About This Literature Guide

Secondary Solutions® is the endeavor of a high school English teacher who could not seem to find appropriate materials to help her students master the necessary concepts at the secondary level. She grew tired of spending countless hours researching, creating, writing, and revising lesson plans, worksheets, quizzes, tests and extension activities to motivate and inspire her students, and at the same time, address those ominous content standards! Materials that were available were either juvenile in nature, skimpy in content, or were moderately engaging activities that did not come close to meeting the content standards on which her students were being tested. Frustrated and tired of trying to get by with inappropriate, inane lessons, she finally decided that if the right materials were going to be available to her and other teachers, she was going to have to make them herself! Mrs. Bowers set to work to create one of the most comprehensive and innovative Literature Guide sets on the market. Joined by a middle school teacher with 21 years of secondary school experience, Secondary Solutions® began, and has matured into a specialized team of intermediate and secondary teachers who have developed for you a set of materials unsurpassed by all others.

Before the innovation of Secondary Solutions®, materials that could be purchased offered a reproducible student workbook and a separate set of teacher materials at an additional cost. Other units provided the teacher with student materials only, and very often, the content standards were ignored. Secondary Solutions® provides all of the necessary materials for complete coverage of the literature units of study, including author biographies, pre-reading activities, numerous and varied vocabulary and comprehension activities, study-guide questions, graphic organizers, literary analysis and critical thinking activities, essay-writing ideas, extension activities, quizzes, unit tests, alternative assessment, online teacher assistance, and much, much more. Each guide is designed to address the unique learning styles and comprehension levels of every student in your classroom. All materials are written and presented at the grade level of the learner, and include extensive coverage of the content standards. As an added bonus, all teacher materials are included!

As a busy teacher, you don’t have time to waste reinventing the wheel. You want to get down to the business of teaching! With our professionally developed teacher-written literature guides, Secondary Solutions® has provided you with the answer to your time management problems, while saving you hours of tedious and exhausting work. Our guides will allow you to focus on the most important aspects of teaching—the personal, one-on-one, hands-on instruction you enjoy most—the reason you became a teacher in the first place.

Secondary Solutions®—The First Solution for the Secondary Teacher!

Special thanks to Mike Ryan at South Hills High School, who helped me through my first time teaching Brave New World as a student teacher.
Many thanks to you for all your wisdom and wonderful ideas!

-Kristen
How to Use Our Literature Guides

Our Literature Guides are based upon the National Council of Teachers of English and the International Readers Association’s national English/Language Arts Curriculum and Content Area Standards. The materials we offer allow you to teach the love and full enjoyment of literature, while still addressing the concepts upon which your students are assessed.

These Guides are designed to be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each Guide has to offer. Most importantly, you now have a variety of valuable materials to choose from, and you are not forced into extra work!

There are several distinct categories within each Literature Guide:

- **Comprehension Check: Exploring Expository Writing**—Worksheets designed to address the exploration and analysis of functional and/or informational materials
  - Author Biography
  - Biographies of non-fiction characters
  - Relevant news and magazine articles, etc.

- **Comprehension Check**—Similar to Exploring Expository Writing, but designed for comprehension of narrative text—study questions designed to guide students as they read the text; (Have they done the reading?) Questions are intended to check simple understanding and are deliberately set at the lower-levels of questioning.

- **Standards Focus**—Worksheets and activities that directly address the content standards and allow students extensive practice in literary skills and analysis. Standards Focus activities are found with every chapter or section. These include higher-level questioning. Some examples:
  - Figurative Language
  - Irony
  - Flashback

Please note: While there is a specific focus for these Standards Focus activities, many other standards are being addressed at the same time. Consult your state’s content standards often for these correlations.

- **Assessment Preparation**—Vocabulary activities which emulate the types of vocabulary/grammar proficiency on which students are tested in state and national assessments. Assessment Preparation activities are found within every chapter or section. Some examples:
  - Context Clues
  - Connotation/Denotation
  - Word Roots

Please note: While there is a specific focus for these Standards Focus activities, many other standards are being addressed at the same time. Consult your state’s content standards often for these correlations.

- **Quizzes and Tests**—Quizzes are included for each chapter or designated section; final tests as well as alternative assessment are available at the end of each Guide. These include:
  - Multiple Choice
  - Matching
  - Short Response

- **Pre-Reading, Post-Reading Activities, Essay/Writing Ideas plus Sample Rubrics**—Each Guide also has its own unique pre-reading, post reading and essay/writing ideas and alternative assessment activities.

Each Guide contains handouts and activities for varied levels of difficulty. We know that not all students are alike—nor are all teachers! We hope you can effectively utilize every aspect our Literature Guides have to offer—we want to make things easier on you! If you need additional assistance, please email us at info@4secondarysolutions.com. For specific information on how the Guides are directly correlated to your state’s content standards, please write us an email, including the name of your state, and send it to: contentstandards@4secondarysolutions.com. Thank you for choosing Secondary Solutions®!
Author Biography: Aldous Huxley (1894-1963)

Born July 26, 1894, in England, Aldous Huxley is considered one of the most controversial and brilliant writers of his time. A political and social satirist, philosopher, and cynic, Huxley was born to the British writer and editor John Huxley and his wife Julia Arnold Huxley. Aldous’s grandfather was famous in his own right, working directly with Charles Darwin on the theory of evolution.

Considered by many as intelligent and unique yet isolated, Huxley grew up always searching for the meaning of life. At the age of 14, Huxley’s mother died of cancer, which left him feeling more isolated and despondent. At age 16, he was struck blind for almost 2 years by an eye disease. According to Huxley himself, it was the single most important event of his life because it gave him a new view of life: one of appreciation and gratitude. While he was able to recover enough of his sight to attend Oxford University, he was not well enough to fight in World War I, or to become the scientist he always wanted to be. At Oxford, he met and was inspired by several writers including D.H. Lawrence, and graduated with a degree in English in 1916.

Huxley’s first novel Chrome Yellow was published in 1921. His novel, written with biting cynicism, was an instant success, and his literary career officially began. In 1919 he married Maria Nys of Belgium and in 1920, they had their only child, Matthew. In the 1920s, Huxley and his family traveled the world while Huxley wrote several novels. Some of Huxley’s more famous novels include Point Counter Point (1928) and Do What You Will (1929). In 1931 he published Brave New World, one of the most controversial, dark and disturbing prophesies of a new world devoid of human emotion and family, and dominated by technology. In Brave New World, Huxley ruminates on the “advancement” of society and technology, and whether having “more” will be the end of life as we know it.

In 1937 Huxley moved his family to California, still searching for spiritual and physical enlightenment. He became a screenwriter in 1938, and wrote After Many a Summer Dies the Swan (1939) based on his experiences in Hollywood. In 1956 Huxley wrote Brave New World Revisited, a collection of essays based on the possibility of the social and political issues found in the original.

In the early 1950s, Huxley began experimenting with hallucinogenic drugs, still attempting to reach a new level of existence and find understanding in his life. Under the supervision of a doctor, Huxley experimented with mescaline, attempting to find a drug that if taken responsibly could become socially and physically acceptable. The Doors of Perception (1954) and Heaven and Hell (1956) were based on these experiments. In Island (1962), the utopia to Brave New World’s dystopia, Huxley explored the idea of a perfected hallucinogenic that was acceptable for religious purposes.

In 1955 his wife Maria died, and he remarried a year later. Aldous Huxley died November 22, 1963, the same day that President John F. Kennedy was assassinated. He was cremated, and his ashes were buried in England.
Standards Focus: Exploring Expository Writing

Directions: Using the article about Aldous Huxley, answer the following using complete sentences.

1. Why wasn’t Huxley able to become a scientist?

_________________________________________________________________________________
_________________________________________________________________________________

2. “In Brave New World, Huxley ruminates on the ‘advancement’ of society and technology, and whether having ‘more’ will be the end of life as we know it.” In this sentence, what does the word ruminates mean?

_________________________________________________________________________________

3. Which part of the following sentence is a subordinate clause? In Island (1962), the utopia to Brave New World’s dystopia, Huxley explored the idea a perfected hallucinogenic that was acceptable for religious purposes.

_________________________________________________________________________________

4. In the biography, where would be the best place to insert facts about his prominent family’s accomplishments?

_________________________________________________________________________________

5. Re-write the following paragraph to improve logic and cohesion: In 1955 his wife Maria died, and he remarried a year later. Aldous Huxley died November 22, 1963, the same day that President John F. Kennedy was assassinated. He was cremated, and his ashes were buried in England.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

6. Write two research questions that you would want to investigate further if you were completing a research project on Huxley.

