem, then, is finding suitable extra activities for students.

The best thing I've found is to keep a little library in the classroom. For this unit on *Brave New World*, you might check out from the school library other related books and articles about genetics, the role of government, facts about drugs and drug use, latest scientific discoveries and technological advances, psychology, etc. Articles of criticism about *Brave New World*, biographical information about the author, or other works by the author would also be appropriate.

Other things you may keep on hand are puzzles. We have made some relating directly to *Brave New World* for you. Feel free to duplicate them.

Some students may like to draw. You might devise a contest or allow some extra-credit grade for students who draw characters or scenes from *Brave New World*. Note, too, that if the students do not want to keep their drawings you may pick up some extra bulletin board materials this way. If you have a contest and you supply the prize (a CD or something like that perhaps), you could, possibly, make the drawing itself a non-refundable entry fee.

The pages which follow contain games, puzzles and worksheets. The keys, when appropriate, immediately follow the puzzle or worksheet. There are two main groups of activities: one group for the unit; that is, generally relating to the *Brave New World* text, and another group of activities related strictly to the *Brave New World* vocabulary.

Directions for these games, puzzles and worksheets are self-explanatory. The object here is to provide you with extra materials you may use in any way you choose.

MORE ACTIVITIES - *Brave New World*

1. Pick a scene with a great deal of dialogue and have the students act it out on a stage.
(Perhaps you could assign various scenes to different groups of students so more than one scene could be acted and more students could participate.)
2. Discuss the Shakespearean works from which passages were quoted.
3. Divide your class into groups. Have each group design a utopian society.
4. Have students design a book cover (front and back and inside flaps) for *Brave New World*.
5. Have students design a bulletin board (ready to be put up; not just sketched) for *Brave New World*.
6. Show a film version of *Brave New World* and compare it with the book.
7. Have each student research and report about a different kind of society that has been tried, and explain the extent to which it was successful.
8. Have each student find and bring in a song relevant to this unit. Play the songs and have each student explain the relevance of his/her song.
9. Discuss ways in which our world could be improved. Have each student think of one way, one solution, one practical thing he (she) could do to help make that change.

WORD SEARCH - *Brave New World*

All words in this list are associated with *Brave New World*. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word search.

```

T B K R C K H F F J T S Z C Y Y T V A G H S R W
G B R L Z T H W J E T S T S S G M P O M Y J V N
X B A A A Y Z V I Y J T T A Y R R A P D O C N C
N I N E V D E L T A S D I R E C T O R Y D S Y P
M T D T C E U I E G C M R S V R P D P X E K X W
F Z V E H J R C N N X D E O Y E T P L I S D J A
F J O H N A H A O S I R Q R F W A Y L V N Y D N
P B F H D T H A K N V N E P Z H T E O A N N P X
G Z T I E P I O T A D H A Q N I E N L I I L S X
G M L R L L O C T C T I Y U N F A S T L A C S C
Y O T A P B M I A O H E T U L K I S X M V I O R
S S Q K K N O H M L L E M I O S E W I N A C T S
P Y Y M L N G Q O X Z M R B O D H S G P Z G M N
B O T T L E L G U L O B Q I S N T C L L Y N M Q
W L Y H Y H M H W C T K V T E I I A S G N V N T
F T V S P F S J T Y J Z D S M S M N Z R Q J B R
F F Y Y M Q P P M T S H D Y H C N Y G D F T V S
    
```

