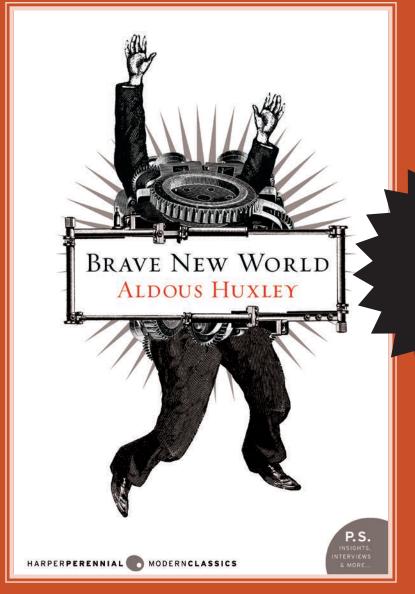
# A TEACHER'S GUIDE TO



ALIGNED TO THE COMMON CORE

"Aldous Huxley is the greatest 20th-century writer in English."

—Chicago Tribune

HARPER**PERENNIAL** 



MODERNCLASSICS

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## **NOTE TO TEACHERS**

In the past several years there has been an explosion of interest in dystopian fiction among young adults. Popular series like *Hunger Games*, *Uglies*, and *Divergent* have renewed student interest in this genre, and teachers are encouraged to use this interest to introduce a unit on dystopian fiction/the individual vs. society that features *Brave New World* as an anchor text.

John, the Savage of *Brave New World*, references several works by William Shakespeare. Students will likely be familiar with *Romeo and Juliet*, but teachers may also find it helpful to build background knowledge by exposing their students to the play *Othello* prior to teaching *Brave New World*.

The questions and activities in this teaching guide were written to support standards-based instruction. *Brave New World* meets the standard for **Range of Reading and Level of Text Complexity** for grades 9-10.

A complete list of the Common Core State Standards can be found at <a href="http://www.corestandards.org/the-standards">http://www.corestandards.org/the-standards</a>.

#### **ABOUT THIS GUIDE**

This Teacher's Guide is divided into three sections. The first, "Guided Reading Questions," will help students with reading comprehension and appreciation. These questions can be used as a guide for annotating the text, journal responses, or discussion. A focus on analysis of both characters and the structure of the novel is embedded within the questions. Lists of vocabulary words for each chapter are provided in order to facilitate the teaching of vocabulary in context. The second section, "Writing and Discussion Prompts," consists of analytical writing and discussion prompts and is subdivided into genres based on the Common Core writing standards. Consulting established literary criticism may be beneficial for advanced students, but it is not necessary. The topics in the third section, "Research Topics," will require students to conduct and synthesize significant outside research on topics related to the novel.

# **Guided Reading Questions**

CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **CHAPTER ONE**

**Vocabulary:** pallid, callow, abject, geniality, florid, zealous, salinity, viscosity, bouillon, prodigious, viviparous, vivacious, interminable, deft, optimum, predestination, sultry, caste, decant **CCSS.ELA-Literacy.L.9-10.4a-d** 

- 1. Explain how Huxley uses imagery to establish setting and mood. Cite specific examples that you find particularly effective in your response. **CCSS.ELA-Literacy.RL.9-10.4**
- 2. The World State's motto suggests that community, identity, and stability are the most important qualities in their society. What do you believe are the three most important values for a society? Explain your answer.
  - CCSS.ELA-Literacy.RL.9-10.6
- 3. Explain the fertilization process used in *Brave New World*. How does the Hatching and Conditioning Centre acquire the necessary ovum and spermatozoa? **CCSS.ELA-Literacy.RL.9-10.2**
- 4. What is Bokanovsky's Process? Which classes undergo Bokanovsky's Process? Which do not? CCSS.ELA-Literacy.RL.9-10.2
- 5. Why would Bokanovsky's Process help create social stability? CCSS.ELA-Literacy.RL.9-10.2
- Based on context clues, what do you think the term "unforeseen wastages" is a euphemism for (10)? CCSS.ELA-Literacy.RL.9-10.4
- 7. What do you think a "freemartin" is (13)? CCSS.ELA-Literacy.RL.9-10.4
- 8. According to Mr. Foster, at what point does the Centre leave the realm of imitating nature and begin to apply human invention to reproduction? CCSS.ELA-Literacy.RL.9-10.1
- What is the purpose of depriving some embryos of adequate oxygen? CCSS.ELA-Literacy.RL.9-10.2
- 10. Why do the scientists hope to discover a way to speed up maturation? CCSS.ELA-Literacy.RL.9-10.2
- 11. According to the Director, what is the secret of happiness and virtue? Do you agree with him? Explain your answer. CCSS.ELA-Literacy.RL.9-10.1
- 12. Explain some of the processes that the Centre uses to prepare embryos for their "inescapable social destiny" (16-17). CCSS.ELA-Literacy.RL.9-10.2

#### CHAPTER TWO

**Vocabulary:** viscose, posthumous, apoplectic, suffuse, indissolubly, gratuitous, smut, sibilant, imperative, indefatigably, inculcate, insinuating **CCSS.ELA-Literacy.L.9-10.4a-d** 

