

Novel Series



Brave New World

teacher resource

Brave New World

Aldous Huxley

Curriculum Unit

Kathleen DeSocio

Patricia M. Mote

Curriculum Unit Authors

Kathleen DeSocio received her M.A. from Pace University School of Education, where she specialized in writing and language arts. She has also studied film at the postgraduate level and has taught British and American film in adult education programs. She has instructed at all high school levels, most recently teaching Advanced Placement Literature and Composition. She is the author or coauthor of several Center for Learning units including those on *The Oresteia*, *The Memory Keeper's Daughter*, and *Till We Have Faces*.

Patricia M. Mote, who earned her M.S. at Indiana University, is an English and social studies instructor. A freelance writer and publications adviser, she is the author of several Center for Learning units in the novel/drama and English/language arts series.

Editors

Mary Anne Kovacs, M.A.

Tammy Sanderell, B.A.

Cover Design

Amy Giannell, B.S.

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About the Cover

The World State can maintain perfect order by providing people with soma, a quick and easy (although artificial) way to feelings of complete harmony and happiness.

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This curriculum unit is a revision of the 1990 edition created by Patricia M. Mote.

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ISBN 978-1-56077-950-6

Contents

	Page	Handouts
Introduction	v	
Teacher Notes	vii	
Lessons		
1 The World State	1	1, 2, 3, 4
2 From Alphas to Epsilons	13	5, 6, 7, 8
3 Encountering the Reservation	23	9, 10, 11, 12, 13
4 Rescuing Linda and John	37	14, 15, 16, 17, 18
5 Effects of Conditioning on John and Lenina	51	19, 20, 21
6 John vs. the World State	57	22, 23, 24, 25
7 Talking with Mustapha Mond	67	26, 27
8 Responses to <i>Brave New World</i>	73	28, 29, 30
9 Comparisons and Contrasts	79	31
10 Are We Heading Toward a Brave New World?	85	32, 33
Supplementary Materials		
Optional Activities	90	
Roles of Outsiders	92	
Objective Test: <i>Brave New World</i>	93	
Test Answer Key	97	
Bibliography	98	

Introduction

Brave New World depicts a frightening future world. Motherhood and fatherhood are seen as obscene topics; technology rules; absolute conformity is the norm; physical pleasures and comforts are among the highest values. Everyone is content, but no one thinks to ask troubling questions or to disturb the status quo in the World State.

When Aldous Huxley wrote the book early in the 1930s, he created both science fiction and social satire. To readers then, this was pure dystopia—the way they did not want the social order to end up—and the novel seemed like nightmarish fantasy. A lot has changed since then. Are we now living in the society Huxley describes?

For the society in the novel, science and technology are paramount; no one could deny that we live in a society of technophiles. While human reproduction has not yet been reduced to genetically engineered individuals and chemically altered social classes, science seems determined to do everything it can simply because it has the capacity to do it.

The World State enforces order and conformity; nothing is more important than being content with one's own situation in life and fitting in with the others who are also in that situation. Embryos, infants, and toddlers live in an atmosphere that teaches them to be happy and to live by the mores of the world order. No one is supposed to be unhappy or angry.

Soma plays a big role in this contented atmosphere. Simply taking a pill puts a person in a relaxed, contented, vacation kind of atmosphere. There is no need to struggle with problems; soma just makes them go away. Is this far-fetched? Consider the number of people today for whom pain killers and other narcotics are a way of life.

For the people in *Brave New World*, promiscuity is a positive value, replacing the traditional goal of faithful monogamous marriage. As much sex as possible with as many different individuals as possible is the goal. The high divorce rate and proliferation of sexually explicit materials in our own culture say a lot about the value placed on sexual satisfaction.

This is a great novel for high school classes to use as a basis to discuss setting, characterization, and themes. It offers an opportunity to think about the kind of people we want to become and fits in nicely with other works that consider future societies such as *The Giver*, *Fahrenheit 451*, and *1984*.

Teacher Notes

Brave New World is a useful text for all levels of high school students. While some readers may find the opening pages, which consist largely of explanations by the Director of Hatcheries and Conditioning, to be dull and confusing, most become engrossed in the experiences of Lenina, Bernard, and “the Savage.” Neither the characters nor the plotlines are overly complex; the themes, however, are both challenging and troubling.

This unit consists of ten lessons to facilitate students’ understanding and appreciation of the novel and to prompt in-depth discussion. The unit considers the novel in three parts. Chapters 1 through 6 deal with the setting and introduce citizens of the World State and their values. Chapters 7 through 13 contrast the New Mexico Reservation with the World State environment. Chapters 14 through 18 focus on John’s unsuccessful struggle to survive in an alien world.

You may need to address the topic of referring to John as “the Savage,” as this seems very politically incorrect and can be a troublesome issue. Life on the New Mexico Reservation contrasts in every way with life in the World State, but in the final analysis, the term “the Savage” seems ironic. John is in every way a higher life form than all of the characters who have been conditioned out of what makes humans noble.

Reading assignments use the following schedule.

Chapter 1 during Lesson 1

Chapters 2–6 for Lesson 2

Chapters 7–8 for Lesson 3

Chapters 9–13 for Lesson 4

Chapters 14–18 for Lesson 6

The entire novel for Lessons 7–10

The supplementary materials include a list of optional projects, as well as a test and answer key.

Materials in this unit address state and national standards that challenge students to encounter a variety of texts and to derive insight into life and human nature. Procedures involve students in multiple learning strategies and draw on personal experiences to enhance understanding. Internet research is also included. The unit emphasizes students’ responsible and informed participation in the learning community.

Answers to handouts will vary unless otherwise indicated. Students may need additional paper to complete some handouts.

The 1998 movie is interesting, but it makes many alterations in the story, and some parts may not be appropriate for your classroom. You may want to limit yourself to occasional clips for comparison and contrast purposes.

Lesson 1

The World State

Objectives

- To become acquainted with the setting of Aldous Huxley's Utopia and the basic premises upon which it is determined
- To understand the concept of artificial reproduction

Notes to the Teacher

Chapter 1 of *Brave New World* introduces a setting so foreign to most students' experience that they may find it difficult to understand what is taking place. This lesson begins with an oral reading to acclimate them. Like the tourists listening to the Director's explanation as they visit the facility, students, too, acquire information.

Handout 1 invites students to formulate questions they would like to ask about what they have seen and will later see in the novel. They then write what they think the Director's response would be. Caution students that the answers should reflect the Director's total commitment to the principles of the World State. Students then answer questions about chapter 1 and share insights in large group discussion.

Procedure

1. Discuss the nature and purposes of science fiction. Explain that *Brave New World* was not written for teenage readers, but for adults. Students need to realize that Huxley wrote this novel a long time ago and what was then regarded as science fiction and fantasy has now become within the realm of possibility.
2. Read chapter 1 aloud, and ask students to imagine that they are part of the group touring the facility.
3. Distribute **Handout 1**, which informs students they have been chosen to go forward in time and to travel to the World State. While there, they tour the Central London Hatchery and Conditioning Center. Chapter 1 has taken them only through the first part of the tour. Ask students to complete the handout. Point out that most questions are likely to begin with *why* or *how*.

Suggested Responses

1. Every ovum is given a number which it retains throughout the fertilizing and incubation process. Other instances in which people are or have been identified by a number, not a

name, have typically occurred during imprisonment. Those incarcerated in prisons in the United States are identified by number, as were those held in concentration camps during World War II. This is an organizational system, but it also reduces our sense of others' humanity.

2. People are biologically and socially conditioned. Historical and modern examples of those in power assuming control over reproduction have been in cult situations, sometimes with fundamentalist religious groups, and with the government-controlled breeding program, or Lebensborn, of Adolf Hitler's Germany. What happens to the family unit when children are managed by an outside controlling entity?
3. These are sterilized females. We allow only 30 percent of our female embryos to develop normally. Some Americans support the forced sterilization of habitual sex offenders. It has also been debated in the United States whether or not the caregivers of mentally ill or mentally disabled people have the right to consent to their sterilization. During World War II, the Nazi regime in Germany was responsible for the forced sterilization of approximately 400,000 people. This led to T4 or the euthanasia program in Germany under which thousands of disabled or ill human beings were killed. In China, forced sterilization was promoted in the first half of the twentieth century to control the passing on of what were considered to be defective genetic traits. In the United States, between the nineteenth and the twentieth centuries, more than half of the states have had sterilization programs, some for eugenic purposes, others for punitive or therapeutic purposes. Coercive sterilization is no longer legal in the United States. What are we to think of sterilization practices in *Brave New World* when such practices have been deemed crimes against humanity?
4. This is the secret of social stability, one of our three basic beliefs. Religious and political cults often use brainwashing to control their members. There are many famous examples of this frightening dynamic. Caste systems, although they exist to this day, are generally frowned upon and viewed as regrettable, even criminal, by much of the world. Caste systems establish themselves over centuries of brainwashing. Brainwashing, conditioning, and mind control are considered abusive. Does this mean that the hatchlings of *Brave New World* are basically abused from the moment of conception?

5. If there are any signs of deviance, and these are comparatively rare, those individuals are deported to another environment. Some hypnopaedic practices have been put to use in recent history for positive purposes such as the treatment of addictions, the endeavor to learn new skills such speaking a new language, and to acquire and retain new knowledge. The effectiveness of hypnopaedia, or sleep teaching, is debatable. Whether effective or not, this puts forth the idea that hypnopaedia in and of itself is not a negative practice. Is the most important aspect of this issue, then, the intent of the sleep teaching?
6. The lower castes engage in mass sports which they reach by monorail. The upper castes have helicopters at their disposal to travel to other cities on the continent for their recreation. In the 1930s, both Germany and Russia made sweeping movements to change the thinking of their citizens. Those who suffered the most were, of course, the children who were conditioned from birth to have certain beliefs that denied their own freedom in many respects and promoted the intolerance and even hatred of other groups of people based on ethnicity or religious affiliation.
7. People are fascinated by its mechanism. A great deal of the world's entertainment manifests itself in mere distraction. One needs only to look at the monumental success of every conceivable electronic device. Many of these endeavors are fun, and most are harmless when used appropriately, but they are still simply things that distract us. What are we missing if we are so often distracted?
8. We encourage erotic play so that the children will grow up comfortable with their bodies and their sexuality. Some American schools have undertaken the controversial mission of providing sex education to students, sometimes as early as kindergarten. Schools have also piloted programs that teach about and dispense birth control. Considering these practices, are American public schools conditioning children to have permissive views concerning sex? Should sex education be left up to the parents, entities who do not even exist in the World State?
9. The whole idea of viviparous birth likely has a connotation of dirtiness, almost obscenity. In many respects, we have used language culturally to manipulate thoughts. We use many euphemisms to avoid speaking unpleasant truths in an overt

way. One example to consider is the term *shell shock*, which was used to describe the extreme psychological trauma soldiers sometimes experience after being involved in combat. Over time, this term changed to *battle fatigue* and then eventually morphed to *post-traumatic stress disorder*. The last term bears little resemblance to the first and does not communicate the turmoil the soldier diagnosed with the condition is suffering.

4. Distribute **Handout 2**, and ask students to answer the questions for chapter 1.

Suggested Responses

1. The setting is the Central London Hatchery and Conditioning Center. The atmosphere is stark and clinical. The year is A.F. 632.
 2. The motto of the World State is “Community, Identity, Stability.”
 3. The Director of Hatcheries and Conditioning is conducting students through the facility. They are learning about artificial reproduction and the handling of the human embryos.
 4. One egg is made to bud, resulting in as many as ninety-six identical embryos.
 5. The five castes are, from highest to lowest, Alpha, Beta, Gamma, Delta, and Epsilon.
5. Distribute **Handout 3** for students to complete.

Suggested Responses

- | | |
|----------------|---------------|
| 1. promiscuous | 7. apertures |
| 2. incessant | 8. viviparous |
| 3. hypnopaedia | 9. erotic |
| 4. tactual | 10. spasmodic |
| 5. monogamy | 11. effusive |
| 6. predestined | 12. maudlin |
6. Distribute **Handout 4**. Have students work alone or in groups. Review responses with the class.

Suggested Responses

1. abstinence
2. reality television
3. freethinkers
4. separation of church and state
5. IMAX theaters; HD

6. contradiction
 7. literacy
 8. humanitarian
 9. cell phones; smartphones
 10. GPS devices
 11. parental controls
 12. online predators
 13. Reduce, Reuse, Recycle
 14. genetic testing
 15. prenatal genetic testing
 16. maternity or paternity leave
 17. homeschool
7. Assign students to read chapters 2 through 6 and to answer the questions on **Handout 2**. Allow several days for this assignment.

Suggested Responses

Chapter 2

1. The children are conditioned to dislike books and flowers.
2. People do not consume any goods if they simply enjoy natural pleasures in the country.
3. Children are taught State-prescribed moral and social principles through sleep-teaching, three times a week for thirty months.
4. The child is the sum of all of these suggestions made through hypnopaedia.

