

BIG BROTHER

***I always feel like, somebody's
watching me...***

Teaching 1984 and the power of government.

Six-Week Unit designed for 10th grade honors



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***IS WATCHING
YOU***

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Rationale

The purpose of this unit plan is to focus students on the role of the individual citizen in society along with the power the government has over its citizens; both the student's individual role and citizenship as a whole will be main topics over these six weeks. Currently, these students are 10th grade honor students are going to enter the community on their own with more responsibility, opinion, and input within just a couple of years. With the government about to start playing a much bigger role in their lives, it is important for them to understand just how they will be affected and how *much* their life actually can be affected.

The main text to accompany this thematic unit is George Orwell's *1984*. This famous dystopian novel will allow the students to enter a whole different world where the government is in complete control. The class will focus on the roles of the citizens in situations such as this. "Citizens have taken action to achieve what they feel is just, and these actions have been driven by different social goals, different types of conscience, and different understanding of law" (Smagorinsky, 143). This is the characteristic that will be focused on in our prominent protagonists. Characters and governments in the various texts being read will also be compared with the governments of today and of the Nazis. The 10th grade World History teachers have coincided with the English department so as the students will be covering Hitler's rule and the Holocaust during this time as well. *1984* depicts a dystopia or "negative utopia" as it is called in Erich Fromm's Afterword. This is most likely not a genre these students have encountered much prior to reading this, so an introduction to a new genre will also take place.

Activities such as Winston-inspired blog entries, anticipation guides, textual debate, reader's theater, jig sawing, Socratic Circles, and group support will all require students to think deeply about the text. Along with the novel, a multitude of supporting texts will be provided. Short stories, poems, free speech laws, news articles, and propaganda will all be addressed to dive deeper into the theme.

Formal assessment for this unit will come from two major sources: presentations and Socratic Circles. The presentations options will address multiple learning styles, giving the students a chance to show their creative side. Presentations will show what the students have come away from the novel with; while the Socratic Circle will show their knowledge regarding the theme as a whole. A Socratic Circle leaves way for students to add their own thoughts and opinions about the theme, the book outcome, and issues presented. It also allows for a more student-centered and student-lead discussions, building on Lyman's (1981) "think-pair-share" approach to discussions. The Socratic Circle is used for the final assessment so students can bring in all material and knowledge they have gained over the past six weeks. With a novel, short stories, poems, news articles, propaganda examples, and multiple essays, each student should be able to voice their own opinion about a government's and a citizen's role with strong support to back up their answer.

George Orwell's *1984* offers a thought-provoking learning experience for high school students. It provides thought-provoking reading, stimulating themes of individualism, social class disparity, and the abuse of power. It is a basis upon which students can form their own opinions about today's society. *1984*'s relevance to today is critical for secondary school students who hold the future in their hands, whether as tomorrow's leaders or as followers.

Goals and Objectives

Goals:

- Students will understand the role that a government plays on its citizens
- Students will question the role of an individual in society
- Students will question government propaganda
- Students will discover the effect of propaganda
- Students will work with plot structure
- Students will debate the text
- Students will use alternate texts to relate to the main text
- Students will present a final project and participate in a Socratic Circle to demonstrate knowledge

SWBAT:

- Make predictions about what will happen in the text
- Research articles dealing with the theme
- Participate and contribute in a Socratic Circle
- Compare and contrast the fictional *1984* setting to present day reality
- Perform a reader's theater
- Learn vocabulary specific to the text
- Write journal responses to various prompts
- Read various texts that have a government's ruling as the main theme
- Read various short stories and answer discussion questions
- Write blog postings that work on writing from a different viewpoint

Sunshine State Standards

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly;
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;
- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words;
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features;
- LA.1112.1.6.5 - relate new vocabulary to familiar words;
- LA.1112.1.7.1- use background knowledge of subject and related content areas, prereading strategies (e.g. previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.1112.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- LA.1112.1.7.8 - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.1112.2.1.1- analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text
- LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.1112.2.2.1- analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3- organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.2.5- select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.1112.3.1.3- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.1112.4.3.2- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).
- LA.1112.5.2.2 - apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;

LA.1112.5.2.3- use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one's own and others' oral presentations according to designed rubric criteria;

LA.1112.5.2.4 - use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and

LA.1112.5.2.5 - research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.

LA.1112.6.3.2- ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles

LA.1112.6.3.3 - demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Materials

The following is a list of materials needed to teach this unit plan. All available materials are provided in the Appendix.

- *1984* by George Orwell
- “The Lottery” by Shirley Jackson
- “The Spy” by Bertolt Brecht
- "Harrison Bergeron" by Kurt Vonnegut Jr.
- “The Unknown Citizen” by W. H. Auden
- “No One Died in Tiananmen Square” by William Lutz
- *North Korea: A Day in the Life* Documentary
- “Pizza Delivery Call” sound clip
- Individual student notebooks for journals, ideas, vocabulary and notes.
- Big Brother PowerPoint
- Learning Station assignment slips, Work Crew cards, cups with tiny screws, nuts, and washers, Oceania Times crop report
- Black or white butcher paper
- Cameras, camcorders, camera lenses, fake surveillance cameras
- “Comparing *1984* to Today” Chart
- Anticipation Guide
- Prepared journal questions
- Prepared quiz questions
- Information handouts and rubrics for: Character Blogging, Socratic Circles, Presentation Options, Propaganda,
- Weblog permission forms
- News articles
- Themes of W.H. Auden's "The Unknown Citizen" Article
- George Orwell’s Essay *Politics and the English Language*
- A recording of David Bowie: 1984
- A recording of David Bowie: Big Brother
- A recording of The Eurythmics: For the Love of Big Brother
- YouTube clip of 1984 movie trailer
- IngSoc propaganda video
- Nazi propaganda video

Unit Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 Journal 1 Conflict Chart Discuss how much society/masses & the gov. control and effect our actions. -Laws	2 Journal 2 The Lottery reading and activity	3 Journal 3 The Spy reading -Jig-Saw	4 Journal 4 Orwell Essay	5 1984 Experience 1984 Anticipation Guide
6 Journal 5 Read chapter 1 Book discussion Hw: Ch 2 and 3	7 Quiz: Book 1, Chapters 2 and 3 In-class reading ch 4 out loud and 5 silent Hw: Finish Ch 5	8 Journal 6 No one died in T. Square and activity Records Department Hw: Ch 6 and 7	9 Quiz: Book 1, Chapters 6 and 7 Totalitarian Governments - Nazism. Comparing Big Brother to Hitler	10 Journal 7 Character Blogs In-class reading Finish Book 1- Ch 8 Hw: Book 2, Ch 1 and 2
11 Quiz – Book 2, Chapters 1 and 2 Visual Vocabulary	12 Journal 8 In-class reading Book 2, Ch 3-5 Hw: Finish Ch 5	13 Harrison Bergeron reading and activity Hw: Ch 6 and 7	14 Quiz : Book 2, Chapters 6 and 7 In-class reading – Ch 8	15 Journal 9 Character Blogs Hw: Finish Book 2, Ch 9 and 10
16 Quiz: Book 2, Chapters 9 and 10 Pizza Call The unknown Citizen reading, article, and discussion	17 Journal 10 In-class reading Book 3, Ch 1 and 2 Hw: Finish Book 3, Ch 2	18 Journal 11 Articles The Invasion of Privacy Simpler Terms 'Orwellian,' It's Probably Not	19 Propaganda Posters	20 Character Blogs In-class reading Book 3, Ch 3 Hw: Start searching for news articles and laws
21 Quiz: pg 5-226 Share a character blog	22 Journal 12 In-class reading Book 3, Ch 4 and 5	23 Finish novel in class -Journal (anticipation guide) Last line discussion	24 Journal 13 1984 and Today - Book vs. reality chart	25 Work on presentations in class Hw: Work on presentations/ Find articles
26 Work on presentations in class	27 Presentations	28 NK video	29 Socratic Circle	30 Socratic Circle

Daily Lesson Plans

WEEK ONE

*All lesson plans are based on a 50 minute class period, five days a week.

Day 1

“I always feel like, somebody’s watching me...”

5 min: Teacher explains that today we are starting a new six-week unit. Each student should turn to a new divide in their notebooks that is set aside for the following six weeks. Students should already know this routine.

10min: Journal #1

20 min: Introduction to the unit theme and rationale.

-Teacher-led discussion on how much the government controls/can control our lives.

20 min: Discuss government laws focusing on privacy and free speech laws.

Day 2

5/10 min: Journal # 2

10 min: Pre reading activity.

-Students are split up into 5 groups. Each group must put a ‘ticket’ with their group name on it in a hat for a chance to win the class lottery for the day. Once a group is selected, each member will then put their individual names in a drawing for the lottery winner.

The winner must wear some ridiculous item of clothing the teacher has brought in for the remainder of class.

Example: A goofy hat, huge sunglasses, or a scary mask.

20 min: Reading of the short story “The Lottery” by Shirley Jackson.