- 1. Research the experiments of Ivan Pavlov and explain Pavlov's theory. CCSS.ELA-Literacy.RL.9-10.9
- 2. Explain the conditioning exercise that the Delta infants at the Centre experience. What is the purpose of the "lesson"? How does it reflect the Pavlov's theory? Explain the economic rationale for conditioning lower-caste children to hate flowers. CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL.9-10.2
- What is suggested by Huxley's decision to replace the words "mother" and "father" with "crash and crash" and "wink and snigger" (25)? CCSS.ELA-Literacy.RL.9-10.4
- 4. How was hypnopædia discovered? What were its limitations? CCSS.ELA-Literacy.RL.9-10.2
- 5. Based on context clues, what historical figure is referred to as "Our Ford"? CCSS.ELA-Literacy.RL.9-10.1

- 6. What is moral education? Why was it possible to adapt hypnopædia for moral education? CCSS.ELA-Literacy.RL.9-10.2
- Explain the methods used by the class, Elementary Class Consciousness, to condition children.
   CCSS.ELA-Literacy.RL.9-10.2
- 8. What does Huxley mean when he compares hypnopædia to drops of sealing wax falling on granite (28)? CCSS.ELA-Literacy.RL.9-10.4
- 9. How do you think the Director would have finished the sentence "It therefore follows..."(29)? CCSS.ELA-Literacy.RL.9-10.1
- 10. Explain how Huxley develops the motif of Henry Ford as a God figure. Use specific examples from the text to support your analysis. CCSS.ELA-Literacy.RL.9-10.5 CCSS.ELA-Literacy.RL.9-10.1

# **CHAPTER THREE**

Vocabulary: centrifugal, rudimentary, patronizing, contempt, maudlin, rigorously, suppressed, incredulity, surreptitious, averted, unsavory, bunk, derision, contemptuous, teeming, rabble, evocation, squalid, chypre, inscrutable, sadism, chastity, incongruous, emphatically, axiomatic, truculently, stickler, furtive, keen, pneumatic, insurmountable, degrading, indignant

#### CCSS.ELA-Literacy.L.9-10.4a-d

- Explain how Centrifugal Bumble-puppy is played. What is the government's perspective on the purpose of games?
   CCSS.ELA-Literacy.RL.9-10.1
- 2. How does the Director respond to the children he catches engaged in sexual play? In this society, what sort of behavior is considered "normal" and "abnormal?" CCSS.ELA-Literacy.RL.9-10.1
- 3. What does the Director tell the students about the way children were raised in the past? How do the students respond to this information? CCSS.ELA-Literacy.RL.9-10.2
- 4. Who is Mustapha Mond? CCSS.ELA-Literacy.RL.9-10.1
- 5. Beginning on page 34, Huxley juxtaposes scenes between the Director and his students with scenes between Henry Foster and Bernard Marx and scenes of a discussion between Fanny and Lenina Crowne. What is happening in each of these three vignettes? What effect does the juxtaposition of the scenes create? CCSS.ELA-Literacy.RL.9-10.5
- 6. Explain the saying "History is bunk." Consider the list of things (found on page 35) that the Controller dismisses and suggest a reason for his inclusion of these particular examples of "bunk." Are there any common themes among them?
  CCSS.ELA-Literacy.RL.9-10.5 CCSS.ELA-Literacy.RL.9-10.2
- 7. Based on context clues, what are Feelies (35)? CCSS.ELA-Literacy.RL.9-10.4
- 8. How does the Director describe what a home was? Why effect does his description have on the students? CCSS.ELA-Literacy.RL.9-10.1
- 9. What treatment is Fanny undergoing? How do you think the treatment works? Why do you think it would be prescribed? CCSS.ELA-Literacy.RL.9-10.1
- 10. According to the Director, why did Ford/Freud decide that families were dangerous? CCSS.ELA-Literacy.RL.9-10.2
- 11. Explain the meaning of the proverb: "every one belongs to every one else." What does Huxley suggest about the reason that the students accept this proverb as truth? CCSS.ELA-Literacy.RL.9-10.6
- 12. Why does Fanny disapprove of Lenina's relationship with Henry Foster? CCSS.ELA-Literacy.RL.9-10.1
- 13. Explain the allegory that the Director makes using water under pressure in a pipe. How does it illustrate the danger of monogamy or other exclusive relationships? According to the Director, why does promiscuity lead to stability? CCSS.ELA-Literacy.RL.9-10.4
- 14. What does it mean to call a woman "pneumatic?" Why does Henry Foster's conversation about Lenina anger Bernard Marx? CCSS.ELA-Literacy.RL.9-10.4 CCSS.ELA-Literacy.RL.9-10.3

- 15. Why doesn't Fanny approve of Lenina's interest in Bernard Marx? What is the rumor about Bernard? CCSS.ELA-Literacy.RL.9-10.3
- 16. What is Ectogenesis? According to the Director, why did world governments initially reject this scientific advancement? What other technological and social advances/reforms did they reject, and for what reason? What changed their minds? CCSS.ELA-Literacy.RL.9-10.2
- 17. Explain the "conscription of consumption" (49). How are citizens conditioned to become consumers? Why would appreciating culture or nature be at odds with consumption? CCSS.ELA-Literacy.RL.9-10.2
- 18. Based on context clues, what do you think "Simple Lifers" were? What happened to them? CCSS.ELA-Literacy.RL.9-10.4
- 19. What is a Malthusian belt? CCSS.ELA-Literacy.RL.9-10.4
- 20. What is soma? What purpose does it serve in society? CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL.9-10.4
- 21. Describe the aging process in the World State. CCSS.ELA-Literacy.RL.9-10.2

