

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

Write a literary analysis 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
- Kurt Wimmer' film, Equilibrium,
- The Wachowskis' film, V for Vendetta

The literary analysis **must use one** of 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, or "It's Dangerous to Read Newspapers", show us that (fill in the thesis statement)?*

- *Citizens, being large in numbers, are given the false sense that they control the workings of government and can overthrow it when need be, however, it is this false sense of control that governments use to mask the manipulations and controls that the citizens are not cognizant or aware of.*
- *The enemy is always masked as the hero; the hero is always masked as the enemy.*
- *The constant lies we are told fuel our curiosity, yet (ironically) keep us perpetually in darkness.*
- *Individualism and eccentricity are instincts and cannot be governed or controlled.*
- *When we are all united or reunited in the 'light' we can destroy the filth of 'paradise'.*

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. 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 Explications (Analysis) at www.edge-integrity.weebly.com 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
9. The essay - first draft and editing - should take no longer than two in-class periods. The final, word-processed draft must be submitted on the assigned day or the first draft will be evaluated.

name: _____

RUBRIC: Literary Analysis of the George Orwell's, 1984

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	
-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	
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	
-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	
-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 & voice (C)	-uses appropriate language and voice (literary devices/ rhetorical devices) with minimal or no effectiveness and consistency	-uses appropriate language and voice (literary devices/ rhetorical devices) with limited effectiveness and consistency	-uses appropriate language and voice (literary devices/ rhetorical devices) with some effectiveness and consistency	-uses appropriate language and voice (literary devices/ rhetorical devices) with considerable effectiveness and consistency	-uses appropriate language and voice (literary devices/ rhetorical devices) with high degree of effectiveness and consistency	
-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	
comments						

