

Lit Pack

1984,

George Orwell

Includes:

- Study Guide
- Discussion Questions
- Vocabulary Sheet
- Three Writing Prompts with Grading Rubric
- Cross-Curricular Projects: Math, Science, History, and Art
- Quiz (Interactive Graded)
- Resource Page
- Answer Keys



Introduction



George Orwell: Brief Biography

George Orwell, born Eric Arthur Blair in 1903 in India, was a British writer known for his sharp criticism of social injustices and totalitarianism. Orwell worked as a journalist and is best known for his novels *Animal Farm* and *1984*, which explored the dangers of oppressive governments and the erosion of freedom. Orwell's work often reflected his concerns about the power of propaganda, censorship, and the loss of individual rights. He experienced the effects of poverty firsthand and lived in various places, including England, France, and Spain, where he fought in the Spanish Civil War. Orwell died in 1950, but his work remains relevant, often quoted for its insights into human rights, freedom, and truth.

1984: Brief Summary

1984 tells the story of a man named Winston Smith who lives in a future where the government controls everything. The government watches everyone all the time and punishes those who think or act differently. Winston feels something is wrong and starts to question what he sees around him. He tries to find the truth in a world where lies are spread everywhere. Winston learns that standing up against a powerful government can be very dangerous.

Reading Schedule

DETERMINE HOW MANY PAGES YOU WANT TO READ EACH DAY.

Write it down.

SUGGESTION

- Review the study guide first.
- Complete the KWL chart.
- Halfway through reading, choose your writing prompt.
 - Start drafting your writing project.
 - Complete the vocabulary practice.
- After reading the entire novel, take the quiz.
- Review the interactive vocabulary quiz if needed.
- Finish the final project.

Study Guide

Chapters 1-3:

- Main Events: Introduction to Winston Smith, life in Oceania, Big Brother, and the Party. The concept of "doublethink" and the role of the Thought Police.
- Key Themes: Surveillance, totalitarianism, and oppression.
- Important Symbols: Big Brother, telescreens, and Newspeak.

Chapters 4-6:

- Main Events: Winston's job at the Ministry of Truth, rewriting history, his thoughts about rebellion, and introduction to Julia.
- Key Themes: Manipulation of truth, control of information.
- Important Symbols: Memory holes, diary, and dreams of the Golden Country.

Chapters 7-10:

- Main Events: Winston's relationship with Julia, his doubts and desires, and their meetings in secret.
- Key Themes: Love as rebellion, privacy vs. surveillance.
- Important Symbols: The glass paperweight, the rented room.

Chapters 11-13:

- Main Events: Winston's growing rebellion, reading "The Book" by Emmanuel Goldstein, and O'Brien's betrayal.
- Key Themes: Betrayal, false hope, and the nature of power.
- Important Symbols: "The Book," Room 101.

Chapters 14-17:

- Main Events: Winston's capture, torture, re-education, and eventual betrayal by Julia.
- Key Themes: Power, conformity, and loss of individuality.
- Important Symbols: Room 101, rats, and Big Brother.

Chapters 18-20:

- Main Events: Winston's release and ultimate acceptance of the Party's control.
- Key Themes: Submission, defeat, and the loss of self.
- Important Symbols: Chestnut Tree Café, the victory over self.

Discussion Questions

1. How does the government in 1984 control people's thoughts and actions?
2. What role does technology play in the society of Oceania?
3. Why do you think Winston wants to rebel against the Party?
4. What is the significance of "Room 101" in the story?
5. How does Orwell's vision of the future compare to today's world?