Chapter 3

1. New games must require at least as much apparatus as the most complicated of existing games to increase consumption.
2. People are expected to be promiscuous. Children are taught erotic play to free them of any sense of guilt or repression. People in the World State believe that marriage, monogamy, and romance keep a society from being stable because they cause an exclusiveness.
3. Mending or repairing any goods is contrary to constant consumption, the economic basis of the World State.

Chapter 4

1. Bernard and Lenina plan to visit the Savage Reservation in New Mexico.
2. Bernard expresses a desire for solitude and seems to want to oppose the teachings of the State.

3. Helmholtz is an emotional engineer for the State.
4. Watson dislikes his job, thinks things he writes are senseless, and feels he has ability which he cannot use.

Chapter 5

1. All castes engage in group sports such as Escalator Squash and Centrifugal Bumble-puppy. Upper castes travel by helicopter, while lower castes use the monorail. The Solidarity Service is a social activity reserved for the upper caste. Lower castes have community sings. Only upper castes can go on holidays to places like the reservation.

Chapter 6

1. Bernard wants to be alone with Lenina.
2. Lenina appears to be adventurous, contented, fun-oriented, and outgoing. She tends to be monogamous rather than promiscuous, but otherwise she has been perfectly conditioned by the World State. This becomes increasingly apparent as the plot develops further.
3. Twenty years ago the Director went to the same reservation. During a storm, he became separated from the girl who went with him. She was presumed to have been killed.
4. Bernard does not conform to the standards of his caste, such as having many different girls and using soma.
5. The past and the future are unimportant. Soma causes one to live only in and for the present.

A Visit to the World State

Directions: Imagine that you have been invited to visit the cradle of World State civilization, the place where all human beings are created and conditioned. As you tour the facility with the D.H.C. and a group of students from the World State, you see a number of processes and activities about which you are very curious. You make notes of questions you wish to ask. Write the questions on the chart. Then write what you think the D.H.C. would reply to your question. Your reflections can include historical or contemporary parallels and possible consequences.

Sight	Question	Reply	Reflections
1. The week's supply of ova in racks of numbered test tubes			
2. The Bokanovsky Process			
3. The question marks on some of the labels of bottled embryos			
4. Various types of workers being predestined and conditioned			

Sight	Question	Reply	Reflections
5. Eighty little boys and girls on their cots undergoing hypnopaedia			
6. Babies being conditioned to dislike flowers and books			
7. Centrifugal Bumble-puppy being played			
8. Children encouraged to play erotic games			
9. Negative reactions to references to mothers, fathers, and family			

Reading Guide: Chapters 1–6

Directions: Use the following questions to clarify your understanding of the opening chapters of *Brave New World*.

Chapter 1

1. Describe the setting for the opening chapter of *Brave New World*. In what city and year does this novel take place?
2. What is the motto of the World State?
3. Explain what is happening at the Hatchery and Conditioning Center.
4. Describe Bokanovsky's Process.
5. What are the five castes of the World State?

Chapter 2

1. What two objects are the babies being conditioned to dislike?
2. Why does the State condition the masses to dislike the country?
3. Explain how hypnopaedia works.
4. What does the child's mind and, later, the adult's become?

Chapter 3

1. What is the requirement for any new games? Why is this so?
2. Explain the State's attitude toward sex. How does the State regard marriage?
3. "Ending is better than mending." "The more stitches, the less riches." How do these sayings express the economic views of the State?

Chapter 4

1. Where do Bernard Marx and Lenina Crowe plan to visit?
2. Explain Bernard Marx's attitude toward the State.
3. What is Helmholtz Watson's job?
4. Explain Watson's feeling toward the State.

Chapter 5

1. Compare the recreation and social activities of the lower castes with those of the upper castes.

Chapter 6

1. Over the stormy water of the English Channel, what desire does Bernard express to Lenina?
2. List three adjectives or phrases to describe Lenina's personality.
3. The Director (Tomakin) tells Bernard of a visit he made to the New Mexican Reservation twenty years ago. What unusual thing happened there?
4. Bernard learns that he is going to be deported to Iceland. Why?
5. Rephrase Lenina's saying, "Was and will make me ill. I take a gramme and only am."

Facts about the World State

Directions: Use the words below to complete the sentences; use each word only once. The statements review facts that you have learned thus far about the World State.

apertures	incessant	promiscuous
effusive	maudlin	spasmodic
erotic	monogamy	tactual
hypnopaedia	predestined	viviparous

1. The people of the World State are expected to be _____ in their sexual behavior.
2. An _____ buzzing of helicopters fills the air above the clubhouse as the upper caste people descend to play Electromagnetic Golf and Centrifugal Bumble-puppy.
3. Children of the World State are conditioned by _____ .
4. The feelies have amazing visual, audio, and _____ images.
5. Marriage customs of the United States and western Europe are known as _____ .
6. Lower castes in the World State are _____ only to perform jobs of routine or physical labor.
7. In Centrifugal Bumble-puppy, a revolving force hurls a ball through one of numerous _____ as players attempt to catch it.
8. Humans, horses, and monkeys all have _____ reproductive systems.
9. Children of the World State are encouraged to play _____ games so that they will have no self-consciousness about sex.
10. When being conditioned by electric shocks, the babies give _____ yelps, and their bodies stiffen and twitch.
11. The D.H.C. darts forward to greet the Controller, Mustapha Mond, in an _____ manner. "Controller! What an unexpected pleasure!" he says.
12. "Charming, charming!" The D.H.C. speaks in a rather _____ tone when he observes the children at play.

Facts about the United States

Directions: Use the words below to complete the sentences. Use each word only once.

abstinence

cell phones

contradiction

freethinkers

genetic testing

GPS devices

HD

homeschool

humanitarian

IMAX theaters

literacy

maternity or paternity leave

online predators

parental controls

prenatal genetic testing

reality television

Reduce, Reuse, Recycle

separation between church and state

smartphones

1. There are ongoing debates in the United States about sex education. While some believe that providing information and even dispensing free birth control to minors through the public school system is the safest route, others believe this is a dangerous approach and that _____ is the safest and least confusing message.
2. Americans watch a lot of television and have passionately embraced a new genre of programming called _____.
3. Children of the United States are encouraged to be _____; however, public schools have been accused of bringing in speakers and hosting programs that do not have a balanced or politically neutral message.
4. Regarding religion, in American public schools and in federal and state governments, there is _____.
5. Technology has enhanced viewers' experiences in movie and television watching through _____ and features like _____.
6. America is a _____ in some ways: while a high percentage of the population battles obesity, this country also has a booming fitness industry and professional athletes who are known and admired throughout the world.

7. America's federal and state governments have promoted _____ programs, especially in primary schools, so that children will learn at an early age the value of reading.
8. America has a reputation in the world community for being generous and for contributing to _____ efforts in war-ravaged countries and those struck by natural disasters.
9. Many children in the United States own _____ or _____, allowing their parents to reach them at all times and allowing them to call or text their friends.
10. Americans love to travel, even by car, which has been made easier through the use of _____, making maps unnecessary.
11. The Internet has become an indispensable tool to many Americans, necessitating the use of _____ to monitor children's Internet activity.
12. American youth often use chat rooms for social or educational purposes; however, this can put them at risk of being approached by _____.
13. Students in American public schools have been encouraged to "go green" and follow the mantra _____.
14. Because Americans have an interest in what their future health concerns may be, many undergo _____ to learn what their risk may be of developing various cancers and health disorders.
15. Some pregnant women in the United States undergo _____ to detect possible genetic disorders, a practice which can be controversial because a percentage of these women choose to abort their babies if a genetic abnormality is found.
16. When Americans start their families, both the mother and the father have the right to take _____ from work.
17. Public education is available for free to all school-age citizens in America; however, many Americans choose to _____ their children, taking the burden of education on themselves.

Lesson 2

From Alphas to Epsilons

Objectives

- To recognize ways in which conditioning determines the total existence of the people of the World State
- To identify with the social life in the World State
- To recognize economic overconsumption as vital to the existence of the World State

Notes to the Teacher

This lesson, which deals with the social and economic lives of people of the World State, is best taught after students have read chapter 5. **Handout 5** assures that readers understand the principle of hypnopaedia and what its teaching instills into the children. The handout asks students to explore the possibility that today's technology could accomplish such a feat. Students also have a chance to double date with Henry and Lenina. Through their conversation and amusements, much is revealed about beliefs and attitudes of residents of the World State.

Recognizing the similarities to American life may be an outgrowth of this discussion and is a topic that will recur frequently in the study of the novel. Consumption is vital to the World State's existence, as it is to a capitalistic society. Students will note that ours, too, is a throwaway culture.

Procedure

1. Distribute **Handout 5**. Ask students to interpret the hypnopaedic slogans in the first column and tell what each reveals about the World State in the second column. This can be done as a large or small group activity.

Suggested Responses

1. Emotional reactions interfere with social stability; society is more important than the individual.
2. Throwing something away is better than fixing it; wasteful habits keep factories busy and society stable.
3. It is better to take soma than to endure stress and anxiety; people are conditioned to casual use of drugs.
4. Repairing clothes is nonproductive for the economy; wasteful habits are encouraged to keep factories busy.

5. Pleasure is an important goal; upper classes are conditioned to like expensive transportation.
 6. A small dose of soma provides peace of mind; everyone should always be happy.
 7. They take soma to prevent unhappiness; people are conditioned to use soma as a means of preventing any unpleasant feelings.
 8. Promiscuity is regarded as a prescribed social pattern in the World State; there are no permanent relationships between members of the World State because such relationships would weaken the social stability.
 9. Only the present is important; soma prevents anxiety about the past and the future.
 10. All castes contribute to social stability.
2. Ask students whether they think that hypnopaedia could be used effectively in American day care centers to instill good values and curb criminal tendencies. What groups would be likely to support such a program? What groups would be likely to oppose it? (Conservative, patriotic, and religious groups might support the idea. Others would probably bring up the issue of who would decide which values would be taught. Some would see this kind of indoctrination as a violation of the First Amendment and would be quick to call it brainwashing. Certainly, the program could lead to many abuses.)
 3. Point out that advertising slogans can seem like hypnopaedia. We might hear and see the same slogan many times a day without being entirely conscious of it. Ask students to brainstorm a current list of appealing slogans for products such as soft drinks, sports equipment, cereals, hair products, fast foods, and cars.
 4. Distribute **Handout 6**. Have volunteers read the excerpts aloud for the class. Discuss student responses as a class. Have students write a brief response to the following prompt: What commercial, ad, or jingle stands out the most to you from your childhood? Why? If you were a character in *Brave New World*, what hypnopaedic slogan would resonate the most with you? Why?
 5. Before distributing **Handout 7**, put students into the novel as participants by telling them they will be going on a double date with Henry Foster and Lenina Crowne. Allow students to divide into groups of three or four to interpret the conversation and events of the evening. What do they learn about the World State? Follow with whole-class discussion.

Suggested Responses

1. It is important that everybody is happy in the World State.
 2. Upper classes are taught to disdain the lower classes and be thankful for their lot in life.
 3. Soma is accepted as matter-of-factly with coffee as cream and sugar.
 4. The electric sky signs block out anything unpleasant from the evening's entertainment.
 5. The World State places importance on a pleasant environment. The scent organ provides a variety of fragrances along with colored lights and music.
 6. Their popular music glorifies the process by which the people were created.
 7. The government not only issues contraceptives, but also prescribes and regulates their use.
6. Ask students whether any aspects of American social life today resemble those in the World State. (Students might mention casual drug use, aromadiscs, birth control devices, laser shows, and a don't-worry-be-happy atmosphere.)
 7. Distribute **Handout 8**, and use it as the basis to explore the ethics and philosophy of overconsumption. (Overconsumption is a cornerstone of the political as well as the economic system of the World State. In our capitalistic culture, the individual consumer is not just a puppet of the state, gobbling up masses of goods and services.)
 8. Assign students to read chapters 7 and 8.

Hypnopaedic Slogans

Directions: Interpret and apply the following slogans from the World State.

Slogan	What It Means	What It Reveals about the World State
1. "When the individual feels, the community reels."		
2. "Ending is better than mending."		
3. "A gramme is better than a damn."		
4. "The more stitches, the less riches."		
5. "I do love flying, . . . I do love flying."		

Slogan	What It Means	What It Reveals about the World State
6. "One cubic centimetre cures ten gloomy sentiments."		
7. "A gramme in time saves nine."		
8. "Every one belongs to every one else."		
9. "Was and will make me ill. I take a gramme and only am."		
10. "Every one works for every one else. We can't do without any one. Even Epsilons are useful. We couldn't do without Epsilons."		

Psychology and Slogans

Directions: Popular ad slogans have often been so successful that they have seeped into and embedded themselves in popular culture. From a psychological perspective, the properties of slogans gain clarity when we take into account their impact in times of crisis. Read the following excerpts, which discuss the psychological impact of slogans on our collective psyches. Highlight three major points that the excerpts make about the use of slogans, and connect each to the slogans and catch phrases you experience in your world on a daily basis and to those noted in *Brave New World*.