_________________________________________________________________________________
_________________________________________________________________________________

7. Referring to the information from the article, use the back of this paper, or a separate sheet of paper to draw a timeline of the important milestones in Huxley’s life. Be sure to include dates for each event.
Brave New World
Anticipation/Reaction Guide

Directions: Before reading the novel, write “yes” if you agree with the statement, “no” if you disagree with the statement, and “?” if you don’t have a strong opinion about the statement. After reading, you will complete the last column, revisiting your responses.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Statement</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) True happiness is never attainable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) It is wrong to control the physical and intellectual characteristics of human beings before they are born.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Science and technology are the key to happiness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Life would be better if everyone could legally take as many “Happy Pills” as they wanted, whenever they wanted, to be happy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Some people are better than others and deserve all the rights and privileges that more money, more intelligence, and better looks, affords them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6) People who are mentally strong can never be brainwashed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7) Family is not important or necessary in society if everyone helps each other out when needed.</td>
<td></td>
</tr>
</tbody>
</table>

After completing the “Before Reading” column, get into small groups and have one student record the group members' names. Using the chart below, as a group, tally the number of “yes,” “no,” and “?” responses for each question.

<table>
<thead>
<tr>
<th>Statement #</th>
<th>Yes</th>
<th>No</th>
<th>I Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>4</td>
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<td>5</td>
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<td>6</td>
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<td></td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once you have collected your data, discuss those issues about which your group was divided. Make your case for your opinions, and pay attention to your classmates’ arguments.

*Your teacher will collect and keep your chart and responses to use after you have finished reading the novel.*
A novel is a type of literary work which is lengthy (generally between 100-500 pages), and uses all of the elements of storytelling: plot, climax, characters, setting, point of view, and theme. Novels usually have several conflicts involving several main characters, and more than one setting. As you read Brave New World, pay attention to each of the characteristics of a novel, and see how well the book fits into the novel format.

**Plot** - the related series of events that make up a story

**Climax** - (part of the plot) the turning point of the story; emotional high point for the character

**Conflict** - the struggle(s) between opposing forces, usually characters

**Character** - the individuals involved in the action of the story

**Setting** - the time and place, or where and when, the action occurs

**Point of View** - the perspective from which a story is told

**Theme** - the main idea behind a literary work; the message in the story

Directions: To review the elements of a novel, think about a children’s story you know well. It can be Cinderella, Hansel and Gretel, Beauty and the Beast, Snow White, Pinocchio, or any other fairy tale with which you are familiar. After you have chosen your story, complete the chart below.

<table>
<thead>
<tr>
<th>What is the name of the fairy tale?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the general plot?</td>
</tr>
<tr>
<td>What was the climax, or the high point, of the story?</td>
</tr>
<tr>
<td>What was the general setting?</td>
</tr>
<tr>
<td>Who were the main characters?</td>
</tr>
<tr>
<td>What was the main conflict of the story?</td>
</tr>
<tr>
<td>From what point of view was the story told?</td>
</tr>
<tr>
<td>What major lesson or moral (theme) did the author present?</td>
</tr>
</tbody>
</table>
Standards Focus: Allusions and Unique Terms

In his fictional novel Brave New World, Huxley makes many allusions, or references to real-life people, places or concepts. But he also invents his own terminology, and there are many new terms and concepts with which you should become familiar before reading and for reference as you read the novel.

Allusions

<table>
<thead>
<tr>
<th>Character/Concept</th>
<th>Allusion to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernard Marx</td>
<td>Karl Marx, founder of Marxism, Socialism</td>
</tr>
<tr>
<td>Lenina Crowne</td>
<td>Russian revolutionary and founder of the communist party Vladimir Lenin</td>
</tr>
<tr>
<td>Benito Hoover</td>
<td>Italian dictator Benito Mussolini and 31st U.S. President Herbert Hoover</td>
</tr>
<tr>
<td>Malthusian belt, Malthusian Drill</td>
<td>Political economist Thomas Malthus, an early proponent of birth control for population regulation</td>
</tr>
<tr>
<td>conditioning and Neo-Pavlovian</td>
<td>Russian scientist Ivan Pavlov and his conditioning experiments (Pavlov's dogs)</td>
</tr>
<tr>
<td>Ford</td>
<td>Henry Ford, creator of Model T Ford and modern assembly-line work</td>
</tr>
<tr>
<td>George Bernard Shaw</td>
<td>Irish writer and socialist George Bernard Shaw</td>
</tr>
<tr>
<td>Freud</td>
<td>Austrian psychiatrist and founder of psychoanalysis Sigmund Freud</td>
</tr>
<tr>
<td>Helmholtz Watson</td>
<td>John B. Watson, American psychologist, founder of behaviorism, together with Rosalie Rayner conducted controversial “Little Albert” experiment</td>
</tr>
<tr>
<td>Mustapha Mond</td>
<td>Founder of modern Turkey, Mustapha Kemal Atatürk</td>
</tr>
<tr>
<td>Mond</td>
<td>monde—“world” or “people” in French</td>
</tr>
<tr>
<td>Brave New World</td>
<td>From Shakespeare’s The Tempest, Miranda says:</td>
</tr>
<tr>
<td></td>
<td>“O, wonder!</td>
</tr>
<tr>
<td></td>
<td>How many goodly creatures are there here!</td>
</tr>
<tr>
<td></td>
<td>How beauteous mankind is! O brave new world,</td>
</tr>
<tr>
<td></td>
<td>That has such people in’t!”</td>
</tr>
</tbody>
</table>

Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.F.</td>
<td>Annum Ford, After Ford</td>
</tr>
<tr>
<td>Bokanovsky Group</td>
<td>identical twins which have been created by a single egg divided numerous times through Bokanovsky's Process</td>
</tr>
<tr>
<td>bottling</td>
<td>process by which embryos are grown</td>
</tr>
<tr>
<td>Centrifugal Bumble-Puppy</td>
<td>a game in which children throw a ball onto a rotating disk that throws the ball back in a random direction, and is meant to be caught</td>
</tr>
</tbody>
</table>
Standards Focus: Allusions and Unique Terms

D.H.C. The Director of Hatcheries and Conditioning

decanting room a room where the babies are removed from the bottles
ectogenesis a process by which embryos are grown outside of a womb, in this case, they are grown in bottles
feelies similar to modern movie-theaters; viewers are able to feel the emotion and smell the smells of the movie in front of them
hypnopaedia one step of the conditioning process by which while sleeping, babies and children listen to repeated messages about morals and their place in society, and are completely conditioned to live and breathe these messages
Malthusian belt a belt that dispenses contraceptives
Neo-Pavlovian Conditioning loud noises, flashing lights and electric shock used on babies to condition their likes and dislikes
Nine Years' War the war that enabled the Ten World Controllers to take over power
orgy-porgy a chant and dance of a Solidarity Service; sexual in nature
phosphorus recovery the process in which phosphorus is recovered from cremated bodies to be used in fertilizer
pneumatic “air filled” or well-endowed
Podsnap’s technique a process of ripening thousands of eggs at the same time so that they can be born when needed
pregnancy substitute an injection that tricks the body into thinking it is pregnant, controlling hormones
Savage Reservation a dumping ground for savages, or people who were naturally born
Solidarity Service a religious service with a strong sexual content
soma a legal drug without side- or after-effects; makes people “happy” when needed
soma holiday to be drugged up with soma for a long period of time
viviparous bearing live young rather than eggs

The Caste System

Alphas Top of the caste system; top intellects; tall; wear grey (very few Alphas; all are men)

Betas Managers; above average intelligence; wear blues, reds and mulberry
Gammas Workers; low intelligence; wear green
Deltas Low workers; very low intelligence; wear khaki
Epsilon Near brainless workers; short; wear black
Brave New World Vocabulary List

Part One
Chapters 1-3
1. abjectly
2. aperture
3. apoplectic
4. asunder
5. geniality
6. maudlin
7. pallid
8. surreptitious

Chapters 4-6
1. annihilation
2. atoned
3. galvanic
4. plaintively
5. quaffing
6. ruminating
7. simian
8. solecism

Chapters 7-9
1. cordiality
2. diadems
3. inexorable
4. innocuous
5. lecherous
6. parody
7. reciprocated
8. resonance

Part Two
Chapters 10-12
1. ignominy
2. intrinsically
3. malice
4. odious
5. peritoneum
6. provocation
7. venerable
8. wheedled

Chapters 13-15
1. bestial
2. carapace
3. flaccid
4. irresolute
5. moribund
6. reparation
7. sententiously
8. sublime

Chapters 16-18
1. compunction
2. flagrantly
3. gesticulating
4. impunity
5. ineradicably
6. luminous
7. postulates
8. scullion
Comprehension Check: *Brave New World* Foreword

Directions: Answer the following questions as you read the forward of *Brave New World*, written by Huxley himself.

1. According to Huxley, what is the most serious defect in the story?
2. If Huxley were to rewrite the novel, what would he have done? Explain.
3. What “obvious failure of foresight” does Huxley admit?
4. What does Huxley state is the theme of the novel?
5. What does Huxley say is the ultimate aim of the leaders of the new world?
6. What does he claim is the key to the totally efficient totalitarian state? How can this be accomplished?
7. What does Huxley claim is the most effective and influential form of propaganda?
8. Explain Huxley’s idea to bring about the love and continuance of servitude.
9. What does Huxley say about marriage?
10. What do you think Huxley meant by the last sentence: “You pays your money and you takes your choice”?
Comprehension Check: Chapters 1-3

Directions: Use the following questions to help guide your reading and understanding of Chapters 1-3. As you read the novel, answer the questions using complete sentences.

