

1984

Introduction Activity with Projects

Team A: Investigating George Orwell

Congratulations! Your group of investigators has been assigned to uncover information on George Orwell to explain why he would write the novel *1984*. Please read the article below to help you find information in which you and your team members must infer what do these details say about Orwell. As a result, what do you think this novel is about?

You must present your findings to the class by explaining your findings and your conclusions. All of these must be posted on a large post it note in a neat and organized manner.

Biographical Information on George Orwell

From The Literature Network <http://www.online-literature.com/orwell/>

George Orwell [pseudonym of Eric Arthur Blair] (1903-1950), journalist, political author and novelist wrote *Animal Farm* (1945) and *Nineteen Eighty-Four* (1949);

“It was one of those pictures which are so contrived that the eyes follow you about when you move. BIG BROTHER IS WATCHING YOU, the caption beneath it ran.”

Originally titled *Last Man in Europe* it was renamed *Nineteen Eighty-Four* for unknown reasons, possibly a mere reversal of the last two digits of the year it was written. It was first met with conflicting criticisms and acclaim; some reviewers disliked its dystopian satire of totalitarian regimes, nationalism, the class system, bureaucracy, and world leaders’ power struggles, while others panned it as nihilistic prophesy on the downfall of humankind. Some still see it as anti-Catholic with Big Brother replacing God and church. From it the term *Orwellian* has evolved, in reference to an idea or action that is hostile to a free society. Yet, *Nineteen Eighty-Four* has proven to be a profoundly meaningful work and continues to be one of the world’s most widely read and quoted novels into the twenty-first century. Inspired by Yevgeny Zamyatin's (1884-1937) *We*, Blair worked intensely, often writing ten hours a day and even when bedridden with tuberculosis in his last days continued to labour over it. From his essay “Why I Write”;

“First I spent five years in an unsuitable profession (the Indian Imperial Police, in Burma), and then I underwent poverty and the sense of failure. This increased my natural hatred of authority and made me for the first time fully aware of the existence of the working classes, and the job in Burma had given me some understanding of the nature of imperialism: but these experiences were not enough to give me an accurate political orientation. Then came Hitler, the Spanish Civil War, etc. By the end of 1935 I had still failed to reach a firm decision.”

He goes on to say:

“The Spanish war and other events in 1936-37 turned the scale and thereafter I knew where I stood. Every line of serious work that I have written since 1936 has been written, directly or indirectly, against totalitarianism and for democratic socialism, as I understand it.”

Education and Early Years 1903-1921

Eric Arthur Blair was born on 25 June 1903 in Motihari, Bengal (now Bihar) India, into a family of the “lower-upper middle class” as he wryly puts it in *The Road to Wigan Pier* (1933). He was the son of Ida Mabel née Limouzin (1875–1943) and Richard Walmesley Blair (1857–1938), who worked as a sub-deputy opium agent for the Indian Civil Service under the British Raj. Eric rarely saw his father until he had retired in 1912. Eric’s grandfather had been a wealthy plantation and slave owner but the fortunes dwindled by the time he was born. He had two sisters, Marjorie and Avril.

At the age of one Eric and his mother settled in England; his father joined them in 1912. At the age of five, Blair entered the Anglican parish school of Henley-on-Thames which he attended for two years before entering the prestigious St. Cyprian’s school in Sussex. Corporal punishment was common in the day and possibly a source of his initial resentment towards authority. While there, Blair wrote his first published work, the poem “Awake! Young Men of England”; “Oh! think of the War Lord’s mailed fist, That is striking at England today.” With pressures to excel, Eric earned a scholarship to “the most costly and snobbish of the English Public Schools” Eton College where he attended between 1917 and 1921, and where Aldous Huxley, author of *Brave New World* (1932) taught him French.

