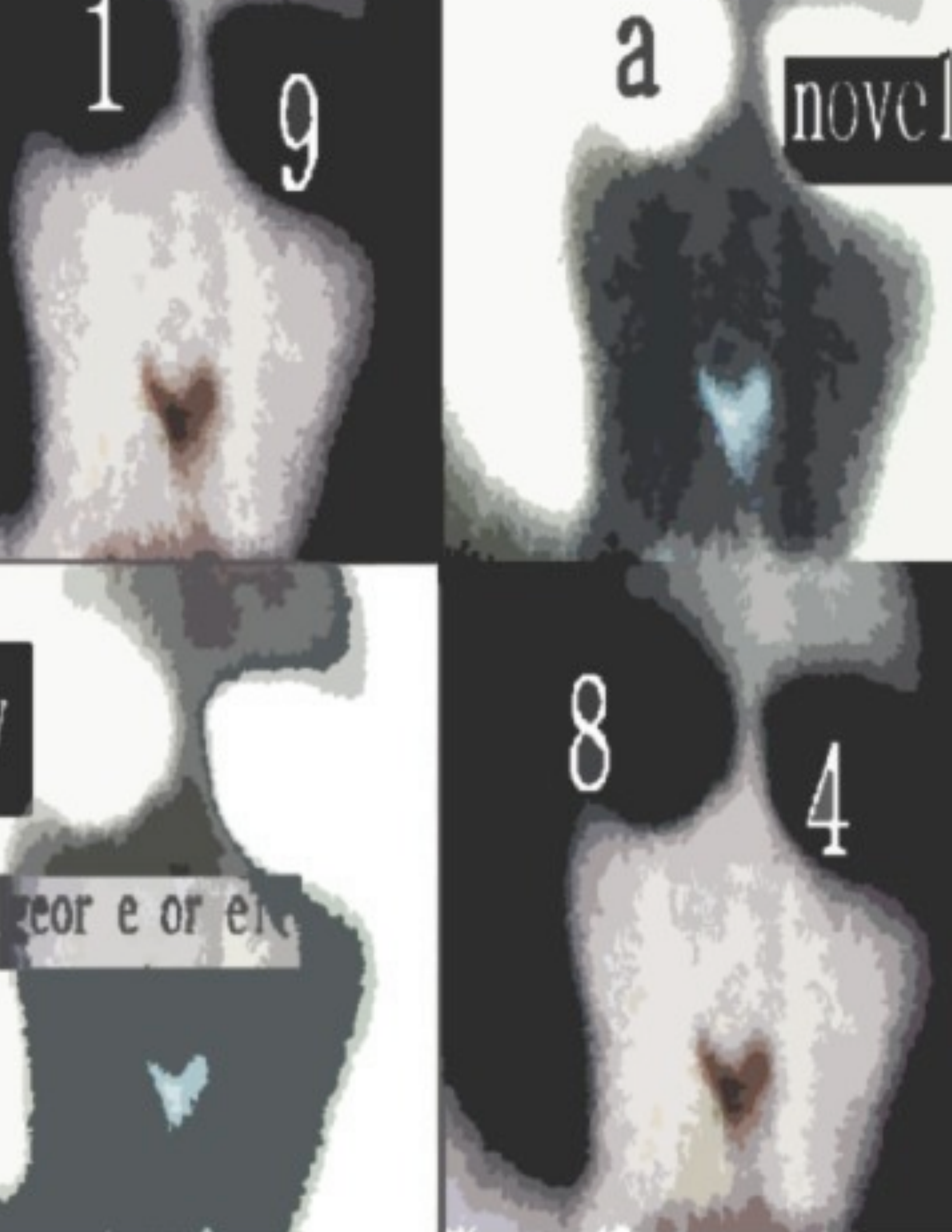
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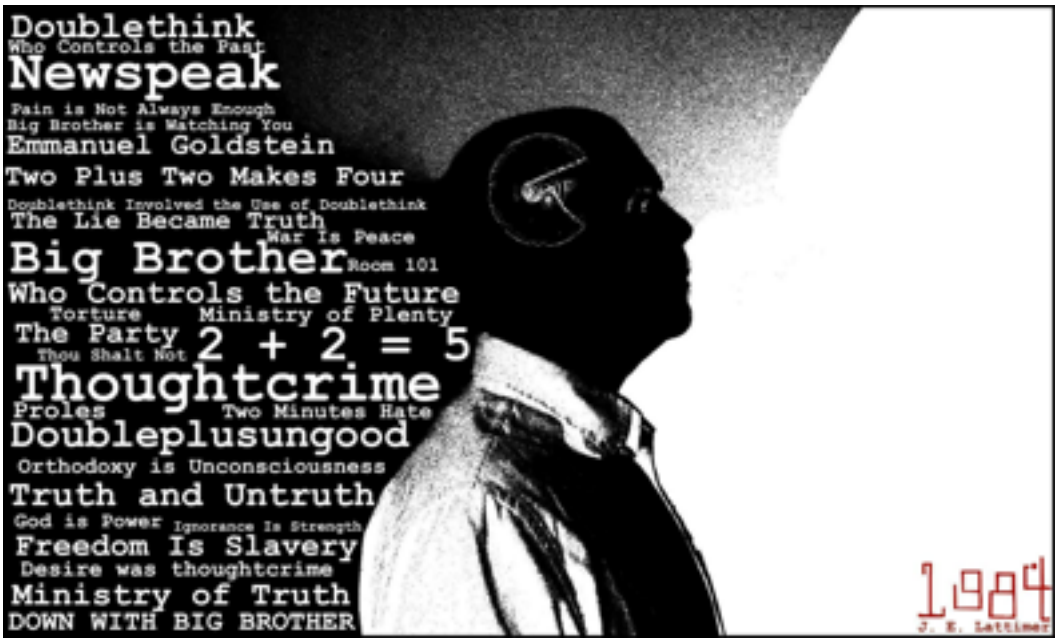
LIST OF EVALUATED ACTIVITIES