# **CHAPTER FOUR**

Vocabulary: salutation, melancholy, gape, unmalicious, simian, annihilating, stupor, imperiously, rapturous, vivaciously, manifest, cordiality, glum, ruminating, incandescence, averted, contemptuous, wretched, emphatic, indefatigable, imploring, impotence, asceticism, plaintive CCSS.ELA-Literacy.L.9-10.4a-d

- 1. Describe transportation in the World State. CCSS.ELA-Literacy.RL.9-10.1
- 2. Why does Bernard find it difficult to interact with others? CCSS.ELA-Literacy.RL.9-10.3
- 3. Who is Helmholtz Watson? Explain how his character acts as a foil for Bernard Marx. What do the two men have in common? What is the basis for their friendship? CCSS.ELA-Literacy.RL.9-10.3

#### CHAPTER FIVE

**Vocabulary:** plangent, perennially, impenetrable, contraceptive, atonement, lout, solidarity, annihilation, imminence, exultant, galvanic, delirium, consummation, benevolently, prone, supine, rapture, satiety, transfigured CCSS.ELA-Literacy.L.9-10.4a-d

- 1. On page 74, Huxley uses alliteration to describe Lenina's childhood discovery of the hypnopædia devices. Examine the structure of this passage. What makes Huxley's use of language especially effective? CCSS.ELA-Literacy.RL.9-10.4
- 2. How does hypnopædia help condition people to be happy? What details suggest that it is not completely effective? CCSS.ELA-Literacy.RL.9-10.1
- 3. What do people in the World State believe about life after death? CCSS.ELA-Literacy.RL.9-10.1
- 4. Describe the transformation of Westminster Abbey. What was its original purpose? What sort of music was associated with the historical Westminster Abbey? What purpose does it now serve? Analyze the music that is now performed at the Abbey. How does this transformation reflect the changed values of society? CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL.9-10.2
- After Henry and Lenina leave the cabaret, Huxley comments that they remain in "happy ignorance of the night" and describes the stars as "depressing." What social commentary does he make by using with his description of nature?
   CCSS.ELA-Literacy.RL.9-10.5
- 6. Describe the required solidarity service. What is the purpose of the service? What tactics does the State use to achieve their goal? CCSS.ELA-Literacy.RL.9-10.2
- 7. Describe Bernard Marx's response to the solidarity service. How does his response help develop his character? CCSS.ELA-Literacy.RL.9-10.3

### **CHAPTER SIX**

**Vocabulary:** grim, putrid, disquieting, obstinately, proffered, blasphemy, voluptuous, cajolery, archness, arresting, reel, unabashed, genial, agitated, scrupulously, solecism, intrinsically, reminiscence, indecorous, anecdote, malignant, infantile, inclination, decorum, exult, embattle, elated, tonic, deplorable, brachycephalic, irrelevant, indefatigable, inconspicuously, serenely, inexorably, appalled, stoicism, carrion, fulminated **CCSS.ELA-Literacy.L.9-10.4a-d** 

- Why does Lenina have second thoughts about going to the Savage Reservation with Bernard? Why does she decide to go? CCSS.ELA-Literacy.RL.9-10.3
- 2. Why does Bernard dislike soma? CCSS.ELA-Literacy.RL.9-10.3
- 3. Contrast Bernard's response to nature with Lenina's response. CCSS.ELA-Literacy.RL.9-10.3
- 4. What does Bernard believe about the effects of conditioning? Does Lenina agree with him? CCSS.ELA-Literacy.RL.9-10.3
- 5. Why is Bernard disappointed that he slept with Lenina on their first date? How does Lenina respond to his suggestion that it would have been better to have waited? CCSS.ELA-Literacy.RL.9-10.3
- 6. Why doesn't the Director approve of Bernard traveling to the Savage Reservation? What happened to him when he visited the reservation in his youth? CCSS.ELA-Literacy.RL.9-10.1
- 7. How does the Director threaten Bernard? What effect does the threat have on him? Why do you think Bernard responds this way to being threatened? How does his response help develop his character? CCSS.ELA-Literacy.RL.9-10.3
- 8. What upsets Bernard when he is at the Reservation? What does this suggest about his values and the effectiveness of his conditioning? Is he really that different from Lenina? CCSS.ELA-Literacy.RL.9-10.3
- 9. How does Bernard respond to the news that the Director is planning to transfer him to Iceland when he returns from the Reservation? How does his response help develop his character? CCSS.ELA-Literacy.RL.9-10.3
- 10. Explain the meaning of Lenina's adage: "Was and will make me ill, I take a gramme and only am" (104). How does Huxley's comment that after taking soma "roots and fruits were abolished" relate to Lenina's adage? CCSS.ELA-Literacy.RL.9-10.4

#### CHAPTER SEVEN

**Vocabulary:** precipitous, reciprocated, sullen, contemptuous, precipice, diadem, indignant, incredulity, emaciated, indecent, tactfully, unorthodox, innocuous, semblance, incarnadine **CCSS.ELA-Literacy.L.9-10.4a-d** 