Indian Civil Service 1922-1927

Following in his father’s footsteps, Blair went to Burma (now Myanmar) to join the Indian Imperial Police, much like author H. H. Munro or ‘Saki’ had done in 1893. During the next five years he grew to love the Burmese and resent the oppression of imperialism and decided to become a writer instead. Works he wrote influenced by this period of his life are his essay “A Hanging” (1931); “It is curious, but till that moment I had never realized what it means to destroy a healthy, conscious man.” and “Shooting an Elephant” (1936); “It is a serious matter to shoot a working elephant – it is comparable to destroying a huge and costly piece of machinery.”. His novel *Burmese Days* was first published in the United States in 1934 and then London in 1935, also based on his days in service.

Paris and London 1928-1936

After Orwell resigned, he moved to Paris to try his hand at short stories, writing freelance for various periodicals though he ended up destroying them because nobody would publish them. He had to resort to menial jobs including one at the pseudonymous ‘Hotel X’ that barely provided him enough to eat as a *plongeur*:

“[A] *plongeur* is one of the slaves of the modern world. Not that there is any need to whine over him, for he is better off than many manual workers, but still, he is no freer than if he were bought and sold. His work is servile and without art; he is paid just enough to keep him alive; his only holiday is the sack... trapped by a routine which makes thought impossible. If *plongeurs* thought at all, they would long ago have formed a union and gone on strike for better treatment. But they do not think, because they have no leisure for it; their life has made slaves of them.” —*Down and Out in Paris and London* (1933)

After a bout of pneumonia in 1929 Blair moved back to England to live in East London and adopted his pseudonym George Orwell, partly to avoid embarrassing his family. *Down and Out in Paris and London*, similarly to Emile Zola’s *The Fat and the Thin* (1873) famously exposes the seedy underbelly of Paris and accounts his days of living hand to mouth:

“At present I do not feel that I have seen more than the fringe of poverty. Still I can point to one or two things I have definitely learned by being hard up. I shall never again think that all tramps are drunken scoundrels, nor expect a beggar to be grateful when I give him a penny, nor be surprised if men out of work lack energy, nor

subscribe to the Salvation Army, nor pawn my clothes, nor refuse a handbill, nor enjoy a meal at a smart restaurant. That is a beginning.”

A proponent for socialism, Blair now wanted to write for the ‘common man’ and purposefully lived as a tramp in London and the Home Counties and stayed with miners in the north. Blair learned of the disparity between the classes and came to know a life of poverty and hardship amongst beggars and thieves. His study of the under-classes in general would provide the theme for many of his works to follow. We read of his ‘urban rides’ and experience with the unemployed in *The Road to Wigan Pier* (1937), written for the Left Book Club.

In 1932 Blair was a teacher for a time before moving to Hampstead, London to work in a bookstore. In the sardonically comical *Keep The Aspidistra Flying* (1936) Gordon Comstock spurns the ‘Money God’, materialism, and status, though that which he hates becomes an obsession. Comstock’s political creed soon proves a cover-up for deep seated emotional issues:

“The money clinked in his trouser pocket as he got up. He knew the precise sum that was there. Fivepence halfpenny—twopence halfpenny and a Joey. He paused, took out the miserable little threepenny-bit, and looked at it. Beastly, useless thing! And bloody fool to have taken it! It had happened yesterday, when he was buying cigarettes. ‘Don't mind a threepenny-bit, do you, sir?’ the little bitch of a shop-girl had chirped. And of course he had let her give it him. ‘Oh no, not at all!’ he had said—fool, bloody fool!”

In 1936 Blair and once student of J.R.R. Tolkien student Eileen O'Shaughnessy (1905-1945) married. In 1944 they would adopt a son, Richard Horatio. Based on his teaching days, *A Clergyman's Daughter* was published in 1935.

Spanish Civil War

When civil war broke out, Blair and his wife both wanted to fight for the Spanish government against Francisco Franco’s Nationalist uprising. While on the front at Huesca in Aragon Blair was shot in the throat by “a Fascist sniper”. In Barcelona he joined the anti-Stalinist Spanish Trotskyist ‘Partido Obrero de Unificación Marxista’ or POUM, the Workers’ Party of Marxist Unification. When the communists partly gained control and tried to purge the POUM, many of Blair's friends were arrested, shot, or disappeared. He and Eileen barely escaped with their lives in 1937. His autobiographical *Homage to Catalonia* is written in the first person, mere months after the events.