- Exploring the Orwellian Real World : A media and oral analysis
- Content Quizzes on Parts 1-3
- Dystopian Fiction : a creative writing and media project
- 1984 and Connected Texts Test
- 1984 and Connected Texts Literary Analysis

LEARNING GOALS

- you will learn to actively and critically read a novel
- you will learn to think critically about the issues in the novel and make connections to 1)the real world, 2) texts, and 3) figurative images you will learn to write strong analytic paragraphs and introductions
- you will learn to communicate creatively, using media techniques and creative writing
- you will learn to communicate (listening and speaking) your knowledge and understanding of the novel, connected texts and literary theory, clearly and maturely, in discussions

1984 and 20thC History

George Orwell's timeless novel, *1984*, was written during a period of cold, dark and militaristic posturing, following the aftermath of WWII and the rise of the Cold War. The intent of the novel was to satirize the 20th Century's embrace of totalitarian practices founded on cold, drab architecture, dark and secretive governing and military symbols to promote nationalism. The spirit of Orwell's masterpiece is still relevant today, as our world once again embraces the ethos inherent in totalitarian visions of power (see George Bush) by "propagandizing" the perfect nature of society and contrasting it with the imperfect visions of others (non-Western cultures). The reality is that a totalitarian society, on the surface, promotes greatness and strength, but, in reality, the underbelly is often shambles and social chaos. Human rights are neglected. The Cult of Personality is given more weight than justice. Lies, disinformation and distortion of reality are reported and the free press is reigned in or ostracized.

The vision of reality that George Orwell creates in the reader's mind is supposed to be extreme, but there are truths in his words.

The following are some terms that will help you understand the general historical context that George Orwell was writing within. The source of this information is *from Encarta Online* and is an excellent source for further investigations.