Chapter 1

1. What is the World State’s motto?
2. Where does the story begin? In what year?
3. What is Bokanovsky’s Process? What is the result?
4. In what conditions are the bottles stored? Why?
5. What are freemartins? What symbol are they given?
6. What is the point of conditioning, according to the D.H.C?

Chapter 2

1. What happens to the Delta babies after they were lured to the books and flowers?
2. Why were they conditioned to hate flowers?
3. In a short paragraph, describe how the idea of hypnopaedia was discovered. Why were the first experimenters on the “wrong track” according to the D.H.C? What does this society teach?
4. What word or words are “Our Ford” and “his fordship” replacing in this society?

Chapter 3

(Be careful to keep track of the different scenes going on at the same time in this chapter. Huxley jumps from one conversation to another between Mustapha and the students, Henry and Bernard, and Lenina and Fanny—look for the extra line space for the shifts)

1. What unusual behavior is encouraged in the children’s play?
2. What does Mond mean when he says “History is bunk”?
3. What are a few of the “smutty” or “vulgar” words in their language?
4. Why does Fanny chastise Lenina for going out with Henry again?
5. Lenina wears green for her date, but of what class is she?
6. Why does Bernard dislike Henry Foster?
7. What is soma?
Standards Focus: Subgenres of Literature—Satire

Many students are familiar with the different genres, or categories, of literature—fiction, nonfiction, poetry, autobiography, biography, plays, newspaper, folk tales—to name a few. However, there are often many subgenres of literature within these genres. For example, under the broad genre of plays, there are the subgenres of comedy, tragedy and history. Under the genre of mystery, there are the subgenres of thriller, detective, historical, romantic, and suspense.

*Brave New World* falls under the genre of fiction (or science fiction) and the subgenre of satire. Satire is a piece of work that tries to expose, attack and/or ridicule the foolishness, wrongdoings, or strange behavior of society. Satire is often humorous, using exaggeration, irony, sarcasm and parody to catch the attention of the reader and promote changes in behavior. Modern satire can be seen on television shows such as *Saturday Night Live*, *The Simpsons*, or in political cartoons in newspapers and magazines.

*Brave New World* is a satire of the political and social values of the early 1920s and 30s. In Great Britain, the Industrial Revolution occurred between 1750 and the 1900s, with an influx of workers moving from farming and agriculture to big city factories. Innovations such as the steam engine, cotton gin, Morse Code, dynamite, electricity and the telegraph were invented during this time. In 1903 the Ford Model T, the first mass-produced automobile, was produced by Henry Ford. It was a time of great advancement and change, which often brought feelings of instability and vulnerability to the people of the time.

Many philosophers, artists, authors and politicians questioned the need for these rapid changes and wondered: are they really beneficial? Many were certain that machines were taking over the world, and that human beings would one day become useless and obsolete. In *Brave New World*, Huxley certainly challenges these scientific and technological changes and questions whether they represent progress or the obliteration of the world as we know it.

**Directions:** In the first column is a fictional process or entity made up by Huxley, along with an explanation. In the second column, compare these inventions to something that exists in our world today. Then, in the third column, explain the similarities. In the last column, answer the following questions: 1) Knowing what we know today, what might have been Huxley’s reasons for including these in his novel? 2) What social or political statements could Huxley be making about human beings and society? An example has been done for you.

<table>
<thead>
<tr>
<th>Fictional Example and Explanation</th>
<th>Real (Modern) Similarity</th>
<th>Explanation</th>
<th>Huxley’s Reasons/Statements/Message</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Bokanovsky’s Process/ Bokanovsky Twins-- process of creating numerous human beings (up to 96) from one egg</td>
<td>cloning</td>
<td>duplicating a single gene or segment of DNA to create an identical cell (Dolly the sheep)</td>
<td>Huxley didn’t realize it, but this was a real possibility—and in the 20th Century we have achieved it. Huxley may have been warning of the loss of individuality and identity for the sake of science.</td>
</tr>
<tr>
<td>Fictional Example and Explanation</td>
<td>Real (Modern) Similarity</td>
<td>Explanation</td>
<td>Huxley’s Reasons/Statements/Message</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------</td>
<td>-------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>1) hypnopaedia: sleep teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Malthusian belt: contraceptive belt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) soma: legal drug with no side effects or social stigma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Social Conditioning: teaching people to appreciate and fully accept their position in life</td>
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</table>
Directions: Look up the following vocabulary words from Chapters 1-3. For each word, find its base word, word root, and name any prefixes or suffixes. Finally, write the definition for each word on the line provided. An example has been done for you.

Example: pallid
Base Word: pallid Root: pallidus Affix(es): none
Definition: adj.—pale, faint or deficient in color

1. abjectly
Base Word: _______________________ Root: ____________________ Affix(es): _______________
Definition: __________________________________________________________________________

2. geniality
Base Word: _______________________ Root: ____________________ Affix(es): _______________
Definition: __________________________________________________________________________

3. apoplectic
Base Word: _______________________ Root: ____________________ Affix(es): _______________
Definition: __________________________________________________________________________

4. asunder
Base Word: _______________________ Root: ____________________ Affix(es): _______________
Definition: __________________________________________________________________________

5. aperture
Base Word: _______________________ Root: ____________________ Affix(es): _______________
Definition: __________________________________________________________________________

6. maudlin
Base Word: _______________________ Root: ____________________ Affix(es): _______________
Definition: __________________________________________________________________________

7. surreptitious
Base Word: _______________________ Root: ____________________ Affix(es): _______________
Definition: __________________________________________________________________________
Comprehension Questions: Chapters 4-6

Directions: Use the following questions to help guide your reading and understanding of Chapters 4-6. As you read the novel, answer the questions using complete sentences.

Chapter 4
1. Of what class is the elevator operator? Describe him.
2. How is Bernard different from other Alphas? What is rumored to have caused his differences?
3. Why do Bernard and Helmholtz Watson feel out of place?
4. What thoughts have been recently plaguing Helmholtz?

Chapter 5
1. What is the crematorium and for what is it used? What is the point of this process?
2. What is unusual about the “Bottle of Mine” song?
3. Why is Lenina able to remember her birth control precautions despite the fact she took too much soma?
4. From what age did she begin training for this experience?
5. In one or two paragraphs, describe the events of the Solidarity Service.
6. What does Bernard do that makes him feel even more out of place at the Solidarity Service?

Chapter 6
1. What does Bernard want to do on his date with Lenina that she finds odd?
2. What did Bernard regret doing after his first date with Lenina?
3. What happened to the D.H.C and his Beta-Minus date when he visited the New Mexico Reservation 25 years ago?
4. To where does the D.H.C warn Bernard he will send him if he continues his current behavior?
5. Rather than the soap, hand lotion and shampoo that we are used to, what do Bernard and Lenina find waiting for them in their hotel room?
6. What did Bernard remember that he left running back at home?
One of the most captivating aspects of *Brave New World* is Huxley’s use of **figurative language**, or ideas communicated beyond their literal meaning to create an image in the reader’s or audience’s mind. Huxley is able to create an image in our minds of the environment of this new world, just by his choice of words. There are several types of figurative language, called **figures of speech**:

- **metaphor** - a comparison made between two unlike objects: “the pillow was a cloud”
- **simile** - a comparison between two unlike objects using the words “like” or “as” in the comparison: “the pillow was like a marshmallow”
- **imagery** - using words to appeal to the senses, i.e. sight, sound, taste, touch, and hearing
- **personification** - giving human qualities or characteristics to non-human objects: “the wind sang its sad song”

*Directions*: For each excerpt, identify the type of figurative language that is being used: metaphor, simile, imagery, or personification. Then identify the effect of these particular words on the reader. An example has been done for you.

*Example*: The overalls of the workers were white, their hands gloved with a pale corpse-coloured rubber.

**Type**: Imagery  **Effect**: A feeling of stark lifelessness in this place that is supposed to be giving life (the Hatchery); the author uses the word “corpse” which again reiterates death

1. The light was frozen, dead, a ghost.

**Type**: _______________  **Effect**: ______________________________________________________

2. Machinery faintly purred.

**Type**: _______________  **Effect**: ______________________________________________________

3. And in effect the sultry darkness into which the students now followed him was visible and crimson, like the darkness of closed eyes on a summer’s afternoon.

**Type**: _______________  **Effect**: ______________________________________________________

4. Like chickens drinking, the students lifted their eyes towards the distant ceiling.

**Type**: _______________  **Effect**: ______________________________________________________
Standards Focus: Figurative Language

5. Thousands of petals, ripe-blown and silkily smooth, like the cheeks of innumerable little cherubs...

Type: _______________  Effect: ____________________________________________________________________

6. There was something desperate, almost insane, about the sharp spasmodic yelps to which they now gave utterance. Their little bodies twitched and stiffened; their limbs moved jerkily as if to the tug of unseen wires.

Type: _______________  Effect: ____________________________________________________________________

7. Torrents of hot water were splashing into or gurgling out of a hundred baths. Rumbling and hissing, eighty vibro-vacuum massage machines were simultaneously kneading and sucking the firm and sunburnt flesh of eighty superb female specimens.