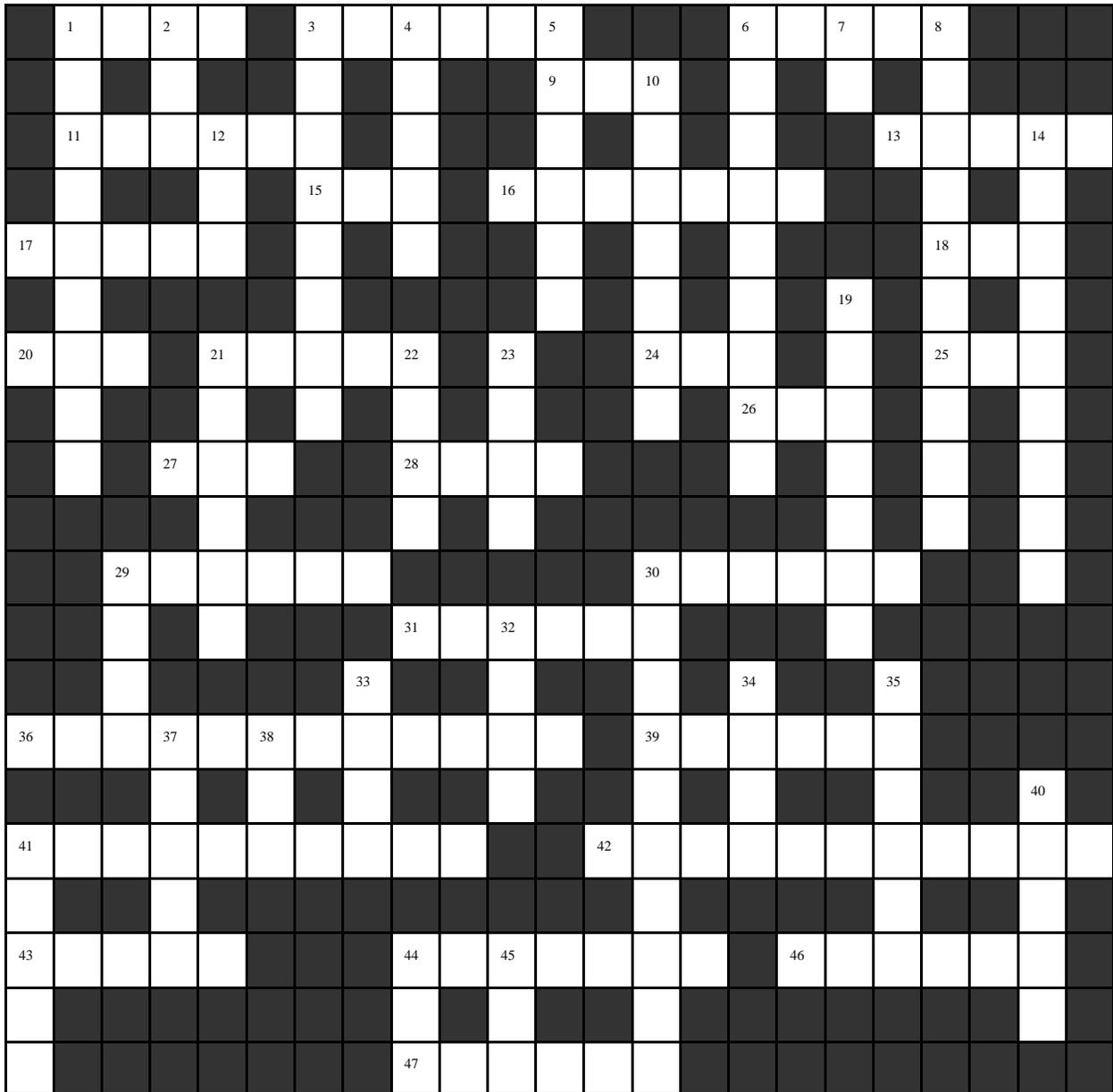
ALPHA
 BOKANOVSKY
 BOOKS
 BOTTLE
 BRAVE
 CLAIM
 COMMUNITY
 CONDITIONING
 DEATH
 ISLAND

DESTINY
 DIRECTOR
 FEELIES
 FORD
 HANGS
 HATCHERIES
 HELMHOLTZ
 HUXLEY
 IDENTICAL
 ODD

JOHN
 JULIET
 LENINA
 LINDA
 MALPAIS
 MARX
 MITSIMA
 MOTHER
 NINE

POPE
 PORGY
 RESERVATION
 SOCIAL
 SOLIDARITY
 SOMA
 TREATS
 UNHAPPY
 DELTAS

CROSSWORD - *Brave New World*



CROSSWORD CLUES - *Brave New World*

ACROSS

1. Mitsima showed John how to work it
3. They do not need books to perform their social functions
6. John ____ himself.
9. Lenina decided Bernard was ____
11. An obscene word from the past
13. I ____ them all!
15. Stop; final; there is no more
16. He taught John how to work clay & make a bow
17. Person in charge
18. Expire; pass on; end life
20. Belonging to him
21. Babies were conditioned to hate these and flowers
24. None; zero; zip
25. Decay
26. Definite article
27. Ingested food
28. Bernard's last name
29. John compared Lenina to her
30. Author
31. She went with Bernard to see the Savage Reservation
36. Director of Hatcheries and _____
39. Copies; group of genetically identical cells descended from a single common ancestor
41. ____'s Process makes multiple 'twin' embryos
42. Place where Linda and John lived
43. ____ Plus; highest caste
44. Place where John was born
46. Lenina and Bernard went --- in an airplane
47. Children were given these then visiting the Hospital for the Dying