TOTALITARIANISM
=
INGSOC in George Orwell's 1984

Totalitarianism, in political science, system of government and ideology in which all social, political, economic, intellectual, cultural, and spiritual activities are subordinated to the purposes of the rulers of a state. Several important features distinguish totalitarianism, a form of autocracy peculiar to the 20th century, from such older forms as despotism, absolutism, and tyranny. In the older forms of autocracy people could live and work in comparative independence, provided they refrained from politics. In modern totalitarianism, however, people are made utterly dependent on the wishes and whims of a political party and its leaders. The older autocracies were ruled by a monarch or other titled aristocrat who governed by a principle such as divine right, whereas the modern totalitarian state is ruled by a leader, or dictator, who controls a political party.

TOTALITARIAN GOVERNMENTS

Those countries whose governments are usually characterized as totalitarian were Germany, under the National Socialism of Adolf Hitler; the USSR, particularly under Joseph Stalin; and the People's Republic of China, under the Communist rule of Mao Zedong (Mao Tse-tung). Other governments have also been called totalitarian, for example, those of Italy under Benito Mussolini, North Korea under Kim Il Sung, Syria under Hafez al-Assad, and Iraq under Saddam Hussein.

THE PARTY & ITS TOOLS

Under a dictator, members of the ruling party become the elite of the nation. The entire society is subjected to a hierarchical organization wherein each individual is responsible to another in a position of higher authority—with the single exception of the supreme leader, who is answerable to no one. All nongovernmental social groupings are either destroyed totally or coordinated to serve the purposes of the party and the state.

Total subjection of the individual became possible only through advanced science and industrial technology. Among the decisive, technologically conditioned features of totalitarian dictatorships are a monopoly of mass communications, a terroristic secret-police apparatus, a monopoly of all effective weapons of destruction, and a centrally controlled economy.

CONTROL OF THE MASS MEDIA

By virtue of the monopoly of mass communications the ruling party and the government are in possession of all channels through which people receive information, guidance, and direction. All newspaper, magazine, and book publishing, as well as radio and

television broadcasting, theater productions, and motion pictures, is centrally controlled and directed. All writers, speakers, actors, composers, and poets are enrolled in party-controlled organizations, and they are licensed by the government. Usually they are required to be members of the party. The party line, that is, the party's interpretation of policy, is imposed on all mass media through censorship.

THE SECRET POLICE = Thought Police in George Orwell's 1984

The secret-police apparatus employs the theories and techniques of scientific crime detection and modern psychology. It terrorizes the population in ways radically different from and much crueler than those of the police systems of earlier autocracies. The totalitarian secret police employs institutions and devices such as the concentration camp, predetermined trials, and public confessions. One of the dangers inherent in the totalitarian dictatorship is the possibility that the secret police might seize control of the party itself.

COMMUNISM

Communism, a theory and system of social and political organization that was a major force in world politics for much of the 20th century. As a political movement, communism sought to overthrow **capitalism** through a workers' revolution and establish a system in which property is owned by the community as a whole rather than by individuals. In theory, communism would create a classless society of abundance and freedom, in which all people enjoy equal social and economic status. In practice, communist regimes have taken the form of coercive, authoritarian governments that cared little for the plight of the working class and sought above all else to preserve their own hold on power.

The idea of a society based on common ownership of property and wealth stretches far back in Western thought. In its modern form, communism grew out of the socialist movement of 19th-century Europe (*see* **Socialism**). At that time, Europe was undergoing rapid **industrialization** and social change. As the **Industrial Revolution** advanced, socialist critics blamed capitalism for creating a new class of poor, urban factory workers who labored under harsh conditions, and for widening the gulf between rich and poor. Foremost among these critics were the German philosopher **Karl Marx** and his associate **Friedrich Engels**. Like other socialists, they sought an end to capitalism and the exploitation of workers. But whereas some reformers favored peaceful, longer-term social transformation, Marx and Engels believed that violent revolution was all but inevitable; in fact, they thought it was predicted by the scientific laws of history. They called their theory "scientific socialism," or communism. In the last half of the 19th century the terms *socialism* and *communism* were often used interchangeably. However, Marx and Engels came to see socialism as merely an intermediate stage of society in which most industry and property were owned in common but some class differences remained. They reserved the term *communism* for a final stage of society in which class differences had disappeared, people lived in harmony, and government was no longer needed.

