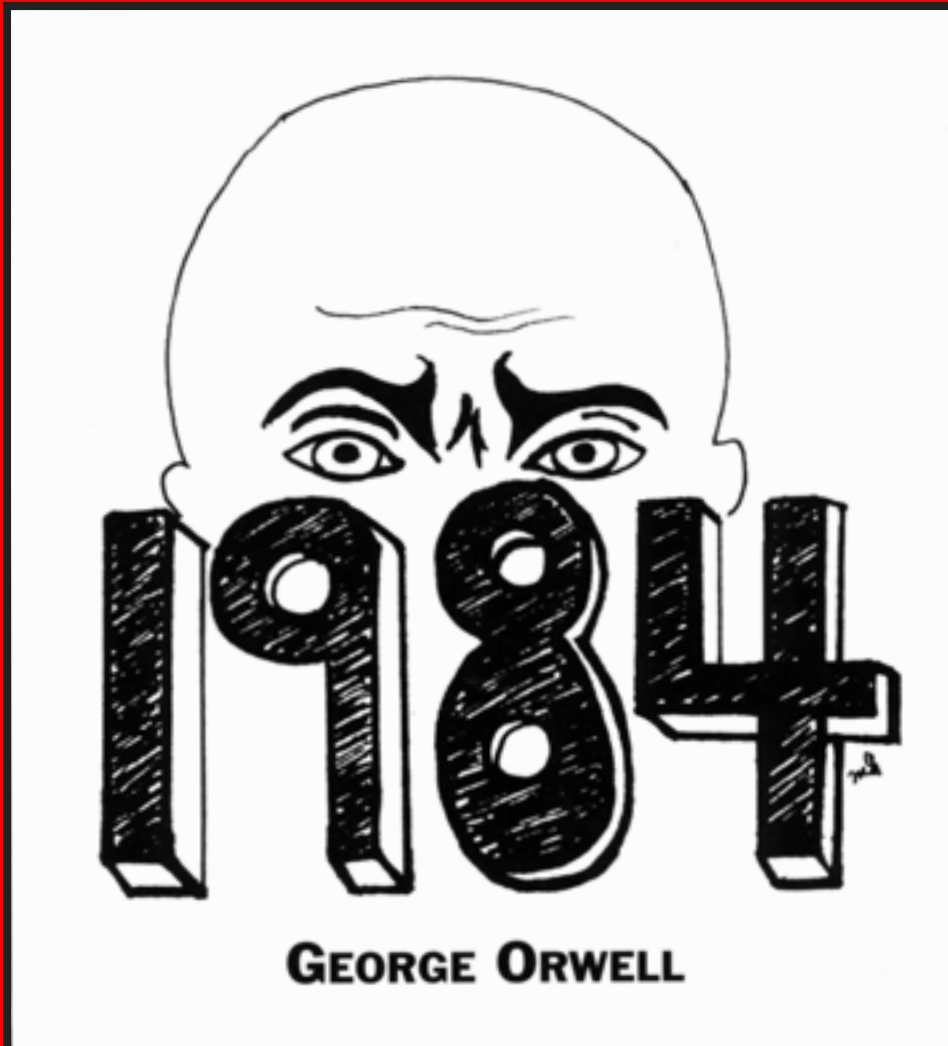


Novel·Ties



A Study Guide
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LEARNING LINKS
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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *1984*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Do some research to learn about the important political events of 1949, the publication date of *1984*, and try to determine why Orwell wrote the book at that time.
2. Censorship is the practice of examining and changing books, newspapers, and other forms of expression for the purpose of making the content satisfactory to a government or an organization. What tactics might a government use to censor its people? Do you have any personal experience with censorship? Where and when is it carried on today?
3. Which constitutional amendment guarantees Americans freedom of speech and freedom of the press? Why did the framers of the U.S. Constitution seek to safeguard these liberties?
4. Propaganda is the practice of spreading ideas, facts, or rumors for the purpose of furthering one's cause. How might this practice be used by a government to manipulate public opinion? Have you ever been exposed to anything that might be considered propaganda? What media can be used to spread propaganda?
5. In the Gettysburg Address, President Abraham Lincoln simply but eloquently put emphasis on the will of the people to grant powers to the government in this memorable phrase:

. . . and that government of the people, by the people, for the people, shall not perish from the earth.

Do you think that government is meant to serve the people, or should people serve the ends of government? What is the reality in today's world?

6. Do some research to learn about the Stalinist era in the Soviet Union. Discuss how the everyday life of its citizens was affected by its authoritarian government.
7. What totalitarian governments exist today? How did they come to power, and what methods do they use to maintain control? To your knowledge, what totalitarian governments have been overthrown, and why were they toppled?
8. As you read the novel, you will discover coined words that comprise the vocabulary of Newspeak, the official language of Oceania. Find out the ultimate, sinister purpose of Newspeak. Keep a glossary of Newspeak terms. Note that the Appendix at the back of the book gives an account of the structure and etymology of Newspeak.

Part One: Chapters 1 - 3 (cont.)

Questions:

1. How did the four ministry buildings compare with the other structures in London? In what way was each ministry a contradiction in terms?
2. Why was it so difficult for Winston to begin writing in his diary? What were his motives for doing this?
3. Why did Winston instinctively dislike the dark-haired girl and feel drawn toward O'Brien?
4. Why was Emmanuel Goldstein the target of the Two Minutes Hate session? Why do you think the Hate session existed and why would it target a man named Emmanuel Goldstein?
5. What risk did Winston take by starting a diary and by writing in it such things as "Down with Big Brother"?
6. Why did Winston find children even more threatening than some adults'?
7. Why did Winston conclude that tragedy belonged to a past era?

Questions for Discussion:

1. What do you think Winston's decision to start a diary revealed about his state of mind?
2. Consider the Party slogan: "Who controls the past, controls the future: who controls the present controls the past." What do you think this slogan means? Why do you think Winston might be bothered by such a slogan?
3. How did the Party use the following means to control thoughts and actions:
 - Thought Police
 - telescreen
 - Newspeak
 - Doublethink
 - Two Minutes Hate session

Literary Device: Symbolism

In literature, a symbol is an object, a person, or an event that represents an idea or a set of ideas. In *1984* the gigantic posters of Big Brother and the larger-than-life telescreen images of his arch rival, Goldstein, stand for opposing beliefs.

What does Big Brother symbolize?

What does Goldstein symbolize?