Excerpt 1

From “The Psychology of Slogans”

. . . And slogans, especially at the time of crises and tension, become short-cut battle cries of the situation which may be used or abused as magic focal catchwords for intense action and feeling. Thus slogans may serve as crystallization points in the confusion of a crisis which tends to develop into a new regulation of a new order. . . .

. . . At critical times, such as ours, demagogues may arise and catch the temper of the times, uttering slogans which may move millions of people temporarily. The analysis of actual forces and the evaluation of the correctness of the solutions offered lie outside the limits of our discussion. But it may be safe to say that the more correctly and the more objectively a set of slogans expresses the underlying forces in a critical situation, the more vital and lasting they will prove to be. Slogans of liberty and equality at times of tyranny and oppression, and of peace and bread at times of insecurity and war, scarcity and starvation, will keep on moving the masses as magic torches, since they express a deprivation and tension that shakes the very depths of human life.¹

Excerpt 2

From *The Effective Echo: A Dictionary of Advertising Slogans*

In the continuing mental process of sorting, storing and discarding, there is a tendency to reduce conceptual thought to its simplest form. . . . [T]he human mind works best in patterns. . . . [I]deas and images do not start independently in the mind but, as links in a chain. . . . This partially explains the magical power of a metaphor and simile in joining like to unlike, familiar to unfamiliar. Strange combinations and associations are more likely to be remembered than the ordinary. . . . The constant process of reflection, association, rationalization and analyzation generalizes and abstracts, plans and predicts, accepts and rejects, wanders and burrows.

As a result . . . , [p]eople respond no less to the stimulus that revives a concrete picture or memory than to words that rouse the emotions; no less to novelty than to repetition, rhyme, rhythm or old associations.²

¹Muzafer Sherif, “The Psychology of Slogans,” *Journal of Abnormal and Social Psychology* 32 (1937): 457, 461.

²Valerie Noble, *The Effective Echo: A Dictionary of Advertising Slogans* (New York: Special Libraries Association, 1970), 4. Internal footnote omitted.

Excerpt 3

From *The Effective Echo: A Dictionary of Advertising Slogans*

Thus, within the functions of memory, the slogan acts as a handle. It is a mnemonically structured device which is a conscious or unconscious effort to hook into the reader's subconscious. Used effectively, it can succeed as no other single element in advertising can. . . . It is the only aspect of an advertisement which has the chance of becoming a contemporary figure of speech or part of everyday speech patterns. Its success, and the resultant realized dream of becoming a household word, is usually accomplished by repetition, regardless of correct grammar or even of questionable benefits or common sense. Beyond casual conversation, it will likely follow further trails into cartoons, editorial matter and, not infrequently, into parody.³

³Noble, *The Effective Echo*, 4–5.

A Night Out with Henry and Lenina

Directions: To find out what the people of the World State do in their spare time, imagine that you and a companion spend an evening with Lenina Crowne and Henry Foster. You learn a great deal about the attitudes and beliefs of these people from listening to their conversation, as well as from the various amusements they engage in. Explain what each of the following tells you about these people.

1. “Everybody’s happy now.”
2. “I’m glad I’m not Gamma.”
3. Soma is served with the coffee.
4. Electric sky signs effectively shut off the outer darkness.
5. London’s Finest Scent and Colour Organ. All the Latest Synthetic Music.
6. “There ain’t no Bottle in all the world/like that dear little Bottle of mine.”
7. Lenina does not forget to take all the contraceptive precautions prescribed by the regulations.

Too Much Is Not Enough

Directions: Read the following information, and complete the assigned writing.

Teachings are drummed into the consciousness of children of the World State through hypnopædia, hailed by the Controllers as the greatest moralizing and socializing force of all time. Only through constant overconsumption by its citizens can the economy of the World State survive and the stability of society persist. People are encouraged to consume goods and use services appropriate for their caste. Alphas and Betas, for example, travel to their pleasures by helicopter; the lower classes use the monorail. Consumption is a cornerstone of the World State. Consumption is also of basic importance to capitalistic nations such as the United States. Notice how advertising slogans appeal to basic values of Americans.

Write a five-paragraph composition in which you develop the idea of consumption as a cornerstone of a society. Your paper should show how consumption is imperative to the survival of the political as well as to the economic system of the World State and also to nations in our world today. Contrast the methods used to achieve consumption in the two societies and the ways these methods affect people.

Lesson 3

Encountering the Reservation

Objectives

- To probe further into the minds of the citizens of the World State
- To compare various types of ceremonies described in *Brave New World* with ceremonies used today
- To identify John's values as being learned largely by rote from his reading of William Shakespeare's plays

Notes to the Teacher

Ultimately, the students should conclude that the references to Ford do not signify a dependence of the World State upon him as a deity. He emerges as a somewhat awesome historical personage upon whose invention—the assembly line—all citizens are dependent for existence.

The trip all the way from London to the reservation in New Mexico is likely to seem very strange to students. It demonstrates that beyond the World State there are pockets of societies who do not live by the principles to which Bernard and Lenina are accustomed and who are therefore seen as savages. Growing up on the reservation has shaped John's values, as will be seen in later chapters. His attitudes toward life are defined largely by quotations from Shakespeare's plays. Astute observers will note that John's frequent references to Shakespeare occur with almost the same type of programmed responses as Lenina's hypnopaedic slogans. Students are likely to need assistance in understanding the significance of the Shakespearean quotes.

In this lesson, students first respond to reading guide questions for chapters 7 and 8. Students then consider ceremonies on the reservation and John's references to Shakespeare.

Procedure

1. Distribute **Handout 9**, and ask students to answer the questions about chapters 7 and 8.

Suggested Responses

Chapter 7

1. Lenina dislikes dirtiness, the lack of soma, and seeing people who seem to her to be old and ugly.
2. Lenina has been conditioned to sanitary places, a constant supply of soma, and beautiful people who never appear to age.

3. The ceremony is a fertility rite, to make the corn grow.
4. The reader can conclude that John's father (Tomakin) and the D.H.C. are the same person.
5. Linda cannot accept filth, ragged clothing, disease, gods, being a mother, and old age.

Chapter 8

1. Linda is disliked because she is different and hates the Reservation. The women dislike her because she does not respect monogamy.
 2. Mescal is a hallucinogenic drug made from the spines of certain cacti. Linda uses it to escape her unwanted way of life.
 3. John's education came from a book of Shakespeare's works and from the old men of the pueblo.
 4. John was excluded from the ceremony because he was not really part of the tribe. In his loneliness, he contemplated suicide.
 5. Ironically, both John and Bernard know what it feels like to be outcast and alone.
2. Distribute **Handout 10**, and ask students to complete the acrostic. If students have never worked an acrostic, they need to know that each number given in the acrostic has a letter equivalent. When they discover that the answer to item 1 is "innocuous," for example, they will then recognize that every 18 is I, every 25 is N, and so on. In this way, students will be able to solve the quotation at the bottom of the page when they have completed the puzzle.

Suggested Responses

- | | |
|----------------|-----------------|
| 1. innocuous | 11. incoherent |
| 2. persevere | 12. tactual |
| 3. premonition | 13. spasmodic |
| 4. profound | 14. effusive |
| 5. incessant | 15. predestine |
| 6. erotic | 16. voluptuous |
| 7. maudlin | 17. hierarchy |
| 8. monogamy | 18. promiscuous |
| 9. viviparous | 19. senility |
| 10. apertures | |

Quotation: O brave new world that has such people in it.

3. Distribute **Handout 11**, and ask small groups to complete the chart. (The solidarity service or orgy-porgy features singing, chanting, soma, and dancing; it uses synthetic music, drums, colored lights, and the voice; it climaxes in soma and sex. The fertility service at the reservation features dancing, drum music, and snake handling; the people use masks, drums, and a flute; it climaxes in flagellation. A typical religious service today might include singing, chanting, listening to readings, and prayer; there are often music, candles, and incense; some services climax in communion.)
4. Distribute **Handout 12**, and ask students to complete the exercise.

Suggested Responses

1. Miranda, in *The Tempest*, act 5 scene 1, is awed by the sight of so many people from the outside world. The quote is the source of the title of the novel, and it has different connotations each time that John uses it. What at first seems wonderful at last just seems strange.
 2. In *Romeo and Juliet*, act 3, scene 3, Romeo is distraught at the thought of separation from Juliet. John is quickly infatuated with Lenina.
 3. This line is from *Antony and Cleopatra*, act 1, scene 3. Everything John knows about romantic love, he acquired from Shakespeare.
 4. *King Lear*, act 5, scene 3, expresses the idea that the gods amuse themselves at people's expense; sometimes John seems to use quotes he understands only hazily, if at all.
 5. In *Hamlet*, act 3, scene 1, the prince of Denmark considers suicide, as John does more than once in the novel.
 6. From *King Lear*, act 4, scene 6, these lines occur during Lear's madness and reflect his confusion; John's romantic ideals and Lenina's sexuality have little in common.
 7. Romeo says these lines when he first sees Juliet at a party in the first act of *Romeo and Juliet*; he is stunned by her beauty, as John is by Lenina's appearance.
5. Distribute **Handout 13**, and conduct an open-ended discussion based on the questions. (Immediate gratification through soma and sex has replaced other goals; the need for rituals and a sense of community is satisfied artificially. Religion, like emotion, disturbs the status quo. The World State preserves its equilibrium through any means necessary.)

6. Assign students to read chapters 9 through 13 and to answer the rest of the reading guide questions on **Handout 9**.

Suggested Responses

Chapter 9

1. Bernard wants to embarrass the D.H.C. and thus avoid his own exile.
2. All of the answers should suggest an awareness that Lenina is not what John thinks she is.

Chapter 10

1. Bernard seems to be guilty of unorthodox behavior, heretical views on sports and soma, and a refusal to obey the teachings of Ford. Bernard tries to appear jaunty and self-confident, but he is nervous.
2. Linda claims that the D.H.C. got her pregnant.
3. The workers laugh hysterically and upset test tubes. The word *father* is not acceptable.

Chapter 11

1. The D.H.C. resigns and never sets foot inside the Center again.
2. In the World State, people stay youthful nearly until the end of their lives. Linda seems distastefully old, ugly, and fat.
3. There is no way to rejuvenate Linda, so death is the best solution.
4. Bernard becomes John's accredited guardian, the only means by which the savage can be seen.
5. John has heard about the wonders of the Other Place from Linda. Also, he is accustomed to wonders as described in Shakespeare's plays.
6. The sight of all the twins makes John physically ill.
7. Ariel is a supernatural prankster in *The Tempest*.
8. It is a standard of behavior for the upper classes. They must behave as children but exhibit civil behavior at all times.
9. John is sickened by the sight of the factory.
10. Reading is a solitary activity, and it can lead to independent thought.
11. John considers the feelies base and ignoble, unworthy of Lenina.

Chapter 12

1. Helmoltz is amused by getting into such a state over a girl, parents, and marriage.
2. Shakespeare had so many insane, painful things to get excited about.

Chapter 13

1. John rejects Lenina because he remains true to the ideals he has learned at the reservation and from Shakespeare.
2. Both John and Lenina behave according to their conditioning. John has learned the virtues of self-control and honor; Lenina behaves according to the teachings of the World State.

Reading Guide: Chapters 7–13

Directions: Use the following questions to clarify your understanding of these chapters of *Brave New World*.

Chapter 7

1. What are three conditions that Lenina dislikes at the reservation?
2. How are these conditions contrary to what Lenina has been taught and conditioned?
3. What is the purpose of the whipping ceremony that Bernard and Lenina witness?
4. John (“The Savage”) reveals that he was born on the reservation. Who is his father, and where is he now?
5. Linda describes ways in which she cannot reconcile her way of life in the Other Place with that of the reservation. What seems to trouble her most?

Chapter 8

1. Why does Linda suffer dislike and rejection on the reservation?
2. What is mescal, and how does it help Linda?
3. From what sources has John obtained his education?
4. When John was sixteen, he went with the Indian boys to a puberty ceremony. Describe what happened and how it affected John.
5. What do Bernard and John have in common?

Chapter 9

1. Why does Bernard want to take John and Linda to London?
2. How does John feel when he discovers Lenina asleep on her soma holiday?

Chapter 10

1. Name three faults that the D.H.C. finds with Bernard’s behavior. How does Bernard react to the D.H.C.’s accusations?
2. What “obscenity” does Linda fling at the D.H.C. (Tomakin)?
3. How do the workers react to John’s calling the D.H.C. “my father”? Why?