Type: _______________  Effect: ____________________________________________________________________

8. Not so much like drops of water, though water it is true, can wear holes in the hardest granite; rather, drops of liquid sealing-wax, drops that adhere, incrust, incorporate themselves with what they fall on, till finally the rock is all one scarlet blob. (Referring to hypnopaedia)

Type: _______________  Effect: ____________________________________________________________________

9. The summer afternoon was drowsy with the hum of passing helicopters...

Type: _______________  Effect: ____________________________________________________________________

10. …the propeller shrilled from hornet to wasp, from wasp to mosquito...

Type: _______________  Effect: ____________________________________________________________________
Connotation/ Denotation

Denotation is the literal dictionary definition of a word. Many words can have the same denotation, or definition, but words also have a connotation to them: an emotional feeling about the word. For example: the words thin, skinny, trim, emaciated, slender, lanky and slim all have the same dictionary definition: of limited size; of slight consistency.

However, would you rather be referred to as slender or thin, or emaciated and lanky? The words slender and slim have a positive connotation; the words emaciated and lanky have a negative connotation. In other words, we would probably want to be referred to as slender, slim, or even trim.

Directions: For each of the vocabulary words from Chapters 4-6, look up the dictionary definition (denotation) and write it on the line provided. Then, for each of the synonyms, put a “P” next to the word or words with a positive connotation, and an “N” next to the word or words with a negative connotation. If the word is neutral, or does not seem to carry either a positive or a negative connotation, write “0.”

1. simian
   Denotation: _________________________________________________________________________________
   a. “ape-ish” ________ b. uncivilized ________ c. barbaric ________ d. uncultured _______

2. ruminating
   Denotation: _________________________________________________________________________________
   a. pondering ________ b. agonizing _________ c. contemplating ______ d. brooding _________

3. quaffing
   Denotation: _________________________________________________________________________________
   a. drinking __________ b. imbibing _________ c. sipping ___________ d. chugging ________

4. galvanic
   Denotation: _________________________________________________________________________________
   a. electric ___________ b. shocking ________ c. provocative ________ d. stirring __________

5. annihilation
   Denotation: _________________________________________________________________________________
   a. destruction ________ b. shambles ________ c. obliteration _______ d. mess ________

6. plaintively
   Denotation: _________________________________________________________________________________
   a. sorrowfully ________ b. woefully _________ c. candidly ________ d. sadly _______

7. atoned
   Denotation: _________________________________________________________________________________
   a. appeased ________ b. agreed ________ c. concurred ________ d. forgave _________

8. solecism
   Denotation: _________________________________________________________________________________
   a. blunder ____ b. mistake ________ c. faux pas ________ d. goof ________
Comprehension Questions: Chapters 7-9

Directions: Use the following questions to help guide your reading and understanding of Chapters 7-9. As you read the novel, answer the questions using complete sentences.

Chapter 7
1. How does Lenina react to the environment and people at the Reservation?
2. How does Lenina react to Linda? Why?
3. What about Linda is different from the other savages?

Chapter 8
1. Why do the other women hate and therefore, whip Linda?
2. What substance satisfies Linda’s craving for soma?
3. What do we learn John can do that the others cannot?
4. What gift did Popé bring John when he was nearly twelve?
5. Who did John stab? Why?
6. What does Bernard say that he has in common with John?
7. What does Bernard propose to John? Why does he do this?
8. What is John’s reaction to this proposal?

Chapter 9
1. What does Lenina do immediately upon returning to the rest-house?
2. How does Bernard get permission to bring John and Linda back to the civilized world?
3. What does John do when he finds Lenina’s personal belongings and then finds Lenina sleeping?
Standards Focus: Tone and Mood

**Tone** is the emotional quality of the words that the author has chosen. It is also the author’s attitude and point of view toward a subject; it reflects the feelings of the writer, and can affect the emotional response of the reader to the piece. While we have all heard, “Don’t use that tone of voice with me!” a writer does not have the advantage of the sound of his voice to reveal the tone of the piece. As we read the words on the page, the author hopes that the words he or she has chosen and the way he or she has arranged those words will help us hear a voice in our heads, supplying the emotional appeal. Tone can be formal or informal, humorous or serious, personal or impersonal, subjective or objective, casual or passionate, cynical or sentimental, simple or elaborate, and more.

When learning to recognize tone, it is also important to understand **mood**, a general feeling that is created by the tone. In literature, writers carefully choose their words, wanting the reader to feel love and hate, joy and sadness. Mood is usually described in expressions of feeling and emotions, such as fear, surprise, anger, hatred, contentment, or jealousy, to name a few.

In short, **tone** is how the author says something, and **mood** is how it affects you, the reader. For example, an author writes “Justin turned slowly, whispering under his breath, “I am going to kill you.’” By just reading this sentence, did you guess that the next sentence is: “With a sweep of his arms, he held her close, and for the first time, they shared a passionate, warm kiss”? By the choice of the author's words (diction), and how they are arranged (syntax), he has created a tone which is suspenseful, passionate, and sentimental. The mood changes once we find out the real situation: the mood is one of anticipation, passion, and romance.

**Directions:** First, on a separate piece of paper, list as many moods as you can think of (see list of moods above for help). For the following excerpts, underline the words that contribute to the mood, such as adjectives, adverbs, or other strong sensory words that catch you. Then use your list to identify the tone that Huxley is using (see above for help), and how it affects you (mood). Finally, write your analysis of the excerpt, or how the mood and tone work or don’t work together in the excerpt. Attach your original list of moods to this worksheet when you finish. Since there are several steps in this process, an example has been done to help you.

**Example:** “Ninety-six identical twins working ninety-six identical machines!” The voice was almost tremulous with enthusiasm. “You really know where you are. For the first time in history.” He quoted the planetary motto. “Community, Identity, Stability.” Grand words. “If we could Bokanovskify indefinitely the whole problem would be solved.”

Tone: enthusiastic, self-assured, confident, assuring, optimistic, pompous
Mood: curiosity, inspiration, intrigue, fascination
Analysis: With the D.H.C’s confident and unwavering optimism about the state of the world and its future, as the reader, I am intrigued and fascinated, by the idea of 96 twins. I also am curious about what the D.H.C (or the author) means by “the whole problem would be solved.” I wonder to what “problem” he is referring.

1. At the sound of his voice the Director started into a guilty realization of where he was; shot a glance at Bernard, and averting his eyes, blushed darkly; looked at him again with sudden suspicion and, angrily on his dignity, “Don’t imagine,” he said, “that I had any indecorous relation with the girl. Nothing emotional, nothing longdrawn… Furious with himself for having given away a discreditable secret, he vented his rage on Bernard.

Tone: ____________________________
Mood: ____________________________
Analysis: ____________________________
2. In the end she persuaded him to swallow four tablets of soma. Five minutes later roots and fruits were abolished; the flower of the present rosily blossomed.

   Tone: _________________________________________________________________
   Mood: ________________________________________________________________
   Analysis: ________________________________________________________________________________

3. His heart beat wildly; for a moment he was almost faint. Then, bending over the precious box, he touched, he lifted into the light, he examined. The zippers on Lenina’s spare pair of viscose velveteen shorts were at first a puzzle, then solved, a delight.

   Tone: _________________________________________________________________
   Mood: ________________________________________________________________
   Analysis: ________________________________________________________________________________

4. Very slowly, with the hesitating gesture of one who reaches forward to stroke a shy and possibly rather dangerous bird, he put out his hand. It hung there trembling, within an inch of those limp fingers, on the verge of contact. Did he dare? Dare to profane with his unworthiest hand that…No, he didn’t. The bird was too dangerous. His hand dropped back. How beautiful she was! How beautiful!

   Tone: _________________________________________________________________
   Mood: ________________________________________________________________
   Analysis: ________________________________________________________________________________

5. Then suddenly he found himself reflecting that he had only to take hold of the zipper at her neck and give one long, strong pull…He shut his eyes, he shook his head with the gesture of a dog shaking its ears as it emerges from the water. Detestable thought! He was ashamed of himself. Pure and vestal modesty…

   Tone: _________________________________________________________________
   Mood: ________________________________________________________________
   Analysis: ________________________________________________________________________________
Directions: Circle the letter of the synonym which best matches the vocabulary word in context.

1. For the prom, Geena adorned herself with a stunning diadem to compliment her new dress.
   a. slip  
   b. tiara  
   c. pair of shoes  
   d. fur coat

2. Many moviegoers have said that the Austin Powers movies are a parody of early James Bond movies.
   a. spoof  
   b. replacement  
   c. duplicate  
   d. honor

3. When Julie visited her aunt and uncle in Scotland, she was greeted with cordiality.
   a. rudeness  
   b. snow  
   c. warmth  
   d. indifference

4. So that the kindergarteners would understand that it is necessary to say please and thank you, the teacher always reciprocated a good deed with a warm “thank you.”
   a. announced  
   b. dropped  
   c. responded to  
   d. concentrated

5. It was reported that the fumes coming from the restaurant were innocuous.
   a. deadly  
   b. cool  
   c. smoky  
   d. harmless

6. Because the students were caught cheating, the teacher was inexorable and gave them both an F on the test.
   a. placid  
   b. adamant  
   c. boisterous  
   d. angry

7. The soloist’s resonance and clarity could be heard in the final rows of the theater.
   a. depth  
   b. noise  
   c. shrillness  
   d. articulation

8. The women of the Reservation viewed Linda as lecherous and a threat to their marriages.
   a. ugly  
   b. moral  
   c. licentious  
   d. ethical
Brave New World
Quiz: Chapters 1-3

Directions: Match the following characters to the correct description, action or quote. Write the letter of the correct answer on the line provided.