- 1. How does Lenina respond to the things she sees on the Reservation? What aspects of the life of the savages are particularly distressing to her? How does Bernard respond to her criticisms? CCSS.ELA-Literacy.RL.9-10.3
- 2. Summarize the religious ceremony that Lenina and Bernard witness. What do you think the purpose of the ceremony is? Which religions does it seem to be based on? CCSS.ELA-Literacy.RL.9-10.1
- 3. What does Bernard realize when he meets the young blonde savage named John? CCSS.ELA-Literacy.RL.9-10.1
- 4. How does John's mother, Linda, respond when she sees Bernard and Lenina? What has life on the Reservation been like for Linda? CCSS.ELA-Literacy.RL.9-10.1

# **CHAPTER EIGHT**

**Vocabulary:** inconceivable, treacherous, lecherous, averted, patronizing, profoundly, squeamish, cordiality, perplexed **CCSS.ELA-Literacy.L.9-10.4a-d** 

Summarize John's memories of his childhood. What keeps them from being accepted by the other savages?
 CCSS.ELA-Literacy.RL.9-10.2 CCSS.ELA-Literacy.RL.9-10.3

- 2. What did Linda tell John about the Other Place? How does John mix up the stories his mother tells him with the mythology from the pueblo? CCSS.ELA-Literacy.RL.9-10.2
- What is Linda able to teach John? What does Popé give John shortly after his twelfth birthday?
   CCSS.ELA-Literacy.RL.9-10.1
- 4. The first play that John reads is *Hamlet*. Explain how this play gives John a way to frame his experience and gives context to his mother's relationship with Popé. CCSS.ELA-Literacy.RL.9-10.9
- 5. How does John respond to being taught to work with clay? Contrast his experience working with clay to his mother's description of her work in the Other Place. CCSS.ELA-Literacy.RL.9-10.3
- 6. What ceremony is John excluded from participating in? How does he respond to his exclusion? Why does his experience help him discover "Time and Death and God" (136)? CCSS.ELA-Literacy.RL.9-10.3
- 7. What do Bernard and John have in common? How do the ways that they deal with pain differ? CCSS.ELA-Literacy.RL.9-10.3
- 8. What does Bernard offer to do for John and Linda? How does John respond to his offer? CCSS.ELA-Literacy.RL.9-10.1
- 9. Miranda is a character in Shakespeare's play, *The Tempest*. Explain why John might connect to her character. Research the context of the quote that he references. What is ironic about his choice of quotes? **CCSS.ELA-Literacy.RL.9-10.9**

### CHAPTER NINE

Vocabulary: pensive, fruitless, resonant, deferential, emphatic, vestal, modesty CCSS.ELA-Literacy.L.9-10.4a-d

- 1. Who does Bernard appeal to for permission to bring Linda and John back into civilization? Why is he granted permission? CCSS.ELA-Literacy.RL.9-10.1
- 2. Explain how the works of William Shakespeare influence the way that John frames his experience of seeing the sleeping Lenina? What is ironic about the way he perceives her? CCSS.ELA-Literacy.RL.9-10.9
- 3. What is John tempted to do when he finds Lenina sound asleep? Why does he stop? Do you think John is noble or just naïve? Explain your answer. CCSS.ELA-Literacy.RL.9-10.3

#### **CHAPTER TEN**

**Vocabulary:** dispassionately, heinous, unorthodoxy, subvert, coquettishly, undulation, titter, irrepressibly, disengage, scatological, obliquity, impropriety **CCSS.ELA-Literacy.L.9-10.4a-d** 

- 1. Why do you think Huxley chooses to juxtaposition the description of the process of human fertilization in labs at the Bloomsbury Centre at the beginning of Chapter 10 with the scene between John and the sleeping Lenina at the end of Chapter 9? CCSS.ELA-Literacy.RL.9-10.5
- 2. What are the connotations of the term "pasteurized external secretion" (147)? Based on context clues, what is pasteurized external secretion? CCSS.ELA-Literacy.RL.9-10.4
- 3. According to the director, what is the worst offense a person can commit? Explain the reason that he believes this. Do you agree with him? CCSS.ELA-Literacy.RL.9-10.2
- 4. Why has the Director called Bernard Marx in for a public meeting? Why does he want to accuse Bernard in front of upper-caste workers? What charges does he make against Bernard? How does Bernard answer the Director's accusations? CCSS.ELA-Literacy.RL.9-10.2
- 5. What does Linda accuse Tomakin of doing to her? What details suggest that there may be truth to her accusation? CCSS.ELA-Literacy.RL.9-10.1
- In retrospect, what was ironic about the Director's choice of the Fertilizing Room for his meeting with Bernard Shaw? CCSS.ELA-Literacy.RL.9-10.4

### **CHAPTER ELEVEN**

**Vocabulary:** quaint, clamored, demurred, rejuvenate, sonorous, palpitating, senility, carping, elation, mirth, aquiline, flaxen, malice, retching, recoil, apprehensively, pretences, obscurely, temperament, base, ignoble, exultantly **CCSS.ELA-Literacy.L.9-10.4a-d** 

