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literary analysis

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# A Literary Analysis of George Orwell's, Nineteen Eighty-Four and Other Dystopic Texts

Write a literary analysis (max.750 word) and annotated bibliography using George Orwell's Nineteen Eighty-Four, and at least **one** of the following texts:

- Margaret Atwood's poem, It's Dangerous To Read Newspapers
- TED TALK: Txtng Is Killing Language
- TED TALK: Don't Insist on English
- Kurt Wimmer' film, Equilibrium
- The Wachowskis' film, V for Vendetta

The literary analysis **must answer the question:**

How do the texts (insert name of the two + texts) teach us that the limits of our language is the limit of our world and that controlling language is a way to control "your reality"?

**Use/modify** the THESIS STATEMENTS developed by the class, and basically answer the question: *how does George Orwell's Nineteen Eighty-Four, and V for Vendetta, Equilibrium, "Txtng Is Killing Language," or "Don't Insist on English", teach us that the limits of our language is the limit of our world and that controlling language is a way to control "your reality"??*

The Literary Analysis must be use proper ANALYTIC PARAGRAPHS.

The analysis must include the following:

1. Strong arguable thesis and topic sentences.
2. Clear and compelling introductory paragraph (general ideas dealing with the topic that lead to the thesis) and strong body paragraphs.
3. Properly formatted analytical paragraphs using direct quotes from the texts that provide evidence deep and insightful understanding if the texts.
4. Strong and sophisticated use of sentence variety (i.e. balanced, antithesis, simple, anaphora, anadiplosis).
5. Strong and sophisticated use of original rhetorical language and vocabulary (i.e. metaphor, alliteration).
6. Thorough revision and editing process.

7. A properly formatted Annotated Bibliography.
8. Provide a legend of the rhetorical devices (i.e. metaphors, personification) and rhetorical sentence patterns (i.e. anaphora) that are used in the analysis.
8. Consult sample Literary Analysis at [http://www.fountainheadpress.com/signs/supportmaterials/AE\\_Martian%20Essay.pdf](http://www.fountainheadpress.com/signs/supportmaterials/AE_Martian%20Essay.pdf) for guidance on structure and form, as well as the sample Analytic Paragraphs used towards the beginning of the course. A useful website on constructing thesis statements can be found at [http://www.indiana.edu/~wts/pamphlets/thesis\\_statement.shtml](http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml)
9. The essay - first draft and editing - should take no longer than two in-class periods.
10. The final, word-processed draft must be submitted on the assigned day or the first draft will be evaluated.
11. Format instructions are as follows:
  - Maximum 750 words (3 double-spaced pages)
  - Courier New 12 Font
  - Double-Spaced
  - Title Page that includes:
    - a unique title - NOT "1984 essay" - such as: *Stealing Words, Stealing Worlds: An Analysis of Language in George Orwell's, Nineteen Eighty-Four*
    - Your name
    - Teacher's Name

## MODEL INTRODUCTORY PARAGRAPH

<p>BACKGROUND: 2-3 sentences introducing the general topic of the essay</p>	<p>Imprisonment is the physical, as well a mental, restriction of an individual's free movement and thoughts. It can be brought about by various deeds - murder, deception - and stimuli - fear, guilt, despair and hunger. William Shakespeare's, <u>Macbeth</u>, examines one of these deeds - murder - and stimuli- the effect of guilt on the human mind - to provide the audience with a deep psychological portrait of the mind in a state of chaos. The title character, Macbeth, is a mesmerizing, almost clinical case-study of the chaotically jailing effects of guilt:</p>
<p>THESIS: 1-2 sentences stating the argument, plus the how/why development</p>	<p>he is plagued by his conscience and imprisoned by his dark fears, sleepless slumbers and gut-wrenching guilt that haunt his nights and disrupt his days.</p>

## WRITING TIPS

If you are having difficulty writing clear organized sentences and paragraphs (marks below 70% or level 3) try using the following suggestions to help improve your writing. Experience has shown that students who consciously and purposefully try to structure their sentences, rather than write "freely", are more successful writing clearly and logically. This method will not guarantee level 4 achievements overnight, but it might help to increase your achievement from previous writing assessments and evaluations. The goal is to make you sick of this process and be able to write clearly and logically more naturally and freely.

1. Plan your ideas. Organize your thoughts. Use templates, exemplars and suggestions to have sense of the logic of your writing.
2. Use the following sentence pattern configuration to structure and organize your introductory paragraph.

Simple Sentence. Complex Sentence. Balanced or Antithesis Sentence. Compound or Complex or Simple Sentence. Compound Sentence. Simple Sentence. Simple or Balanced or Antithesis Sentence.