2. Henry Foster  _____  b. has been dating Henry for four months
3. Lenina Crowne  _____  c. helped the D.H.C with the tour
4. Mustapha Mond  _____  d. was advised to have a Pregnancy Substitute
5. Bernard Marx  _____  e. short, Alpha-plus psychologist
6. Fanny Crowne  _____  f. in charge of the London Hatchery

Directions: Match the following term with its appropriate description. Write the letter of the correct answer on the line provided.

7. D.H.C.  _____  a. wear green
8. Bokanovsky’s Process  _____  b. wear blues, reds and purples
9. Freemartins  _____  c. Director of Hatcheries and Conditioning
10. Hypnopaedia  _____  d. sleep-teaching
11. Alphas  _____  e. loud noises, shocks
12. World State Motto  _____  f. wear gray
13. Betas  _____  g. splitting one embryo into 96 humans
14. Epsilons  _____  h. “euphoric, narcotic, pleasantly hallucinant”
15. Neo-Pavlovian conditioning  _____  i. “semi-morons”
17. Gammas  _____  k. grow beards from hormone injections
18. soma  _____  l. wear khaki
Brave New World
Quiz: Chapters 4-6

Directions: Write the letter of the best response on the line provided.

1. Of what caste was the elevator operator? ______
   a. Alpha    c. Gamma
   b. Epsilon   d. Delta

2. What was the name of the chewing gum that Benito Hoover popped into his mouth? _____
   a. passion-surrogate gum   c. soma chewing gum
   b. Malthusian gum   d. sex-hormone chewing gum

3. Why was Bernard uncomfortable talking to Lenina about his trip to New Mexico? ______
   a. he didn't want to talk about their personal lives in front of the other men
   b. he didn't really want to go with her
   c. he was embarrassed the other men would see him with such a promiscuous girl
   d. he didn't want anyone to know about their secret trip because he would be missing work, and might get in trouble for that

4. What is the speculation about Bernard’s differences from the other Alphas? _____
   a. his conditioning was too brief
   b. he is actually a Beta
   c. that there was alcohol in his blood-surrogate
   d. that his bottle was shaken at a critical time in development

5. What mode of transportation do the upper castes use in this world? _____
   a. monorail   b. train
   b. helioplane   d. helicopter

6. What is the purpose of the crematorium? ______
   a. to burn the dead and reclaim the ashes to be used as fertilizer
   b. to burn the dead and the ashes used in religious ceremony
   c. to burn the epsilon dead so that they are finally useful
   d. to recycle the air-stream

7. Who is the deity (god) in this world? ______
   b. Six World Controllers   d. Ford

8. Who do we find out also visited the Reservation before Lenina and Bernard? _____
   a. Ford   c. Henry
   b. the D.H.C.   d. Fanny

9. Who lives on the Reservation? _____
   a. the D.H.C.   c. Mustapha Mond
   b. the Savages of the old world   d. people exiled from the new world
Brave New World
Quiz: Chapters 7-9

Directions: Answer the following questions using complete sentences.

1. Why was Lenina so disgusted with the Reservation and its people? Name 3 things she found particularly offensive. ________________________________
   ________________________________
   ________________________________
   ________________________________

2. Why was John upset that he was not whipped like the other boys? ________________________________
   ________________________________
   ________________________________
   ________________________________

3. Why is Linda such a social outcast in this society? Explain. ________________________________
   ________________________________
   ________________________________
   ________________________________

4. Why does John quote Shakespeare so often? How did he learn to read? How did he learn about Shakespeare and his works? ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
Brave New World
Part One Test: Chapters 1-9

Part One: Matching
Directions: Match each character, process or entity with the correct definition, description or quote. Write the letter of the correct answer on the line provided. One letter will not be used.

1. D.H.C. _____ a. the name of the deity in this world
2. 96 _____ b. Freemartins
3. Lenina _____ c. number of world controllers
4. Alpha _____ d. an expert on statistics
5. Ford _____ e. maximum number of Bokanovsky buds
6. hypnopaedia _____ f. Director of Hatcheries and Conditioning
7. Bernard Marx _____ g. “Euphoric, narcotic, pleasantly hallucinant”
8. T _____ h. Epsilons
9. soma _____ i. “I’m glad I’m not a Gamma.”
10. wear khaki _____ j. highest social caste
11. wear black _____ k. Gammas
12. Malthusian belt _____ l. Deltas
13. ? _____ m. sleep conditioning
14. 10 _____ n. symbol for male
15. Henry Foster _____ o. supply of contraceptives
     p. believed to have received alcohol in the fetal stages

Part Two: Multiple Choice
Directions: Select the best possible answer to each of the following. Write the correct letter on the line provided.

16. Which of the following words was NOT considered vulgar and obscene? _____
   a. marriage   b. mother   c. family   d. community

17. What was the year in which the action in this novel takes place? _____
   a. 632AD   b. AF 632   c. AF 1632   d. AF 2362

18. Which of the following correctly ranks the social castes in order from highest to lowest? _____
   a. Alpha, Gamma, Delta, Beta, Epsilon   b. Epsilon, Gamma, Delta, Beta, Alpha
   c. Alpha, Beta, Gamma, Delta, Epsilon   d. Alpha, Beta, Delta, Gamma, Epsilon

19. Which character had an inferiority complex because of his shorter build? _____

20. To which social class did the elevator operator belong? _____
21. Why didn’t Bernard want to be at the wrestling match? _____
   a. he would rather be alone with Lenina  
   b. he wanted to play Obstacle Golf
   c. he wanted to go to a boxing match  
   d. he wanted to go back to his apartment

22. Why was Lenina disgusted by Linda? _____
   a. Lenina was jealous of Linda  
   b. Linda had grown old and fat
   c. Lenina wanted to be a mother  
   d. Linda was not socially conditioned

23. Who is John the Savage’s father? _____
   a. Henry Foster  
   b. Mustapha Mond  
   c. Henry Ford  
   d. the D.H.C.

24. Of what class were the children who were being conditioned by shock in the nursery? _____
   a. Epsilon  
   b. Gamma  
   c. Beta  
   d. Delta

25. Whom did John think about when he saw Lenina? _____
   a. Miranda  
   b. Linda  
   c. Juliet  
   d. Bernard

Part Three: True/False
Directions: For each of the following statements, write out the word “True” if the statement is true, “False” if the statement is false on the line provided.

26. ____________ Hypnopaedia was successful for intellectual conditioning.
27. ____________ Epsilon embryos were created with starvation and calculated doses of alcohol.
28. ____________ The Central Hatchery and Conditioning Centre was located in London.
29. ____________ John and Bernard both felt out of place in their “worlds.”
30. ____________ Mond had knowledge of the pre-war world.
31. ____________ Bernard enjoyed becoming one with the others in the Solidarity Service.
32. ____________ The D.H.C. warned Bernard that he could be sent to Iceland, if he did not conform.
33. ____________ The Reservation was located in New Mexico.
34. ____________ The D.H.C. was also known as Tomakin.
35. ____________ The title Brave New World comes from Shakespeare’s Romeo and Juliet.

Part Four: Short Response
Directions: Answer the following questions clearly and succinctly on a separate piece of paper.

36. Describe the caste system in this society. What colors represented each class? What was each level conditioned for? How intelligent was each? In which castes were the following characters: Lenina, Bernard, the elevator operator, Helmholtz, Linda?

37. List three maxims (repeated sayings) of the new world. What did each of these mean, and how did they promote the concepts of “Community, Identity and Stability”?

38. How were John and Linda different from the other savages on the Reservation? Give 3 reasons and explain your choices.
Part Five: Vocabulary Matching

Directions: Match each vocabulary word with the correct definition or synonym(s). Write the letter of the correct letter on the line provided.

39. pallid ______  a. jewels, esp. in a crown
40. abjectly ______  b. expressing aberrant sexual behavior
41. diadems ______  c. warmth; friendliness
42. parody ______  d. into different parts or pieces
43. lecherous ______  e. pale; lackluster
44. cordiality ______  f. electric; shocking
45. asunder ______  g. an amusing imitation
46. aperture ______  h. miserably
47. solecism ______  i. a narrow opening
48. galvanic ______  j. mistake; error

49. annihilation ______  a. mulling over; thinking about
50. plaintively ______  b. overcome with anger; in a fit
51. atoned ______  c. complete destruction of something
52. inexorable ______  d. overly sentimental
53. maudlin ______  e. harmless; unlikely to offend
54. surreptitious ______  f. with sadness
55. ruminating ______  g. made up; forgave
56. innocuous ______  h. done or made in secret or by sneaky methods
57. geniality ______  i. impossible to stop or alter; adamant
58. apoplectic ______  j. kindness; showing a warm disposition
Comprehension Check: Chapters 10-12

Directions: Use the following questions to help guide your reading and understanding of Chapters 10-12. As you read the novel, answer the questions using complete sentences.