Chapter 11

1. What happens to the D.H.C. after the scene in the Fertilizing Room?
2. Give three reasons why no one has the smallest desire to see Linda.
3. How does Dr. Shaw justify keeping Linda on a soma holiday even though it will shorten her life?
4. Explain Bernard's sudden increase in popularity.
5. Give two reasons the Savage (John) shows little astonishment or awe at civilized inventions.
6. How does John react to the sight of work being done by single Bokanovsky groups?
7. Who is Ariel?
8. What do you think the phrase "civilized infantility" means?
9. How does John react to viewing the factory?
10. The libraries of the World State contain only reference books. Why is this so?
11. How does John react to the feelies?

Chapter 12

1. Helmholtz (the propaganda writer) and John have become friends. When John reads to him from *Romeo and Juliet*, Helmholtz bursts into laughter. State three things that amuse him.
2. Helmholtz calls Shakespeare a "marvelous propaganda technician." How does he explain Shakespeare's success?

Chapter 13

1. What happens when John wants to make love to Lenina?
2. Explain the essential difference in the natures of John and Lenina.

Vocabulary Acrostic

Directions: Match the definitions with the words, and solve the quotation.

apertures	incoherent	predestine	spasmodic
effusive	innocuous	premonition	tactual
erotic	maudlin	profound	viviparous
hierarchy	monogamy	promiscuous	voluptuous
incessant	persevere	senility	

- harmless
18 25 25 23 6 11 23 11 15
- to keep trying
21 10 17 15 10 9 10 17 10
- a forewarning
21 17 10 26 23 25 18 13 18 23 25
- deep, as in thought or meaning
21 17 23 12 23 11 25 8
- seemingly endless
18 25 6 10 15 15 2 25 13
- sexually arousing
10 17 23 13 18 6
- overly sentimental
26 2 11 8 24 18 25
- having only one spouse
26 23 25 23 14 2 26 3
- bearing live offspring
9 18 9 18 21 2 17 23 11 15
- openings
2 21 10 17 13 11 17 10 15

11. lacking order in thought or speech
18 25 6 23 16 10 17 10 25 13
12. pertaining to the sense of touch
13 2 6 13 11 2 24
13. at irregular intervals
15 21 2 15 26 23 8 18 6
14. overly emotional
10 12 12 11 15 18 9 10
15. to decide or decree in advance
21 17 10 8 10 15 13 18 25 10
16. full and appealing in form
9 23 24 11 21 13 11 23 11 15
17. arrangement of persons or things in a graded series
16 18 10 17 2 17 6 16 3
18. engaging in sexual intercourse with more than one partner
21 17 23 26 18 15 6 11 23 11 15
19. state of mental deterioration due to old age
15 10 25 18 24 18 13 3

Quotation

23 B 17 2 9 10 25 10 W W 23 17 24 8

13 16 2 13 16 2 15 15 11 6 16

21 10 23 21 24 10 18 25 18 13

Comparison of Ceremonies

Directions: Fill in the chart to compare Solidarity Services at the World State, the fertility service at the Reservation, and a religious service in our own time.

Ceremony	Group Activities	Special Effects	Climax
Solidarity Service			
Fertility rite			
Church service			

John's Quotations from Shakespeare

Directions: John's education was based largely on his reading of Shakespeare, and his dialogue is studied with quotes from Shakespeare's plays. Identify the sources of the following quotations, and try to explain John's thoughts and reactions.

1. "O brave new world . . . O brave new world that has such people in it."

Source:

John's thoughts:

2. "On the white wonder of dear Juliet's hand, may seize
And steal immortal blessing from her lips,
Who, even in pure and vestal modesty,
Still blush, as thinking their own kisses sin."

Source:

John's thoughts:

3. "Eternity was in our lips and eyes."

Source:

John's thoughts:

4. "The gods are just and of our pleasant vices make instruments to plague us."

Source:

John's thoughts:

5. “Whether ’tis better in the mind to suffer the slings and arrows of outrageous fortune, or to take arms against a sea of troubles and by opposing end them . . .”

Source:

John’s thoughts:

6. “The wren goes to ’t and the small gilded fly
Does lecher in my sight. . . .
Down from the waist they are Centaurs, though women all above.
But to the girdle do the gods inherit. . . .”

Source:

John’s thoughts:

7. “Oh! she doth teach the torches to burn bright.
It seems she hangs upon the cheek of night,
Like a rich jewel in an Ethiop’s ear;
Beauty too rich for use, for earth too dear. . . .”

Source:

John’s thoughts:

Brave New Atheism

Directions: The World State has strategically replaced religious practices with pseudo-religious ritual, effectively eradicating faith in God but attempting to fill the holes left behind. Answer the following questions.

1. What religious practices have been secularized for use in the World State?
2. If *Brave New World* is essentially godless, why have those in power made efforts to implant contrived pseudo-religious practices in the daily routines of World State citizens?
3. C. S. Lewis, the renowned Christian apologist and author, reflects on the nature of religions in his book *God in the Dock*:

By Thick I mean those which have orgies and ecstasies and mysteries and local attachments: Africa is full of Thick religions. By Clear I mean those which are philosophical, ethical and universalizing: Stoicism, Buddhism, and the Ethical Church are Clear religions. Now if there is a true religion it must be both Thick and Clear: for the true God must have made both the child and the man, both the savage and the citizen, both the head and the belly.¹

How do the various religious practices in *Brave New World* reflect what Lewis is saying? Consider the Solidarity Service and the fertility rite.

4. What roles do churches and religious faiths play in controversies in the world today?
5. Why has the World State eliminated God from its culture?

¹C. S. Lewis, *God in the Dock* (Grand Rapids, Mich.: William B. Eerdmans Publishing Company, 1970), 102.

Lesson 4

Rescuing Linda and John

Objectives

- To identify round vs. flat characters in *Brave New World*
- To consider the significance of the allusions to William Shakespeare's Miranda
- To identify causes and effects of characters' actions
- To analyze figurative language

Notes to the Teacher

This lesson works well after students have read through chapter 13. At this point, Aldous Huxley's characters are well defined, and differences in their attitudes and motivations are apparent. (Mustapha Mond has been deliberately omitted from the group of characters to be analyzed. His function will be examined in a later lesson.) Students then consider the characters' mindless acceptance of the caste system and the inevitability of the citizens' lot in life.

The class then focuses on the causes and effects of characters' actions. This activity requires inferential thinking as the feelings and attitudes of the characters are examined. The final activity is devoted to exploring Huxley's use of figurative language.

Procedure

1. Distribute **Handout 14**. Discuss with students the concept of round vs. flat characters. Use examples from another novel read recently. Ask students to complete the chart.

Suggested Responses

1. Bernard Marx desires a feeling of individuality. He also wants the right to be alone and different. Still, he is very upset at the thought of being deported. At first, Bernard seems rounder than he actually is; as his actions in the last chapters show, he is prone, given the chance, to be a model alpha.
2. John has known and suffered from isolation, and he loves his mother. He is offended by the feelies; at first, he worshipfully admires Lenina, regarding her as womanly perfection. He finds the groups of twins very troublesome. John is a round character, troubled by feelings he does not entirely understand and placed in a world for which he is unprepared.

3. Helmholtz Watson recognizes his own writing ability but feels constricted by the society in which he lives; he is frustrated by the lack of material to write about in the “perfect society.” Watson has a self-knowledge that sets him apart from other characters in the book. He knows he has abilities that are just beginning to be used, but he feels he has nothing in his environment to awaken that extra latent power he feels inside himself. He is round.
 4. Lenina Crowne is a don’t-worry-be-happy girl. She has been conditioned to be unable to withstand pain, dirt, or any unpleasantness. She seeks instant gratification of all desires. Lenina is the sum total of what the state has programmed her to be. One feels that she could have been someone very special, but early conditioning eradicated that potential. Constant happiness for everyone in an antiseptic world of unrestricted plenty and pleasure is Lenina’s highest expectation.
2. Have the class read or view scenes from *The Tempest* which feature Miranda to give students a quick sense of who she is (1, 2; 3, 1; 5,1).
 3. Distribute **Handout 15**. Allow students to work in pairs. Give ample time for them to consider the commentaries about Miranda. Have pairs join into groups of four. Allow small group discussions before conducting a whole class discussion. (Miranda is one of Shakespeare’s ideal female characters; she is compassionate, loving, honest, chaste, and gentle. She clearly has had a big impact on John, who naïvely expects Lenina to be another Miranda.)
 4. Distribute **Handout 16**, and point out that throughout the novel Huxley gives readers snapshot-like glimpses of the citizens of the World State as they move mechanically and mindlessly through a predetermined existence. Ask students to complete the handout.

Suggested Responses

1. An Epsilon liftman is programmed to utter only one word on the job—“Roof.”
2. Children are conditioned to the color of their caste before they can speak.
3. Each process of manufacturing is completed by a single Bokanovsky group especially conditioned for that task.
4. Upper castes have separate changing houses; lower castes use barracks.
5. A love of books and nature keeps no factories busy.
6. Groups of workers are being physically prepared for their inevitable role in life.

7. Alphas, Alpha Pluses, and their companions enjoy special holidays; they are the only people who can go to see the Reservation.
 8. All castes perform indispensable tasks and are equal in death. Each corpse provides more than a kilo-and-a-half of phosphorous.
 9. This is a goal for all citizens, although it is against Alphas' conditioning. They must make a special effort to conform.
 10. Lower-caste citizens line up to receive their ration of soma at the end of each working day. The ticket they exchange for the soma is a passport to a worry-free existence until the next day's work begins.
5. Distribute **Handout 17**. If necessary, review the connections between causes and effects. Ask students to complete the handout individually. Then have small groups compare and contrast responses. Follow with whole-class discussion.

Suggested Responses

1. *Cause*—Bernard feels an affinity for Helmholtz Watson.
Effect—Bernard learns he is to be deported.
2. *Cause*—Linda is promiscuous, as she has been conditioned to be.
Effect—She is disliked by the women of the Reservation.
3. *Cause*—John is different, and Linda has slept with many men at the Reservation and is disliked by the boys' mothers.
Effect—The boys shun John, and he is very lonely.
4. *Cause*—Bernard is designated John's official host at the World State.
Effect—Bernard gains self-importance and self-confidence.
5. *Cause*—The people in the World State see Linda as old and ugly.
Effect—Linda goes on an extended soma holiday.
6. *Cause*—Happy to be back in her beloved Other Place, Linda demands more and more soma until her respiratory system fails.
Effect—Her death from soma enrages John. He tries to teach the Delta hospital workers to give up soma, thereby causing a riot.
7. *Cause*—Watson has a strong desire to write something of significance.
Effect—His principal reprimands Helmholtz and threatens to fire him.

8. *Cause*—John has never been exposed to the sensuous, titillating nature of the feelies.

Effect—John reprimands Lenina for watching the feelies and refuses to go with her to her apartment. He retreats to Shakespeare, Lenina to soma.

6. Distribute **Handout 18**. Review definitions and examples of simile, metaphor, and personification. Ask students to complete the exercise. (Note: This procedure can be extended to have students write and share original examples of simile, metaphor, and personification.)

Suggested Responses

1. Personification emphasizes the size and languid movements of the clouds.
 2. The simile emphasizes the potential power of words.
 3. The simile emphasizes the stillness and aridity of the area.
 4. Light is personified as someone peeking through windows.
 5. The simile stresses near darkness.
 6. Afternoon is personified, and helicopters seem to be compared to insects.
 7. The metaphor presents home as a place of safety from predators.
 8. The metaphor emphasizes the complexity of the music.
 9. The metaphor suggests that the people together comprise one organism.
 10. The metaphor gives the tower a repugnant connotation.
7. Encourage students to continue reading the novel.

Round vs. Flat Characters

Directions: Literature contains both round and flat characters. A round character is defined as one who is complex. Round characters are often dynamic, meaning that they change in some essential way because of their experiences. A flat character is a stock or typical character, one who can be described in a single sentence or phrase. Flat characters usually remain essentially unchanged by experiences in life.

The following chart gives information about four characters in *Brave New World*. Note what the information reveals about each character, and decide whether each is round or flat.

Character	Information	Qualities
1. Bernard Marx	<ul style="list-style-type: none">• says he wants to gaze at the ocean• encourages Lenina to seek uniqueness• wants to take John and Linda to London• does not want to be exiled to Iceland	
2. John	<ul style="list-style-type: none">• considered suicide because of rejection• taught himself using Shakespeare• thinks Lenina is too good for the feelies• wants to do something to be worthy of Lenina• rejects Lenina's sexual advances• shouts "Damned whore! . . . Go . . . get out of my sight or I'll kill you."	

Character	Information	Qualities
3. Helmholtz Watson	<ul style="list-style-type: none">• is frustrated by feeling as if he has a power he is not using• feels that he is on the brink of becoming a good writer• recognizes that it is sometimes necessary to have negative feelings	
4. Lenina Crowne	<ul style="list-style-type: none">• believes that she is happy and free• is revolted by the sight of blood• offers herself to John in a frank manner• frequently responds to stress with slogans from the World State	

Shakespeare's Miranda

Directions: Read each of the following excerpts analyzing Miranda of Shakespeare's *The Tempest*, the heroine who originally uttered the words, "O brave new world that has such people in it!" (act 5, scene 1). Explain what each shows about Miranda, and relate your findings to *Brave New World*.