The meaning of the word *communism* shifted after 1917, when **Vladimir Lenin** and his Bolshevik Party seized power in Russia. The Bolsheviks changed their name to the Communist Party and installed a repressive, single-party regime devoted to the implementation of socialist policies. The Communists formed the **Union of Soviet Socialist Republics** (USSR, or Soviet Union) from the former Russian Empire and tried to spark a worldwide revolution to overthrow capitalism. Lenin's successor, **Joseph Stalin**, turned the Soviet Union into a dictatorship based on total state control of the economy and the suppression of any form of opposition. As a result of Lenin's and Stalin's policies, many people came to associate the term *communism* with undemocratic or totalitarian governments that claimed allegiance to Marxist-Leninist ideals. The term *Marxism-Leninism* refers to Marx's theories as amended and put into practice by Lenin.

After World War II (1939-1945), regimes calling themselves communist took power in China, Eastern Europe, and other regions. The spread of communism marked the beginning of the **Cold War**, in which the Soviet Union and the United States, and their respective allies, competed for political and military supremacy. By the early 1980s, almost one-third of the world's population lived under communist regimes. These regimes shared certain basic features: an embrace of Marxism-Leninism, a rejection of private property and capitalism, state domination of economic activity, and absolute control of the government by one party, the communist party. The party's influence in society was pervasive and often repressive. It controlled and censored the mass media, restricted religious worship, and silenced political dissent.

Communist societies encountered dramatic change in the late 1980s and early 1990s, as political and economic upheavals in the USSR, Eastern Europe, and elsewhere led to the disintegration of numerous communist regimes and severely weakened the power and influence of communist parties throughout the world. The collapse of the USSR effectively ended the Cold War. Today, single-party communist states are rare, existing only in China, Cuba, Laos, North Korea, and Vietnam. Elsewhere, communist parties accept the principles of democracy and operate as part of multiparty systems.

1984: BOOK ONE

VOCABULARY AND COMPREHENSION QUESTIONS

PART ONE: CH. I - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

sanguine
archaic
procured
strident
nebulous
urbane
aureole
polysyllabic
inexorably
equivocal

PART ONE: CH. I – COMPREHENSION

1. What follows you everywhere (p. 3)?
2. What are the characteristics of a telescreen (p. 4)?

3. What mood does the following quote establish?

   Outside, even through the shut window-pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no colour in anything, except the posters that were plastered everywhere. The black moustachio'd face gazed down from every commanding corner (p. 4).
4. How do you have to live (p. 5)?
5. What are the three slogans of the Party? Are they paradoxes (p. 6)?
6. What are the three main Ministries and what what is each Ministry responsible for maintaining (p.6)?
7. Why is Winston writing a diary (p.9)?
8. Why is it impossible to communicate with the future? Explain (p. 9)
9. How do the Party people react to the content of the film? The Proles? What does this reveal about the "attitude of the times" (p. 10-11)?
10. Describe the real reason that inspired Winston to write in the diary (p. 11).
11. Are there any relationships to the past in Oceania? Find specific lines (p. 12).
12. Who is Emmanuel Goldstein and what is he responsible for? Find specific lines from the text (p. 13- 15).
13. Why are Goldstein's venomous attacks on doctrine believed absolutely? What does this remind you of (p. 14)?
14. What does the enemy of Oceania look like (p. 15)?
15. How do people react during the Two Minutes Hate (p. 16)?
16. What message transmits between O'Brien and Winston (p. 19)?
17. What is the 'essential crime' and what happens when they get you? Does Winston break the 'essential crime' (p. 21)?