Chapter 10

1. Why does the D.H.C. dislike Bernard? What does the D.H.C. do to humiliate Bernard?
2. How does Bernard turn the tables to humiliate the D.H.C.?
3. What causes an uproar of laughter from the workers in the Fertilizing Room?
4. How does the D.H.C. react to this news?

Chapter 11

1. What happens to the D.H.C.?
2. Why do the people not want to see Linda? What is the plan for her?
3. How does Bernard become such an important and popular figure?
4. What word does Bernard omit in his letters to Mond? Why?
5. How has Bernard’s attitude toward women changed, as evidenced in his tour with John?
6. What was the plot of the feely that John and Lenina attended? Describe the feely experience.
7. What does Lenina expect from John after their date? What happens?

Chapter 12

1. How do Bernard’s party guests react to John’s refusal to make an appearance?
2. What happens to Bernard as a result?
3. Why was Helmholtz in trouble with the authorities?
4. Why is Bernard jealous? What does he do out of vengeance?
Standards Focus: Irony

Irony is a literary device in which words are used to express a contradiction between appearance and reality—usually the reality is the opposite of what it seems. There are several types of irony:

- **Verbal Irony** is the use of words to express something different from or opposite to its literal meaning. In other words, don’t take what this person is saying as the bare truth! Sarcasm, overstatement, and understatement (or hyperbole), are all examples of verbal irony.
  - For example: A mother opens the door to her son’s disaster area of a bedroom and says, “I am so glad you found the time to clean today—your room looks better than ever!”

- **Dramatic Irony** is when the audience knows something that is going to happen to a character, and that character has no idea of his fate.
  - Think of a scary movie in which you see the killer and where he is hiding, but the soon-to-be victim has no idea that a killer is in her house!

- **Situational Irony** is a contradiction between what we expect to happen, and what actually happens.
  - For example, you spend hours washing and waxing your car in the sunshine, only to have it rain the next day, or the fact that the *Titanic* was hailed as “unsinkable” before it made its mortal voyage!

Directions: For the following examples from *Brave New World*, identify first the type of irony, then explain the irony of the situation. An example has been done for you.

Ex. As John realizes he will be going to the “new” world, he says “O brave new world that has such people in it.” Later, as he gets to know this civilization, he again says, “O brave new world that has such people in it.”

Type of irony: **Verbal Irony**

Irony: John initially looks forward to the new civilization and all it has to offer, but as he realizes how these people live and what they are subjected to and kept from, he becomes disgusted with the shallowness and soulless society. He said “O brave new world…” the first time with anticipation and excitement; the next time was with disgust and disappointment.

1. As Henry and Lenina fly over the Crematorium, Lenina says, “What a marvelous switchback!” and laughs. The switchback, we learn, is the hot air created by the burning of bodies.

Type of irony: ____________________________

Irony: ____________________________

__________________________
2. In Chapter 10, the D.H.C. has decided that he will make a public example of Bernard, and finds the most populated room in which to do it. Bernard arrives, and after being reprimanded by the D.H.C., Bernard introduces Linda and John.

Type of Irony: __________________________

Irony: ______________________________________

____________________________________________

3. Bernard attends the Solidarity Service, which is supposed to make him feel closer and more connected to Ford and to the other citizens. However, he feels even more uncomfortable and must take soma to relax even a little.

Type of irony: _________________________

Irony: __________________________________

_________________________________________

4. As the D.H.C. tells Bernard about his visit to the reservation, he reminds Bernard that his relationship with the woman was not “indecorous” and to be assured that it was “Nothing emotional, nothing longdrawn. It was all perfectly healthy and normal.”

Type of irony: _________________________

Irony: __________________________________

_________________________________________

5. In the new world, society is happy and healthy. Everyone knows their place in society, and are thankful for the jobs they have been given and for the technology that has made them who they are. There is no war, poverty, or disease. Family, art, religion, philosophy, and uncertainty have been eliminated.

Type of irony: __________________________

Irony: __________________________________

________________________________________
Directions: Look up the following vocabulary words from Chapters 10-12. For each word, find its base word and word root, and then name any prefixes or suffixes. Finally, write the definition for each word on the line provided. An example has been done for you.

**Example:**

**ignominy**

<table>
<thead>
<tr>
<th>Base Word: ignominy</th>
<th>Root: ignominia</th>
<th>Affix(es): none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: noun; personal disgrace; disonor; shameful conduct</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **intrinsically**

<table>
<thead>
<tr>
<th>Base Word: _________________</th>
<th>Root: _________________</th>
<th>Affix(es): _______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: _________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **malice**

<table>
<thead>
<tr>
<th>Base Word: _________________</th>
<th>Root: _________________</th>
<th>Affix(es): _______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: _________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **odious**

<table>
<thead>
<tr>
<th>Base Word: _________________</th>
<th>Root: _________________</th>
<th>Affix(es): _______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: _________________</td>
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</table>

4. **peritoneum**

<table>
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<tr>
<th>Base Word: _________________</th>
<th>Root: _________________</th>
<th>Affix(es): _______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: _________________</td>
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</table>

5. **provocation**

<table>
<thead>
<tr>
<th>Base Word: _________________</th>
<th>Root: _________________</th>
<th>Affix(es): _______________</th>
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<tr>
<td>Definition: _________________</td>
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6. **venerable**

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<th>Base Word: _________________</th>
<th>Root: _________________</th>
<th>Affix(es): _______________</th>
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<tr>
<td>Definition: _________________</td>
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7. **wheedled**

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<th>Base Word: _________________</th>
<th>Root: _________________</th>
<th>Affix(es): _______________</th>
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<tbody>
<tr>
<td>Definition: _________________</td>
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</table>
Comprehension Check: Chapters 13-15

Directions: Use the following questions to help guide your reading and understanding of Chapters 13-15. As you read the novel, answer the questions using complete sentences.

Chapter 13

1. What does Henry suggest Lenina do for her bad mood?
2. What is Lenina thinking about when she makes a mistake at work? What is the result of her mistake years later?
3. What does John try to tell Lenina? What is her reaction?
4. How does John respond to Lenina’s reaction?
5. What “saves” Lenina from being trapped in the bathroom?

Chapter 14

1. To where has John been summoned by the phone call?
2. While John is by his mother’s bedside, who interrupts his visit? Why? What is John’s reaction?
3. Who does Linda think is actually there? What is John’s reaction to this?
4. What are the children given to reinforce their death conditioning?

Chapter 15

1. What does John see in the hospital vestibule? To what does he compare the khaki mob?
2. Why do you think John keeps repeating the phrase “O brave new world”? How is his tone different now from when he first arrived in the new world and quoted the phrase?
3. Who arrives at the hospital? What does Helmholtz do? What does Bernard do?
4. How do the police suppress the riot?
Standards Focus:
Response to Literature—Finding Supporting Quotations

For almost every test, whether it is for your school, your district, or for the state, at one time or another you will have to write an essay responding to literature. A Response to Literature prompt asks you to take your own personal opinions and answer the prompt, using examples from the literature to support your ideas.

Some broad examples of prompts are:

- How does the main character change throughout the story? What do you think causes the change? What does this story say about society in general? In what ways does this story remind you of people you have known or experiences you have had in your own life?
- How successful was the author in creating good literature? Support your response with examples from the story.
- Choose one of the following quotations from the story. How does this quotation relate to the elements of the story such as characters or theme?

In each of these examples, it will be necessary to know exactly how to take quotations from the text and make them work for you in your essay. Additionally, it is necessary to have the text in front of you in order to find quotes to support your response. To practice extracting and using quotations for an essay, complete the activity below.

**Prompt:** In Chapter 14, the reader is exposed to the way death is regarded in the new society. Compare our own society’s views and feelings towards death to the views and feelings of the new world. Support your response with references to the text.

**Directions:** In order to write an essay using quotations from the text, re-read Chapter 14, noting with a sticky note or other marking every quotation you can find that deals with the views and feelings of the new world regarding death. You will want to find as many as you can—that does not mean you will have to use them all in your essay.

One you have found your quotes, you will need to decide HOW you are going to use them in your essay. Complete the following chart to help organize your ideas and views. An example has been done for you.

<table>
<thead>
<tr>
<th>Page</th>
<th>Direct Quote</th>
<th>Significance</th>
<th>Comparison: Our Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>199</td>
<td>“&quot;Why, whatever is the matter?’ she asked. She was not accustomed to this kind of thing in visitors. (Not that there were many visitors anyhow: or any reason why there should be many visitors.)”</td>
<td>Nurse has no sympathy; people did not care about others dying since there is no family; no visitors come to visit anyone in the hospital</td>
<td>Nurses and doctors generally do all they can to gently break the news of death to family; family and friends visit their loved ones in the hospital</td>
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</table>
Standards Focus:
Response to Literature—Finding Supporting Quotations

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<th>Page</th>
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Standards Focus:
Response to Literature—Using Supporting Quotations

Now that you have several quotations to use in your essay, the next step is to organize them by creating complete sentences, and eventually paragraphs.