- 1. Why is there enormous public interest in seeing John, but not in seeing his mother, Linda? CCSS.ELA-Literacy.RL.9-10.1
- 2. How does Linda adjust to reentering civilization? Why does John protest his mother's doctor's decision to allow her take all the *soma* she wants? Why does he give in and agree to let his mother stay on a permanent *soma*-vacation? Do you think Linda has a right to choose to abuse *soma*? CCSS.ELA-Literacy.RL.9-10.2
- 3. After being made John's guardian, how does Bernard respond to his newfound popularity and importance? Why does his response sadden his friend Helmholtz? CCSS.ELA-Literacy.RL.9-10.3
- 4. How does John respond when Bernard suggests that he should be impressed by the speed of the Bombay Green Rocket? CCSS.ELA-Literacy.RL.9-10.1
- 5. How does John respond to seeing the Bokanovsky Groups in the Electrical Equipment Corporation? Why do you think he is affected this way? CCSS.ELA-Literacy.RL.9-10.3 CCSS.ELA-Literacy.RL.9-10.2
- 6. Why aren't upper-caste children Bokanovskified? CCSS.ELA-Literacy.RL.9-10.1
- 7. What is a Malthusian Drill? CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RL.9-10.4
- 8. Explain how death conditioning works. Do you think it's a good idea to condition children to not be afraid of death? Explain your answer. CCSS.ELA-Literacy.RL.9-10.2
- 9. Why is Lenina excited about going to the Feelies with the Savage? What are the Feelies? What is the movie that they see about? How does John react to the experience? Why do you think he has this reaction? CCSS.ELA-Literacy.RL.9-10.2 CCSS.ELA-Literacy.RL.9-10.3
- 10. What does Huxley mean when he writes that John is "Bound by strong vows that had never been pronounced, obedient to laws that had long ceased to run" (170)? How does this explain his reaction to Lenina? CCSS.ELA-Literacy.RL.9-10.4 CCSS.ELA-Literacy.RL.9-10.3
- 11. What play does John turn to in an attempt to make sense of his experience with Lenina at the Feelies? How does Lenina comfort herself after being rejected by John? Who do you think has the better source of comfort? Explain your answer. CCSS.ELA-Literacy.RL.9-10.3

#### CHAPTER TWELVE

**Vocabulary:** bellowing, wheedled, hierarchy, scathing, indignation, unwonted, exultation, sepulchral, declaiming, plaintive, perversely, grievance, discomfited, inexorably, magnanimity, estrangement, copulate, latent, odious, harbinger, defunctive, defile, guffaw, tremulous, mollified, pensive **CCSS.ELA-Literacy.L.9-10.4a-d** 

- 1. Has Bernard's newfound popularity changed him in any way? What does the way that the people that Bernard invited to his party treat him reveal about their attitude towards Bernard? CCSS.ELA-Literacy.RL.9-10.3
- 2. Describe Lenina's response to the news that the Savage won't attend the party. How has meeting John changed her? CCSS. ELA-Literacy.RL.9-10.3
- 3. Why does Mustapha Mond decide that "A New Theory of Biology" can't be published? CCSS.ELA-Literacy.RL.9-10.1
- Contrast John's admiration of Lenina with the Arch-Community-Songster's attitude towards her (178). What detail suggests that Lenina is beginning to mind being treated like a "piece of meat?" CCSS.ELA-Literacy.RL.9-10.3
   CCSS.ELA-Literacy.RL.9-10.5
- 5. Why has Helmholtz been in trouble with the authorities? What is the theme of the poem that he wrote? What is unusual about the structure of the poem in the context of the other rhymes composed for conditioning? What was Helmholtz's purpose for writing it? Who reported him? CCSS.ELA-Literacy.RL.9-10.2

6. Explain the reason for the immediate connection between Helmholtz and the Savage. How does Bernard respond to their friendship? What does Bernard's response reveal about the type of friend he is? **CCSS.ELA-Literacy.RL.9-10.3** 

# CHAPTER THIRTEEN

**Vocabulary:** contemptuously, persevere, sententiously, premonition, rakish, reproach, luscious, peerless, baseness, elation, sanctimonious, drivel, opportune, alluring, abstemious, aghast, imperceptible, impudent, strumpet, ingratiating

#### CCSS.ELA-Literacy.L.9-10.4a-d

- What is ironic about Henry Foster's suggestion that Lenina might need a Violent Passion Surrogate treatment? CCSS.ELA-Literacy.RL.9-10.4
- 2. Why do you think Huxley adds the comment about the death of the Alpha-Plus administrator in Mwanza-Mwanza? How do you think he intended the reader to respond to this information? CCSS.ELA-Literacy.RL.9-10.5
- 3. What advice does Fanny give Lenina about how to deal with John? Do you think this is good advice? You may choose to compare this scene to the first scene between Benvolio and Rome in *Romeo and Juliet*. CCSS.ELA-Literacy.RL.9-10.1 CCSS.ELA-Literacy.RA.R.9
- 4. Analyze John's confession of love to Lenina. What does it reveal about the way he views her? Is there anything ironic about the language he uses to describe his feelings? How does she respond to him? CCSS.ELA-Literacy.RL.9-10.3
- 5. Why is John unable to return Lenina's sexual advances? How has his experience of sexuality been influenced by what he has read and seen? What things have shaped Lenina's view of sexuality? CCSS.ELA-Literacy.RL.9-10.3
- Based on his half of the telephone conversation, what event causes John to leave his house abruptly?
   CCSS.ELA-Literacy.RL.9-10.5

#### CHAPTER FOURTEEN

**Vocabulary:** incurious, imbecile, embellished, constituents, undefiled, obstinate, sublime, ordure, balk, imploring, reproach, irresolute **CCSS.ELA-Literacy.L.9-10.4a-d** 