DOWN

1. World State's motto: _____, Identity, Stability
2. Bernard didn't --- (behave) like the others
3. John's father
4. Beta who was lost during a visit to the Savage Reservation
5. No civilization without ____ stability, No ____ stability without individual stability.
6. He realized that, like Bernard, he was an individual
7. Negative answer
8. ____ Service is a religious type service where people take soma, chant & feel a oneness
10. The point of conditioning is to make people like their inescapable social -----
12. Pronoun for Linda
14. ____ workers at ____ machines will perform ____ tasks
19. Movies
21. There ain't no --- in the world/Like that dear little --- of mine.
22. Recreational, stress-relieving drug
23. Name of the deity in this world
29. Linda's son
30. Director of ____ and Conditioning
32. That was when science first began to be controlled--after the __ Years War.
33. Slang or short for 'mothers'
34. He brought John The Complete Works of William Shakespeare
35. Place where Bernard was sent; place with most interesting people in the world
37. Was considered something pleasant in the new world
38. Also
40. Orgy-____
41. ____ New World
44. Made the acquaintance of
45. An untruth

MATCHING QUIZ/WORKSHEET 1 - *Brave New World*

- ___ 1. TREATS A. There ain't no --- in the world/Like that dear little --- of mine.
- ___ 2. DIRECTOR B. They do not need books to perform their social functions
- ___ 3. PORGY C. Children were given these then visiting the Hospital for the Dying
- ___ 4. MALPAIS D. Babies were conditioned to hate these and flowers
- ___ 5. HUXLEY E. I ___ them all!
- ___ 6. ALPHA F. John's father
- ___ 7. FORD G. Author
- ___ 8. HELMHOLTZ H. Bernard's last name
- ___ 9. DELTAS I. He realized that, like Bernard, he was an individual
- ___ 10. HATCHERIES J. He brought John The Complete Works of William Shakespeare
- ___ 11. BOTTLE K. ___ workers at ___ machines will perform ___ tasks
- ___ 12. MARX L. ___ Plus; highest caste
- ___ 13. BOOKS M. Name of the deity in this world
- ___ 14. IDENTICAL N. Director of ___ and Conditioning
- ___ 15. ISLAND O. Place where John was born
- ___ 16. RESERVATION P. Recreational, stress-relieving drug
- ___ 17. SOMA Q. Place where Linda and John lived
- ___ 18. POPE R. ___ New World
- ___ 19. BRAVE S. Place where Bernard was sent; place with most interesting people in the world
- ___ 20. CLAIM T. Orgy-___

MATCHING QUIZ/WORKSHEET 2 - *Brave New World*

- | | |
|----------------------|---|
| ___ 1. COMMUNITY | A. Was considered something pleasant in the new world |
| ___ 2. JOHN | B. I ___ them all! |
| ___ 3. MARX | C. He realized that, like Bernard, he was an individual |
| ___ 4. DIRECTOR | D. ___ Service is a religious type service where people take soma, chant & feel a oneness |
| ___ 5. RESERVATION | E. Place where Linda and John lived |
| ___ 6. ALPHA | F. World State's motto: _____, Identity, Stability |
| ___ 7. CLAIM | G. Bernard's last name |
| ___ 8. MALPAIS | H. There ain't no --- in the world/Like that dear little --- of mine. |
| ___ 9. SOLIDARITY | I. John's father |
| ___ 10. DEATH | J. The point of conditioning is to make people like their inescapable social ----- |
| ___ 11. SOMA | K. John compared Lenina to her |
| ___ 12. CONDITIONING | L. Place where John was born |
| ___ 13. SOCIAL | M. Director of Hatcheries and _____ |
| ___ 14. HELMHOLTZ | N. ___ Plus; highest caste |
| ___ 15. HUXLEY | O. Linda's son |
| ___ 16. IDENTICAL | P. ___ workers at ___ machines will perform ___ tasks |
| ___ 17. DESTINY | Q. Recreational, stress-relieving drug |
| ___ 18. JULIET | R. ___ New World |
| ___ 19. BOTTLE | S. Author |
| ___ 20. BRAVE | T. No civilization without ___ stability, No ___ stability without individual stability. |