PART ONE: CH.II - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

discountenanced
gamboling
raspingly
myriad

PART ONE: CH.II - COMPREHENSION

1. Describe Parsons (p. 24).
2. Why are adults wary of children (p.27)?
3. What is the significance of the following quote?

   We shall meet in the place where there is no darkness.
4. What are the sacred principles of Newspeak (p. 28)?
5. How do you carry on the human heritage (p. 30)?

PART ONE: CH. III – VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

furtive
labyrinthine
repudiate
shrewish
inscrutable

PART ONE: CH. III – COMPREHENSION

1. Explain the 'loss of a sense of tragedy' (p. 32)?
2. What is 'throwing one's clothes aside' symbolic of (p. 33)?
3. What is the old name for Airstrip One?
4. Can anything be historical? Explain (p. 37).
5. Explain the labyrinthine world of Doublethink. Are any of these ideas true today (p. 37).
6. What happens to the past (p. 38)?

PART ONE: CH. IV - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

pneumatic
palimpsest
multifarious
abject
pedantic

PART ONE: CH. IV – COMPREHENSION

1. What does "rectify" mean? What does it do to history (pgs. 41-2)?
2. What is "continuous alteration" applied to (p. 42)?
3. What is the "shadow world" (p44)?
4. What is Ampleforth's job (p.45)?
5. What is the primary job of the Ministry of Truth? how is the name of the ministry a contrast to its actual function in Oceanic society. Explain (p.45).
6. What is an "unperson" (p. 48)?
7. What is curious about Comrade Ogilvy?

PART ONE: CH. V – VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

protuberant
derisive
furtive(ly)
fulminating
venerated
edified

PART ONE: BK V: COMPREHENSION

1. How is the name, Ministry of Love, a contrast to what its actual function is? Explain (p.52).
2. Explain Syme's philosophy on the beautiful' destruction of words (p.54-5).
3. What is the whole aim of Newspeak (p.55-6)?
4. Why will people like Syme one day be vaporized (p.56)?
5. Explain why the 'amateur spy' is so dangerous (p.65).
6. Explain ‘facecrime’ (p.65).

PART ONE: CH. VI - COMPREHENSION

1. Who is your 'worst enemy'? why (p.67)?
2. What is the most deadly danger (p.67)?
3. What does Winston associate scent with (p.68)?
4. Why is prostitution tacitly encouraged (p.68)?
5. Examine the 'enemy' eroticism and the Anti-Sex League and why sex is distorted and dirtied (p.68-9)
6. What is 'rebellion' (p.71)?

PART ONE: CH. VII - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

ermine
sinecures

PART ONE: CH. VII – COMPREHENSION

1. Why does Winston believe that, "If there is hope, it lies in the Proles (p. 72)?
2. Why is it impossible or unlikely that the Proles will ever rebel? Identify three points (p. 73-75).
3. What strikes Winston about modern life (p. 77)?
4. Why were people like Jones, Aaronson and Rutherford - once influential artists and political activists - singled-out as dangerous?
5. What is the significance of the fragment of paper Winston finds (p. 81)?
6. What is the heresy of heresies? Why (p. 84)?
7. Who is Winston writing the diary to (p.84)?

PART ONE: CH. VIII - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

sordid
agate
slatternly
incongruous
actuated
lassitude
inertia

PART ONE: CH. VIII – COMPREHENSION

1. What is the meaning of 'ownlife' (p. 85)?
2. How does Winston's chat with the old man reaffirm his opinion that the Proles, as he knows them, are incapable of rebellion? Find specific lines (p. 96).
3. What is the symbolic significance of the antique shop and antiques (p. 99)?
4. What is 'ancestral memory' also known as? What does this mean?
5. Who does Winston encounter upon leaving the antique shop? What does Winston think will happen after this encounter (p. 104)
6. Explain the meaning of the following quote:
   It struck him that in moments of crisis one is never fighting against an external enemy, but always against one's own body.