Excerpt 1

From *Will in the World*

The intensity of the dire visions of premarital sex and its consequences may have had much to do with the fact that Shakespeare was the father of two growing daughters. His most explicit warnings about the dangers of premarital sex take the form, in *The Tempest*, of a father's stern words to the young man who is courting his daughter. Yet in Prospero's lines from this play, written late in his career, there is a sense that Shakespeare was looking back at his own unhappy marriage and linking that unhappiness to the way in which it all began, so many years before. "Take my daughter," Prospero says to Ferdinand, and then adds something halfway between a curse and a prediction:

If thou dost break her virgin-knot before
All sanctimonious ceremonies may
With full and holy rite be ministered,
No sweet aspersion shall the heavens let fall
To make this contact grow; but barren hate,
Sour-eyed disdain, and discord, shall bestrew
The union of your bed with weeds so loathly
That you shall hate it both.

(4.1.14–22)¹

Excerpt 2

From *Shakespeare the Papist*

Yet Miranda alone, as another ideal heroine "full of grace," is a sufficient symbol of the recusant [romantic] presence, standing as she does for the person of Our Lady. Her very name, parallel with that of Marina, suggests a combination of two titles under which Mary is invoked in the customary Litany of Loreto. . . . This meaning of her name is specially emphasized by her lover Ferdinand, Prince of Naples, when he meets her soon after his safe arrival on the island. To him she is "the goddess/ on whom these airs attend" [1. 2. 418]. . . . He sees her . . . as "so perfect and so peerless" and "created/ of every creature's best" [3. 1. 47].²

¹Stephen Greenblatt, *Will in the World: How Shakespeare Became Shakespeare* (New York: W. W. Norton and Company, 2004), 142.

²Peter Milward, S.J., *Shakespeare the Papist* (Ann Arbor, Mich.: Sapientia Press, 2005), 265–67.

Excerpt 3

From *Shakespeare A to Z*

Miranda represents the compassionate, forgiving, and optimistic potential in humanity. She is the only human character in the play who does not undergo some sort of purging transformation, for she does not need to. Innocent of life's difficulties and compromises, she repudiates evil and responds to nobility and beauty. She is most pointedly contrasted with the evil Caliban. Both were raised together by Prospero, but she has become a person of moral sensibility, while he is a would-be rapist who declares that his only use for language is to curse. Their responses to the arrival of strangers on the island are also contrasting: she is filled with demure awe, he with crass fear.

Though innocent, Miranda is nonetheless mindful of sexual propriety, speaking of her "modesty, the jewel in [her] dower" (3.1.53–54) and declaring that if Ferdinand will not marry her, she will "die [his] maid" (3.1.84).³

Excerpt 4

From an Introduction to *The Tempest*

Since Ferdinand and Miranda start without guilt, their development is mystical rather than moral. Ferdinand's ordeal prepares him to share with Miranda the vision of heaven on earth that Prospero sets before them in the wedding masque. They themselves appear in a masque-like vision of perfection, when Prospero draws a curtain to reveal them to the court party. Note that Ferdinand repeats in his ordeal the bondage of Caliban. But bondage at the lovers' high level of existence is transformed into freedom and happiness.⁴

³Charles Boyce, *Shakespeare A to Z* (New York: Bantam Doubleday Dell Publishing Group, 1990), 438.

⁴Robert Langbaum, introduction to *The Tempest* by William Shakespeare (New York: Signet, 1987), xxvii.

6. Inoculation of embryos
7. Special holidays for Alphas, Alpha Pluses, and their companions
8. “All men are physico-chemically equal”
9. “Civilized infantility”
10. Distribution of daily soma ration to lower-caste workers

Causes and Effects of Characters' Actions

Directions: The following statements describe actions of the characters. For each statement, list causes or reasons for that action and effects or results of that action.

1. Bernard calls Helmholtz Watson from the Reservation.

Cause:

Effect:

2. Linda slept with many men at the Reservation.

Cause:

Effect:

3. John was discriminated against by the boys of the Reservation.

Cause:

Effect:

4. Only through Bernard can people of the World State see John, the visitor from the Savage Reservation.

Cause:

Effect:

5. People of the World State have no interest in seeing Linda.

Cause:

Effect:

6. Linda dies a slave to soma.

Cause:

Effect:

7. Helmholtz Watson shares with his class a poem that includes some feelings about solitude.

Cause:

Effect:

8. John thinks the feelies are base and ignoble.

Cause:

Effect:

Focus on Figurative Language

Directions: Identify each of the following phrases from *Brave New World* as simile, metaphor, or personification. Then identify the impact of each.

1. "... huge fleshy clouds lolled on the blue air above their heads."

2. "Words can be like X-rays, if you use them properly ..."

3. "The mesa was like a ship becalmed in a strait of lion-coloured dust."

4. "... a harsh thin light glared through the windows, hungrily seeking some draped lay figure ... but finding only the glass and nickel and bleakly shining porcelain of a laboratory."

5. "... the sultry darkness ... was visible and crimson, like the darkness of closed eyes on a summer's afternoon."

Lesson 5

Effects of Conditioning on John and Lenina

Objectives

- To contrast Lenina's conditioned responses to her world with John's reactions based upon values formed at the Reservation
- To recognize the horror that John, a viviparous human being, evokes in the people of the World State

Notes to the Teacher

Students should be able to recognize that the World State is preoccupied with pleasure and sensuality and to note an absence of feelings such as sorrow, joy, adoration, and pain. In this lesson, students focus on the relationship between Lenina and John and the differing viewpoints, values, and cultural influences of these two characters. In addition, students assume the role of a reporter from *The Hourly Radio*, create questions for interviews with Bernard, John, and Linda, and prepare to role-play interviews for the class.

Procedure

1. Point out that Shakespeare's plays, which are so important to John, emphasize values such as love, humility, forgiveness, and honesty. Ask students how these values differ from those in the World State. (The World State promotes immediate gratification through soma and promiscuity. Shakespeare's plays are full of suffering, which has no role in Lenina's culture.)
2. Distribute **Handout 19**, and have small groups complete the activity.

Suggested Responses

1. Even before the trip to the Reservation, Lenina tends to date only one person at a time. She is very happy to go with John to the feelies, and she admits to friends that she likes him very much and considers this feeling something that will never change. She is so wrapped up in thoughts about John that she gets mixed up at work.

2. John at first idolizes Lenina; after the feelies, he becomes nervous that she may not be what he thought she was. It is obvious that she wants to have a sexual relationship with him, but he backs away. When he finally declares his love to Lenina, he wants to make a commitment and speaks of marriage. When Lenina makes herself available, John is horrified; he flings her away, calling her a strumpet and a whore.
 3. Paragraphs should reflect an awareness that Lenina's view of life has been largely shaped by the propaganda of the World State. To her, a sexual encounter is no big deal. While she herself tends toward monogamy, the idea of marriage is alien to her. She just wants to feel happy. John, on the other hand, has been self-indoctrinated by Shakespeare; he was also heavily influenced by the traditional lore at the Reservation.
 4. Like Romeo and Juliet, John and Lenina come from opposing cultures. Sadly, their relationship cannot work.
3. Distribute **Handout 20**. Allow students to discuss the sonnet in small groups and then as a class. After discussing the poem for its own merits, allow students to draw connections to the novel in preparation for their papers. After papers have been completed, have students write reflections based on the following prompt: Who has the more extreme view with regard to physical relationships that lack love—Shakespeare or people of the World State? Can extreme views be appropriate in such instances?
 4. Distribute **Handout 21**. Review carefully the chaotic scene described in chapter 10. Ask students to assume the role of Primo Mellon, a reporter for *The Hourly Radio*, and to create a live, on-site interview with John and Linda, newly arrived visitors from the Reservation. After groups have had time to role-play the situation, have volunteers present interviews to the class as a whole.
 5. Assign students to finish reading the novel.

John and Lenina as Lovers

Directions: Lenina likes John, and John initially finds her very attractive. Use the following procedures to focus on their relationship.

1. Using chapters 10 through 13, find evidence that, despite her conditioning, Lenina does not seem merely promiscuous and is very interested in John.
2. Give evidence that John's attitude toward Lenina changes from worshipful admiration to scorn and loathing.
3. Using the evidence you have listed, write a paragraph about each character (Lenina and John) to show how each reacts according to his or her upbringing.
4. To what extent are Lenina and John star-crossed lovers?

Shakespeare Weighs In . . .

Directions: Read the following sonnet by William Shakespeare, and consider its meaning. Compare and contrast the sentiments expressed in the sonnet to the beliefs expressed by both Lenina and John in *Brave New World*. Plan and write a paper that unites the three viewpoints and examines the truth or fallacies of those varied points of view.

Sonnet 129

The expense of spirit in a waste of shame
Is lust in action; and till action, lust
Is perjur'd, murd'rous, bloody, full of blame,
Savage, extreme, rude, cruel, not to trust;
Enjoy'd no sooner but despised straight;
Past reason hunted, and no sooner had,
Past reason hated, as a swallow'd bait,
On purpose laid to make the taker mad:
Mad in pursuit and in possession so;
Had, having, and in quest to have, extreme;
A bliss in proof, and prov'd, a very woe;
Before, a joy propos'd; behind, a dream.
All this the world well knows; yet none knows well
To shun the heaven that leads men to this hell.
—William Shakespeare

From the Voice of *The Hourly Radio*

Directions: Assume the role of Primo Mellon, a reporter for *The Hourly Radio*. You are on the scene, live from outside Bloomsbury Center, with Bernard, John, and Linda. Word of the scene in the Fertilizing Room (chapter 10) has reached you, and you are assigned to interview the visitors from the Reservation who have created such chaos. List below three questions you would like to ask each person. Then write the answers you believe the reporter would hear. Be ready to role-play the interview for the class as a whole.

Questions addressed to Bernard

Questions addressed to John

Questions addressed to Linda

Lesson 6

John vs. the World State

Objectives

- To identify the main events of chapters 14 through 18
- To compare freedom of thought (or desire for it) which incites modern demonstrations with the enslavement to soma in the novel
- To contrast views of life and death in several poems with views in the World State

Notes to the Teacher

In this lesson, **Handouts 22** and **23** provide a final reading guide and vocabulary reinforcement. The novel's plot moves swiftly to the Park Lane Hospital for the Dying and to the topic of death. **Handout 24** asks students to compare the riot incited by John to modern protests and riots and methods of controlling them. Students will find news stories and photos and explore the characteristics of riots and demonstrations.

Death is a frequent topic in poetry, and the view of it seldom resembles the perspective of people in the World State. Students conclude this lesson by analyzing poetry by William Cullen Bryant; Alfred, Lord Tennyson; William Wordsworth; and Matthew Arnold.

Procedure

1. Distribute **Handout 22**, and have small groups answer the questions.

Suggested Responses

Chapter 14

1. Because death in the World State means sudden senility with no pain, citizens are conditioned to accept it very callously. Children are taken on tours of the Hospital for the Dying and allowed to play games and have treats there.
2. The children are curious about Linda and say unkind things about her when she is dying.

Chapter 15

1. John wants to teach the workers to be free.
2. Soma causes Linda's death; John becomes enraged at the sight of the Deltas lined up, waiting for their soma ration. He tells them he will set them free and flings the soma rations out the window.

3. The reaction is a riot.
4. The police quell the riot by spraying the crowds with soma vapor and by using the Synthetic Music Box.

Chapter 16

1. Shakespeare is prohibited because the works are old and beautiful and because nobody can understand them.
2. Mustapha chose to serve other people's happiness, not his own.

Chapter 17

1. John says that the people have sacrificed art and science.
2. The people have also sacrificed religion.
3. People have youth and prosperity right up to the end of their lives, so their minds do not turn to religion.
4. Soma is the religion of the World State.
5. John claims the right to free will; therefore, he claims the right to all sorts of illnesses and sorrows. He repudiates the values of the World State.

Chapter 18

1. Bernard and Helmholtz go into exile, but in the end, they do not seem unhappy about that.
2. The last we see of Lenina, she is cowering away from being attacked by John.
3. John goes into hiding in an abandoned lighthouse. He lives simply and tries to purify himself by whipping himself. His hiding place is found, and the radio and newspaper people soon follow. The crowds come in helicopters to see him whip himself. When John sees Lenina in the crowd, he rushes at her with the whip. The crowd begins an orgy-porgy, and John eventually participates. Afterwards, he hangs himself.