“Shall the common man be pushed back into the mud, or shall he not? I myself believe, perhaps on insufficient grounds, that the common man will win his fight sooner or later, but I want it to be sooner and not later—some time within the next hundred years, say, and not some time within the next ten thousand years. That was the real issue of the Spanish war, and of the last war, and perhaps of other wars yet to come.”—from his essay “Looking Back on the Spanish War”

WW II, the Home War Effort, and Fame 1939-1950

Back in England, Blair set to freelance writing again for such publications as *New English Weekly*, *The Tribune* and *New Statesman*. His essay subjects include fellow authors Charles Dickens, William Butler Yeats, Arthur Koestler, and P.G. Wodehouse. Essay titles include “Inside the Whale” (1940), “The Lion and The Unicorn: Socialism and the English Genius” (1941), “Notes on Nationalism” (1945), “How the Poor Die” (1946), and “Reflections on Gandhi” (1949). *Coming Up For Air* was published in 1939. Blair joined the Home Guards and also worked in broadcasting with the BBC in propaganda efforts to garner support from Indians and East Asians. He was also literary editor for the left wing *The Tribune*, writing his column “As I Please” until 1945.

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the same year he became a war correspondent for *The Observer*. Eileen O'Shaughnessy died on 29 March 1945 while undergoing surgery in Newcastle upon Tyne.

In 1946 Blair lived for a year at Barnhill on the Isle of Jura. For years he had been developing his favourite novel that would cinch his literary legacy, *Animal Farm* (1944). "*On my return from Spain I thought of exposing the Soviet myth in a story that could be easily understood.*" Publishers did not want to touch his anti-Stalinist allegory while war was still raging so it was held for publishing until after the war had ended. From Chapter One of *Animal Farm*:

"Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever. Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself."

Back in England, in 1949 Blair was admitted to the Cotswolds Sanatorium, Gloucestershire for tuberculosis, the same year he married Sonia Bronwell (1918-1980). Eric Arthur Blair died suddenly in London on 21 January 1950 at the age of forty-six, succumbing to the tuberculosis that had plagued him for the last three years of his life. He lies buried in the All Saint's Churchyard in Sutton Courtenay, Oxfordshire, England.

George Orwell's life and works have been the source of inspiration for many other authors' works. *Keep The Aspidistra Flying*, *Animal Farm*, and *Nineteen Eighty-Four* have inspired numerous television and film adaptations. He has also contributed numerous concepts, words, and phrases to present day language including *Newspeak*; *doublethink* "the power of holding two contradictory beliefs in one's mind simultaneously, and accepting both of them"; *thoughtcrime*; *four legs good, two legs bad*; *all animals are created equal, but some animals are more equal than others*; *He who controls the past controls the future. He who controls the present controls the past*; and *War is peace, freedom is slavery, ignorance is strength*. Among the ranks of other such acclaimed literary giants as Jonathan Swift and Aldous Huxley, George Orwell is a master of wit and satire, critically observing the politics of his time and prophetically envisioning the future. He devoted much of his life to various causes critical of capitalism, imperialism, fascism, and Stalinism, but in the end what he "*most wanted to do is to make political writing into an art.*"

"*Liberty is telling people what they do not want to hear.*"—from a preface to *Animal Farm*
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Team B: Creating a Totalitarian Society

Congratulations! Your group of rebels has managed to successfully overthrow a government of a small democratic country. Now that your group has established control, you must devise a plan to remain in power while maintaining control over the lives of your subjects (citizens) and of your enemies.

Please read the definition below to help you understand what a totalitarian society is:
of, relating to, being, or imposing a form of government in which the political authority exercises absolute and centralized control over all aspects of life, the individual is subordinated to the state, and opposing political and cultural expression is suppressed

Below is a list of items which were determined by your staff to be areas of possible importance to the success of your dictatorship.