10 min: Class discussion about the story.

-Where you surprised what the lottery’s big prize was?

-Why do you think this tradition has lasted so long in this community?

-Would our society ever let this happen?

Day 3

5/10 min: Journal # 3

10 min: Reading of Bertolt Brecht’s “The Spy”.

20 min: Jig Saw

-Have students break up into five groups. Each group will be assigned another play from Brecht’s Fear and Misery of the Third Reich and required to read it silently in their groups.

-Once they have completed reading, the group will have a discussion about the story and how it relates to the unit theme. Each student will then be assigned a number in the group.

10 min: All the ones will meet in an assigned corner, all the twos in another, and so on. Each person will take time to share their group’s story to their new group. New group discussions will form about the outcomes of each play and how they all related to our theme.

5 min: For the remaining time, the class will return to their regular seats and have a collaborative discussion about the combination of plays read.

Day 4

10 min: Journal # 4

40 min: Students will read excerpts from Politics and the English Language by George Orwell both out loud and silently. This will be a teacher-led discussion and reading with pauses from reading to discuss major questions.

Major questions:

- It is easier to think with poor English because the language is in decline. And as the language declines, "foolish" thoughts become even easier, reinforcing the original cause.
- " Political language. . . is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind. " –George Orwell
- Orwell's Six Rules:
 1. Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.
 2. Never use a long word where a short one will do.
 3. If it is possible to cut a word out, always cut it out.
 4. Never use the passive where you can use the active.
 5. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.
 6. Break any of these rules sooner than say anything outright barbarous.

Day 5

Materials needed for today:

- Big Brother PowerPoint
- Learning Station assignment slips, Work Crew cards, cups with tiny screws, nuts, and washers, Oceania Times crop report
- Black or white butcher paper
- Cameras, camcorders, camera lenses, fake surveillance cameras
- Students will need notebooks and pens

Before doing this activity, the following should already be done:

1. Take down or cover all posters and hide anything that gives the room personality.
2. Position a number of cameras and lenses (either with lenses cap left on or fake cameras) around the room so they look like surveillance cameras.
3. Tape butcher paper over the windows and rearrange the desks into five clusters.
4. Set up one Learning Station at each of the five desk clusters.
5. Turn the lights out. Light the room with a couple of small lamps with naked light bulbs.

5 min: Students arrive to find a sign on the door telling them to wait outside the classroom, which has been labeled "Room 102". Let students wait past the bell to build anticipation.

5/10 min: Let students in. Speaking mechanically and unemotionally, direct them to find seats. Tell these “comrades” that they have been selected for re-education by the Party, and that they are to carry out the instructions at each of the Learning Stations. Use Newspeak words as much as possible.

The centers have instructions at the desks:

1. Observe another citizen and write down everything they do. Do not let them know you are watching them!
2. Hate Week is coming up. Show your loyalty to the party by working on a poster. (I have poster board and red, black, and grey markers. They have to cooperate on a single poster.)
3. You are being considered for a position in the Ministry of Truth working on the Eleventh Edition of the Newspeak Dictionary. Create a list of words that can replace surplus vocabulary. (Also included is Syme's speech about Newspeak on the directions.)
4. All good citizens work for the Party in their free time. Assemble these military components according to the directions. (There's a two-sided card at each desk. The first side says: "Disregard previous ungood instructions - Assemble components - Place washer on screw - Attach nut and turn until snug against washer - When all units are assembled, turn instructions over." The second side says "Disregard previous ungood instructions - Disassemble components - Remove washer from screw - Attach nut and turn until fully engaged - When all units are assembled, turn instructions over.")
5. The Oceania Times has received malreported information which must be rectified. Rewrite the article to reflect the correct yield of 1.5 million bushels of wheat and severe weather conditions that were experienced.

Ministry of Plenty Predicts Record Wheat Crop

The Ministry of Plenty has once again announced a considerable increase in the yield of the wheat crop. Because of the dedication of our comrades in the farmlands, and because our meteorologists are certain that the fall and winter will be exceptionally mild, MiniPlen confidently predicts a record crop of well over 3.2 million bushels. As a result, citizens can expect to see an increase in the bread ration from one to one and one-quarter loaves per week.

25 min: Teacher starts the Big Brother PowerPoint that rotates through images of Big Brother for five minutes. Walk around the room and observe students as they work. Carry a clipboard and make notes occasionally, or use a digital camera to take random snapshots. Do not smile.

At the end of the five minutes, direct students to stand and move as a group to the next station.

2 min: Announce the end of the “re-education period” and instruct students to put away the materials they are using.

7 min: Smile for the first time that day and welcome the students back to the present.

-Review the Learning Stations; talk about what they learned; and discuss the implications for language in a totalitarian state where thought is controlled.

-Draw the students' attention to the cameras and lenses poised around the room. Discuss the use of surveillance cameras on campus and the fact that all computer activity at school is monitored. Talking about the surveillance that has become routine in our larger society can serve as an anticipatory activity for a future Socratic Circle discussion on privacy.

3 min: Show the YouTube clip of the movie trailer:

<http://www.youtube.com/watch?v=Z4rBDUJTnNU>

Homework: Read chapter 1.

* This day's activity was adapted from: Kelsey, L. (2010). Retrieved from personal e-mail.

WEEK TWO

Day 6

5/10 min: Journal # 5

10 min: 1984 Anticipation Guide.

Each student will complete an Anticipation Guide for the novel. This paper will be graded and taken up at the end of class; it will also be returned at a later date so the students can reference it during the follow weeks. Once every one has completed the guide, a discussion will take place focusing on some of the questions and their situations.

Example: Question 4: The government has a right to know what people are reading so they may determine who might be a threat. This can lead to a small discussion about banned books in America.

15 min: Introduction to the book.

Students will physically be assigned their copy of 1984 at this time, with the teacher recording which book each student received. The book's introduction by the author will be read out loud followed by an oral discussion about student's hypotheses about the upcoming reading.

10 min: The teacher will read chapter 1 out loud.

10 min: A short class discussion about what was just read.

-What does the opening sentence suggest about the book? ("...the clocks were striking thirteen" time and place not familiar to us.)

-Students will also add to or change their hypothesis for the rest of the novel.

Homework: Read chapters 2 and 3.

Day 7

5 min: Quiz: Book 1, chapters 2 and 3 (Quizzes can be found in the Appendix)

10 min: What is Newspeak? Students will be writing notes as the class discusses this topic.

-A dissection of the novel's appendix explaining Newspeak.

-This language will be compared with what Orwell wrote in his Politics and the English Language essay.

10 min: Students will translate a text into Newspeak. Students may translate famous quotes, excerpts from other texts they have available or school rules. A few volunteers will be asked to share.

25 min: In-class reading: Chapter 4 out loud and chapter 5 silently.

Homework: Finish chapter 5 if class time did not permit.

Day 8

5/10 min: Journal # 6

20 min: Out loud reading of No One Died in Tiananmen Square by William Lutz and discussion.

-Teacher will share some pictures and research about this true event and if anyone really died:

<http://factsanddetails.com/china.php?itemid=77&catid=2&subcatid=7>

-How does the Party control history? Why? (In order to control the future, they must erase the past so the citizens won't question or challenge what is done in the present.)

-What are some advantages and disadvantages of the government being able to 'control' the past?

-Relate this article to incidents in Winston's life of having to destroy information to change the past.

25 min: Scenario: Students are employed by the Records Department of the Ministry of Truth.

-Students will each be given a laminated newspaper clipping that they must rewrite. According to the article's situation, directions will be given on the back of the clipping that explains what the employer is required to change.

Example: A student is given a newspaper clipping highlighting a cross-country meet six years ago where the winner was a UF student. Last month that student committed a thoughtcrime and has 'disappeared'. Big Brother is currently endorsing FSU's cross-country team and is trying to recruit new members. Rewrite the article so has the UF runner does not exist and the meet was an easy victory for FSU.

Homework: Read chapters 6 and 7.

Day 9

10 min: Quiz: Book 1, Chapters 6 and 7

40 min: Comparing Big Brother to Hitler

Totalitarian Governments - Nazism Communism

Discussion:

-Who is Emmanuel Goldstein and how is he presented to the people of Oceania? What is the probable significance of using the obviously Jewish name? (Leader of the Brotherhood, an underground rebel organization. He wrote the book read by Winston. He is the object of the daily Two Minutes Hate exercise designed to direct citizen frustration away from the Party.

Considering the fact that World War II with its horror of the holocaust had just ended, the use of Goldstein as a scapegoat parallels the Nazis' attempt to blame their problems on the Jews.)

-If you were a citizen in 1933 Germany, how would you feel about your government? What options did you feel you had for expressing opposition to this government or to participate in it? How do these options differ from the options you have today in the United States? (Same question but replace "1933 Germany" with "Orwell's 1984")

-Adolf Hitler was on the verge of creating an Orwellian-style cable TV system to broadcast Nazi propaganda around Germany. Screens would have been set up in public places, including in laundries so housewives could tune in, according to a documentary based on papers and tapes found in his bunker. When the Allies overran Germany, engineers were on the point of a technological breakthrough to allow TV pictures to be transmitted to screens and sound to radio receivers.