Using the same example from page 199, an example of this exercise has been done for you.

| “'Why, whatever is the matter?' she asked. She was not accustomed to this kind of thing in visitors. (Not that there were many visitors anyhow: or any reason why there should be many visitors.)” | Nurse has no sympathy; people did not care about others dying since there is no family; no visitors come to visit anyone in the hospital | Nurses and doctors generally do all they can to gently break the news of death to family; family and friends visit their loved ones in the hospital |

Complete Sentences: In *Brave New World*, death is viewed as just another duty: something everyone must go through alone. There are no visitors to the dying, and therefore the nurses and doctors do not have to have tact or sympathy when delivering the news that a loved one is dying or has died. After John asked his mother’s nurse if there was any hope of recovery, the nurse responded coldly and unsympathetically. Disturbed by her demeanor and indifference, he became visibly upset. Huxley writes, “'Why, whatever is the matter?' she asked. She was not accustomed to this kind of thing in visitors. (Not that there were many visitors anyhow: or any reason why there should be many visitors.)” The nurse was not accustomed to John’s behavior because in this new world, the concept of “mother” is vulgar and any feelings or deep connection towards another human being is unheard of. Clearly, our society is the converse, as human life is celebrated and the death of a loved one is a heartbreaking and emotional experience: one which involves mourning and communing with others.

As you can see, the paragraph was created using the ideas in the boxes above. Since you have already found your quotes and made your comparisons in the last exercise, you are now able to string your thoughts together to create a cohesive paragraph.

Directions: Using your chart on page 37, write a paragraph for each quotation which combines the quote, the significance of the quote, and the comparison you have made with our society today. For the first quote, use the lines below to construct your paragraph. Then use a separate sheet of paper to write your other paragraphs.
Sentence Completion/Context Clues

| bestial | carapace | flaccid | irresolute |
| moribund | reparation | sententiously | sublime |

Directions: Complete each sentence with the correct vocabulary word from the box above. Use the context clues in the sentence to help you place the correct word on the line.

1. The ten World Controllers in *Brave New World* believe that if they ________________ bombard the population with propaganda, that they will ultimately be happier citizens.

2. Like a turtle protecting itself in a shell, Bernard has created his own ________________ in which he tries to protect himself from the criticism of society.

3. Without art, literature, or any form of self-expression, the new world has created a ________________ society in which people do not have goals or dreams.

4. As Linda overdosed on soma she became more and more ________________, which caused her body to shut down completely.

5. John views Shakespeare’s words as ________________ and uses them to express his deepest thoughts.

6. John felt that he deserved ________________ for Linda’s death, which led him to implore to the Delta workers to end their “slavery” and give up their soma for freedom.

7. As John chastised the children, the nurse stood ________________, baffled by his behavior and unclear how to cope with the situation.

8. While the citizens of the Brave New World viewed John as the Savage, John ironically viewed them as ________________ and heartless.
Comprehension Check: Chapters 16-18

Directions: Use the following questions to help guide your reading and understanding of Chapters 16-18. As you read the novel, answer the questions using complete sentences.

Chapter 16

1. How does Mond justify the banishment of Shakespeare and other beautiful things?
2. What does Mond say has taken the place of high art?
3. Why can't everyone be Alpha-decanted and conditioned, according to Mond? What does he assert would be the result?
4. What was the Cyprus Experiment? What was the result? Why?
5. What does Mond say is a “menace to stability”? 
6. What does Mond say is a “possible enemy”? Do you agree or disagree?
7. What is a “cookery book” according to Mond? What nearly happened to him as a result of his “cooking”?
8. What is Bernard’s reaction to the hint that they were to be sent to an island? What do you think about his reaction?
9. To where does Helmholtz prefer to be sent? Why?

Chapter 17

1. What does Mond call the old books about religion, including the Bible?
2. Explain what a VPS does. What does it attempt to replace?
3. What rights does John claim? What exactly does this mean for him?

Chapter 18

1. What does John say metaphorically made him ill? What literally made him ill?
2. Why does he do this?
3. To where does John go to be left alone?
4. What does John do to himself in order to purify and rid himself of his feelings of guilt and disgust?
5. What interrupts John’s independence?
6. Why does John kill himself? Besides the uproar and breach of his privacy, what factors do you think lead to this decision?
Standards Focus: Symbolism

Symbolism is the creative use of objects, or symbols, to represent or indicate a deeper meaning or to represent something larger than itself. Just as a heart is a symbol of love, or a turkey is a symbol of Thanksgiving, colors, animals, weather, numbers, and even people can act as symbols in a piece of literature. It is important that we recognize the author’s use of symbols to indicate a deeper message in his or her work.

Directions: For each of the symbols and situations below, match the symbol with the best symbolic meaning from the text.

1. soma _______ a. a failed attempt at pure perfection
2. the feelies _______ b. core elements and basic emotions of human beings
3. Malthusian Belt _______ c. the new, socially accepted “mother”
4. slogans, sayings _______ d. the acknowledgment of the best of the old and new
5. Ford, “T” _______ e. obsolete and incomprehensible concepts
6. Lenina _______ f. cleansing; atonement
7. John the Savage _______ g. science; mass production; religion
8. Helmholtz _______ h. control by intoxication
9. Mustapha Mond _______ i. the danger of mental excess and free thought
10. The Bible _______ j. paradigm of a woman
11. Cyprus Experiment _______ k. replacement of free thought
12. bottle _______ l. promiscuity, duty and responsibility to society
13. whip _______ m. failure of the new world in an old environment
14. Linda _______ n. substitute for true emotion and sensory pleasure
Analogy are a shortened way of stating relationships between words and ideas. One type of analogy expresses the relationship between synonyms. Below is an example:

\[
\text{rare} : \text{scarce} :: \text{abundant} : \text{plentiful}
\]

This means that the relationship between \textit{rare} and \textit{scarce} is the same as the relationship between \textit{bargain} and \textit{deal}. (The symbol " : " means "is to" and the symbol " :: " means "as"). An analogy may also involve antonyms. For example:

\[
\text{narrow} : \text{wide} :: \text{long} : \text{short}
\]

Another way to state this analogy is: "\textit{narrow} is to \textit{wide} as \textit{long} is to \textit{short}." 

There are other types of analogies. The word pairs in an analogy could also be:

- **descriptive**, in which one word describes the other word, as in \textit{GREEN} : \textit{GRASS}
- **part to whole**, in which one word is a part or piece of the other, as in \textit{TOE} : \textit{FOOT}
- **item to category**, in which one word names something that falls into the group named by the other word, as in \textit{CARROT} : \textit{VEGETABLE}

**Directions:** For each set of analogies, indicate which relationship is represented: synonym, antonym, descriptive, part to whole, or item to category.

1. impurity : exemption
2. postulates : hypothesizes
3. scullion : kitchen
4. compunction : impenitence
5. gesticulating : angrily
6. ineradically : temporarily
7. luminous : light
8. flagrantly : covertly

**Now use your own words to create 5 unique analogies for each relationship given.**

1. _________________________ : _________________________  synonyms
2. _________________________ : _________________________  antonyms
3. _________________________ : _________________________  descriptive
4. _________________________ : _________________________  part to whole
5. _________________________ : _________________________  item to category
Brave New World
Quiz: Chapters 10-12

Directions: Fill in the blank by choosing the best word or phrase from the box below to complete the sentence.

<table>
<thead>
<tr>
<th>John</th>
<th>Bernard Marx</th>
<th>two</th>
<th>Romeo and Juliet</th>
<th>mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miranda</td>
<td>Mustapha Mond</td>
<td>father</td>
<td>soma</td>
<td>Helmholtz</td>
</tr>
<tr>
<td>Watson</td>
<td>six</td>
<td>Linda</td>
<td>poetry</td>
<td>feely</td>
</tr>
</tbody>
</table>

1. At the beginning of Chapter 10, the D.H.C. chose the most populated room of the center in order to publicly humiliate ___________________________.

2. The workers were shocked and uncomfortable when John called the D.H.C. “____________________.”

3. The people of the new world were fascinated by ________________ and repulsed by ________________.

4. For Linda, the return to the new world meant a return to ____________________.

5. Everyone viewed Bernard as a celebrity, except ____________________________.

6. Bernard claimed to have had ________________ women last week.

7. Bernard insulted Mond by leaving out the word “________________” in his report.

8. Because of her soma intake, Linda was given ________________ months to live.

9. John keeps repeating the words “O brave new world…” spoken by ________________ ________________ in Shakespeare’s The Tempest.

10. ____________________ was also a censor for the World State.

11. Watson and John connected immediately, except when Watson had trouble understanding ____________________________.

12. Watson was risking exile when he attempted to write ________________________.

13. John was shocked and disgusted by the baseness of the ________________ that he and Lenina attended on their date.
Brave New World
Quiz: Chapters 13-15

Directions: Match the following characters with the correct description, action or quotation from the characters in Chapters 13-15. There are two correct answers for each. Write the letters of the correct answer on the lines provided.