Vocabulary Sheet

1. **Big Brother** - A person or organization exercising total control over people's lives.
2. **Doublethink** - The act of simultaneously accepting two mutually contradictory beliefs.
3. **Dystopia** - An imagined society where there is great suffering or injustice.
4. **Propaganda** - Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
5. **Surveillance** - Close observation, especially of a suspected spy or criminal.
6. **Thoughtcrime** - The criminal act of holding unspoken beliefs or doubts that oppose or question the Party.
7. **Totalitarianism** - A system of government that is centralized and dictatorial

Vocabulary Practice

1. The Party uses _____ to make sure no one ever questions their rules.
2. In Oceania, anyone who thinks differently is committing a _____.
3. _____ allows people to believe two conflicting ideas at the same time.
4. The government's _____ spreads false information to control the public.
5. _____ is when a government has complete control over every part of life.
6. _____ is always watching and knows everything about everyone.
7. A _____ is a place where everything is terrible and people suffer.

Answer key on the last page

Writing Prompts

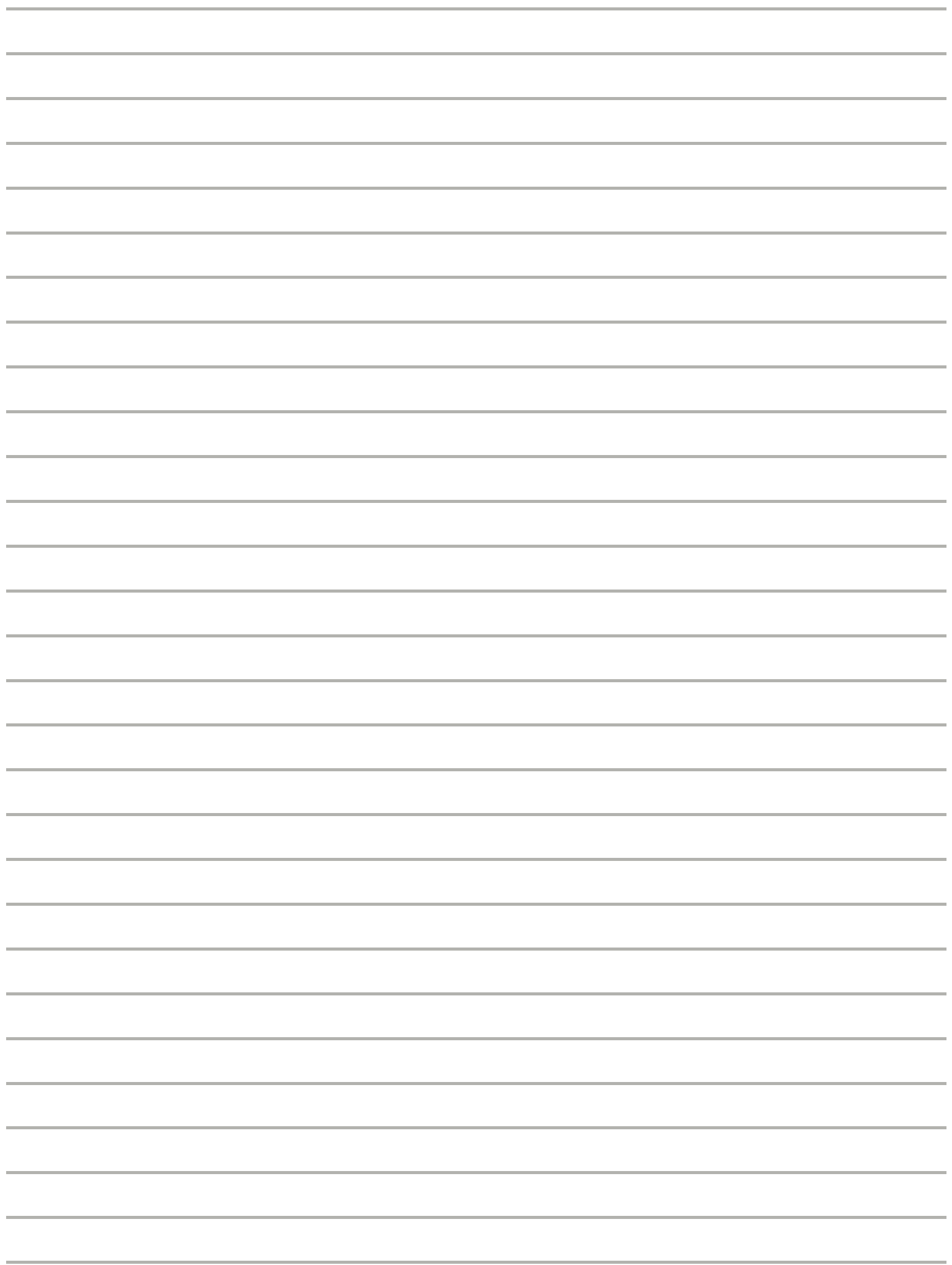
- Imagine you live in Oceania under Big Brother's rule. Write a diary entry describing your daily life, what you think about the government, and your hopes or fears for the future.
- Write an essay comparing "1984" to a modern-day example of government surveillance or control. How are they similar or different?
- Create a short story about a society where everyone must follow a single rule that you choose. What happens when someone breaks this rule?