KEY: MATCHING QUIZ/WORKSHEETS - *Brave New World*

Worksheet 1

1. C
2. F
3. T
4. O
5. G
6. L
7. M
8. I
9. B
10. N
11. A
12. H
13. D
14. K
15. S
16. Q
17. P
18. J
19. R
20. E

Worksheet 2

1. F
2. O
3. G
4. I
5. E
6. N
7. B
8. L
9. D
10. A
11. Q
12. M
13. T
14. C
15. S
16. P
17. J
18. K
19. H
20. R

JUGGLE LETTER REVIEW GAME CLUE SHEET - *Brave New World*

<u>SCRAMBLED</u>	<u>WORD</u>	<u>CLUE</u>
CDOTRREI	DIRECTOR	John's father
ANNELI	LENINA	She went with Bernard to see the Savage Reservation
RGYOP	PORGY	Orgy-_____
TAESDL	DELTAS	They do not need books to perform their social functions
HTEDA	DEATH	Was considered something pleasant in the new world
ANDIL	LINDA	Beta who was lost during a visit to the Savage Reservation
AXMR	MARX	Bernard's last name
NEEI	NINE	That was when science first began to be controlled--after the _____ Years War.
TYEISDN	DESTINY	The point of conditioning is to make people like their inescapable social _____
OKSOB	BOOKS	Babies were conditioned to hate these and flowers
MCYMOTUNI	COMMUNITY	World State's motto: _____, Identity, Stability
APUNPYH	UNHAPPY	I'm claiming the right to be _____.
THZEMLOHL	HELMHOLTZ	He realized that, like Bernard, he was an individual
HEMRTO	MOTHER	An obscene word from the past
MSIIAMT	MITSIMA	He taught John how to work clay and make a bow
SMILAPA	MALPAIS	Place where John was born
APHLA	ALPHA	_____ Plus; highest caste
NHJO	JOHN	Linda's son
ETIULJ	JULIET	John compared Lenina to her
ETCISHEARH	HATCHERIES	Direct of _____ and Conditioning
SLDIAN	ISLAND	Place where Bernard was sent; place with most interesting people in the world
AILMC	CLAIM	I _____ them all!
NSHAG	HANGS	John _____ himself.
ILACSO	SOCIAL	No civilization with _____ stability, No _____ stability without individual stability
LHYEXU	HUXLEY	Author
MASO	SOMA	Recreational, stress-relieving drug
TECILDANI	IDENTICAL	_____ workers at _____ machines will perform _____ tasks
ESATTR	TREATS	Children were given these when visiting the Hospital for the Dying
RBVEA	BRAVE	_____ New World

VOCABULARY RESOURCE MATERIALS

VOCABULARY WORD SEARCH - *Brave New World*

All words in this list are associated with *Brave New World* with an emphasis on the vocabulary words chosen for study in the text. The words are placed backwards, forward, diagonally, up and down. The included words are listed below.

N K H F Y T E V D K Y M A N N I H I L A T I N G
H B Z Q S M P D H E R L L I C C Q L K T N D B P
V I T R I F I E D H C I T A M O I X A S S E T H
J D G L E C P N W E P O S N D P C N U I S V S R
R I B N C C U C D N T T N I E A U R O R T U L E
N U N A O B I I V E E N O D R G M N O R B S V B
S O L E I M S P R P F U E A I O L D I V H I E Q
P F I R X M I U R R S A P D U T N U E T T C D B
V O O T Y O D N O O E A T N E E I R D N Y X D C
Z M S P A R R M Y I C S T I L C S O I N S Y I D
Q G U T O R E A O E G A O F G I E A N U I T Y Y
N T R M U D A L B N B I T L V A L R O B A Q F W
G B F K I L G P O L O G D E U P B N P M S J S S
T Z G Y L T A Y E J Y G D O D T I L U N K Y F C
J R Q M M D P T T R A G A G R M E E Y D U Z R Y
T Y L Q K C D O E Y H C K M U P N Z G Q X C N P
Z L E C H E R O U S V C H L Y P R E C I P I C E