Religious organizations	Music industry
Government agencies (CIA, FBI)	Military/armed forces
Computer companies	Museums
Clothing manufactures	Food distributors
Industrial factories	Fire departments
Food production	Water supply
Book publishers	Oil/gas companies
Commercial airlines	Newspapers
Film, TV, radio industries	Political dissidents
Telephone industries	Police departments
Chemical producers	Workers' unions
Hospitals \ doctors	Professional sports
Scientific research labs	Visual artists
Banking industry	Space agencies
Natural resources (lumber, etc)	Judicial system (laws)
Power companies	Public libraries
Internet	
Educational systems (pre-schools, elementary, junior high, high school, college)	

Step One: Individually and SILENTLY each person must select 10 items from the above list (or feel free to make up areas of your own not listed) that you feel must be controlled immediately by your authority if you hope to maintain complete power. *Timekeeper give everyone about three minutes.*

Step Two: Rotate in your group for each individual to discuss his or her choices with a reason as to why these 10 items that must be under your control. The director must make note of similarities and the recorder must write them down. *Timekeeper make sure discussion is about five minutes,*

Step Three: The reviewer must read the list of similarities and restate the reason for each item (the reviewer may ask other members of the group to help restate and explain the reason). The director must make sure that there is complete agreement among the members of the group for the 10 item for your group to immediately control. The recorder must make sure that the list is accurate. *Timekeeper make sure discussion is no longer than 10 minutes.*

Step Four: Share your 10 items with Mrs. Praser and the class as to why all feel these 10 areas must be under your control. EVERYONE must be prepared to be called on to respond to at least two of the following questions below. Write down responses to on large post-it note, in addition to explaining your new society that you have created.

1. Could a totalitarian society exist in this country? Why or why not?
2. Must all of the items listed be controlled to have a successful tyranny? Why or why not?
3. Does a totalitarian government need a leader? Why or why not?
4. Can people learn to love or worship a tyrant or could people only learn to fear him or her? How so?
5. Is a totalitarian society with no crime/poverty better than a free society plagued with crime and poverty?

Team C: Investigating Types of Governments

Congratulations! Your team has been asked to investigate the various forms of government by the president to help him/her make an informed decision for your new government. Please read the following information below on the various government types. You must report your findings back to the president with a recommendation of which form (or combination of forms) your team suggests he/she take with an explanation why you think this is the best choice.

Each governmental form below has an article. Each person is responsible for reading, annotating, and reporting findings about the specific form he/she has been assigned to.

Democracy: _____

Communism: _____

Socialism: _____

Nazism: _____

Capitalism: _____

On large post-it note include information of the various forms of government (details, facts, biases, etc) as each of you present your form of government.

Recommended form(s) _____

Why? _____

Team D: Creating a Utopian Society

Congratulations! Your group has been selected by the U.S. State Department to create a utopian society in which you will be permitted to live in this planned community.

Read the definition below to help give you a clue of what a utopia is:
of or relating to a perfect or ideal existence

Your utopian community members may work, participate in sports, join clubs, attend concerts...or whatever else he or she may like to do **outside** of the community. Each member of the community must live within the area and is provided basic food, clothing, and shelter. A small rent is due to the State Department at the end of each month. Any luxury items (like music, movies, designer clothes, snacks, clubs, sports, etc.) must be paid for by funds acquired through student work. Follow the steps below to plan your community.

Step One: Everyone must individually and SILENTLY read and understand the following information below. Timekeeper, give everyone at least two minutes to read these two paragraphs.

The idea of a utopia has been around since Plato, like 325 BC. The term is from Greek origin meaning “no place” and “good place.” As a result of these definitions, Utopian literature is described as a place that is too unrealistic to exist or is a place full of creative, visionary improvements in the human environment that present society could only strive and hope to attain.

By the twentieth century, anti-utopian ideas developed to challenge the ideas of perfectly planned and controlled societies from the previous century. The term used is dystopia meaning “the bad place,” usually in reference to societies that were dominated by inhuman technology and oppressive authoritarians.