Name

Date

Prompt

Title



Basic Grading Rubric

Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
Thesis Statement	Clear, original, and insightful; thoroughly addresses the prompt.	Clear and addresses the prompt; some originality or depth.	Present but may be unclear or partially addresses the prompt.	Unclear, missing, or does not address the prompt adequately.	Missing or does not address the prompt at all.
Introduction	Engaging and well-developed introduction; sets up the essay effectively.	Clear introduction; adequately sets up the essay.	Introduction present but may be basic or not well-developed.	Weak introduction; does not effectively set up the essay.	No clear introduction.
Evidence and Examples	Strong, relevant, and well-integrated evidence from the text or sources.	Adequate evidence from the text or sources; mostly relevant.	Some evidence present but may be insufficient or not always relevant.	Minimal evidence; may not be relevant or well-integrated.	Little to no evidence; not relevant to the thesis.
Analysis and Interpretation	In-depth and insightful analysis; clearly explains how evidence supports the thesis.	Solid analysis; explains how evidence supports the thesis but lacks depth.	Basic analysis; some connections between evidence and thesis but lacks depth.	Minimal or flawed analysis; does not adequately connect evidence to thesis.	Little to no analysis; connections between evidence and thesis are unclear or missing.
Organization	Well-organized with clear introduction, body, and conclusion; logical flow of ideas.	Mostly organized; some minor issues with flow.	Some organizational issues; ideas may be jumbled.	Poor organization; lacks clear structure; ideas are disjointed.	No clear organization; very difficult to follow.
Conclusion	Strong conclusion; effectively summarizes the essay and reinforces the thesis.	Clear conclusion; adequately summarizes the essay.	Conclusion present but may be basic or not well-developed.	Weak conclusion; does not effectively summarize the essay.	No clear conclusion.
Grammar and Mechanics	Virtually no grammatical, spelling, or punctuation errors.	Few grammatical, spelling, or punctuation errors; do not interfere with readability.	Noticeable errors in grammar, spelling, or punctuation that occasionally interfere with readability.	Frequent errors in grammar, spelling, or punctuation that interfere with readability.	Numerous errors in grammar, spelling, or punctuation that make the essay difficult to read.
Style and Tone	Engaging and appropriate style and tone for the audience and purpose.	Appropriate style and tone; may lack engagement.	Basic style and tone; may not always be appropriate for the audience and purpose.	Inconsistent style and tone; often inappropriate for the audience and purpose.	Inappropriate style and tone; not suitable for the audience and purpose.

Rubric Guidelines

Step One: Utilizing ChatGpt or another AI software, copy and paste the rubric into the chat.

Step Two: Copy and paste the writing assignment into the chat.

Step Three: Copy and paste this statement (adjust as needed:

Provide feedback based on the rubric. Provide the feedback at a (enter grade level).

Note any grammar, content, or punctuation errors.

Step Four: Press enter.