3. Read the following introductory paragraph as an example of the above configuration:

The mind is a labyrinthine maze (simple). It is an intricate puzzle of biological fate, cultural learning, and social stimuli, interacting and intersecting, to construct and create "you" (complex). It liberates you from the fog of ignorance yet confounds you with the pall of incomprehensibility (antithesis). The mind is not a calm, easy to navigate sea and literature is quite often our first encounter with methods to navigate the perplexity of the human psyche (compound). William Shakespeare is quite addicted to personifying this chaotic intersection between the mind and the "you" and his play, Hamlet, clearly illustrates a mind at the crux of confusion and indecisive paralysis (compound). The mind of Hamlet is a mind that imprisons, not a mind that frees. His mind is a prison constructed by religious mores, filial obligation and personal desire (simple).

4. Review your writing. Analyze each sentence. Make sure that each sentence follows the structure. Make sure that all verbs are present tense (preferably) or past tense and not mixed.
5. Make sure that your opening sentence is something meaningful, arguable and direct.
6. Use concrete words and images as opposed to vague and abstract words.

# LITERARY ESSAY TIPS + STRATEGIES FOR IMPROVEMENT

## ORGANIZATION AND STRUCTURE

Re-read your essay. Revise your essay. CHECK OFF the following tips ONE-BY-ONE.

If you choose to revise your essay, please track and include the following with your revised submission:

- Identify the main areas that you need to improve on. Focus on five (5).
- For each area that you need to improve on write a brief explanation that answers the following questions:

What do I have to improve? What steps should I take to improve this area? What steps did I take to improve this area? What difficulties did I have improving this area?

1. Read the STATE IT, PROVE IT, EXPLAIN IT, and CONCLUDE IT sheet.

2. Construct strong, arguable topic sentences. The topic sentence should answer the question: what do I want to prove? If the thesis of your essay is:

The novel, Nineteen Eighty-Four, informs us that the comfort of darkness and ignorance is more destructive than the depression caused by awareness and "light",

then your topic sentence should be,

Nineteen Eighty-Four depicts a world that values and rewards ignorance and tortures and oppresses knowledge and awareness with dehumanizing results.

3. Find GREAT, ROBUST and MEATY quotes that reflect the topic sentence. ANALYSE the quote directly and specifically. EXAMINE how the quote reflects your topic sentence and overall thesis.
4. Read the Practice Analytic Paragraph. Incorporate the structure into your own writing.
5. Use the Literary Essay Organizer to re-structure your essay. Modification and adaptation of the patterns is acceptable.
6. Use simple sentences for the majority of your writing. Use rhetorical sentence patterns strategically and creatively. DO NOT overdo it.
7. Make sure to directly analyse quotes. AVOID SUMMARIZING. Explain HOW text PROVES the point being made in the topic sentence and the thesis statement. KEEP FOCUS.
8. Always UNDERLINE (UND) or ITALICIZE (ITAL) stand-alone texts, such as: novels, plays, and films.
9. Always put double-quotes (“xxx”) around non-stand alone texts such as: poems, songs, articles, short stories in collections/magazines.

10. AVOID FIRST PERSON COMMENTARY (I/we/me).

11. Use ACTIVE VOICE over PASSIVE VOICE for 70 percent of your essay. This will help to keep your essay concise, clear, strong and forceful. It will also help you avoid being too WORDY. Active voice identifies the SUBJECT of the sentence first, followed by what happens to the subject.

PASSIVE: The torture experienced by Winston forced him to “lose his self”.

ACTIVE: Winston experienced torture that forced him to “lose his self”.

12. ALWAYS think back. Think: HOW DOES WHAT I’M WRITING PROVE MY THESIS? KEEP FOCUS.

13. Read non-fiction writers in magazines and newspapers (or the online equivalents). Examine how they construct introductory paragraphs and concluding paragraphs. GET A FEEL for the styles. NOTE: these writers do not mimic the outlines supplied by professors or teacher, but when your writing gets stronger, you CAN modify and adapt to your hearts content.

14. Never assume that the first, second, third, fourth, or ad infinitum drafts are PERFECT. They are not, but a fifth draft will be MORE perfect than a first draft.