-Prototype programs included Family Chronicles: An Evening With Hans And Gelli, an early reality TV show depicting the wholesome Aryan life of a young German couple for the rest of the population to model themselves on.

-Another plan was to show footage of executions of traitors to the Nazis.

The plans first came to light in 1945, when boxes with tapes were found in the ruins of Berlin by Soviet soldiers, the Russian documentary says.

According to the program, the engineer Walter Bruch was asked to make 'people's television' a reality.

Day 10

5/10min: Journal # 7

30 min: Computer Day

-Introduction to writing character blogs.

-Students will set up a weblog account with the provided password and login information.

Students should start the basic set up of their character blogs.

-Students should choose a character they want to write as at this time. The rubric will also be passed out at this time.

10 min: In-class reading of chapter 8.

Homework: Read Book 2 chapters 1 and 2.

WEEK THREE

Day 11

10 min: Quiz - Book 2, Chapters 1 and 2.

10 min: Pass out the handout with the presentation options and rubrics. The teacher will go over this sheet out loud with the students. Project details will be discussed and any questions the students have will be addressed.

30 min: Visual Vocabulary

Students will each be assigned a vocabulary word that is from *1984*; this is not a group assignment. Computer and construction paper, markers, dictionaries, online sources, magazines, glue, and scissors will all be provided for this activity.

Each student must find a way to illustrate their assigned vocabulary word; it must in some way be related to the novel. On the paper for the Visual Vocabulary activity should be the assigned word, an illustration, and an example sentence. The example sentence should not be from the book, but when presenting the word, the student will quote the word in the novel's context. The word should be noticeable in some way; whether it is bold, a different color, or a larger text size; it should be able to be seen from ten feet away.

Example Visual Vocabulary words: (up to Book 2, chapters 1 and 2)

- **Book 1**

I: renegade, polysyllabic, refute, inscrutable

II: discountenanced, gamboling, saboteur

III: reproach, disdain, repudiate

IV: collate

V: venerate, heretic, irrepressible, proliferate

VI: debauchery, aquiline

VII: jostle, listless, incriminate, posterity, stratum

VIII: balminess, sordid, altercation, meditatively, innumerable, cumbersome, officiousness, unprocurable

- **Book 2**

I: guise

Day 12

5/10 min: Journal # 8

35 min: In-class reading: Book 2, Chapters 3-5.

10 min: Any remaining time should be spent working on the Visual Vocabulary if the students have not already finished this assignment.

Day 13

5 min: Introduction: Today we will be reading the short story *Harrison Bergeron* by Kurt Vonnegut with relation to the novel *1984*.

10 min: Split the students up into groups. Hand each member of the individual groups a note card with their assigned handicap for that reading activity. They cannot show each other their handicaps.

1. You can only speak in questions.
2. You must say everything as if it had an '!!!' at the end of the sentence.
3. You can only talk when you're standing up and pacing.
4. You may not speak...at all!
5. You must keep your eyes shut...starting now!

20 min: Hand each group a different portion of the text telling them that they each have different sections that, put together, will make one complete story. They must read and act out their portion with all their handicaps intact.

-Group 1 has up to the line: "Who knows?" said George.

-Group 2 has up to the line: "If you see this boy," said the ballerina, "do not – I repeat, do not – try to reason with him."

-Group 3 has up to line: He flung away his rubber-ball nose, revealed a man that would have awed Thor, the god of thunder.

-Group 4 has up to line: Diana Moon Glampers loaded the gun again. She aimed it at the musicians and told them they had ten seconds to get their handicaps back on.

-Group 5 has to the end and should only be assigned two members.

20 min: Have the students present their portion of the text in order that the complete text reads. Afterwards, have a discussion about the plot of the short story they just read to make sure everyone is on the same page. Then have a follow up discussion about how each person's handicap effected the reading and acting out of the section.

Homework: Finish up any Visual Vocabulary that is not completed by this point and read book 2, chapters 6 and 7.

Day 14

10 min: Quiz: Book 2, Chapters 6 and 7.

15 min: Students will share their Visual Vocabulary. These posters will be displayed around the room for the remainder of this unit.

25 min: In-class reading: Book 2, chapter 8

Day 15

5/10 min: Journal # 9

40 min: Computer Day

Students will work on their character blogs with the teaching overseeing.

Homework: Read Book 2, chapter 9 and 10.

WEEK FOUR

Day 16

10 min: Quiz: Book 2, Chapters 9 and 10.

5 min: Show the “Pizza Delivery Call” clip.

3 min: Listen to a reading of “The Unknown Citizen” out loud.

10 min: Read article:

Themes of W.H. Auden's "The Unknown Citizen" by Julie Moore

-Is this author’s explanation of the poem correct?

-What is the true message behind this poem?

10 min: “The Unknown Citizen” discussion questions.

12 min: Students will listen to music clips:

-David Bowie: 1984

-David Bowie: Big Brother

-The Eurythmics: For the Love of Big Brother

Day 17

5/10 min: Journal # 10

40 min: In-class reading: Book 3, Chapters 1 and 2.

Homework: Start researching and locating articles that have a ‘Big Brother’ theme from the last 10 years. Students should also finish reading chapter 2 if class time did not permit it to be finished.

Day 18

5/10min: Journal # 11

10 min: Reading of “Simpler Terms; If It's 'Orwellian,' It's Probably Not”.

30 min: News articles from today connecting to George Orwell’s 1984 situation:

-Big brother really is watching you. Today we accept a certain amount of oversight by government and business as a part of daily life.

-Students know about all the surveillance cameras that follow them as they move about in the world. They realize the U.S. government tracks details on their income and health. They know that online vendors know what they buy and everything they looked at before they decide. They have all heard stories of someone who gets a ticket because of an act caught by a traffic light and toll booth camera.

-Still, they can bring skepticism to class when they read George Orwell’s *1984*. Seriously, we could never be watched *that* closely, right?

Articles:

1. Richmond Preschool Outfits Students With Tracking Devices

<http://www.ktvu.com/news/24667895/detail.html>

2. Chip for doctors to monitor your health
http://marketplace.publicradio.org/display/web/2009/03/10/pm_body_computing/
3. YouTube video. Child home surveillance/security : (nanny cam)
<http://www.youtube.com/watch?v=nEAV34om9yY&feature=related>
4. Jobs
<http://www.fastcompany.com/1692172/how-social-media-and-big-brother-are-hurting-your-job-chances>
5. Watching senior citizens
<http://www.npr.org/templates/story/story.php?storyId=129104664>

-These articles will be discussed with the class as a whole. They are relatively short articles that can be read out loud in class by students and the videos may be shown to the class.

Homework: Students should bring in any propaganda pieces they have or magazines to cut materials from.

Day 19

13 min: Examples of some propaganda from history will be shown. Previous year's examples that the students and teacher has made in the classroom will be displayed around the classroom as well.

YouTube Videos:

-Nazi Propaganda: <http://www.youtube.com/watch?v=VM43UznSX1s&feature=related>

2 min: IngSoc Propaganda video:

<http://www.youtube.com/watch?v=Cx6oczHss24&feature=related>

30 min: Propaganda Posters.

Students can work individually or with one partner to make a mock propaganda poster. They must choose an issue to make a poster about; it can be a presidential election, a school election, a war-time poster, Big Brother poster, anti-smoking campaign, and so on. They may use some of the historical propaganda examples as references and starting off points.

Various magazines will be provided along with glue, scissors, markers, and construction paper for the poster board.

5 min: Students should clean up all materials they worked with at this time. They may leave the posters in the classroom to present the following day or they can take it home with them to complete.

Homework: Finish Propaganda Posters in order to present them to the class the following day.

Day 20

25 min: Students will share the Propaganda Posters they made the previous day.

10 min: In-class reading Book 3, Chapter 3

15 min: Students should finalize their character blogs. They will be reminded that tomorrow they will be required to share their blogs with the class.

Homework: Finish up any loose ends on the character blogs and Start searching for news articles and laws

WEEK FIVE

Day 21

10 min: Quiz: Pages 5-226. Overall review quiz.

30 min: Students will each share their character blog with the class.

10 min: Pass out and review the Socratic Circle Information handout.

Day 22

10 min: Journal # 12

40 min: In-class reading: Book 3, Chapters 4 and 5.

Homework: Students should be locating articles that deal with 'Big Brother' issues to bring into class.

Day 23

20 min: Finish the novel out loud in class. Have students volunteer to read, alternating with the teacher reading.

10 min: "Last Line" discussion.

- Ask the students how they feel about the ending and Winston's last statement.

-Does it frustrate them there was never a successful rebellion and Winston ends up "realizing his wrongs"?

-How do the students wish the ending played out?

15 min: Repeat anticipation guide and discussion.

-Did any of their answers change from the first time they completed the anticipation guide?