notes

1984: BOOK TWO
VOCABULARY AND COMPREHENSION QUESTIONS

PART TWO: CH. I - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

fatuous
writhed
queue
malignant
utterly incurious

PART TWO: CH. I – COMPREHENSION

1. How is correspondence transmitted (p. 116)?

PART TWO: CH. II - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

insatiably
etiolated
incredulity
obeisance
iniquity

PART TWO: CH. II – COMPREHENSION

1. Why does Winston feel inferior to the 'girl' (p. 124)?
2. How does Julia respond to Winston's 'truthful' love-offering (p. 127)?
3. What does the taste of chocolate stir in Winston (p. 128)?
4. What astonishes Winston about Julia's demeanor (p. 128)?
5. Why is the taking off of clothing given such significance (p. 131)?
6. What does the following line reveal about the workings of the Inner Party?
   They're not so holy as they make out.
7. Why is Winston fascinated and hopeful about Julia's promiscuity (p. 131)?
8. What would tear the party to pieces? Explain (p. 132)?

PART TWO: CH. III - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

prosaically

PART TWO: CH. III – COMPREHENSION

1. Is Julia being a revolutionary or simply herself? Explain (p. 138).
2. Why is sexual privation a bonus for the Party? Explain (p. 139).
3. What does the family become an extension of? How (p. 140)?
4. Is Julia an optimist? Explain (p. 142).

PART TWO: CH. IV – COMPREHENSION

1. What permanent rendezvous does Winston set-up for Julia and himself? How does he feel? Explain (p. 143).
2. What is this line symbolic of?
   Of all horrors in the world - rat.

PART TWO: CH. V- VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

febrile
exhortations
inviolate
deprecating
palpable

PART TWO: CH. V – COMPREHENSION

1. What happens to Syme (p. 154)?
2. Explain this metaphor:

   The room was a world, a pocket of the past where extinct animals could walk.
3. What insights/ideas does Julia have about opposition to the Party? What ideas/ insights does Julia have about the Party's use of war as a mass controlling mechanism (p. 159)?
4. "It's always one bloody war after another, and one knows the news is all lies anyways." Connect this line to a contemporary/current issue.
5. Describe the different ways - pages 159-163 - that Julia and Winston think about things (i.e. the Party, history, philosophy).
6. Explain the significance of the following quote and connect it to a contemporary issue or current event:

   By lack of understanding they remained sane. They simply swallowed everything, and what they swallowed did them no harm, because it left no residue behind, just as a grain of corn will pass undigested through the body of a bird.

PART TWO: CH. VI – COMPREHENSION

1. Why does Winston think O'Brien alludes to Syme (p. 165)?

PART TWO: CH. VII -VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

pathos

PART TWO: CH. VII – COMPREHENSION

1. What does Winston's mother possess that makes her seem different (p. 171)?

2. What condition do the Proles remain in? Provide details (p.172)
3. What is the real betrayal?

PART TWO: CH. VIII - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

demur
catechism
persiflage

PART TWO: CH. VIII – COMPREHENSION

1. List four things that Winston and Julia are willing to do to destroy the Party.
2. Why can't the Brotherhood be wiped out? Provide details.
3. Why is there no hope for a member of the Brotherhood (p. 183)?

PART TWO: CH. IX - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

debauch
luridly
feral
syntax
fecundity
execrate
inimical
ruminant
avaricious
expropriated
oligarchy
ossified
vilifies
impudence

PART TWO: CH. IX – COMPREHENSION

1. What does war mean in the centres of civilisation (p. 194)?
2. What valuable resources do the disputed areas contain? Is this true of our non-fiction world (p. 195)?
3. What is the vision of society in the early Twentieth Century? What causes this vision to be destroyed (p. 197)?