Cross Curricular Projects

- **Math:** Create a bar graph showing different types of government control methods in "1984" and calculate the percentage of times each method is used.
- **Science:** Research brainwashing techniques and psychological control methods used by totalitarian regimes. Write a report about how these methods affect the human brain and behavior.
- **History:** Compare the society in "1984" with a historical totalitarian regime (such as Nazi Germany or Stalinist Russia). Write a brief paper on the similarities and differences.
- **Art:** Create a propaganda poster from the perspective of Big Brother encouraging loyalty to the Party. Use colors, symbols, and slogans to convey the message.

Quiz

Interactive Graded

What does "Big Brother" represent in the novel?

- A) A family member
- B) A government leader
- C) An all-knowing authority
- D) A historical figure

What is "Newspeak"?

- A) The language of Oceania designed to limit freedom of thought
- B) A new type of newspaper
- C) A popular song in Oceania
- D) The official slogan of the Party

What does Winston do for a living?

- A) He is a soldier
- B) He works at the Ministry of Truth
- C) He is a teacher
- D) He is a shop owner

Who is Julia?

- A) Winston's wife
- B) A spy for the Thought Police
- C) A woman who rebels against the Party
- D) A friend of O'Brien

Why are people in Oceania not allowed to keep personal records or photographs?

- A) They are too expensive
- B) The Party wants to control their memories
- C) They might get lost
- D) It's against the law

What is the "Two Minutes Hate"?

- A) A television show
- B) A daily activity for Party members to express their hatred of enemies
- C) A rule about fighting
- D) A punishment for criminals

What happens to Winston at the end of the novel?

- A) He escapes Oceania
- B) He joins the Party leadership
- C) He is brainwashed and accepts the Party's control
- D) He becomes a teacher

Answer key on the last page

Additional Resources

- "The Ministry of Truth: The Biography of George Orwell's 1984" by Dorian Lynskey - A book that provides background on the creation of "1984."
- Documentary: "Orwell: A Life in Pictures" - A docudrama that explores George Orwell's life and his inspirations for writing "1984."
- Articles on Modern Surveillance: A selection of recent news articles about surveillance, privacy, and data security.
- Interactive Map of Oceania: A visual representation of the world in "1984" for better understanding of its setting.
- Online Discussion Forums: Goodreads or other educational forums for discussions about the themes of "1984."

Bonus Activity

Creating a Dystopian News Broadcast

Objective:

To encourage critical thinking about propaganda, media control, and truth through creative expression.

Materials Needed:

- A notebook or journal
- A smartphone or computer with recording capability
- Props or costume pieces (optional)

1. Introduction to Propaganda (30 minutes):

- Review examples of propaganda from "1984," focusing on the "Two Minutes Hate" and Newspeak.
- Reflect on how media can be used to influence public opinion and maintain control.

2. Script Writing (1 hour):

- Write a script for a 2-minute dystopian news broadcast. The broadcast should include at least three pieces of "news" that reflect the Party's control over information, using doublethink and Newspeak to convey the message.

3. Create and Record (1.5 hours):

- Use a smartphone or computer to record the news broadcast. Practice speaking clearly and using expressive tones to mimic a real news anchor.
- Consider using props or costume pieces to enhance the presentation.

4. Reflection (30 minutes):

- Watch the recorded broadcast and write a reflection on how it felt to create a piece of propaganda. Discuss what this reveals about the use of media to manipulate public opinion.

Vocabulary Answer Key

1. Surveillance
2. Thoughtcrime
3. Doublethink
4. Propaganda
5. Totalitarianism
6. Big Brother
7. Dystopia

Quiz Answer Key

1. C) An all-knowing authority
2. A) The language of Oceania designed to limit freedom of thought
3. B) He works at the Ministry of Truth
4. C) A woman who rebels against the Party
5. B) The Party wants to control their memories
6. B) A daily activity for Party members to express their hatred of enemies
7. C) He is brainwashed and accepts the Party's control