-Are any of their views different regarding privacy, government control, and the roles of citizens since before being introduced to this text and the short stories we discussed in class? How so?

(This discussion will also take place when the class looks at news articles and privacy acts)

5 min: Go over student's presentation options handout again. Show a few previous students' examples to the class.

Homework: Bring in articles for tomorrow's assignment. Articles should address a 'Big Brother' issue from the past 10 years.

Day 24

5/10min: Journal # 13

10 min: "Comparing 1984 to Today" Chart; how correct was George Orwell's warning?

Ask students to fill in both sides of the chart. This should be done in the form of a discussion while students fill out their own charts and the teacher fills out the example chart on the board. Filling in both sides should open up conversations about the differences and similarities we are discussing.

5 min: Students will get into pairs and share their findings from the articles they brought with them to class.

10 min: Two pairs will converge and share their articles with one another.

10 min: Ask for a designated speaker from each group to share with the class a very brief summary of the articles each group has.

10 min: Teacher will lead a class discussion coming back to comparing today's world to *1984*.

Were the situations and information gathered from the shared articles surprising at all? Is the world Orwell warned us about closer to reality than you think; then you previously thought? This will go back to the short discussion held when filling out the comparison chart.

Day 25

10 min: Answer any questions regarding the presentation options and show previous student's examples to the class. Explain that there is a bounty of materials and props that the teacher has provided in the classroom today for students to work on their projects.

35 min: Students work on presentations in class.

5 min: Put away materials and clean up the area.

Homework: Continue to think/work on the presentation.

WEEK SIX

Day 26

45 min: Finish working on presentations in class*.

5 min: Put away materials, clean the area, and make arrangements to finish projects if students haven't already.

*If the class does not break up into groups that permit all presentations to be presented in one class period, extra credit will be offered to anyone who is finished and will present today. This will be made known prior if this is required.

Day 27

45 min: Students will each present their projects to the class.

5 min: Go over the guidelines and rubric for the upcoming Socratic Circle.

Day 28

2 min: Remind students to bring in articles and notes for tomorrow's Socratic Circle.

48 min: Show the film *North Korea: A Day in the Life*.

Homework: Bring in articles and materials for the Socratic Circle.

Day 29

10 min: Go over with the students the guidelines and rubric for their participation in the Socratic Circle.

35 min: Socratic Circle Group 1.

5 min: Stop Socratic Circle discussion to go over how the day went. Remind all students that to receive credit, each student must have input in the discussion.

Day 30

35 min: Socratic Circle Group 2.

5 min: A review on how the Socratic Circle went will take place; what went well, what needs to be done in the future, and so on.

10 min: Students will turn in all notes used for and taken during the Socratic Circle and return all copies of *1984* to the teacher.

Journal Questions

Journal 1: "Power is not a means, it is an end. One does not establish a dictatorship in order to safeguard a revolution; one makes the revolution in order to establish the dictatorship. The object of persecution is persecution. The object of torture is torture. The object of power is power. "–George Orwell

Journal 2: " Every generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it. " –George Orwell

Journal 3: Take a book, open to any page, point to any line quickly and use that line as the first in your poem.

Journal 4: " Political language. . . is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind. " –George Orwell

"But if thought corrupts language, language can also corrupt thought. A bad usage can spread by tradition and imitation, even among people who should and do know better." - George Orwell

Journal 5:

WAR IS PEACE

FREEDOM IS SLAVERY

IGNORANCE IS STRENGTH

Describe what these three statements mean and their contradictions. How would you rationalize these statements?

Journal 6: "Who controls the past controls the future. Who controls the present controls the past. "–George Orwell

Journal 7: "The quickest way of ending a war is to lose it. " –George Orwell

Journal 8: Discuss Winston as a heroic figure. What qualities does he possess that could define him as one?

Journal 9: What was Winston like as a child growing up?

Journal 10: On pages 147-148, Winston reflects on the omnipresence of The Party: "He thought of the telescreen with its never-sleeping ear. They could spy upon you night and day, but if you kept your head you could still outwit them. . . .Facts at any rate, could not be kept hidden. They could be tracked down by inquiry, they could be squeezed out of you by torture. But if the object was not to stay alive, but to stay human, what difference did it ultimately make?" What, in essence, is Winston saying about the lone individual in relation to The State?

Journal 11: Get in the mindset of Winston Smith. Make a list of the strangest things you have seen since The Party came into power.

Journal 12: During Winston's interrogation, O'Brien explains that whereas preceding totalitarian regimes had failed, The Party was truly successful in its consolidation of power (page 226). How, according to O'Brien, does the The Party as an oligarchy differ from Nazism or Russian Communism? How does he define the role of the martyr, both in terms of The Party and the other totalitarian systems?

Journal 13: During his final encounter with O'Brien, Winston argues that, if all else fails, the inherent nature of the individual, the "spirit of man", is strong enough to undermine a society such as that created by The Party. Do you agree or disagree with this statement? Is Winston's belief applicable to the world we live in today? Can you cite examples in our own recent history that support or dismiss Winston's belief in the resiliency and righteousness of the human spirit?

1984 Anticipation Guide

Part I Directions: Prior to reading *1984*, in the “Before” column, respond to each statement by putting a plus sign (+) if you agree with it, a minus sign (-) if you disagree, and a question mark (?) if you are unsure of your belief.

Part II Directions: After reading the story, in the “After” column respond again to the statements. Then, reply by writing a journal response to a statement where your belief changed since reading the story.

Statement	Before	After
1. To assure our country’s freedom, the government should be able to spy on its citizens.		
2. Patriotism means supporting your government during times of war.		
3. People who are a serious threat to the government should be able to be held in prison without being charged.		
4. The government has a right to know what people are reading so they may determine who might be a threat.		
5. Society would be safer if we had security cameras in public places to catch potential criminals.		
6. The only way to prepare for peace is to be prepared for war.		
7. For an idea to exist, we must have words to express it.		

Reading Quizzes

Quizzes will be given after every at-home reading assignment. The teacher will give the quiz orally at the start of class.

Day 7 – Chapters 2 and 3

1. Who knocked on Winston's door?
 - A) **Mrs. Parsons**
 - B) O'Brien
 - C) Goldstein
 - D) Big Brother
2. What item did Winston NOT mention as having Big Brother's face on it?
 - A) Coins
 - B) Stamps
 - C) **His gin bottle**
 - D) Cigarette packets
3. Winston addressed his diary to whom?
 - A) The past
 - B) The future
 - C) O'Brien
 - D) **Both the past and the future**
4. "Thoughtcrime does not entail death: thoughtcrime is _____
-death (no answer options)
5. Oceania is at war with _____?
 - A) Eastasia
 - B) **Eurasia**
 - C) London
 - D) Airstrip One

Extra Credit: Winston woke up with the word _____ on his lips.

-Shakespeare

Day 9 – Chapters 6 and 7

1. According to Winston, what is the Party's real, undeclared purpose?
 - A) To prevent men and women from forming loyalties.
 - B) **To remove all pleasure from the sexual act.**
 - C) To eventually require complete celibacy for both sexes.
 - D) To abolish the school system.
2. What was the startling revelation Winston made when the woman he met under the street lamp came into focus?
 - A) It was his wife, Katherine.
 - B) It was a trap.
 - C) **She was old.**
 - D) She had blue hair.
3. "If there is hope, it must lie in the _____." –Winston
Proles

4. What was so significant about the wad of document with the photograph of Rutherford, Jones, and Aaronson Winston received while working?
 - A) **It was concrete evidence of an abolished past.**
 - B) It proved that three prominent Party members were lying about their whereabouts.
 - C) It showed proof of the Brotherhood's existence.
 - D) They were Winston's long lost brothers.
5. By the end of Chapter 7, who is Winston writing his diary to now?
 - A) The past.
 - B) The future.
 - C) **O'Brien.**
 - D) Big Brother.

Extra Credit: "I understand HOW: I do not understand ____." – Winston
-WHY

Day 11- Book 2, Chapters 1 and 2

1. What did the note Julia slipped Winston say?

-I love you
2. What spectacle were Julia and Winston watching when they met at Victory Square?
 - A) The hanging of war criminals.
 - B) **A passing convoy of Eurasian prisoners.**
 - C) A speech by Big Brother.
3. What color are Julia's eyes?
 - A) Blue
 - B) Green
 - C) **Brown**
4. True or False; Julia and Winston have physical contact?

True
5. Who is older?
 - A) **Winston**
 - B) Julia

Extra Credit: "I want everyone to be _____ to the bones." –Winston
 "Well then, I ought to suit you, dear. I'm _____ to the bones." -Julia
Corrupt

Day 14 – Book 2, Chapters 6 and 7

1. O'Brien first speaks to Winston by commenting on Winston's what?
 - A) **Newspeak articles in *Times*.**
 - B) His fine work at the Ministry.
 - C) Sightings with Julia.
 - D) Diary entries.
2. Winston concludes that O'Brien's conversation with him has lasted only a few minutes and could have only one meaning. What is the meaning Winston comes to?
 - A) O'Brien is part of the Brotherhood and is trying to recruit him.
 - B) O'Brien is a member of the thought police and is building a case to arrest him.
 - C) To give Winston the new tenth-addition of the Newspeak dictionary.