4. Why is it necessary to maintain a hierarchical society (p. 198)?
5. What is the essential act of war?
6. What is science in opposition to? Why?
7. What are the two aims of the Party?
8. Why is contact with foreigners denied?
9. What has war in "our own day" become?
10. Describe the aims of the three social groups (p. 210).
11. Explain the meaning of the following quote:

    The cyclical movement of history was now intelligible, or appeared to be so; and if it was intelligible , then it was alterable.
12. Explain the meaning of the following quote:

    The earthly paradise had been discredited at exactly the moment when it became realizable.
13. What are the four ways that a ruling party can fall from power?
14. Explain the meaning of the following quote:

    The masses never revolt of their own accord, and they never revolt merely because they are oppressed. Indeed, so long as they are not permitted to have standards of comparison, they never even become aware that they are oppressed.
15. Explain the meaning of this quote. Does it have any relevance today?

    The consciousness of the masses needs only to be influenced in a negative way.
16. What is the function of Big Brother?
17. Why will hereditary succession eventually fail (p. 218)?
18. What does crimestop mean?
19. Explain the concept of doublethink (p. 221).

PART TWO: CH. X – COMPREHENSION

1. Explain why the future belongs to the Proles (p. 229-230).

1984: BOOK THREE/APPENDIX
VOCABULARY AND COMPREHENSION QUESTIONS

PART THREE: CH. I - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

pedant
desultory
sententiously
insidious
doleful
timorously

PART THREE: CH. I – COMPREHENSION

1. What is the difference between Party prisoners and ordinary criminals?
2. How are social roles transformed in prison?
3. What is the place "with no darkness"?
4. How does Parsons react to his incarceration?
5. What are prisoners willing to do to NOT go to Room 101?
6. What question does Winston get answered?

PART THREE: CH. II - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

seditious
prevaricate
wantonness
prostrated

PART THREE: CH. II – COMPREHENSION

1. What is Winston's disease, according to O'Brien?
2. What does Winston have to learn to become sane?
3. Why is Winston still fascinated and connected to O'Brien (p. 264)?
4. What does the Party learn and adapt from the Inquisition and the Nazis (p. 266)?
5. Will Winston ever have 'humanity" once he leaves the place? Explain (p. 268-269).

PART THREE: CH. III - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

insurrection
solipsism
malleable

PART THREE: CH. III – COMPREHENSION

1. Explain the significance of the following quote:
   The first thing you must realise is that power is collective. The individual only has power in so far as he ceases to be an individual.
2. What will the four emotions be?
3. List the six 'there will be no's'.
4. What is the picture of the future (p. 280)?

PART THREE: CH. IV - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

torpid

PART THREE: CH. IV – COMPREHENSION

1. Explain the significance of the following quote:

Stupidity was as necessary as intelligence, and as difficult to attain.

2. How does Winston retreat a step further (p. 293)?
3. "To die hating them, that was freedom." Why?

PART THREE: CH. V – COMPREHENSION

1. What is unendurable for Winston? Why are courage and cowardice not involved?

PART THREE: CH. VI - VOCABULARY

Understand the context of the words (as used in the text) and be able to use the new vocabulary correctly.

obliquely
abstruse

PART THREE: CH. VI – COMPREHENSION

1. Why is it impossible for Winston and Julia to rekindle their relationship?
2. What is the purpose - symbolic significance - of the chess game?

APPENDIX: THE PRINCIPLES OF NEWSPEAK – COMPREHENSION

1. What is the purpose of Newspeak? Provide details.
2. What is Newspeak designed to do?
3. What is the purpose of A Vocabulary?
4. Could synonyms exist in Newspeak? Explain.
5. What is considered a 'bad word'?
6. What is the purpose of B Vocabulary?
7. What is the greatest difficulty facing Newspeak compilers?
8. Explain why *prolefeed* is a degrading term.
9. What is perceived by abbreviating words?
10. Why is each reduction a gain?
11. Is there a possibility for metaphor in Oceania? Discuss.
12. Are we the Proles? Discuss and support your answer.
13. Does the English language, today, have some features of Newspeak? Explain.