2. Distribute **Handout 23**, and ask students to complete the activity individually.

Suggested Responses

- | | |
|----------------|---------------|
| 1. despair | 6. random |
| 2. alertness | 7. admonition |
| 3. reasonable | 8. appealing |
| 4. superficial | 9. helpful |
| 5. emaciated | 10. unhealthy |

3. Distribute **Handout 24**, and ask students to complete it. Suggest that students check newspapers, magazines, books, and Web sites for appropriate images. Follow with class discussion. (Participation in public protest is usually based on strong emotions, especially a strong sense of injustice or anger. The World State police solve the problem with their cure for everything, soma. They do not have to use weapons or other negative forms of crowd control because the people have been conditioned to be very controllable.)
4. Ask students to describe the attitude toward death in the World State. (People do not experience the gradual erosion of youth and health that we associate with the aging process. Death, when it comes, is quick, and bodies are cremated and used for natural resources. People are conditioned to be matter-of-fact about death, and soma helps with this. There is no talk of an afterlife.)
5. Distribute **Handout 25**, and ask students, working with partners or small groups, to complete the analysis.

Suggested Responses

“Thanotopsis” reflects a serious attitude toward life and death which is very unlike the “orgy-porgy” view of people in the World State. Bryant emphasizes the importance of living a life of dignity and self-respect. John would probably resonate with the passage. Lenina probably would not understand it.

“Crossing the Bar” is overtly religious and therefore not consistent with the World State. Tennyson speaks of peace and acceptance, but not the kind artificially caused by soma. This poem would baffle Lenina and Bernard, but John might enjoy it, although his suicide reveals the kind of despair that is antithetical to the poem.

“My Heart Leaps Up” celebrates the romantic spirit of joy and insight derived from nature. The World State conditions people not to enjoy nature in its wild state, so the poem is not consistent with the philosophy inculcated in the people. Bernard might be able to link his thoughts about the sea to the poem, and John enjoys his back-to-nature life at the lighthouse for a time.

“The World Is Too Much with Us” regrets the loss of the simplicity of the past and the seemingly sordid nature of life in civilization. In the novel, people are always too busy working or having fun or getting stoned on soma to sit back and think. John would probably like this poem.

“Dover Beach” is deeply reflective and expresses the importance of a relationship in finding one’s balance in a tumultuous world. John would agree, but the World State does not endorse exclusive one-on-one relationships.

Reading Guide: Chapters 14–18

Directions: Use the following questions to clarify your understanding of these chapters of *Brave New World*.

Chapter 14

1. What is the purpose of death conditioning? How is it accomplished?
2. Why does John become angry at the children?

Chapter 15

1. What does John say he will teach the mob of hospital workers?
2. Describe John's actions at the hospital.
3. How do others react to what John does?
4. Describe the actions taken by the World State Police.

Chapter 16

1. Why is Shakespeare prohibited in the World State?
2. Why does Mustapha Mond say he paid for being too much interested in truth?

Chapter 17

1. What two things does John say that the people have sacrificed for their happiness?
2. What third sacrifice does the Controller add?
3. Why do the people of the World State have no need of a god?
4. What does the Controller call "Christianity without tears"? Explain.
5. The Savage claims the "right to be unhappy." What does he mean?

Chapter 18

1. What happens to Bernard and Helmholtz?
2. What happens to Lenina?
3. What happens to John?

Vocabulary Activity

Directions: Using a dictionary or thesaurus for reference, circle the one word in each group that is totally different in meaning from the other two.

- | | | |
|-----------------|---------------|-------------|
| 1. persist | despair | persevere |
| 2. alertness | deterioration | senility |
| 3. incoherent | rambling | reasonable |
| 4. profound | superficial | insightful |
| 5. emaciated | voluptuous | sensuous |
| 6. systematized | hierarchy | random |
| 7. admonition | forewarning | premonition |
| 8. squeamish | appealing | nauseous |
| 9. hateful | helpful | heinous |
| 10. unhealthy | innocuous | harmless |

Is Freedom Free?

Directions: Find a picture of people involved in a riot or demonstration and attach a copy of it to this handout. Then answer the following questions.

1. Where and when did this event take place?

2. Are the motives of the demonstrators in the photo in any way like those of the workers at the hospital in *Brave New World*? If so, in what ways?

3. Compare the methods used to stop the rioters.

4. What determines whether riots or other forms of public protest can persist?

5. What makes people demonstrate, peaceably or otherwise?

6. Have you ever participated in any kind of demonstration, or would you if you had an opportunity? Explain your experience and/or your feelings toward public demonstrations.

Through the Eyes of Poetry

Directions: Carefully read the following poems or excerpts from poems. Then consider what each highlights that is missing in the World State. How would John, Lenina, and Bernard react to these passages?

From “Thanatopsis”

So live, that when thy summons comes to join
The innumerable caravan, that moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,
Scourged to his dungeon, but sustained and soothed
By an unfaltering trust, approach thy grave,
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.

—William Cullen Bryant

Crossing the Bar

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to sea.

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;

For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have cross't the bar.

—Alfred, Lord Tennyson

My Heart Leaps Up

My heart leaps up when I behold
A rainbow in the sky;
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old.
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.
—William Wordsworth

The World Is Too Much with Us

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not. —Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn.
—William Wordsworth

Dover Beach

The sea is calm to-night.
The tide is full, the moon lies fair
Upon the straits;—on the French coast the light
Gleams and is gone; the cliffs of England stand
Glimmering and vast, out in the tranquil bay.

Come to the window, sweet is the night-air!
Only, from the long line of spray
Where the sea meets the moon-blanch'd land,
Listen! you hear the grating roar
Of pebbles which the waves draw back, and fling,
At their return, up the high strand,
Begin, and cease, and then again begin,
With tremulous cadence slow, and bring
The eternal note of sadness in.

Sophocles long ago
Heard it on the Ægean, and it brought
Into his mind the turbid ebb and flow,
Of human misery; we
Find also in the sound a thought,
Hearing it by this distant northern sea.

The Sea of Faith
Was once, too, at the full, and round earth's shore
Lay like the folds of a bright girdle furled.
But now I only hear
Its melancholy, long, withdrawing roar,
Retreating, to the breath
Of the night-wind, down the vast edges drear
And naked shingles of the world.

Ah, love, let us be true
To one another! for the world, which seems
To lie before us like a land of dreams,
So various, so beautiful, so new,
Hath really neither joy, nor love, nor light,
Nor certitude, nor peace, nor help for pain;
And we are here as on a darkling plain
Swept with confused alarms of struggle and flight,
Where ignorant armies clash by night.
—Matthew Arnold

Lesson 7

Talking with Mustapha Mond

Objectives

- To contrast the views of the Savage with those of the World State as expressed by the World Controller, Mustapha Mond
- To recognize the social ills eliminated by the World State which contemporary society has not yet overcome

Notes to the Teacher

In chapters 16 and 17, through the conversation of John and Mustapha Mond, we learn a great deal about the philosophy behind the World State. John confronts the issues of the role of science, the absence of art and religion, and a continuous life of pleasure and ease. Mustapha has an answer for every question and objection. In this lesson, students discover those answers.

Despite all of its drawbacks, life in the World State does have advantages. Many of the problems that plague us in the real world today have been solved in Aldous Huxley's dystopia. Students consider how the World State deals with the problems and how individuals and nations today try to handle them.

Procedure

1. Point out that, during the discussion with Mustapha Mond, John challenges many aspects of the World State. Distribute **Handout 26**, and ask students to complete the exercise.

Suggested Responses

1. Modern human beings have outgrown God, since they have youth and prosperity to the end of their lives.
2. People believed in God because they were conditioned to do so; God isn't compatible with machinery, scientific medicine, and universal happiness.
3. Industrial civilization depends upon self-indulgence.
4. There is no need for heroism or nobility in a stable society.
5. Yes, this is why we have made the V.P.S. treatments compulsory.
6. Why would anyone want the right to be tortured by every unspeakable kind of pain and fear?

2. Distribute **Handout 27**, and ask small groups to complete the chart. Follow with whole-class discussion, including students' personal opinions on the issues.

Suggested Responses

1. The World State has complete control over the number of humans in it. In the world today, voluntary birth control is often influenced by economic conditions, religious beliefs, and personal preferences.
2. The World State uses scientific engineering to control pollution. In today's world, pollution is a big and unresolved problem, and governments are becoming more active in trying to control it. Many U.S. states have created laws that establish deposits or refund values on beverage containers, while other jurisdictions rely on recycling goals or landfill bans of recyclable materials. Some larger cities, such as New York and Seattle, have passed laws fining people who throw away recyclable materials.
3. The World State has legalized soma, a government-distributed drug which is harmless in prescribed dosage. In the United States, many drugs are illegal; attempts to resolve abuse problems include public awareness campaigns and rehabilitation facilities. Prescription drug abuse has increased in recent years, complicating the issue along with controversy over the legal use of marijuana.
4. The World State has eliminated birth defects through scientific reproduction, except for rare human error. Today the advent of varied and accurate prenatal testing for birth defects has made the process more prevalent and controversial. Many people oppose the right to have an abortion because of a suspected birth defect, viewing the abortion of the afflicted baby as a violation of his or her human rights and a form of genocide. On the flipside of the issue, medical preparation and intervention prior to and during the birth of a child with a birth defect have offered hope. Early intervention programs after the child's birth have made birth defects a less frightening issue. The Human Genome Project attempts to identify the likelihood of birth defects and consequently creates moral dilemmas.
5. The World State condones and performs abortions on occasions when freemartins fail to practice their Malthusian drills and become pregnant. Today, although recognized by the Supreme Court as a private matter since 1973 (*Roe v. Wade*), this subject remains controversial.

6. In the World State, there are no individual automobiles nor any need for them. Masses travel by monorail, the upper classes by helicopter. Individual cars are the norm in industrialized nations today and contribute to air pollution, as well as other problems. This issue is far from being solved. Americans resist limits to freedom, even when safety is at stake.
7. In the World State, there are no problems because workers are kept happy, conditioned by the knowledge that theirs is a suitable lot in life and that after work they will have earned a soma respite until the next morning. In the world today, workers' demands are fueled by a barrage of advertising, causing them to seek a higher standard of living and to surround themselves with more and more comforts. They do not quietly accept a given role in life. Because of their ability to reason, they may aspire to higher levels of accomplishment. In times of recession, people may continue their education, change careers, join the military, or apply for government jobs.
8. In the World State, no racial prejudices seem to exist among castes; however, prejudices are apparent toward anyone of viviparous heritage and toward so-called savages. In the world today, there are still prejudices about racial and ethnic groups. Race continues to be an issue, but less so with each decade. The color barrier has been broken in many areas of American life, including the positions of Supreme Court justice and president of the United States.

Problems Resolved by the World State

Directions: The following chart lists a number of social problems which confront the United States as well as many other places in the world. First, indicate how the World State resolves each problem in *Brave New World*. Then state how the world today is trying to address the issue.

Problem	World State	The World Today
1. Overpopulation		
2. Pollution		
3. Drug abuse		
4. Birth defects		

Problem	World State	The World Today
5. Abortion		
6. Death on highways		
7. Labor problems		
8. Racial prejudice		

Lesson 8

Responses to *Brave New World*

Objectives

- To recognize that an individual's response to a different environment is a result of background and experience
- To take a position of agreement or disagreement with statements made about the novel

Notes to the Teacher

By the time readers have finished chapter 17, John's dilemma is clear. He seems suspended in space and time, a lone survivor in a world to which he cannot become accustomed. To return to the Reservation seems equally unthinkable. He was always a lonely, unwanted individual there; there is no reason for him to return. In addition, Mustapha Mond wishes to keep him in the World State to continue the experiment.

Students begin this lesson by discussing John's unenviable situation. Students then respond to statements made about the novel by other students, by critics, and by Aldous Huxley himself.

Procedure

1. Ask students to describe John's situation at the end of chapter 17. (His only two friends have gone into exile, and Mustapha Mond will not let him join them because he is part of an experiment. He is not suited to life in the World State, and there is nothing to draw him back to the Reservation, even if he could get there. He is in a deplorable situation.)
2. Distribute **Handout 28**, which lists some comments students have made about the novel. Ask the class to complete the handout individually, and follow with open-ended discussion.
3. Distribute **Handout 29**, and have students work in small groups to discuss the critical views. After group discussions, allow students to write responses to each critical view. They are free to agree or disagree. Follow up by allowing students to share their thoughts.

Suggested Responses

1. Neil Postman highlights differences between *Brave New World* and *1984*, two dystopias that are often seen as similar. In Huxley's world, people are drawn to passivity, pleasure, and triviality.

2. Christopher Hitchens links *1984* with the Soviet Union, which did not succeed. By implication, the World State is a logical extension of Western capitalism.
 3. David Pearce's comments are heavily ironic and seem to indicate how sad it is that people will probably be perfectly happy in the World State when it comes.
 4. Michael Richard Lopez seems to indicate that life in the World State might not be too bad after all.
4. Distribute **Handout 30**, and ask students to read Huxley's comments. (The world does not seem to be heading in a healthy direction, as there is dysfunction all over. The dystopia Huxley foresaw may, in fact, lie in the future.)

Quotations from Other Students' Writing

Directions: The following statements were made by students after they finished reading *Brave New World*. Decide whether you agree or disagree with each statement. Qualify your answers by citing references to the book.