- D) **O'Brien was letting Winston know where he lives.**
3. What was Winston's dream about he discussed with Julia?
 - A) Him and Julia being caught by Big Brother.
 - B) **Winston's mother.**
 - C) O'Brien
 4. Winston believes the parols have stayed human with primitive emotions because of what characteristic?
 - A) He has seen them cry.
 - B) **They are loyal to one another.**
 - C) They marry and have children.
 - D) They are considered superior.
 5. What does Winston say he would consider betrayal to Julia if they were caught?
 - A) **She was made to stop loving him.**
 - B) She confessed to everything.
 - C) They were tortured because of their relationship.
- Extra Credit: "All children are _____." –Julia
Swine

Day 16 – Book 2, Chapters 9 and 10

1. What was wrong with the banners and posters being displayed during the 6th day of Hate Week?
 - A) They contained multiple spelling and grammatical errors.
 - B) They were printed in the wrong color.
 - C) **They had to wrong faces on them.**
 2. During the Hate Week mayhem, a man approached Winston and said that he had dropped his what?
-Briefcase
 3. What is the title of Goldstein's book Winston is secretly reading?
 - A) **The Theory and Practice of Oligarchical Collectivism**
 - B) The Theory and Practice of Newspeak and its meaning
 - C) Ignorance is Strength
 - D) The History of the World
 4. The war is simply a fact of life that enables the ruling powers to keep the masses ignorant of life in other places—this is the real meaning of what phrase?
 - A) Ignorance is Strength.
 - B) **War is Peace.**
 - C) Freedom in Slavery.
 5. Who was Winston looking eye to eye at at the the end of Book 2?
 - A) **A member of the Thought Police.**
 - B) A member of the Brotherhood.
 - C) Julia
 - D) O'Brien
- Extra Credit: "We are _____." – Julia and Winston
-Dead

No One Died in Tiananmen Square By: William Lutz

Thousands of troops did not attack the students in Tiananmen Square on June 4, 1989. No students were shot, bayoneted, or crushed by tanks. No one died in Tiananmen Square. No one died in Tiananmen Square. No one died in Tiananmen Square.

What really happened was a triumph of restraint and sacrifice by the brave troops who as they approached the square were viciously attacked by savage gangs of counterrevolutionary rioters armed, financed, and directed by “overseas reactionary political forces.” Despite all their attempts to subdue the rioters, the troops were forced to open fire, for as General Li Zhiyun said, “The fact is, the army was forced to use violence to enter the city.” But even then “it never happened that soldiers fired directly at the people.” Indeed, as the general so clearly pointed out, “There was no such thing as bloodshed on Tiananmen Square. It is not from any instance from the soldiers directing their guns at the people. This incident never happened within the area of Beijing.” Yes, it is true, the general also said, “If we didn’t use military force we couldn’t have cleared the Square,” but then it never happened. No one died in Tiananmen Square.

The testimony of our own eyes cannot and should not be believed. The extensive videotaped scenes of the violence and death in Tiananmen Square simply misled you from the truth. After all, as Yuan Mu, the spokesperson for the government, made so clear, “The development of modern technology can allow people to turn out even a longer film to distort the truth of the matter.” No one died in Tiananmen Square.

Nor can you believe rumor-mongering eyewitnesses such as Xiao Bin who claimed, “Tanks and armored personnel carriers rolled over students, squashing them into jam, and the soldiers shot at them and hit them with clubs. When students fainted, the troops killed them. After they died, the troops fired one more bullet into them. They also used bayonets.” But those who know better reported this spreader of lies to the authorities. After the police “talked” with Bin, he confessed his lies on television. “I never saw anything. I apologize for bringing great harm to the Party and the country.” He also admitted he was a counterrevolutionary. No one died in Tiananmen Square.

So too did Comrade Chou admit his error. The blood on his shirt was not that of people killed during the army’s attack on the square. “I was wrong,” Chou said. “The Party and the government have said that nobody was killed, and I made a mistake. I was influenced by bad elements and counterrevolutionaries. The blood on my shirt was surely that of a martyred soldier.” No one died in Tiananmen Square.

Better to believe the four young men who testified, “We were in the northeast corner of the Great Hall of the People on the fourth floor. We had a clear view of the square and saw what happened. The army did not kill anyone or hurt anyone. It is not true that any students or common people were killed in Tiananmen Square.” No one died in Tiananmen Square.

To guide you in your correct thinking and to ensure that you truly understand what really happened, the party provides the necessary guidance: “Without the Communist Party, there would be no China.” “Love the Party, love the socialist motherland.” As the loyal party member said, “What they really want is for you to say, ‘We love Deng, we love the party and we love socialism.’ And we all say it of course.” No one died in Tiananmen Square.







Blog Permission Form

Dear Parent/Guardian:

I am planning to use a class weblog for the upcoming unit in relation to our text, *1984*. A weblog, or “blog,” is a fully functional web site that can be created and updated directly from a web browser. More specifically, at this time we will be creating character blogs. Character blogs are a type of [blog](#) written as though a fictional character, rather than an actual person, is making the blog post.

A classroom weblog is a valuable teaching tool that engages every student in the writing process, fosters collaboration, and allows the students to both reflect on their own writing and react to the writing of others. The opportunity to publish online is a powerful motivator for students because it gives them a voice, an audience, and the chance to get immediate feedback. Writing character blogs will also give them a chance to show their understanding of character’s personalities and actions that we are studying. Class weblog submissions will be an extension to classroom learning and will **not** be of a personal nature.

I want to stress that your child’s privacy will be maintained. I have the students publishing their blog through a free education database that is not accessible without a password and will only be seen by myself, fellow classmates, and you if they wish to share. Only first names will be used, and no other references to any student’s identity, location, or other personal information will be permitted. I will oversee all student weblog contributions, and I will exercise administrative access privileges whenever necessary. By their nature, weblogs are designed to allow comments by readers, but for safety reasons, this feature will only be available to the members of my weblog. We will also adhere to the school’s Acceptable Use Policies for the Internet.

I am excited about using this as an opportunity for students to practice and refine their communication skills. I plan to begin developing the class weblog as soon as all permission slips have been returned. Before your student can contribute to the weblog, I will need to receive the signed permission form below.

If you have any questions or concerns, please feel free to contact me through school email.

Sarah Brown
English Department

Please detach and return the following:

I give permission for _____ to contribute to the class Weblog.
(Student’s name)

Signature: _____

Date: _____

CATEGORY	4	3	2	1
Permissions	All permissions to use graphics "borrowed" from web pages or scanned from books have been requested, received, printed and saved for future reference.	All permissions to use graphics "borrowed" from web pages or scanned from books have been requested and received.	Most permissions to use graphics "borrowed" from web pages or scanned from books have been requested and received.	Permissions were not requested for several graphics "borrowed" from web pages or scanned from books.
Rough Draft	Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback.	Rough draft brought on due date. Student shares with peer and peer makes edits.	Provides feedback and/or edits for peer, but own rough draft was not ready for editing.	Rough draft not ready for editing and did not participate in reviewing draft of peer.
Content	Covers character in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the character. Subject knowledge is good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Presentation	Smooth delivery that holds audience attention and covers the characteristics of the selected character.	Holds audience attention most of the time and shares important aspects of their character blogs.	Left out significant details regarding the character and the written blog.	Delivery not smooth and did not address important aspects of the blog.
Character Choice	One character has been written about throughout the blogs and writing indicates a clear knowledge of student's familiarity of the character.	Blogs are consistent with the chosen character with only a few mistakes.	Some information regarding the chosen character is inaccurate. Not enough shown knowledge of the character.	Multiple characters were written about; not a clear identification. Student does not show knowledge of the character through their blog postings.

Final Presentation Options

One portion of your final grade for *1984* will be in the form of a presentation. You have the option of picking in which form you want to present. You will have plenty of class time to work on this project along with time over a weekend; you will be presenting after we finish the novel in class. Each presentation should be 5-10 minutes long. Remember this is only one of your final assessments for *1984* so follow the rubric guidelines; I want excellent work BUT I am not looking for masterpieces here. Do not spend all of your time creating a 5 minutes poster presentation and forget about your other requirements for the end of the novel.

- * You may work in groups for this assignment if you wish. Groups should be no larger than 4 students.

Presentation Options

1. Plot graph

This is a "map" of the plot course for *1984* which consists of **at least six points**.

The first "point" is the exposition (where you introduce characters). The second is conflict, then rising action, then the climax, then falling action, then the conclusion. Each point on your graph should have a title, a brief description as well as a picture of some sort. Please be colorful and creative. This will be presented on a poster board to the class. I will show you an example in class from a previous student but the basic format should follow:



2. Reader's Theater

You may do this option on your own as long as you pick a scene that involves only one character (most likely Winston).