- Describe the steps that have been taken to create a warm and positive atmosphere at Park Lane Hospital for the Dying. CCSS.ELA-Literacy.RL.9-10.2
- 2. Examine Huxley's use of descriptive language and imagery in the section describing the arrival of the children at the hospital. Which descriptions are especially effective or evocative? CCSS.ELA-Literacy.RL.9-10.4
- 3. How do John's memories of his childhood change after the twins arrive? Why does he become angry with his mother? What happens to her as a result? CCSS.ELA-Literacy.RL.9-10.1
- 4. Why does John's grief upset the nurse? What is she worried might happen as a result of his public display of emotion? How does she attempt to remedy the situation? **CCSS.ELA-Literacy.RL.9-10.1**

# **CHAPTER FIFTEEN**

**Vocabulary:** menial, vestibule, peremptorily, derision, reparation, luminous, ardor, bestial, carapace, sullen, petrified, wanton, assailant, redoubled **CCSS.ELA-Literacy.L.9-10.4a-d** 

- 1. Why does John feel as if the words from *The Tempest* are mocking him (210)? CCSS.ELA-Literacy.RL.9-10.9
- 2. How does John attempt to "save" the Delta workers? How do they respond to him? CCSS.ELA-Literacy.RL.9-10.2
- How do the policemen manage to subdue the angry mob? Why do you think they don't use fear or violence as a method of control? CCSS.ELA-Literacy.RL.9-10.1
- 4. What does this chapter reveal about Bernard's character? How is he different from Helmholtz and John? CCSS.ELA-Literacy.RL.9-10.3

#### CHAPTER SIXTEEN

**Vocabulary:** obscure, deprecating, wrath, bluster, impunity, obstinately, ingenuity, gesticulating, galvanized, paroxysm, abjection, grovel, sedulously **CCSS.ELA-Literacy.L.9-10.4a-d** 

- 1. What is Mustapha Mond's position in the Word State? CCSS.ELA-Literacy.RL.9-10.1
- 2. How does John respond to Mond's observation that he doesn't "much like civilization" (218)? What does John realize about Mustapha Mond? CCSS.ELA-Literacy.RL.9-10.2
- 3. According to Mond, why is beauty dangerous? Do you agree with him? What is the "price that must be paid" for social stability? CCSS.ELA-Literacy.RL.9-10.2
- Explain what the Cyprus experiment was. How did this experiment impact social engineering in the World State?
   CCSS.ELA-Literacy.RL.9-10.2
- 5. What does Mond plan to do with Helmholtz and Marx? How does each man respond to his punishment? What do their responses reveal about their characters? Why does Mond say that their punishment is actually a reward? CCSS.ELA-Literacy.RL.9-10.2
- According to Mond, what is dangerous about science? What limits are imposed on scientific inquiry?
   CCSS.ELA-Literacy.RL.9-10.2

#### CHAPTER SEVENTEEN

**Vocabulary:** avowed, listlessness, lulling, obscured, bolstered, superfluous, manifest, degraded, postulates **CCSS.ELA-Literacy.L.9-10.4a-d** 

- 1. Once John and Mustapha Mond are alone, what do they talk about? CCSS.ELA-Literacy.RL.9-10.2
- 2. What books does Mond refer to as "pornographic?" CCSS.ELA-Literacy.RL.9-10.1
- 3. Why do you think Mond chooses the religious passages that he reads aloud to John? What point is he trying to make? CCSS.ELA-Literacy.RL.9-10.5
- 4. Does Mustapha Mond believe in God? Explain his beliefs. According to Mond, how were they able to take questions about God out of people's consciousness? CCSS.ELA-Literacy.RL.9-10.3
- 5. Summarize both sides of the debate that Mond and John have regarding God.
- 6. How does Mustapha Mond describe soma? Do you agree with him? Explain your answer. CCSS.ELA-Literacy.RL.9-10.2
- 7. Why are V.P.S. treatments compulsory? CCSS.ELA-Literacy.RL.9-10.
- 8. What does John say that he wants instead of comfort? What right does Mond suggest that he is claiming? CCSS.ELA-Literacy.RL.9-10.2
- 9. Why do you think Mond ends his conversation with John with the words "You're welcome" (240)? CCSS.ELA-Literacy.RL.9-10.4

## CHAPTER EIGHTEEN

**Vocabulary:** hermitage, pacified, vantage, flagrant, importune, vermin, tangible, unanimity, ineradicably, turpitude CCSS.ELA-Literacy.L.9-10.4a-d

- 1. Why does Mustapha Mond deny John's request to go to the islands with Helmholtz? What do you think Mond is hoping will happen? CCSS.ELA-Literacy.RL.9-10.1
- Where does John choose to live after leaving civilization? What is symbolic about his choice? CCSS.ELA-Literacy.RL.9-10.4

- 3. Why does John feel guilty? How does he seek to purify himself? Initially, what is life like for him? CCSS.ELA-Literacy.RL.9-10.3
- 4. What attracts reporters to the lighthouse? How does John respond to their intrusion? CCSS.ELA-Literacy.RL.9-10.2
- 5. Who is Darwin Bonaparte? What does he manage to capture on film? How does the public receive his latest film? Why is their response ironic? CCSS.ELA-Literacy.RL.9-10.2 CCSS.ELA-Literacy.RL.9-10.4
- 6. What is John thinking about when the crowds arrive? Why have they come to see him? How does John respond to them? CCSS.ELA-Literacy.RL.9-10.2
- 7. How does John respond to Lenina's presence? What do his actions incite the crowd to begin doing? Why do you think John participates? CCSS.ELA-Literacy.RL.9-10.2 CCSS.ELA-Literacy.RL.9-10.3
- 8. What does John realize when he wakes up? What does he do as a result of this realization? Do you think he made the right decision? CCSS.ELA-Literacy.RL.9-10.3