Step Two: Your group must develop answers to the following questions below. The recorder must read the questions and write down answers, the director must keep the group on task to develop a relevant and thought-out response to each question, the reviewer must restate the developed response to each question to the group to confirm its accuracy and make sure the recorder has the response is correct. Timekeeper give your group about 15 minutes to discuss and respond to these questions.

- A) Leadership type (one person, small team, none, etc.)
- B) Type of government for decision making (How are decisions made?)
- C) Rules and regulations (What are rules? Any at all? If so, list them.)
- D) Rights and ownership (Any rights? Private or communal ownership?)
- E) Room assignments (Who decides this?)
- F) Distribution of limited food/goods provided by State Department (Who distributes? How much is given to each person?)
- G) Schooling (Pay? Mandatory? Limited day? Age? Subjects?)
- H) Work and spending money (Mandatory? Keep pay? Give pay to community?)
- I) Entertainment, sports, hobbies, clubs (Who decides what is shown or allowed? Group pays? Individual pays? Keep in mind there is not enough money for everyone to go to an event at once.)
- J) Enforcement of rules (How are disputes settled? Punishments? Offenses? Law? Jails? Specify crime(s) and punishment(s))
- K) Anything else your group can think of?

Step Three: Share your responses with Mrs. Praser and the class as to what your utopian society is all about and how it is “perfect”. EVERYONE must be prepared to be called on to respond to at least two of the following questions below. Write down responses to on large post-it note, in addition to explaining your new society that you have created.

1. Is there less personal responsibility or more responsibility in your utopian society than what is present in society right now?
2. Can a utopian society actually exist? Why or why not?
3. Is a utopian society dependent upon the individual and his or her inner morality or upon the outside force of a governing system? How so?
4. Which is easier to create, a utopian society or a totalitarian society? Why?
5. What do you think anti-utopian means? Why?

Team E: I Spy...

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Congratulations! Your group of has been asked by the president of the United States to keep an eye out for citizens who may betray this county. These targeted individuals happen to be students in your English class. Follow the directions below to successfully complete your mission.

Step One: You and your team must read the government's pamphlet about surveillance techniques.

Step Two: Each person must select a different classmate (someone who is not in your group) and watch that person for an entire class period. Be sure to watch this person discreetly, so that he or she is unaware of your surveillance. As you observe him or her, keep careful notes and write down any observations you can make about his or her behavior.

Step Three: After this class period, write...

1. A summary (about a 10 sentence paragraph) of his or her character and personality based ONLY on what you've just seen, so refer to the notes taken during surveillance. Please refrain from being insulting or hurtful.
2. Write another paragraph (about 10 sentence) answer the following question: How did if feel to watch someone in this manner?

Team F: Societal Freedoms

Congratulations! Your team has been asked to investigate the various freedoms an individual can be given by the government or anywhere in society by the president to help him/her make an informed decision about what rights to include in the new Bill of Rights he/she is planning to propose to Congress. Please complete the following steps to successfully complete your assignment. You must report your findings back to the president with recommendations of which 10 rights your team suggests he/she include with an explanation why you think these rights must be included.

Step One: In your group, make a list of freedoms you are DENIED at home, in school, and in the nation.

Step Two: Then make a list of freedoms you are GRANTED in each of the three settings.

Step Three: Compare the lists as a group, discussing similarities and differences. Answer this question with a 10 sentence paragraph (written individually): Why do these similarities and differences exist?

Step Four: Please read and annotate the current Bill of Rights that we have right now. Are there some rights that you left on your two lists that you would want to still keep?

Step Five: From both lists, and after consulting the current Bill of Rights, you have developed, select the 10 freedoms you would want to propose to the president. These freedoms must be written in a grammatically correct form on a large post-it note. Be prepared to explain why you have selected these rights to be included.