Pick one scene from the novel that is **significant to the plot line**. You will act out this scene in 5-10 minutes in front of the class. You will be required to have props and visuals; these can be costumes, Big Brother posters, or important materials to your character. I will be checking to see if the scene you act out is accurate regarding the novel content. Please make sure to rehearse and speak clearly when performing; I will be grading this option from the back of the classroom to make sure I can hear you!

3. Create an alternate ending to the novel.

This option will be presented in the form of a reading to the class. You will rewrite the last chapter of *1984*. Please make sure to start rewriting the ending from a significant spot in the novel that can be read in 5-10 minutes to the class (you may choose to rewrite the last two or three chapters instead of just the last one to meet this requirement). This is a more creative option where you can apply any type of ending you wish for the novel; how you wished it would have ended, how it could have ended, how it would have ended if Voldemort showed up in the last chapter, ect. This being said however, I do expect to see some of the original characters and plot line. **You must have a resolution** to your alternate ending as well. As crazy as your ending may be, resolve it some way by the end.

4. Create a sample dictionary for the future of Newspeak.

You will use the following quote to guide your dictionary-making:

“The whole aim of Newspeak is to narrow the range of thought” – Syme page 46.

The sample dictionary you will make will be based on the conversation between Winston and Syme on pages 45-47. Syme mentions how the whole notion of goodness and badness can be covered in only 6 words. Your job is to make a sample dictionary with Newspeak words of the future. Take Syme's ideas and enthusiasm to cut the Newspeak dictionary down to 7 words. Each entry should include the word, its definition, its “Oldspeak” version, and an example sentence or scenario that helps us understand the definition.

Plot Graph Rubric

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Required Elements	All required 6 points are graphed on the poster.	Less than 6 points are graphed on the poster.	Less than 5 points are graphed on the poster.	Less than 4 points are graphed on the poster.
Labels	Each of the 6 points have a title, description, and picture.	There are titles, descriptions, and pictures for most of the points graphed.	There are only a few pictures; a title and/or description is missing.	No titles/descriptions.
Content - Accuracy	All the facts presented are correct.	There may be one or two mistakes regarding the plot line.	Some facts are displayed incorrectly about the characters, plot line, or descriptions.	There are multiple errors regarding what actually happened in the story including characters, conflict, resolution, and climax.
Creativity	Used multiple colors and pictures to spice up the poster.	Used at least 3 different colors and multiple pictures.	Used at least 2 different colors.	Used black ink only.

Reader's Theater Rubric

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Time-Limit	Presentation is 5-10 minutes long.	Presentation only went over/under by less than 1 minute.	-	Presentation is less than 3 minutes OR more than 13 minutes.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	A few of the words were hard to make out.	Words were difficult to hear from the back of the classroom.	Often mumbles or cannot be understood so much so that it strongly effected the comprehension of the act.
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Content	Shows a full understanding of the act chosen to act out.	Shows a good understanding of the act chosen to act out.	Shows a good understanding of parts of the act chosen to act out.	Does not seem to understand the act chosen to act out.

Alternate Ending

CATEGORY	4	3	2	1
Solution to Problem in Story	The solution to the problem is clearly pointed out. There are no loose ends.	The solution to the problem is stated and is somewhat logical.	The solution to the problem was a little hard to understand.	No solution was attempted. No end resolution; story just ended with loose ends.
Knows the Story	The storyteller knows the story well and has obviously practiced telling the story several times. The speaker speaks with confidence.	The storyteller knows the story pretty well and has practiced telling the story once or twice.	The storyteller knows some of the story, but did not appear to have practiced. Simply reads from the written copy.	The storyteller could not tell the story without glancing up from the written copy and spoke in monotone the entire reading.
Audience Contact	Storyteller looks at and tells the story to all members of the audience.	Storyteller looks at and tells the story to a few people in the audience.	Storyteller looks at and tells the story to 1-2 people in the audience.	Storyteller does not look at or try to involve the audience.
Time-Limit	The storytelling lasts 5-10 minutes.	The storytelling goes under/over the time limit by less than 1 minute.	-	The storytelling lasts less than 3 minutes or more than 13 minutes.
Written Copy	The student turns in a clean and complete copy of the story in the correct format.	The student turns in a complete copy of the story but difficult to read or words are scratched out.	The student turns in an incomplete copy of the story.	No written copy turned in.

Newspeak Dictionary

CATEGORY	4	3	2	1
Attractiveness & Organization	The dictionary is neatly written or typed out without any errors.	The dictionary is neatly typed or written out with some errors present.	The dictionary sloppy with errors present.	The dictionary is messy with multiple items crossed out and clear errors present.
Required Parts	All required parts are present with the dictionary: Title, at least 7 entries, and definitions for each entry.	All but one of the required parts is present with the dictionary.	More than one of the required parts are missing from the dictionary.	Significant parts are missing from the dictionary, so much so that it is hard to read the dictionary.
Definitions and Examples	There are at least 7 definition entries each with an example sentence or scenario.	There are between 5 and 7 definition entries each with examples/ There are 7 entries but some are missing examples.	Less than 5 definition entries with some missing examples / 7 entries with no examples.	No examples sentences are provided / Only 1 or 2 definition entries provided.
Presentation to the class	Clearly defined each word to the class either orally, on the board, or physically passing around a copy of your dictionary.	Clearly defined most words to the class.	Told the class some of the words in the dictionary but did not clearly define.	Did not go into any detail about the dictionary. Did not share any of the words in the dictionary with the class.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

HARRISON BERGERON

by Kurt Vonnegut, Jr.

THE YEAR WAS 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.

Some things about living still weren't quite right, though. April for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.

It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

"That was a real pretty dance, that dance they just did," said Hazel.

"Huh" said George.

"That dance-it was nice," said Hazel.

"Yup," said George. He tried to think a little about the ballerinas. They weren't really very good-no better than anybody else would have been, anyway. They were burdened with sashweights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

George winced. So did two out of the eight ballerinas.

Hazel saw him wince. Having no mental handicap herself, she had to ask George what the latest sound had been.

"Sounded like somebody hitting a milk bottle with a ball peen hammer," said George.

"I'd think it would be real interesting, hearing all the different sounds," said Hazel a little envious. "All the things they think up."

"Um," said George.

"Only, if I was Handicapper General, you know what I would do?" said Hazel. Hazel, as a matter of fact, bore a strong resemblance to the Handicapper General, a woman named Diana Moon Glampers. "If I was Diana Moon Glampers," said Hazel, "I'd have chimes on Sunday-just chimes. Kind of in honor of religion."

"I could think, if it was just chimes," said George.

"Well-maybe make 'em real loud," said Hazel. "I think I'd make a good Handicapper General."

"Good as anybody else," said George.

"Who knows better than I do what normal is?" said Hazel.

"Right," said George. He began to think glimmeringly about his abnormal son who was now in jail, about Harrison, but a twenty-one-gun salute in his head stopped that.

"Boy!" said Hazel, "that was a doozy, wasn't it?"

It was such a doozy that George was white and trembling, and tears stood on the rims of his red eyes. Two of the eight ballerinas had collapsed to the studio floor, were holding their temples.

"All of a sudden you look so tired," said Hazel. "Why don't you stretch out on the sofa, so's you can rest your handicap bag on the pillows, honeybunch." She was referring to the forty-seven pounds of birdshot in a canvas bag, which was padlocked around George's neck. "Go on and rest the bag for a little while," she said. "I don't care if you're not equal to me for a while."

George weighed the bag with his hands. "I don't mind it," he said. "I don't notice it any more. It's just a part of me."

"You been so tired lately-kind of wore out," said Hazel. "If there was just some way we could make a little hole in the bottom of the bag, and just take out a few of them lead balls. Just a few."

"Two years in prison and two thousand dollars fine for every ball I took out," said George. "I don't call that a bargain."

"If you could just take a few out when you came home from work," said Hazel. "I mean-you don't compete with anybody around here. You just set around."

"If I tried to get away with it," said George, "then other people'd get away with it-and pretty soon we'd be right back to the dark ages again, with everybody competing against everybody else. You wouldn't like that, would you?"

"I'd hate it," said Hazel.

"There you are," said George. The minute people start cheating on laws, what do you think happens to society?"

If Hazel hadn't been able to come up with an answer to this question, George couldn't have supplied one. A siren was going off in his head.

"Reckon it'd fall all apart," said Hazel.

"What would?" said George blankly.

"Society," said Hazel uncertainly. "Wasn't that what you just said?"

"Who knows?" said George.

The television program was suddenly interrupted for a news bulletin. It wasn't clear at first as to what the bulletin was about, since the announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say, "Ladies and Gentlemen."

He finally gave up, handed the bulletin to a ballerina to read.

"That's all right-" Hazel said of the announcer, "he tried. That's the big thing. He tried to do the best he could with what God gave him. He should get a nice raise for trying so hard."

