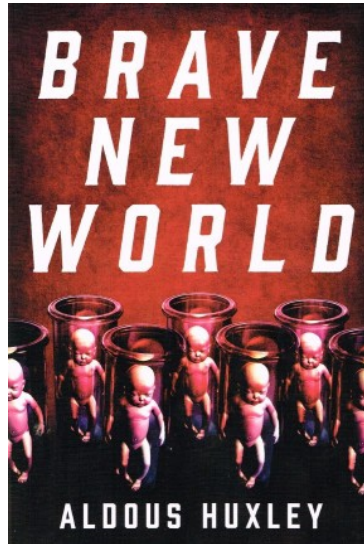


Brave New World



By

Aldous Huxley

A Novel Study
by Joel Michel Reed

Brave New World

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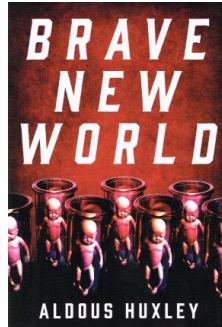


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About the author: Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each section of the novel study focuses on one, two, or three chapters of *Brave New World* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include facing difficult circumstances, mortality, relationships, and putting right to a wrong.

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Identifying synonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying *syllables*
6. Identify *foreshadowing*.
7. Identify *personification*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Identify *idioms*
12. Identifying *antonyms*
13. Identify/create *similes*
14. Identify *anagrams*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify key plot elements.
4. Complete Five W's Chart

Character Activities

1. Determine character traits
2. Cast a feature film.
3. Relating personal experiences
4. Complete a character comparison

Creative and Critical Thinking

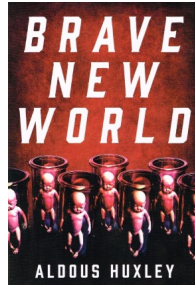
1. Research project
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Identification activities
6. Write a description of personal feelings
7. Write a book review
8. Complete an observation sheet
9. Write a poem or short story
10. Complete a story pyramid.

Art Activities

1. Design a storyboard
2. Create a mural
3. Write a quiz show.
4. Design a cover for the novel
5. Create a comic strip

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Synopsis

In the far future, the World State seems like the ideal society: Through the use of genetic engineering, the human race has been perfected, and all citizens are well provided for. There is no violence, babies are created in laboratories, and everyone consumes daily medication to fight depression while seeking bodily leisure through “Feelies” - movies that stimulate sight, hearing, and touch. Humans are bred to be completely content with their assigned roles in society. (The Publisher)

A complete synopsis and other helpful reviews can be found on the following website: https://en.wikipedia.org/wiki/Brave_New_World (May contain spoilers)

Author Biography

William Golding

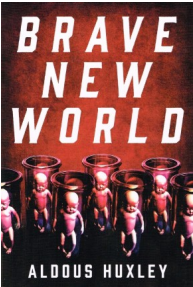
William Golding: (1894-1963) Aldous Huxley was an English writer who spent the latter part of his life in the United States. Though best known for *Brave New World*, he also wrote countless works of fiction, non-fiction, poetry, and essays. A humanist, pacifist, and satirist, he critiqued social norms and ideals. Aldous Huxley is often considered a leader of modern thought and one of the most important literary and philosophical voices of the twentieth century. (Courtesy of *Harper Collins*)



You can find more information on the life of Aldous Huxley by visiting the following informative website: https://en.wikipedia.org/wiki/Aldous_Huxley

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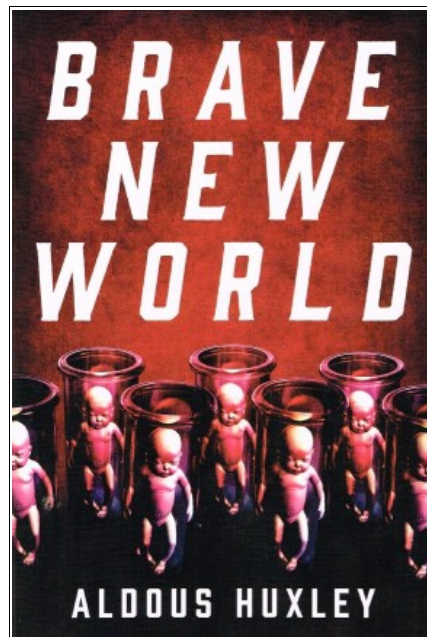


Student Checklist

Student Name: _____

Assignment	Grade/Level	Comments

Brave New World

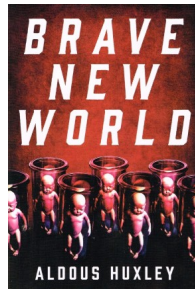


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Name:

Brave New World

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Chapter 1



Before you read the chapter:

Nineteen Eighty-Four is frequently classified as a 'dystopian' novel. Using resources in your school library or the Internet, list five other novels that also fit this unique category.

Novel 1		Author 1	
Novel 2		Author 2	
Novel 3		Author 3	
Novel 4		Author 4	
Novel 5		Author 5	



Vocabulary:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

1. Simultaneous
2. Superfluous
3. Prominent
4. Inoculated
5. Susceptible
6. Vivacious
7. Interminable
8. Optimum
9. Surrogate
10. Enumerated

- A. Easily influenced or harmed by a particular thing.
- B. Situated so as to draw attention; noticeable.
- C. Most conducive to a favourable outcome.
- D. Unnecessary or excessive.
- E. Attractively lively or animated.
- F. Mention (a number of things) one by one.
- G. Occurring, operating, or done at the same time.
- H. A substitute, especially used for a specific role.
- I. Endless or apparently endless.
- J. Treat with a vaccine to produce an immunity against a particular disease.

Questions



1. List six adjectives that you think accurately describe the setting of Chapter One?

2. What was the official motto of the *World State*?

--

3. Briefly describe the social, political, and moral (or religious) implications of a government's involvement in genetically engineering babies.

4. According to the Director, how might the *Bokanovsky Process* benefit society?

5. “*All conditioning aims at that: making people like their inescapable social destiny.*”

Do you believe social conditioning can determine an individual's destiny, or do you believe 'free will' ultimately determines his/her fate? Be sure to defend your answer.

Fascinating Facts

Contrary to popular belief, human embryos never develop gills or tails during any period of development. This unusual theory [mentioned in Chapter One] was popularized by Ernst Haeckel after he released a series of drawings depicting the stages of human growth, which were eventually proven to be a hoax.



Language Activity

A. Personification is giving human qualities to something that is not human. The following is an example of personification taken from Chapter One of our novel:

“Still leaning against the incubators he gave them, while the pencils scurried illegibly across the pages, a brief description of the modern fertilizing process.”

Why do you think personification is a popular literary device used by many authors?

Create two examples of personification on the topic of your own choosing.

Example 1

Example 2

B. The Eight Parts of Speech

Find at least two examples of each of the eight parts of speech from this chapter and list them in the appropriate section of the chart below.

Interjections	
Nouns	
Pronouns	
Conjunctions	
Prepositions	
Adjectives	
Adverbs	
Verbs	



Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first chapter of ***Brave New World***. You may wish to practice your drawings before you begin.

1	2
3	4
5	6