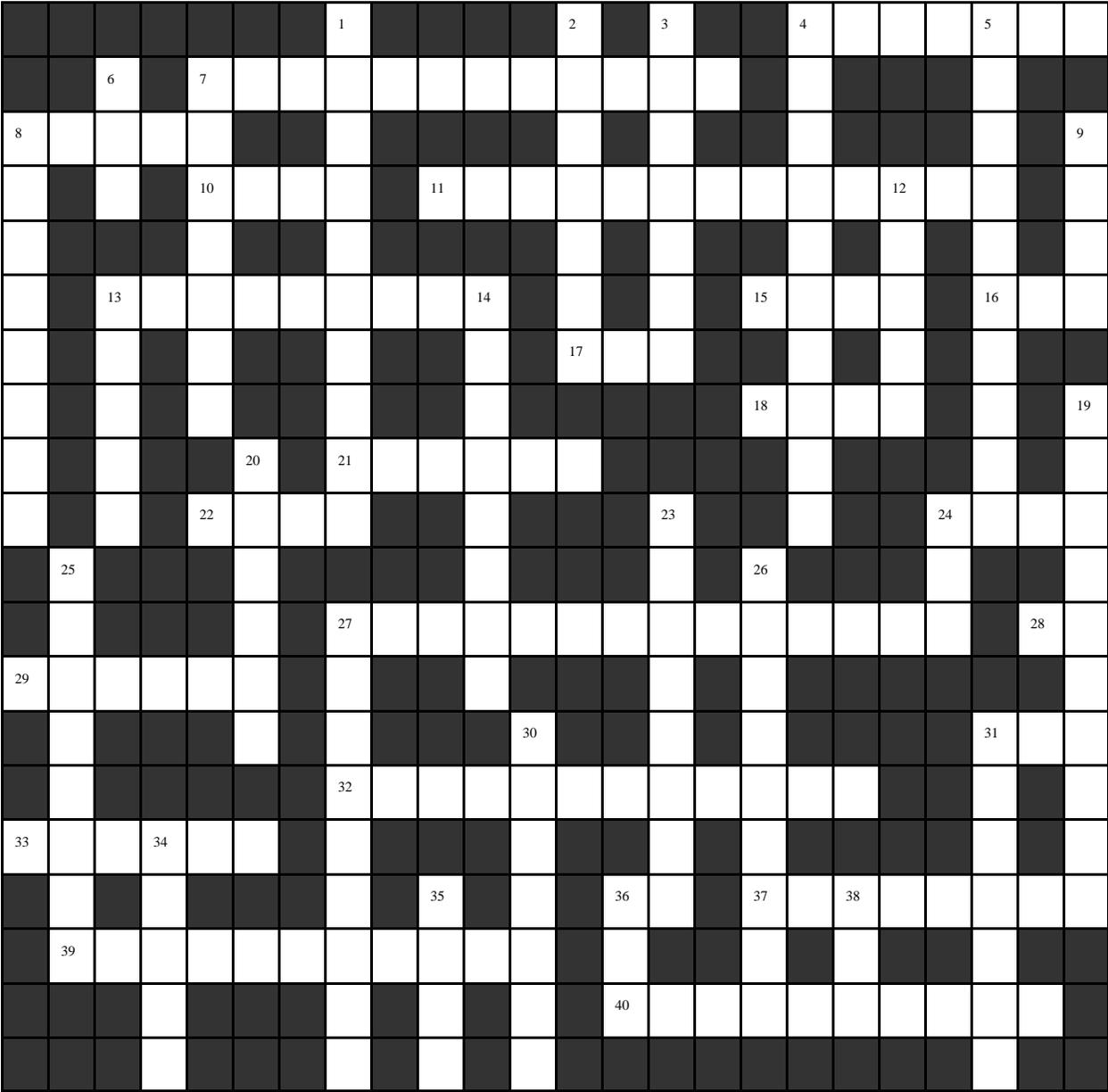
ANNIHILATING
ASSET
AXIOMATIC
BESTIAL
CAJOLERY
CARAPACE
CASTE
CHRONIC
DECONDITION