Journals

Entry One: Oceania (chapter 1; Part One)

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Develop a list of three examples from chapter 1 that describe the setting of this novel. For each example, explain what type of mood or atmosphere is created. This list can be explained in a two column chart: examples on the left, mood or atmosphere created on the right. You want to focus on his home, his flashback, and his journal writing. Once you have completed the chart, how does this environment affect him? Does he seem like a stable person? Why or why not? What do you think are the key factors that affect Winston's attitude towards Big Brother and the society of Oceania?

Entry Two: TFS (reflection from chapter 1; Part One)

Think about the setting in which you live in; your home, school, work, sports, clubs, activities, friends' homes, or other places you are in throughout a day. Focus on one, two or three locations to answer the following questions. How does the setting of one of these locations affect your mood, feelings, and attitude? What is at the settings that you like? Why? What is at these settings that you wish you could change? Why?

Entry Three: The Parson's Family (chapter 2; Part One)

Who are the Parson's? Who are the members of this family? What is their relationship as a family (think about relationships between individual members and as a whole)? Does this family relationship seem like it could be one from today's society? Why or why not?

Entry Four: Winston's Work (chapters 4 and 5; Part One)

What is Winston's job? Where does he work? What does he do on a daily basis? Who are his co-workers? What are his relationships like with his co-workers? Would you consider Winston's life to be similar to lives of working people in today's society? Why or why not?

Entry Five: Winston's Wife (chapter 6; Part One)

Who is Winston's wife and what has happened to her? From Winston's flashbacks, what is their marriage like? Good, bad, strong, challenging, normal, etc? What are his feelings towards his wife? Would you consider these feelings to be appropriate based on what he explains their marriage to be like? Why or why not?

Entry Six: A Proles' Life for Me (chapters 7 and 8; Part One)

Why does Winston comment, "If there is hope it lies in the proles," (61)? Who are the proles? What does Winston experience that helps you understand who these people are and what their status is in the Oceania society? Refer to specifics from the proles to develop your response.

Entry Seven: Opposites Attract (chapters 1-4; Part Two)

Compare and contrast Winston and Julia using a Venn diagram. You want to focus on each character's age, physical condition, job, community groups, memories, experience in deception, reasons for rebelling against Party, attitude towards Big Brother, intellectual understanding of Party, attitude towards physical relationships, hopes about the future, and personal fears. Once you have completed the diagram, how does the paperweight, described in the last paragraph of chapter four, symbolize their relationship? What is this object an appropriate symbol and what do you think it foreshadows?

Entry Eight: Dream Worlds (see chapter breakdown on paper)

Since Orwell has allowed Winston to have many dreams that are either flashbacks or foreshadows, think about your dreams. (Please select one of the three options to write about.) Can you recall a dream you have had that contained memories or images from your past? Describe this dream. Or...have you had a dream that contained a foreshadowing of the future? Describe this dream. Or...have you had any nightmares or recurring dreams? Do you think there is any symbolic or direct meaning? What do you think has caused this dream? Why?

Entry Nine: O'Brien at Last! (chapters 6 and 8; Part Two)

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Why does O'Brien say, "It is necessary for us to know everything," (153)? What is he referring to? What has Winston and Julia told him? Why? What is your impression of O'Brien? Do you think Winston made the right decision to join the in the revolt with O'Brien? Evaluate his decision and explain why or why not.

Entry Ten: Jail Time (chapter 1; Part Three)

Once Winston is caught by the Thought Police, what happens to him as he awaits his punishment? Who does he meet in the cell? What happens? How is Winston coping with being caught?

Entry Eleven: Memory vs Reality (chapters 2-5; Part Three)

What does happens to Winston when he leaves the cell with O'Brien? What does O'Brien do to Winston to help Winston accept reality? Develop a list of punishments and techniques O'Brien uses. Why does Winston question, "But how can you stop people remembering things?" (221)? What is the final step O'Brien takes in chapter five that makes Winston love Big Brother? Explain the situation Winston faces.

Entry Twelve: A New Man? (chapter 6; Part Three)

After everything Winston experiences, how has he changed by the end of the novel? What forces and which characters made him change and become this person by the end of the novel? If you were in Winston's situation, would you come to the same conclusion as him, "But it was all right, everything was all right, the struggle was finished. He had won the victory over himself. He loved Big Brother," (266)? Why or why not?