1. "Death was, and is, the only way anyone could get freedom from the Brave New World."
2. "The Savage was searching for a middle road—one between the two extremes of the Reservation and the New World."
3. "The Savage starts becoming crazy from being alienated and eventually goes insane from what happens in the world."
4. "Considering himself to be impure and wicked, the Savage often beats himself with a whip."
5. "The Savage believed he had the right to prove himself a man and to have the challenges life offers without having life so perfect that there are no challenges or problems."
6. "A person has no need of a god because his or her life has a predetermined future."
7. "He got so tired of being humiliated, he committed suicide."
8. "The Savage feels that, to be truly happy, you have to know what unhappiness feels like."
9. "The people of the World State have been so conditioned that they don't need a god; God represents noble and heroic things they don't need."
10. "In the end, John solves all his problems with six feet of strong rope."

The Critics on Aldous Huxley

Directions: Read the following excerpts of literary criticism on *Brave New World*. For each, try to summarize the author's view.

1. Social critic Neil Postman contrasts the worlds of *1984* and *Brave New World* in the foreword of his 1985 book *Amusing Ourselves to Death*:

What Orwell feared were those who would ban books. What Huxley feared was that there would be no reason to ban a book, for there would be no one who wanted to read one. Orwell feared those who would deprive us of information. Huxley feared those who would give us so much that we would be reduced to passivity and egoism. Orwell feared that the truth would be concealed from us. Huxley feared the truth would be drowned in a sea of irrelevance. Orwell feared we would become a captive culture. Huxley feared we would become a trivial culture, preoccupied with some equivalent of the feelies, the orgy porgy, and the centrifugal bumblepuppy. As Huxley remarked in *Brave New World Revisited*, the civil libertarians and rationalists who are ever on the alert to oppose tyranny "failed to take into account man's almost infinite appetite for distractions." In 1984, Huxley added, people are controlled by inflicting pain. In *Brave New World*, they are controlled by inflicting pleasure. In short, Orwell feared that what we hate will ruin us. Huxley feared that what we love will ruin us.¹

2. Journalist Christopher Hitchens, who has written several articles on Huxley and a book on Orwell, notes the difference between the two texts:

We dwell in a present-tense culture that somehow, significantly, decided to employ the telling expression "You're history" as a choice reprobation or insult, and thus elected to speak forgotten volumes about itself. By that standard, the forbidding dystopia of George Orwell's *Nineteen Eighty-Four* already belongs, both as a text and as a date, with Ur and Mycenae, while the hedonist nihilism of Huxley still beckons toward a painless, amusement-sodden, and stress-free consensus. Orwell's was a house of horrors. He often seemed to beg credulity because he posited a regime that would go to any lengths to own and possess history, to rewrite and reconstruct it, and to inculcate it by means of coercion. Whereas Huxley . . . rightly foresaw that any such regime could break but could not bend. In 1988, four years after 1984, the Soviet Union scrapped its official history curriculum and announced that a newly authorized version was somewhere in the works. That was the precise moment at which the regime conceded its own extinction. For true blissed-out and vacant servitude, though, you need an otherwise sophisticated society where no serious history is taught *at all*.²

¹Neil Postman, *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* (New York: Penguin Books, 1985), vii–viii.

²Christopher Hitchens, "Goodbye to All That: Why Americans Are Not Taught History," *Harper's Magazine* 297, no. 1782 (November 1998): 37.

3. David Pearce wrote the following in an article about *Brave New World*:

When Bernard Marx tells the Savage he will try to secure permission for him and his mother to visit the Other Place, John is initially pleased and excited. Echoing Miranda in *The Tempest*, he exclaims: “O brave new world that has such people in it.” Heavy irony. Like innocent Miranda, he is eager to embrace a way of life he neither knows nor understands. And of course he comes unstuck. Yet if we swallow such fancy literary conceits, then ultimately the joke is on us. It is only funny in the sense there are “jokes” about Auschwitz. For it is Huxley who neither knows nor understands the glory of what lies ahead. A utopian society in which we are sublimely happy will be far better than we can presently imagine, not worse. And it is we, trapped in the emotional squalor of late-Darwinian antiquity, who neither know nor understand the lives of the god-like super-beings we are destined to become.³

4. The following comments come from critic Michael Richard Lopez:

If Huxley is trying to satirize the atrocity of mental conditioning in the *Brave New World*, by using an image that argues, in effect, “See what happens when a Beta is confronted with ‘real-life,’” then he has failed as miserably as Bernard or the Savage. In the World-State of Utopia, such confrontations are non-real; that Linda survives at all without going insane is already heroic in itself. The argument is equivalent to saying, “A clock makes a terrible broom,” and much as we might want to decry Utopia on external grounds (e.g., that genetic disfigurement and conditioning are moral evils), within the context of Utopia, the overwhelming majority of Huxley’s inhabitants are “happy”; that they have been conditioned to be that way is so much the better since, in terms of *ensuring* their happiness, the *Brave New World* achieves what our Constitution can only promise as a “pursuit.” As the Director of Hatcheries puts it; “[T]hat is the secret of happiness and virtue—liking what you’ve *got* to do. All conditioning aims at that: making people like their inescapable social destiny.”⁴

³David Pearce, “Brave New World? A Defence of Paradise-Engineering,” *Aldous Huxley: Brave New World*, 1998, <<http://www.huxley.net>> (12 October 2011).

⁴Michael Richard Lopez, “Two Modern Utopias: A Comparative Study of Aldous Huxley’s *Brave New World* and Stanislaw Lem’s *Return from the Stars*” (master’s thesis, Antioch University, 1998), n.p.

Huxley Revisited

Directions: In 1958, Aldous Huxley published *Brave New World Revisited*. Read the following excerpts, and summarize what he had to say about his earlier view of the future.

1. In chapter 1, “Over-Population,” Huxley says this:

Meanwhile impersonal forces over which we have almost no control seem to be pushing us all in the direction of the Brave New Worldian nightmare; and this impersonal pushing is being consciously accelerated by representatives of commercial and political organizations who have developed a number of new techniques for manipulating, in the interest of some minority, the thoughts and feelings of the masses.¹

2. In chapter 3, “Over-Organization,” he writes the following:

Brave New World presents a fanciful and somewhat ribald picture of a society, in which the attempt to recreate human beings in the likeness of termites has been pushed almost to the limits of the possible. That we are being propelled in the direction of Brave New World is obvious. But no less obvious is the fact that we can, if we so desire, refuse to co-operate with the blind forces that are propelling us.²

¹Aldous Huxley, *Brave New World Revisited* (New York: Harper and Row, 1958), 7–8.

²*Ibid.*, 30.

Lesson 9

Comparisons and Contrasts

Objectives

- To chart similarities and differences between the World State and the world today
- To organize thoughts for a final essay comparing the two societies

Notes to the Teacher

Sometimes people question high school students being assigned to read a book about a society that glorifies drug use, promiscuity, and constant pleasure-seeking, as well as the creation of an entire society in test tubes. Students' examination of the novel has demonstrated that the culture of the World State does not enhance human life or dignity. Parents can be assured that the ultimate outcome is that students become more aware of the importance of the basic values of their own culture and of their need to examine their values in relation to a free society.

This lesson poses vital questions for today's society since, in the realm of technology, everything in the novel is fundamentally possible. The questions posed are as follows: How far have we moved toward the *Brave New World* society? In what ways are we moving in a different direction?

Procedure

1. Explain that when Aldous Huxley wrote *Brave New World* in 1931, he projected that such a society could become a reality within six hundred years (A.F. 632). In his 1946 foreword to the book, Huxley stated that a society like the World State was much closer than anyone could have imagined fifteen years earlier. Ask students what they think Huxley would say today about our world and the World State.
2. Distribute **Handout 31**, and ask students to complete the exercise. (Note: Responses and attitudes can vary widely depending on many factors, including geographical location and cultural heritage.)

Suggested Responses

1. In the World State, education consists of training for the jobs done by one's caste. Critical thinking is not a goal, and people do not read books. Science and technology are the main concerns. In today's world, most schools place an emphasis on technology, and some deemphasize the liberal arts.

2. In the World State, the family does not exist. Society seems to consist of free-floating individuals who do their jobs and have no lasting relationships. Physical motherhood is seen as disgusting. The nuclear family is often still seen as a goal today, but there is also a high divorce rate and acceptance of single-parent families and same-sex marriages. Devotion to parents, especially mothers, is characteristic of our culture.
3. The World State sees no need for religion; soma provides people with the tranquility once sought in religious practices. There is no belief in an afterlife. In our world today, religion is a matter of personal choice. The United States was founded on religious principles but also has established complete separation of church and state. Statistics indicate that church membership is decreasing, as are careers in fields of religion and religious schools. The majority of Americans say that they believe in God and in an afterlife.
4. Because everyone in the World State is conditioned to contentment, there is no emphasis on personal rights. As long as they get their soma, people are happy. Our world today still emphasizes personal rights, but the legal system has become so complex that it can sometimes be difficult to safeguard those rights.
5. In the World State, civilization has experienced a series of wars which wreaked havoc upon the entire globe. A dictatorship of world controllers now has control and has achieved stability through total but benevolent control. Through early conditioning and distribution of soma, people are perfectly controlled. We participate in elections, which means that the slate of people in charge is constantly changing. Frequency of violent crimes is proof that people are not controlled by the government, although they can be punished by it.
6. Advances in science, especially regarding human reproduction, are key in the World State. Science is key to maintaining youthful health and vigor; technology produces entertainment extravaganzas. Science and technology are also central in many aspects of our culture, especially communication.
7. The World State does not value diversity; sameness is important. Each caste consists of numerous persons with identical traits. Numerous identical twins are deliberately produced. In our culture, many people advocate the value of diversity, but we have also discovered that diversity is not easy.

8. Amusement is a key value in the World State and goes along with consumerism. Being happy consists of feeling pleasure and excitement. Our world also places a lot of emphasis on amusement. We have theme parks, entertainment media, and numerous spectator sports.
 9. In the World State, humans live to feel happy and are conditioned not to fear death; they know that after death their bodies will contribute phosphorous to help society. Soma sees them to an easy end. There are no lasting intimate relationships. In our world today, there are still many voices urging the understanding that there is more to a meaningful life than physical pleasure.
3. Explain that students are assigned to write essays relating the world in which they live to the World State in *Brave New World*. Clarify that the essays should include specific references to characters and events in the novel, as well as specific information about our world today. Basically, students are writing essays in response to the following question: Are we headed toward or away from the kind of culture described in *Brave New World*?

Are We Becoming the Society of *Brave New World*?

Directions: Use the chart to compare practices and views in the World State with practices and views in our world today.

Area of Concern	The World State	The World Today
1. Education		
2. Family		
3. Religion		
4. Personal rights		

Area of Concern	The World State	The World Today
5. Government		
6. Science		
7. Diversity		
8. Amusement		
9. Human life and death		

Lesson 10

Are We Heading Toward a Brave New World?

Objectives

- To compare the quality of leisure-time activities in the World State with those in American society
- To recognize the potential of the communication revolution and its effects in the possible creation of a World State
- To recognize the moral dilemmas of the concept of gene-mapping

Notes to the Teacher

This lesson continues to provide input that students may find helpful in writing their culminating essays. Students first consider the importance of leisure in the World State and in our own culture. We have gigantic amusement parks that provide artificial thrills; spectator sports range from Little League to professional athletic competitions. Once an afternoon sitting on the shore of a lake could have been restful and relaxing; today it might just seem boring. Studying the ways people spend free time can reveal much about their values. Aldous Huxley's World State permits a wide variety of leisure activities but requires that they be complicated and expensive.

Students then examine effects of the communication revolution, something that *Brave New World* does not explore. Finally, students write their own responses to and insights based on *Brave New World*.

Procedure

1. Ask students to think about American leisure activities in earlier times: barn raisings, quilting bees, spelling bees, folk dancing. Ask students to identify leisure-time activities that are popular today. (These can cover a wide range: bowling, bird-watching, hanging out at the mall, playing computer games, watching a movie.)
2. Distribute **Handout 32**, and ask students to complete it individually.

Suggested Responses

1. The statement is ominous. Civilizations evolve to the point that people are not busy all the time doing what needs to be done for survival; then the need for leisure-time activities arises. The idea of these activities being the last product suggests the imminent failure of a civilization.