ENDORSE
FLACCID
IGNOMINY
IMPUNITY
INDEFATIGABLY
INDULGENTLY
INEXORABLY
IRRESOLUTE

LECHEROUS
LUMINOUS
MONOGAMY
MORIBUND
ODIOUS
OPTIMUM
ORDURE
PLAINTIVE
PNEUMATIC

POSTULATES
PRECIPICE
PRODIGIOUS
RECIPROCATED
REPARATION
SUBLIME
SUBVERSIVE
UNPRECEDENTED
VITRIFIED
INSURMOUNTABLE

VOCABULARY CROSSWORD - *Brave New World*



VOCABULARY CROSSWORD CLUES - *Brave New World*

ACROSS

4. Noble; majestic; impressive
7. Harmlessly; in a beneficial way
8. Social class
10. Recreational, stress-relieving drug
11. Unbelievable
13. Self-evident; not needing proof
15. Three together
16. Lenina decided Bernard was ____
17. Stop; final; there is no more
18. Helps
21. Arousing a strong dislike or disgust
22. Linda's son
24. Linda was one
27. Anxiously
28. Either's partner; coordinating conjunction
29. Bodily waste; excrement
31. Possess
32. Completely overwhelming or incapacitating
33. Author
36. Belonging to me
37. Disgrace
39. Become unconditioned; revert back to old ways
40. Impressively great

DOWN

1. Compensation; something to make amends
2. Give approval of or support to
3. Flabby; listless
4. Undermining; damaging to the authorities
5. Undecided
6. Inquire; question
7. Lacking reason and intellect
8. Hard outer covering
9. Name of the deity in this world
12. Babies were conditioned to hate these and flowers
13. Thing of value
14. Urging with gentle and repeated appeals. teasing or flattery
19. Obviously; conspicuously
20. An obscene word from the past
23. Practice of being married to one person at a time
24. Purchase
25. About to die
26. Made to look like glass
27. Shocking
30. Continual; recurring
31. Most favorable point
34. Having good fortune
35. That was when science first began to be controlled--after the __ Years War.
36. Drawing of an area; shows how to get from here to there
38. Bother; pester

VOCABULARY WORKSHEET 1 - *Brave New World*

- | | |
|-----------------------|--|
| ___ 1. COMPUNCTION | A. Regret; remorse |
| ___ 2. PRECIPICE | B. Self-evident; not needing proof |
| ___ 3. CONTEMPTUOUS | C. Multiply rapidly |
| ___ 4. SUBVERSIVE | D. Social class |
| ___ 5. MONOGAMY | E. Undecided |
| ___ 6. OPTIMUM | F. Shocking |
| ___ 7. APPREHENSIVELY | G. Practice of being married to one person at a time |
| ___ 8. REPARATION | H. Inherently; as a part of the nature of a thing itself |
| ___ 9. ANNIHILATING | I. Anxiously |
| ___ 10. AXIOMATIC | J. Unbelievable |
| ___ 11. APPALLING | K. Meditating; thinking |
| ___ 12. INTRINSICALLY | L. Completely overwhelming or incapacitating |
| ___ 13. RUMINATING | M. Undermining; damaging to the authorities |
| ___ 14. PROLIFERATE | N. Compensation; something to make amends |
| ___ 15. IRRESOLUTE | O. Rules or ideas that are taken for granted |
| ___ 16. CARAPACE | P. Disgraceful; disdainful; scornful |
| ___ 17. CASTE | Q. Hard outer covering |
| ___ 18. POSTULATES | R. Cliff |
| ___ 19. IMPERCEPTIBLY | S. Most favorable point |
| ___ 20. INCONCEIVABLE | T. Unable to be detected by the senses |

VOCABULARY WORKSHEET 2 - *Brave New World*

- ___ 1. Indulging in excessive sexual activity
a. Decondition b. Insurmountable c. Lecherous d. Gesticulating
- ___ 2. Returned; mutually shared
a. Reciprocated b. Impunity c. Pneumatic d. Endorse
- ___ 3. Having never happened before
a. Luminous b. Unprecedented c. Indefatigably d. Bestial
- ___ 4. Made to look like glass
a. Parenthetically b. Vitrified c. Gesticulating d. Patronizingly
- ___ 5. Compensation; something to make amends
a. Reparation b. Annihilating c. Plaintive d. Ignominy
- ___ 6. Disgraceful; disdainful; scornful
a. Endorse b. Contemptuous c. Luminous d. Chronic
- ___ 7. Exemption from punishment
a. Impunity b. Reparation c. Insurmountable d. Plaintive
- ___ 8. Undecided
a. Irresolute b. Cajolery c. Vitrified d. Indefatigably
- ___ 9. Impressively great
a. Reparation b. Prodigious c. Unprecedented d. Imperceptibly
- ___ 10. Enlightened; emitting light
a. Impunity b. Annihilating c. Luminous d. Lecherous
- ___ 11. Anxiously
a. Apprehensively b. Intrinsically c. Reparation d. Ignominy
- ___ 12. Noble; majestic; impressive
a. Sublime b. Precipice c. Ruminating d. Irresolute
- ___ 13. Flabby; listless
a. Patronizingly b. Reparation c. Flaccid d. Precipice
- ___ 14. Lacking reason and intellect
a. Prodigious b. Bestial c. Indulgently d. Unabashed
- ___ 15. Relentlessly; without stopping
a. Unabashed b. Vitrified c. Indefatigably d. Inexorably
- ___ 16. Rules or ideas that are taken for granted
a. Postulates b. Moribund c. Prodigious d. Apprehensively
- ___ 17. Bodily waste; excrement
a. Flagrantly b. Ordure c. Flaccid d. Optimum
- ___ 18. Become unconditioned; revert back to old ways
a. Plaintive b. Decondition c. Inconceivable d. Imperceptibly
- ___ 19. Tirelessly
a. Indefatigably b. Patronizingly c. Ignominy d. Carapace
- ___ 20. Practice of being married to one person at a time
a. Endorse b. Ruminating c. Gesticulating d. Monogamy