"Ladies and Gentlemen," said the ballerina, reading the bulletin. She must have been extraordinarily beautiful, because the mask she wore was hideous. And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred pound men.

And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, luminous, timeless melody. "Excuse me-" she said, and she began again, making her voice absolutely uncompetitive.

"Harrison Bergeron, age fourteen," she said in a grackle squawk, "has just escaped from jail, where he was held on suspicion of plotting to overthrow the government. He is a genius and an athlete, is under-handicapped, and should be regarded as extremely dangerous."

A police photograph of Harrison Bergeron was flashed on the screen-upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background calibrated in feet and inches. He was exactly seven feet tall.

The rest of Harrison's appearance was Halloween and hardware. Nobody had ever born heavier handicaps. He had outgrown hindrances faster than the H-G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him whanging headaches besides.

Scrap metal was hung all over him. Ordinarily, there was a certain symmetry, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard. In the race of life, Harrison carried three hundred pounds.

And to offset his good looks, the H-G men required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and cover his even white teeth with black caps at snaggle-tooth random.

"If you see this boy," said the ballerina, "do not - I repeat, do not - try to reason with him."

There was the shriek of a door being torn from its hinges.

Screams and barking cries of consternation came from the television set. The photograph of Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake.

George Bergeron correctly identified the earthquake, and well he might have - for many was the time his own home had danced to the same crashing tune. "My God-" said George, "that must be Harrison!"

The realization was blasted from his mind instantly by the sound of an automobile collision in his head.

When George could open his eyes again, the photograph of Harrison was gone. A living, breathing Harrison filled the screen.

Clanking, clownish, and huge, Harrison stood - in the center of the studio. The knob of the uprooted studio door was still in his hand. Ballerinas, technicians, musicians, and announcers cowered on their knees before him, expecting to die.

"I am the Emperor!" cried Harrison. "Do you hear? I am the Emperor! Everybody must do what I say at once!" He stamped his foot and the studio shook.

"Even as I stand here" he bellowed, "crippled, hobbled, sickened - I am a greater ruler than any man who ever lived! Now watch me become what I can become!"

Harrison tore the straps of his handicap harness like wet tissue paper, tore straps guaranteed to support five thousand pounds.

Harrison's scrap-iron handicaps crashed to the floor.

Harrison thrust his thumbs under the bar of the padlock that secured his head harness. The bar snapped like celery. Harrison smashed his headphones and spectacles against the wall.

He flung away his rubber-ball nose, revealed a man that would have awed Thor, the god of thunder.

"I shall now select my Empress!" he said, looking down on the cowering people. "Let the first woman who dares rise to her feet claim her mate and her throne!"

A moment passed, and then a ballerina arose, swaying like a willow. Harrison plucked the mental handicap from her ear, snapped off her physical handicaps with marvelous delicacy. Last of all he removed her mask. She was blindingly beautiful.

"Now-" said Harrison, taking her hand, "shall we show the people the meaning of the word dance? Music!" he commanded.

The musicians scrambled back into their chairs, and Harrison stripped them of their handicaps, too. "Play your best," he told them, "and I'll make you barons and dukes and earls."

The music began. It was normal at first-cheap, silly, false. But Harrison snatched two musicians from their chairs, waved them like batons as he sang the music as he wanted it played. He slammed them back into their chairs.

The music began again and was much improved.

Harrison and his Empress merely listened to the music for a while-listened gravely, as though synchronizing their heartbeats with it.

They shifted their weights to their toes.

Harrison placed his big hands on the girls tiny waist, letting her sense the weightlessness that would soon be hers.

And then, in an explosion of joy and grace, into the air they sprang!

Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.

They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.

They leaped like deer on the moon.

The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it.

It became their obvious intention to kiss the ceiling. They kissed it.

And then, neutralizing gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.

It was then that Diana Moon Glampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.

Diana Moon Glampers loaded the gun again. She aimed it at the musicians and told them they had ten seconds to get their handicaps back on.

It was then that the Bergerons' television tube burned out.

Hazel turned to comment about the blackout to George. But George had gone out into the kitchen for a can of beer. George came back in with the beer, paused while a handicap signal shook him up. And then he sat down again. "You been crying" he said to Hazel.

"Yup," she said.

"What about?" he said.

"I forget," she said. "Something real sad on television."

"What was it?" he said.

"It's all kind of mixed up in my mind," said Hazel.

"Forget sad things," said George.

"I always do," said Hazel.

"That's my girl," said George. He winced. There was the sound of a rivetting gun in his head.

"Gee - I could tell that one was a doozy," said Hazel.

"You can say that again," said George.

"Gee-" said Hazel, "I could tell that one was a doozy."

W. H. Auden "The Unknown Citizen"
(To JS/07/M/378)

He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree
That, in the modern sense of an old-fashioned word, he was a saint
For in everything he did he served the Greater Community.
Except for the War till the day he retired
He worked in a factory and never got fired,
But satisfied his employers, Fudge Motors Inc.
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues,
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was Popular with his mates and liked to drink.
The Press are convinced that he bought a Paper every day
And that his reactions to advertisements were normal in every way.
Policies taken out in his name prove that he was fully insured
And his Health-card shows he was once in a hospital but left it cured,
Both Producers Research and High-Grade Living declare
He was fully sensible to the advantages of the Installment Plan
And had everything necessary to the Modern Man,
A phonograph, a radio, a car and a frigidaire.
Our researchers into Public Opinion are content
That he held the proper opinions for the time of year;
When there was peace he was for peace when there was war he went.
He was married and added five children to the population,
Which our Eugenist says was the right number for a parent of his generation,
And our teachers report that he never interfered with their education.
Was he free? Was he Happy? The question is absurd:
Had anything been wrong, we should certainly have heard.

Discussion Questions:

1. What do you think about this man? Do you find him honorable and patriotic for living in his country, following all the rules, and being the ideal government's citizen; or do you find it dishonorable that he lived simply as an ordinary man?
2. Was this man free? Happy?
3. If you died tomorrow, what would your epitaph say?
4. Would what you want it to say differ from what it would say if you died tomorrow?

Themes of W.H. Auden's "The Unknown Citizen"

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Julie Moore

Conformity and Anonymity in the Modern World

"Social Security Number? Birthdate? Nine digit telephone number starting with area code? Mother's Maiden Name?" In many ways, we are simply faceless numbers to modern society, not individuals with feelings and emotions and dreams. W.H. Auden, a well-known English poet and dramatist, discusses this important theme in his poem "An Unknown Soldier." Auden, being a modernist, is concerned with this modern idea of people losing their identities in the face of the changing, technological world. In the poem "An Unknown Soldier," Auden speaks of the dangers of modern society to the individual including anonymity, conformity, and government control.

The anonymity of the unknown citizen is shown in Auden's repeated use of metaphor. Auden shows the reader everything the unknown citizen was and was not-"a saint" (line 4), "wasn't odd in his views" (line 9), "normal in every way" (line 15), "was insured" (line 16), "had everything necessary to the Modern man" (line 20), "held proper opinions for the time of year" (line 23), and added the right number of children to the population (line 25.). While it seems as though the unknown citizen is praised for these qualities, Auden is mocking how anonymous the man has become. This citizen is completely defined by his statistics, not by any of his qualities or feelings. He isn't even given a name but is referred to by a number.

Conformity is the virtue in most in demand by society as Emerson pointed out many years before. Auden's unknown citizen is a model of conformity in a society where everyone must follow the rules if things are to run smoothly. He does all the right things. The government can produce reports to show that he did all the right things. He had the right opinions, owned the right products, and even had the correct number of kids. In this poem, people have become nothing more than commodities that must fulfill their roles for the wheel to turn. Conformity has created apathetic and obedient citizens which is exactly what the government wants.

Lastly an unknown citizen falls prey to government control. The speaker in this poem is the government itself. That's why Auden uses plurals like ours. In the eyes of the state, this man was a saint (line 4) because he fit into the government's idea of the perfect man. The poem is written in rather a choppy way as though it is a statistical report listing all his "assets." The government does not truly care about him, only the fact that he does what he is told.

Words are capitalized like Greater Community, Installment Plan, Modern Man, and Public Opinion to show the

emphasis that the government puts on these concepts. Everything about his life is closely monitored, even his private life as the government knows things like the fact that he likes to drink. The government does not care about people's happiness or freedom as evidenced by the last lines. "Was he free? Was he happy? The question is absurd: Had anything been wrong, we should certainly have heard." As Platizky says in *Explicator*, "The agencies are content with empirical evidence about his life" (Platizky). There is no need to ask for any more. He was a good follower and that is what counts.

Auden's "An Unknown Soldier" warns us about the dangers of modern society in much the same way as the novel *1984* by George Orwell. Conformity is dangerous. Allowing ourselves to be reduced to faceless numbers is dangerous. Allowing the government too much control is dangerous. As Platizky says, "In essence, the satiric speaker seemingly praises but, of course, actually mocks the kind of citizen who blindly relinquishes his individuality to the 'Greater Community' (line 5) and the kind of society that insists and depends on such sacrifices from its modern-day Saint (line 4), a saint who does not seek higher truth but merely exists to perpetuate the status quo" (Platizky). Auden would say that this is the way government wants us to function in the modern-day world, and unfortunately, there are many unknown citizens around, maybe even some of us.