2. In the World State, leisure-time activities should be complicated and expensive. They support the economy.
 3. Leisure activities include Centrifugal Bumble-puppy, Escalator Squash, Electro-magnetic Golf, Community Sings, Solidarity Services, Obstacle Golf, dancing to synthetic music, and holidays to faraway places (upper castes).
 4. People generally worked longer hours. More people were farmers, a situation in which the work is never done.
 5. Possibilities might include theme parks such as those at Disney World, bowling alleys, ski resorts, fitness centers, movie theaters, shopping malls, golf courses, professional sports, country clubs, summer camps, and ocean cruises.
 6. Students may note that the issue is not so much what the activity is as how people use it.
 7. Like people in the World State, we often want things that are bigger and better.
 8. An old adage says, "Idle hands are the devil's workshop." When leisure equates with idleness, people tend to get into trouble.
3. Ask students what role the media play in what happens to John. (A reporter disturbs John's privacy, and the media describe his self-flagellation. This results in many people wanting the thrill of witnessing it themselves and eventually leads to John's suicide.)
 4. Distribute **Handout 33**, and ask students to complete it. Follow with discussion. (The media make it almost impossible for governments to hide information, but they often use sensational approaches to get the audience's attention. There are problems of invasion of privacy, vulgarity, obscenity, and biased news. Sometimes media have used subliminal stimuli to manipulate audiences, much like the brainwashing of the children in the World State. Information can now be communicated across the globe in seconds, meaning that we are bombarded by world events and other stimuli.)
 5. Remind students of the quotations they read on **Handout 28** (Lesson 8). Ask each student to write a single sentence that expresses his or her strongest insights into or feelings about *Brave New World*. Explain that students can focus on characters, events, themes, and things that are or are not present in the novel. When students have finished, have them post their sentences around the room for others to read. (Note: You may want to keep some or all of the statements for future use with other classes.)

The Pursuit of Leisure

Directions: Use the following questions as springboards to discuss the role of leisure in the life of individuals and society.

1. In *The Conquest of Happiness*, Bertrand Russell wrote, “To be able to fill leisure intelligently is the last product of civilization.” What do you think that he meant?
2. Leisure-time activities are of great importance in the World State. What do they involve?
3. List at least six games, sports, or leisure activities that are important in the World State.
4. Why is the use of leisure time a more important topic today than it was a century ago?

A World Bombarded by Media

Directions: Use the following points to reflect on the impact of media on us in our daily lives.

1. In his Guildhall address in London in June 1989, former President Ronald Reagan asserted, “The biggest of Big Brothers is helpless against the technology of the information age.” Reagan stated that communication technology is “the greatest force for advancement of freedom in the world.” How do the media help to support freedom?

2. Columnist David S. Broder of the *Washington Post* disagreed. He wrote the following:

The reality is that the technology of communications, like the technology of warfare or even of medicine, can be employed for good ends or evil, depending on the character of the men and women at the controls. For every instance of high-tech messages undermining a dictatorial regime, there are examples of governments using computer files and television propaganda as instruments of social control.¹

Who are the people who control the media?

3. Decades have passed since Reagan made the speech and Broder responded, and in that time technology has resulted in enormous changes in communication. Do you think we now get too much information from the media?

4. In a society which provides for freedom of the press, what problems exist?

¹David S. Broder, “Change Is Made by People . . . Not Technology,” *Washington Post*, June 18, 1989, C7.

Optional Activities

Directions: Choose one or more of the following projects to complete your study of *Brave New World*.

Readings

1. Read *1984* by George Orwell. Compare the lives of Oceania's citizens with the lives of those in the World State. Note in the two novels the differences between the ways the people are kept in complete submission.
2. Read *Fahrenheit 451* by Ray Bradbury, and report on his treatment of censorship in a futuristic society.
3. Read and write a book report about George Orwell's *Animal Farm*, which describes a revolution and establishment of a dictatorship by animals and satirizes human nature as well as the course of Communism from Karl Marx to Joseph Stalin.
4. Read Aldous Huxley's *Brave New World Revisited* or *Ape and Essence*. Share your responses with your class.

Oral Activities

1. With a group, debate the question: *Brave New World*—Can It Happen Here? Participants should support their opinions with facts and examples to illustrate why they believe such a society could or could not develop in our world today.
2. Role-play a section of the novel to increase understanding of the characters. Suggested scenes include Bernard and Lenina arriving at the Reservation; John and Linda confronting Tomakin at the Hatchery; Lenina and John at the feelies; the debate between Mustapha Mond and John; and John's actions at the lighthouse when he is discovered by the photographer.
3. Select music that would be best suited for background scores for filming the following scenes: the tour through the hatchery; the fertility rite at the Reservation; the orgy-porgy; the feelie-film, *Three Weeks in a Helicopter*; the riot at the Hospital for the Dying; the arrival of the helicopters at the lighthouse.
4. Compose tunes for some of the popular songs of the World State, such as "Hug Me Till You Drug Me, Honey." Do a live or taped performance for your class.

Writings

1. Write a character sketch of another visitor to the World State who becomes a leader of a rebellion against the State.
2. Write several entries for John's diary describing his first few days in the World State.
3. Write a character study of John, depicting his feelings of loneliness and despair after Linda dies.
4. Write a report by Mustapha Mond detailing his experiment with John the Savage. Conclude the report with Mustapha Mond's assessment of John's final act.

Research: Written or Oral Reports

1. Research the means of propaganda and mind control used by Adolf Hitler and the Nazi Party in Germany and/or by the Communist Party in Russia. Compare these techniques with those used in the World State.
2. Research Aldous Huxley's background, and share with the class the author's experiences that prepared him for writing *Brave New World*.
3. Research the activities of a citizens' group in the United States which attempts to regulate scientific discovery or the media.
4. Research the Human Genome Project. Explain how the discoveries of this group of scientists can have far-reaching effects upon human life.
5. Research the activities of the National Institute for Health. Explain how much power this group has over scientific research.

Art

1. Create a poster using a slogan from a hypnopaedic session.
2. Draw a portrait of John, Linda, or Lenina. Try to capture as much of the character's personality as possible in facial expression and posture.
3. Organize a group to work together to create a *Brave New World* board game in which the winner remains forever happy in the World State and losers are banished to less desirable places. As an alternative, the winner could escape.
4. Design a new game or piece of sports equipment that would be approved for use in the World State.

Roles of Outsiders

Directions: In *The Tempest*, Miranda is in many ways an outsider looking in, whether it is from her perspective of unsullied virtue or simply as a creature lacking in worldly experiences. Much like John in *Brave New World*, Miranda experiences a collision of worlds and must deal with the consequences. The list below features films in which a character experiences a similar outsider perspective. Choose a film to view and analyze. Plan and write a paper that examines the similarities and differences among the two literary characters and your film's character. Your choices are not limited to this list of films.

Aladdin

Nell

Castaway

The Outsiders

Children of Heaven

The Scarlet Letter

East of Eden

Simon Birch

The Great Gatsby

The Spitfire Grill

The Hunchback of Notre Dame

Tarzan

The Little Mermaid

The Truman Show

The Majestic

Objective Test: *Brave New World*

Part A.

Directions: Match each term with its definition.

- | | |
|-------------------------|--|
| ___ 1. feelies | a. reaching physical maturity |
| ___ 2. soma | b. deep in thought or meaning |
| ___ 3. Malthusian Drill | c. transportation for the masses |
| ___ 4. monogamy | d. a payment or way of making amends |
| ___ 5. hypnopaedia | e. engineers, writers, scientists |
| ___ 6. puberty | f. having only one spouse |
| ___ 7. Alphas | g. contrary to the government |
| ___ 8. Epsilons | h. World Controller of Western Europe |
| ___ 9. monorail | i. determined in advance |
| ___ 10. Mustapha Mond | j. foundry workers, loading dock workers |
| ___ 11. apertures | k. harmless |
| ___ 12. predestined | l. sleep-teaching |
| ___ 13. incessant | m. openings |
| ___ 14. innocuous | n. birth control method |
| ___ 15. erotic | o. unending |
| ___ 16. viviparous | p. movies with tactual effects |
| ___ 17. subversive | q. appealing to the sense of touch |
| ___ 18. atonement | r. government-sanctioned drug |
| ___ 19. tactual | s. arousing sexual feeling |
| ___ 20. profound | t. bearing live offspring |

Part B.**Directions:** Choose the best answers.

- _____ 1. Death in the World State means sudden senility but no
a. freedom. c. peace.
b. pain. d. cremation.
- _____ 2. Before the feelies began, entertainment was provided by
a. orgy-porgy. c. the secret organ.
b. Centrifugal Bumble-puppy. d. a Solidarity Service.
- _____ 3. The Savage (John) feels that the feelies are
a. miraculous. c. subversive.
b. sensational. d. ignoble.
- _____ 4. John believes the people of the World State have made some sacrifices for their kind of happiness. Among these are literature and
a. technology. c. health.
b. art. d. security.
- _____ 5. The purpose of death conditioning is to create an attitude of
a. concern. c. joy.
b. sorrow. d. unconcern when people die.
- _____ 6. When John sees the countless identical workers in the Electrical Equipment Company, he
a. retches. c. marvels.
b. rejoices. d. faints.
- _____ 7. Bernard is deported because of his desire for
a. Lenina. c. the Controller's job.
b. soma. d. individuality.
- _____ 8. People in the World State esteem
a. motherhood. c. physical pleasure.
b. fatherhood. d. literature.
- _____ 9. The words "O brave new world" were taken from Shakespeare's play
a. *Romeo and Juliet*. c. *Othello*.
b. *Hamlet*. d. *The Tempest*.

- _____ 10. In their off-working hours, the people of the World State are supposed to act like civilized
- a. robots. c. infants.
- b. freemartins. d. morons.
- _____ 11. The Malpais Reservation where John and Linda lived is located in
- a. Arizona. c. Mexico.
- b. New Mexico. d. Texas.
- _____ 12. In the World State, motherhood is considered to be
- a. humorous. c. gross.
- b. natural. d. sacred.
- _____ 13. The Solidarity Service, a meeting for members of the upper castes, ends in
- a. a riot. c. a Community Sing.
- b. a round of Obstacle Golf. d. an orgy.
- _____ 14. Most of the women of the World State are sterile and are known as
- a. freemartins. c. free agents.
- b. free spirits. d. free lovers.
- _____ 15. John causes a riot when he tries to do away with
- a. hypnopaedia. c. decanting.
- b. the feelies. d. soma.

Part C.

Directions: Match each character with the correct description.

- | | |
|---|---|
| _____ 1. Linda | a. a teacher and propaganda writer |
| _____ 2. Lenina Crowne | b. resents the World State that made him a misfit |
| _____ 3. Bernard Marx | c. his Fordship, the Resident Controller for Western Europe |
| _____ 4. Helmholtz Watson | d. accidentally left behind on the Reservation |
| _____ 5. Mustapha Mond | e. half-breed lover of John's mother; person that John tries to kill |
| _____ 6. Miranda | f. a character in Shakespeare's <i>The Tempest</i> |
| _____ 7. Henry Foster | g. a junior executive at the hatchery |
| _____ 8. Popé | h. one of the supreme officials in the state; a secular equivalent to an archbishop |
| _____ 9. Tomakin | i. the Director of Hatcheries and Conditioning |
| _____ 10. Arch-Community Songster of Canterbury | j. dates Bernard and Henry Foster |

Part D.**Directions:** Indicate whether each statement is true or false.

- _____ 1. The State takes children away from their mothers at an early age.
- _____ 2. Duties in the factories are often performed by a single Bokanovsky group.
- _____ 3. Dead persons are given elaborate funeral services.
- _____ 4. Community Sings are for lower castes only.
- _____ 5. Decanting is the process of removing embryos from the bottles in which they have matured.
- _____ 6. The Voice of Good Feelings welcomes visitors to the Feely Palaces.
- _____ 7. A surrogate is a minor political leader.
- _____ 8. Residents of the World State can be exiled for nonconformity.
- _____ 9. People are kept busy consuming goods so that they can keep up the economy and not trouble the government much.
- _____ 10. Since the people are always content and secure, they feel no need of a god.
- _____ 11. John eventually takes soma and engages in an orgy.
- _____ 12. Since he knows he will be sent back to the Reservation, John drowns himself in the English Channel.
- _____ 13. Ford is the official god of the World State's religion.
- _____ 14. Lenina is so conditioned that she cannot experience the emotions that John believes should be a part of one's life.
- _____ 15. John is not accepted on the Reservation because of his looks and also because of Linda's way of life.

Test Answer Key

Part A.

1. p
2. r
3. n
4. f
5. l
6. a
7. e
8. j
9. c
10. h
11. m
12. i
13. o
14. k
15. s
16. t
17. g
18. d
19. q
20. b

Part B.

1. b
2. c
3. d
4. b
5. d
6. a
7. d
8. c
9. d
10. c
11. b
12. c
13. d
14. a
15. d

Part C.

1. d
2. j
3. b
4. a
5. c
6. f
7. g
8. e
9. i
10. h

Part D.

1. False
2. True
3. False
4. True
5. True
6. False
7. False
8. True
9. True
10. True
11. True
12. False
13. False
14. True
15. True

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Brave New World

ISBN 978-1-56077-950-6

Entire Unit

- | | |
|------------|---|
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| RL.11-12.9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). |

- W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- L.11-12.2b Spell correctly.
- L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Source

Common Core State Standards (Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010)

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ISBN 978-1-56077-950-6



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