# **Writing and Discussion Prompts**

# **TOPICS FOR ARGUMENTATION ESSAYS OR DEBATE**

CCSS.ELA-Literacy.W.9-10.1a-e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.SL.9-10.1a-d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 1. Mustapha Mond exiles Bernard and Helmholtz to island outposts, a punishment that he says is more like a reward (226-229). If you were a citizen in the future World State, where would you choose to live? Would you want to be in "civilization;" would you choose to live on a Savage Reservation; or would you request transfer to an island outpost? Persuade your classmates that your decision would be the best.
- Is Brave New World a novel that was written in earnest, or is it a work of satire? Construct an argument regarding the way
  the novel should be read. You may consult published literary criticism, but make sure all sources are thoroughly documented and appropriately cited.
- 3. Consider the character of John the Savage. Is he a "noble savage," or is he dangerously naïve?
- 4. Who is the protagonist of the novel? Who is the most heroic character?
- 5. Does Brave New World offer a believable and/or realistic view of the future? Why or why not?
- 6. Is a social caste system necessary for social stability? Is it realistic to think that a person could ever be satisfied as a member of a lower socioeconomic group? Do you think our current society sets people up to belong to a specific social class? Should it?
- 7. In the World State, the needs of the community are valued over the needs of the individual. What do you believe is more important, the good of the individual or the good of the community? Apply this question to a current political debate, such as the question of NSA surveillance.
- 8. In *Brave New World*, the chemically engineered and perfect drug *soma* is ubiquitous. Should a drug like *soma* be developed and legalized? What benefits could it offer? What might be the disadvantages of making a drug like *soma* readily available?
- 9. When John is talking with Mustapha Mond about the lengths the government went to ensure stability and happiness, he notes "you seem to have paid a fairly high price for your happiness" (230). In *Brave New World*, do the ends justify the means, or have they paid "too high a price" for happiness, stability, and security?
- 10. Why do you think dystopian fiction is appealing as genre?

#### TOPICS FOR INFORMATIVE WRITING

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 1. Consider the World State's motto: "COMMUNITY, IDENTITY, STABILITY" (3). Why is each of these values important? How does the World State government instill each of these values in its citizens? How successful are their attempts to cultivate each one of these three attributes?
- 2. What role does race play in *Brave New World*? In Huxley's novel, how much of a link exists between physical characteristics and social caste?
- 3. Analyze the motif of twilight in *Brave New World*. What is significant about Huxley's repetition of this word? Is the twilight in *Brave New World* natural, artificial, or both?
- 4. Analyze the character of Lenina. What makes her a dynamic character? Examine her "awakening" over the course of the novel (see pages 176-177). Although the ending is ambiguous regarding her fate, what do you think happens to her?
- 5. Analyze the character of John as a Christ figure (or as an ironic/satirical Christ figure). Pay particular attention to the final page of the novel. What do you think Huxley intends John to symbolize?
- 6. Analyze the role that social conditioning plays in the lives of the characters. Just because John grew up on the reservation, is he free of conditioning? How does each of the characters in the book respond to their conditioning? How do they each challenge the status quo? How much free will do they really have?
- 7. Analyze the role that solitude plays in the novel. Bernard claims to want solitude, but does he actually want to be alone? John intentionally seeks out a life of solitude as a way to atone for what he perceives as being his sins. Is solitude ultimately a positive or negative experience for the characters in the novel?
- 8. Analyze the role of sexuality in the novel. The Director remarks that, "feeling lurks in that interval of time between desire and its consummation" (44). Is promiscuity ultimately satisfying for the characters in the novel? Is the fact that the novel only mentions heterosexuality problematic? Are women in the novel empowered or harmed by promiscuity? Is John's view of sexuality preferable to Lenina's, or is it just as harmful?

### TOPICS FOR NARRATIVE WRITING

CCSS.ELA-Literacy.W.9-10.3a-e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 1. When John and Mustapha Mond discuss the existence of God. Huxley notes that John "would have liked to say something about solitude, about night, about the mesa lying pale under the moon, about the precipice, the plunge into shadowy darkness, about death. He would have liked to speak, but there were no words. Not even in Shakespeare" (230). Based on your personal experiences, how would you define God? Compose a personal narrative that examines your thoughts about God.
- 2. John tells Bernard that he would "rather be unhappy than have the sort of false, lying happiness that you were having here" (179). Consider a time in your life when you believe it was valuable to have been unhappy. Why do you think experiencing unhappiness was important? What lessons did you learn as a result of your experience? Compose a personal narrative that examines a time when feeling unhappy was ultimately a beneficial experience for you.
- 3. When John thinks back on his childhood, he remembers specific moments that impacted him positively or negatively, and he tries hard to cling to the good memories and to forget the bad ones. Compose a personal narrative about a moment in your childhood that shaped who you are.

- 4. In Chapter 5, Bernard attends a solidary service that is a transcendent religious experience for everyone except for him. Think about a time in your life when you participated in an activity, visited a place, or attended an event that was supposed to be life changing, but that did not affect you in the same way if affected others. Compose a personal narrative about your experience.
- 5. Read a selection of dystopian short stories (ex. Kurt Vonnegut's "Harrison Bergeron," Shirley Jackson's "The Lottery") and then compose your own work of dystopian fiction.