## 1 9 8 4      E S S A Y      E V A L U A T I O N

focus: Literature Studies & Reading	below level 1	level 1	level 2	level 3	level 4	mark
-knowledge and understanding of ideas & themes; form and structure; language (K/U)	-shows minimal or no understanding of variety of works (supported description, connections) in terms of themes; form & structure; language	-shows limited understanding of variety of works (supported description, connections) in terms of themes; form & structure; language	-shows some understanding of variety of works (supported description, connections) in terms of themes; form & structure; language	-shows considerable understanding of variety of works (supported description, connections) in terms of themes; form & structure; language	-shows thorough and insightful understanding of variety of works (supported description, connections) in terms of themes; form & structure; language	KU  /10
-analysis (T/I)	analyzes work with minimal or no effectiveness	analyzes work with limited effectiveness	analyzes work with some effectiveness	-analyzes work with considerable effectiveness	analyzes work with high degree of effectiveness and risk-taking	
-use of evidence , including quotations (T/I)	-provides minimal or no specific and relevant (examples from reality/ modern life, direct quotes) evidence , from various works, to support interpretations	-provides limited specific and relevant (examples from reality/ modern life, direct quotes) evidence, from various works, to support interpretations	-provides some specific and relevant (examples from reality/ modern life, direct quotes) evidence , from various works, to support interpretations	-provides considerable specific and relevant (examples from reality/ modern life, direct quotes) evidence , from various works, to support interpretations	-provides thorough and convincing specific and relevant (examples from reality/ modern life, direct quotes) evidence, from various works, to support interpretations	T  /15
-annotated bibliography (T/I/K/U)	-synopsis of the texts is inaccurate -critical assessment is minimal or non-existent	-provides a synopsis/ summary of the text that is not very accurate -critical assessment of the relevance of the texts to topics under analysis simplistic and irrelevant	-provides a synopsis/ summary of the text that is too simplistic -critical assessment of the relevance of the texts to topics under analysis is too simplistic	-provides a clear synopsis/ summary of the text -provides a clear assessment of the relevance of the texts to topics under analysis	-provides a sophisticated synopsis/ summary of the text -provides a critical assessment of the relevance of the texts to topics under analysis	
focus: Writing	below level 1	level 1	level 2	level 3	level 4	mark
-use of essay form (C)	-shows minimal or no command of the essay form, including clear thesis, effective organization (ie. paragraph structure); logical conclusion	-shows limited command of the essay form, including clear thesis, effective organization (ie. paragraph structure); logical conclusion	-shows some command of the essay form, including clear thesis, effective organization (ie. paragraph structure); logical conclusion	-shows considerable command of the essay form, including clear thesis, effective organization (ie. paragraph structure); logical conclusion	-shows extensive command of the essay form, including clear thesis, effective organization (ie. paragraph structure); logical conclusion	

-use of annotated bibliography structure (C)	-annotated bibliography is not accurately formatted and is not communicated clearly	-annotated bibliography is missing two of the elements (summary, critical connection, evaluation), yet is communicated with fairly clear language	-annotated bibliography is one of the elements (summary, critical connection, evaluation), yet is communicated with fairly clear language	-annotated bibliography is accurately formatted and is communicated using clear language	-annotated bibliography is accurately formatted and is communicated using sophisticated and clear language	C  /20
-clarity (C)	-thoughts and feelings are communicated with minimal or no clarity	-thoughts and feelings are communicated with limited clarity	-thoughts and feelings are communicated with some clarity	-thoughts and feelings are communicated with considerable clarity	-thoughts and feelings are communicated with high degree of clarity	A  /15
-language & voice (C)	-uses appropriate language and voice (literary devices/ rhetorical devices; rhetorical sentence patterns) with minimal or no effectiveness and consistency	-uses appropriate language and voice (literary devices/ rhetorical devices; rhetorical sentence patterns) with limited effectiveness and consistency	-uses appropriate language and voice (literary devices/ rhetorical devices; rhetorical sentence patterns) with some effectiveness and consistency	-uses appropriate language and voice (literary devices/ rhetorical devices; rhetorical sentence patterns) with considerable effectiveness and consistency	-uses appropriate language and voice (literary devices/ rhetorical devices; rhetorical sentence patterns) with high degree of effectiveness and consistency	
-connections (A)	-makes few or no connections to own and outside ideas, values and experiences	-makes logical connections to own and outside ideas, values and experiences	-makes some connections to own and outside ideas, values and experiences	-makes logical connections to own and outside ideas, values and experiences	-makes insightful connections to own and outside ideas, values and experiences	
-language conventions (A)	-applies grammar, usage (diction), spelling and punctuation with minimal or no accuracy	-applies grammar, usage (diction), spelling and punctuation with limited accuracy	-applies grammar, usage (diction), spelling and punctuation with some accuracy	-applies grammar, usage (diction), spelling and punctuation with considerable accuracy	-applies grammar, usage (diction), spelling and punctuation with high degree of accuracy	
-revision (use of strategies/ tips/guides to improve writing) (A)	-need to use all of the strategies to organize and write an academic essay	-need to use most of the strategies to write a clear and coherent essay	-applies some of the strategies but need to use the strategies more diligently to write a clearer essay	-applies many of the strategies to create a solid essay, though some inaccuracies are evident	-applies strategies to create a seamless, easy to read, flowing essay	
comments						