Reviews by Parts

Part One, Chapters 1-3

From chapter 1:

1. Develop a list of three examples from chapter 1 that describe the setting of this novel. For each example, explain what type of mood or atmosphere is created. This list can be explained in a two column chart: examples on the left, mood or atmosphere created on the right. You want to focus on his home, his flashback, and his journal writing. Once you have completed the chart, how does this environment affect him? Does he seem like a stable person? Why or why not? What do you think are the key factors that affect Winston's attitude towards Big Brother and the society of Oceania?

From chapter 2:

2. Who are the Parson's? Who are the members of this family? What is their relationship as a family (think about relationships between individual members and as a whole)? Does this family relationship seem like it could be one from today's society? Why or why not?

From chapter 3:

3. What is Winston's dream/flashback about? Based on the information given, what information for the exposition can you infer?

4. What is Winston's morning routine like? What additional information are you given to explain what the society is like that he lives in?

Part 1, Chapters 4-6

From chapter 1-3:

1. Any questions that are left unanswered from these chapters?

From chapter 4:

2. What is Winston's job? Where does he work? What does he do on a daily basis? Who are his co-workers? What are his relationships like with his co-workers? Would you consider Winston's life to be similar to lives of working people in today's society? Why or why not?

From chapter 5:

3. Who does Winston meet in the canteen? Describe the conversation he has during lunch. How does Orwell discuss and explain memory and language of this fictional society?

From chapter 6:

4. Who is Winston's wife and what has happened to her? From Winston's flashbacks, what is their marriage like? Good, bad, strong, challenging, normal, etc? What are his feelings towards his wife? Would you consider these feelings to be appropriate based on what he explains their marriage to be like? Why or why not?

Part One chapters 1-8

Definitions: Using the text and the notes from the 1984 introduction power point, define the following terms.

1. Telescreen:

2. Thought Police:

3. Two Minutes of Hate:

4. Big Brother:

5. The Brotherhood:

6. Newspeak:

7. Ingsoc:

8. Inner Party:

9. Outer Party:

10. Proles:

11. Doublethink;

12. Vaporize:

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13. Airstrip One:

Questions: By referring to Part One and the reading notes taken, answer the following questions.

14. What are the four ministries that govern Airstrip One? Include each ministry's purpose and function. What is ironic about each ministry's purpose and function?
15. What are the "three scared principles" of Ingsoc?
16. Why is Newspeak so important? How is Newspeak ironic?
17. What are the three Party slogans? What do you think each slogan mean?

Parts One and Two

By referring to details from parts one and two answer the following set of questions:

First set of questions -

1. What is the development of Winston's relationship with Julia – "the girl with the dark brown hair"?
2. How serious do you think each one takes the other? Why?
3. Winston describes his relationship with Julia as "a blow struck against the Party." Why could their relationship be a political threat? Explain.

Second set of questions –

Think about Winston's personal experiences as well as Ingsoc's central purpose, "the mutability of the past."

1. Why is the past so important to Winston?
2. What can he recall?
3. Why is his diary writing a form of rebellion?

Part Three

1. From chapter 1

Once Winston is caught by the Thought Police, what happens to him as he awaits his punishment? Who does he meet in the cell? What happens? How is Winston coping with being caught?

2. From chapters 2-5

What does happen to Winston when he leaves the cell with O'Brien? What does O'Brien do to Winston to help Winston accept reality? Develop a list of punishments and techniques O'Brien uses. Why does Winston question, "But how can you stop people remembering things?" (272)? What is the final step O'Brien takes in chapter five that makes Winston love Big Brother? Explain the situation Winston faces.

3. From chapter 6

After everything Winston experiences, how has he changed by the end of the novel? What forces and which characters made him change and become this person by the end of the novel? If you were in Winston's

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situation, would you come to the same conclusion as him, “But it was all right, everything was all right, the struggle was finished. He had won the victory over himself. He loved Big Brother,” (326)? Why or why not?