June 22, 2003

Simpler Terms; If It's 'Orwellian,' It's Probably Not

By GEOFFREY NUNBERG

ON George Orwell's centenary -- he was born on June 25, 1903 -- the most telling sign of his influence is the words he left us with: not just "thought police," "doublethink" and "unperson," but also "Orwellian" itself, the most widely used adjective derived from the name of a modern writer.

In the press and on the Internet, it's more common than "Kafkaesque," "Hemingwayesque" and "Dickensian" put together. It even noses out the rival political reproach "Machiavellian," which had a 500-year head start.

Eponyms are always the narrowest sort of tribute, though. "Orwellian" doesn't have anything to do with Orwell as a socialist thinker, or for that matter, as a human being. People are always talking about Orwell's decency, but "Orwellian decency" would be an odd phrase indeed. And the adjective commemorates Orwell the writer only for three of his best known works: the novels "Animal Farm" and "1984" and the essay "Politics and the English Language."

"Orwellian" reduces Orwell's palette to a single shade of noir. It brings to mind only sordid regimes of surveillance and thought control and the distortions of language that make them possible.

Orwell's views on language may outlive his political ideas. At least they seem to require no updating or apology, whereas his partisans feel the need to justify the continuing relevance of his politics. He wasn't the first writer to condemn political euphemisms. Edmund Burke was making the same points 150 years earlier about the language used by apologists for the French Revolution: "Things are never called by their common names. Massacre is sometimes agitation, sometimes effervescence, sometimes excess."

But Orwell is the writer most responsible for diffusing the modern view of political language as an active accomplice of tyranny. As he wrote in "Politics and the English Language,"

"Political language . . . is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind."

That was an appealing notion to an age that had learned to be suspicious of ideologies, and critics on all sides have found it useful to cite "Politics and the English Language" in condemning the equivocations of their opponents.

Critics on the left hear Orwellian resonances in phrase like "weapons of mass protection," for nonlethal arms, or in names like the Patriot Act or the Homeland Security Department's Operation Liberty Shield, which authorizes indefinite detention of asylum-seekers from certain nations. Critics on the right hear them in phrases like "reproductive health services," "Office of Equality Assurance" and "English Plus," for bilingual education.

And just about everyone discerned an Orwellian note in the name of the Pentagon's Total Information Awareness project, which was aimed at mining a vast centralized database of personal information for patterns that might reveal terrorist activities. (The name was changed last month to the Terrorist Information Awareness program, in an effort to reassure Americans who have nothing to hide.)

Which of those terms are deceptive packaging and which are merely effective branding is a matter of debate. But there's something troubling in the easy use of the label "Orwellian," as if these phrases committed the same sorts of linguistic abuses that led to the gulags and the death camps.

The specters that "Orwellian" conjures aren't really the ones we have to worry about. Newspeak may have been a plausible invention in 1948, when totalitarian thought control still seemed an imminent possibility. But the collapse of Communism revealed the bankruptcy not just of the Stalinist social experiment, but of its linguistic experiments as well. After 75 years of incessant propaganda, "socialist man" turned out to be a cynic who didn't even believe the train schedules.

Political language is still something to be wary of, but it doesn't work as Orwell feared. In fact the modern language of control is more effective than Soviet Newspeak precisely because it's less bleak and intimidating.

Think of the way business has been re-engineering the language of ordinary interaction in the interest of creating "high-performance corporate cultures." To a reanimated Winston Smith, there would be something wholly familiar in being told that he had to file an annual

vision statement or that he should henceforth eliminate "problems" from his vocabulary in favor of "issues."

But the hero of "1984" would find the whole exercise much more convivial than the Two Minute Hate at the Ministry of Truth. And he'd be astonished that management allowed employees to post "Dilbert" strips on the walls of their cubicles.

For Orwell, the success of political jargon and euphemism required an uncritical or even unthinking audience: a "reduced state of consciousness," as he put it, was "favorable to political conformity." As things turned out, though, the political manipulation of language seems to thrive on the critical skepticism that Orwell encouraged.

In fact, there has never been an age that was so well-schooled in the perils of deceptive language or in decoding political and commercial messages, as seen in the official canonization of Orwell himself. Thanks to the schools, "1984" is probably the best-selling political novel of modern times (current Amazon sales rank: No. 93), and "Politics and the English Language" is the most widely read essay about the English language and very likely in it as well.

But as advertisers have known for a long time, no audience is easier to beguile than one that is smugly confident of its own sophistication. The word "Orwellian" contributes to that impression. Like "propaganda," it implies an aesthetic judgment more than a moral one. Calling an expression Orwellian means not that it's deceptive but that it's crudely deceptive.

Today, the real damage isn't done by the euphemisms and circumlocutions that we're likely to describe as Orwellian. "Ethnic cleansing," "revenue enhancement," "voluntary regulation," "tree-density reduction," "faith-based initiatives," "extra affirmative action," "single-payer plans" -- these terms may be oblique, but at least they wear their obliquity on their sleeves.

Rather, the words that do the most political work are simple ones -- "jobs and growth," "family values" and "color-blind" not to mention "life" and "choice." But concrete words like these are the hardest ones to see through. They're opaque when you hold them up to the light.

Orwell knew that, of course. "To see what is in front of one's nose needs a constant struggle" -- not what you'd call an Orwellian sentiment, but very like the man.

Socratic Circle Information

What is it?

A method of discussing a certain text, based on Socrates' theory that it is more important to enable students to **think** for themselves than to merely fill their heads with "right" answers. It consists of an active, relevant, respectful, and analytical discussion between participants, regulated by the teacher/leader.

Why do we participate in Socratic Seminars?

Socratic Seminars encourage us to **think critically** about a text and to consider not only our own feelings toward a text, but the responses and feelings of others.

What is my role in a Socratic Seminar?

Things to Do and Think About:

- Define Newspeak terms
- Refer to the Anticipation Guide and how your answers may have changed and why
- Examples and reasons why or why not Orwell's warning has come true
- Ask thoughtful questions
- Invite others to speak
- Make direct textual references
- Ask clarifying questions
- Expand on others' ideas
- Make comparisons to the text, articles, and current social situations
- Contribute to the discussion at least three times

Do Not:

- Interrupt or dominate the discussion
- Repeat another person's question or comment with no additional thought or commentary
- Get distracted and off topic
- Talk when you are observing the current circle members

What is the flow of the seminar?

Groups will be determined prior to the first day of the Socratic Seminar. The class will be divided into two groups; one group discussing while the other observes and takes notes.

Participants will take a seat, with their materials, in the circle. Participants will begin responding to the “focus questions” for the seminar, written on the seminar handout. The seminar will officially begin with the first “focus question.” Participants will take turns responding with answers and further questioning. The group of students that are not participating the current day will take notes throughout the discussion on seminar handout. Discussion will be in constant flow, as controlled by the teacher. The seminar will last for the majority of the class period.

How do I prepare?

You are expected to come to seminar prepared, meaning you should have the following materials: your notebook including any notes from texts we have discussed, the text being discussed, any articles and research you have done and brought in. Refer back to the ‘Things to Do and Think About’.

How will I be graded?

When I am evaluating your Socratic Seminar participation, I am thinking about the following questions.

Did YOU...

- Speak at an appropriate level and articulate clearly?
- Cite reasons and evidence for your statements/opinions?
- Use the text to support your answer?
- Listen to others respectfully?
- Stay on topic?
- Talk to each other, not the teacher?
- Paraphrase the text accurately?
- Question/respond to others in a civil manner?
- Seem as prepared as possible?
- Participate as much as possible without appearing aggressive or dominating?

Notes from Socratic Circle

Things you:

Heard, liked, agreed with, disagreed with, want to know more about, need clarification on,
wanted to say but didn't, changed your opinion because of...

Also jot down quick thoughts about the group member's participation and questions.

Student's Self Evaluation and Reflection

Write your first and last name in the blank.

How well did _____ do the following?

1 is the lowest possible level of achievement and 10 is the highest.

- ___ Speak at an appropriate level and articulate clearly?
- ___ Cite reasons and evidence for your statements/opinions?
- ___ Use the text to support your answer?
- ___ Listen to others respectfully?
- ___ Stay on topic?
- ___ Talk to each other, not the teacher?
- ___ Paraphrase the text accurately?
- ___ Question/respond to others in a civil manner?
- ___ Participate as much as possible without appearing aggressive or dominating?
- ___ Seem truly prepared and ready to participate?
- ___ Complete the focus questions and final question accurately and thoughtfully?
- ___ Complete the training exercises to the best of your ability? (This one is worth 20 points)

Please answer the following in complete sentences.

What is something you did well during today's Socratic Circle?

What is something you will do differently in order to improve your Socratic Circle experience/score next time?

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