KEY: VOCABULARY WORKSHEETS - *Brave New World*

Worksheet 1

1. A
2. R
3. P
4. M
5. G
6. S
7. I
8. N
9. L
10. B
11. F
12. H
13. K
14. C
15. E
16. Q
17. D
18. O
19. T
20. J

Worksheet 2

1. C
2. A
3. B
4. B
5. A
6. B
7. A
8. A
9. B
10. C
11. A
12. A
13. C
14. B
15. C
16. A
17. B
18. B
19. A
20. D

VOCABULARY JUGGLE LETTER REVIEW GAME CLUES - *Brave New World*

<u>SCRAMBLED</u>	<u>WORD</u>	<u>CLUE</u>
MIXAITCAO	AXIOMATIC	Self-evident; not needing proof
SODUOI	ODIOUS	Arousing a strong dislike or disgust
AELITBIAYFNDG	INDEFATIGABLY	Tirelessly
SLEABTI	BESTIAL	Lacking reason and intellect
RDOUINBM	MORIBUND	About to die
TLNYGLRAFA	FLAGRANTLY	Obviously; conspicuously
OSIGOURIPD	PRODIGIOUS	Impressively great
HGINNNAIATLI	ANNIHILATING	Completely overwhelming or incapacitating
RACAECPA	CARAPACE	Hard outer covering
NYTIUPMI	IMPUNITY	Exemption from punishment
PMIOTMU	OPTIMUM	Most favorable point
OBNILNAEIECVC	INCONCEIVABLE	Unbelievable
MITUANIGRN	RUMINATING	Meditating; thinking
LNPIGPLAA	APPALLING	Shocking
OLIREREPTAF	PROLIFERATE	Multiply rapidly
NTSOTOUCEPMU	CONTEMPTUOUS	Disgraceful; disdainful; scornful
IIPVALEN	PLAINTIVE	Mournful
SHOLECUER	LECHEROUS	Indulging in excessive sexual activity
ROHCNI	CHRONIC	Continual; recurring
ODNEDINICTO	DECONDITION	Become unconditioned; revert back to old ways
ETACS	CASTE	Social class
ERRDCITPEOCA	RECIPROCATED	Returned; mutually shared
YLCEROAJ	CAJOLERY	Urging with gentle and repeated appeals, teasing or flattery
NIILGSCEUTGAT	GESTICULATING	Bodily movements, particularly for communication of any idea or for emphasis
ADFLICC	FLACCID	Flabby; listless
YIOINZNLGRTAP	PATRONIZINGLY	In a condescending manner
NECAIPMUT	PNEUMATIC	Filled with air
IEMSLBU	SUBLIME	Noble; majestic; impressive
ETSSA	ASSET	Thing of value
GYONINIM	IGNOMINY	Disgrace
NIARTEPOAR	REPARATION	Compensation; something to make amends
RCCEPEIIP	PRECIPICE	Cliff
CLLNAIYNSIIT	INTRINSICALLY	Inherently; as a part of the nature of a thing itself
EVSRIEBUVS	SUBVERSIVE	Undermining; damaging to the authorities
GAGTNIANTRII	INGRATIATING	Making oneself favorable to another
SLNUUMOI	LUMINOUS	Enlightened; emitting light
OICCNMUONPT	COMPUNCTION	Regret; remorse