# **RESEARCH TOPICS**

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- 1. In Chapter Two, the Director of the Hatching and Conditioning Centre remarks that the writer George Bernard Shaw is "one of the very few whose works have been permitted to come down to us" (24). Research George Bernard Shaw. Why would his writing be deemed "permissible" in the society of *Brave New World?* What modern books, songs, video games, or films do you think would be permitted in the World State? Create an annotated list of what you believe would be "World State Approved" media. Be sure to include a summary of each item on your list and an explanation of why it reflects the values of the society. CCSS.ELA-Literacy.W.9-10.1a-e CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.4
- Research the life of Henry Ford (you may want to read portions of his autobiography, My Life and Work). Why would
  Ford be an appropriate God figure for the World State? CCSS.ELA-Literacy.W.9-10.1a-e
  CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9
- 3. Examine the historical and political context that led to Huxley writing *Brave New World*. Compose a carefully researched paper that places Huxley's novel in its broader political context. Consider the relationship between *Brave New World* and George Orwell's *1984*. What social and political factors contributed to the emergence of these famous dystopian novels? Apply your findings to the modern resurgence in the popularity of dystopian fiction. Are there any similarities between the two eras? CCSS.ELA-Literacy.W.9-10.2a-e CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9
- 4. The Director defines Christianity as "the ethics and philosophy of under-consumption" and goes on to explain how the World State has replaced God with Ford (52). Research modern movements (such as Atheism 2.0 or the Atheist Church) that seek to replace religious ceremonies and traditions with secular worship experiences. Do you think it is possible for society to move to a secular form of worship? Is there any benefit to participating in religious-styled experiences without adopting a corresponding religious worldview? CCSS.ELA-Literacy.W.9-10.1a-e CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9
- Research the use of names in *Brave New World*. Most of the first and last names in the novel reference historical figures.
   Create a slideshow or other multimedia presentation that explains the significance of the names in the novel. Include photos of each character based on Huxley's descriptions and include a quote from the text with each image.
   CCSS.ELA-Literacy.W.9-10.2a-e CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.8
   CCSS.ELA-Literacy.W.9-10.9
- 6. Through social conditioning, children in the World State are taught to dislike nature and culture. The problem with these pursuits, explains the Director, is that they don't encourage consumption. Create a video public service announcement that promotes the consumption of something with minimal cost (either cultural or in nature). Use the same techniques that advertisers use to sell products in your advertisement. CCSS.ELA-Literacy.W.9-10.1a-e CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.6

- 7. The works of Shakespeare give John a context that he uses to frame his experience of the world. Choose one of the plays that John references (most notably: *Hamlet, Romeo and Juliet, Othello* and *The Tempest*) and read the play in its entirety. You may choose to consult literary criticism. Compose a thoughtful analytical essay that explores the way that John adapts the play to his own experience. Is his interpretation of the play appropriate given the context? Would a more thorough understanding of the play have helped him frame his own experience more positively? CCSS.ELA-Literacy.CCRA.R.9 CCSS.ELA-Literacy.W.9-10.2a-e CCSS.ELA-Literacy.W.9-10.4
- 8. The accessibility and acceptance of reliable contraception is critical to the functioning of the World State. Since *Brave New World's* initial publication in 1932, there have been significant advances in the reliability and availability of contraception. Research the history of contraception from 1932 through the present. How has the accessibility of reliable contraception changed society? How has it changed the role of women in society? Why do reproductive rights continue to be a subject of debate? CCSS.ELA-Literacy.W.9-10.1a-e CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.6 CCSS.ELA-Literacy.W.9-10.4
- 9. Many of the technological advances in *Brave New World* have become a reality (or are close to becoming a reality). Create a multimedia presentation that explores the scientific context of *Brave New World*. What significant technological advances did Huxley predict? What did he fail to predict? Conclude your presentation by making your own prediction about a technological advance that you think will exist 75 years from now. CCSS.ELA-Literacy.W.9-10.9 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.6 CCSS.ELA-Literacy.W.9-10.8
- 10. Compare Brave New World to another canonical or contemporary work of dystopian fiction. Which text do you think most accurately predicts the direction that society is going in? Using your selected dystopia and Brave New World as a guide, create a video warning people about the dangers that may lie ahead. CCSS.ELA-Literacy.CCRA.R.9 CCSS.ELA-Literacy.W.9-10.6 CCSS.ELA-Literacy.W.9-10.4

# **Works by Aldous Huxley**

Brave New World

Brave New World and Brave New World Revisited

Brave New World Revisited

The Devils of Loudun: A True Story of Demonic Possession

The Divine Within: Selected Writings on Enlightenment

The Doors of Perception and Heaven and Hell

Eyeless in Gaza: A Novel

The Genius and the Goddess: A Novel

**Island** 

The Perennial Philosophy: An Interpretation of the Great Mystics, East and West

# Other Dystopian Titles of Interest

1984 - George Orwell

The Handmaid's Tale - Margaret Atwood

Fahrenheit 451 - Ray Bradbury

Anthem - Ayn Rand

A Clockwork Orange - Anthony Burgess

Enders Game - Orson Scott Card

Uglies - Scott Westerfeld

The Giver - Lois Lowry

<u>Divergent</u> – Veronica Roth

The Hunger Games - Suzanne Collins

#### **About This Guide's Author**

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