1. Henry Foster _____ and _____
   a. would “sweep the floor” for Lenina’s love
2. Linda _____ and _____
   b. conditioned to equate death with pleasures like chocolate
3. John _____ and _____
   c. “Put your arms around me…hug me till you drug me, honey.”
4. Helmholtz _____ and _____
   d. called Lenina a “whore”
5. Lenina _____ and _____
   e. fought the mob with John
6. Delta twins _____ and _____
   f. failed to give an embryo its sleeping sickness injection
7. Bernard _____ and _____
   g. asked Lenina out to see a feely
   h. thought about helping fight the mob, but hesitated just long enough to get out of it
   i. were compared to maggots
   j. suggested Lenina get a pregnancy substitute or VPS treatment
   k. was treated like a creature to be studied
   l. didn’t recognize John
   m. received a shot from a water pistol by an annoyed policeman
   n. received a bloody nose in the riot
Brave New World
Quiz: Chapters 16-18

Directions: Answer the following questions using complete sentences.

1. Explain why the people of the utopia were forbidden to read the works of Shakespeare.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What took the place of art, literature and philosophy in this state? Why? Explain. ___

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Explain the Cyprus Experiment. ______________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What happened to Bernard and Helmholtz? How did Bernard react to this news?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Bearing in mind the concepts from the entire novel, what main ideas has Huxley cautioned society against? ______________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

©2005 Secondary Solutions 45 Brave New World
Anticipation/Reaction Guide: Post-Reading Reflection

Directions: Revisit your Anticipation/Reaction Guide and your answers to the discussion questions. Now that you have read the novel, complete the “After Reading” column and answer the following questions on a separate piece of paper, comparing your responses. Answer each question using complete sentences.

1. How many of your responses have changed since reading the novel?
2. Which statements do you see differently after reading the novel?
3. Describe an important part of the novel that affected you, or made you think differently after reading.
4. In small groups, talk to some of your classmates about their responses. How are their responses different after reading the novel?
5. Overall, are the feelings of your other group members the same or different from yours? Do any of their responses surprise you? Which ones? How?
6. Why do you think there might be so many different opinions and viewpoints? What do you believe has contributed to the way you and your other classmates responded to each statement?
**Just for Fun! ** *Brave New World* Crossword Puzzle

Across

1. John beats himself with this  
3. the opposite of a utopia  
8. an ideal and perfect world or society  
10. a lewd or vulgar word in the new world  
14. specific place where John was born  
16. was lost in a storm and left on the Reservation  
17. conditioning helps people like their "inescapable social ________"  
18. the new world's deity or God  
24. gives the embryos their inoculations  
25. "I _______ them all!"

Down

2. the author of Brave New World  
4. the author quoted throughout the novel  
5. "I was on the point of being sent to an island."
 
6. a drug used for social control  
7. a crime in the new world  
9. "________, Identity, Stability"  
11. "Kill it...kill it...kill it..."
 
12. the new religious service: __________ service  
13. one of several distractions for the masses; entertainment  
15. the main aim of the new world  
19. the lower classes receive very little of this element  
20. John's father  
21. Lenina's best friend  
22. a "cookbook"  
23. the highest caste of worker  
29. birth outside of the human body
Across
1  the act of provoking someone or something
5  lewd; licentious
6  membrane lining the abdomen
8  a narrow opening
9  worthy of respect or admiration
12 split into separate parts; divided
13 purposefully
17 coaxed; persuaded
20 weak; lacking energy
22 of or like monkeys or apes
24 essentially; necessary part of
26 hatred; willingness to cause harm
27 a mistake; error
34 overcome with anger
37 secret; clandestine
39 with sadness
40 complete destruction
41 friendliness; cordiality
43 loss of dignity and honor
44 heartily expressing repeated sayings or maxims
45 "chewing" something over; thinking carefully
46 making deliberate movements, usu. for emphasis
47 friendliness; affection

Down
2  harmless; unlikely to offend
3  to make amends; compensation for wrongdoing
4  electrical; startling
6  an imitation making fun of someone or something
7  dying; stagnant
10  unstoppable; unchangeable
11  pale; lackluster
14  miserably; allowing no hope of improvement
15  jeweled headbands or crowns
16  permanently; unchanging
18  drinking heavily or with enjoyment
19  protective outer covering
21  unsure and unable to make decisions
23  regret; remorse
25  emitting light; bright
28  sentimental; exaggerated
29  exemption from punishment
30  the effect of something beyond its surface; significance
31  animal-like; inhuman; cruel
32  a kitchen assistant
33  claims that are believed to be true
35  gave something in return
36  excellent; impressive
38  hateful; contemptuous
42  made up for a mistake
Part One: Matching
Directions: Match each character, process or entity with the correct definition, description or quote. Write the letter of the correct answer on the line provided.

1. Lenina _____ a. island of Alphas
2. John ____ b. resigned after being humiliated
3. Bernard ____ c. was given 2 months to live
4. Helmholtz ____ d. gave Bernard a pack of sex-hormone chewing gum
5. Mond ____ e. “I ate civilization.”
6. Linda ____ f. owned a copy of the Bible
7. Cyprus Experiment ____ g. sent to the Falkland Islands
8. VPS ____ h. the psychological equivalent of fear and rage
9. D.H.C. ____ i. “Oh, please don’t send me to Iceland.”
10. Henry Foster ____ j. “But we’ve got vacuum cleaners here…”

Part Two: Multiple Choice
Directions: Select the best possible answer to each of the following. Write the correct letter on the line provided.

11. Helmholtz wanted to go anywhere there was: ________
   a. a lot of Beta women  c. a bad climate
   b. a lot of soma   d. all Alphas

12. Upon her return to civilization, Linda spent all of her time: ________
   a. finding a husband  c. taking soma
   b. traveling with John  d. writing a book of her life

13. John drank mustard water to: ________
   a. purify himself  c. kill himself
   b. fight a cold  d. get intoxicated

14. John tortured himself by: ________
   a. taking soma  c. whipping himself
   b. fasting  d. returning to the reservation

15. After their date at the feelies, Lenina and John: ________
   a. spent the night together  c. made dinner at Lenina’s house
   b. took soma and fell asleep  d. went their separate ways

16. How did the crowd react when John would not come out for the party? ________
   a. they put down Bernard and left  c. they decided to celebrate anyway
   b. they yelled at John for being scared  d. they calmly tried to persuade him into coming
17. When John visited Linda, who did she think he was?_____
   a. Popé    c. Tomakin
   b. Bernard   d. Mitsima

18. The words “O brave new world…” come from which play by Shakespeare? ________
   a. Romeo and Juliet    c. The Tempest
   b. Hamlet   d. Julius Caesar

19. What did John mean when he said, “I claim them all”? ________
   a. he claims land for the Reservation    c. he claims Bernard’s apartment and furniture
   b. he claims all emotions, good or bad   d. he claims Lenina and Fanny

20. Whom did John beat when he was at the lighthouse? ________
   a. Henry    c. Lenina
   b. Bernard   d. Fanny

Part Three: True/False
Directions: For each of the following statements, on the line provided, write out the word “True” if the statement is true, “False” if the statement is false.

21. ___________ John asked to be exiled with Bernard and Helmholtz.

22. ___________ John was caught on camera, and his actions were made into a feely.

23. ___________ Bernard reported to Mond that John refused to take soma.

24. ___________ The feely that John saw had racist stereotypes and overtones.

25. ___________ Helmholtz understood all of Shakespeare’s plays except Othello.

26. ___________ Lenina had a tendency to become obsessed with one man.

27. ___________ In the new world, the Bible was the only accepted reading.

28. ___________ Mond himself was once at risk of being exiled.

29. ___________ Art, literature and philosophy were replaced by liberty.

30. ___________ Helmholtz yearned to express himself by writing.

Part Four: Short Response
Directions: Answer the following questions clearly and succinctly on a separate piece of paper.

31. Using as many details as possible, explain the final events surrounding John’s death.

32. What does John’s death symbolize? What do you think is Huxley’s related message?

33. What reasons did Mond give for his choice to stay in civilization? In your opinion, was his choice selfish?

34. John, Helmholtz and Bernard faced several conflicts in Brave New World. Explain each character’s conflict with himself, another character, and society. What do you think was each character’s biggest conflict? Why?
Part Five: Vocabulary Matching

Directions: Match each vocabulary word with the correct definition or synonym(s). Write the letter of the correct letter on the line provided.

35. reparation _____ a. feeling of shame or guilt; regret
36. sublime _____ b. causing hatred or disgust; hateful
37. malice _____ c. the membrane that lines the abdomen
38. moribund _____ d. compensation for a wrongdoing; an amendment
39. odious _____ e. soft, limp, or lacking firmness
40. peritoneum _____ f. inhuman; brutish; cruel
41. scullion _____ g. the desire to cause harm to others
42. sententiously _____ h. an animal shell; a protective covering
43. bestial _____ i. dying; stagnant
44. carapace _____ j. eagerly expressing maxims or repeated sayings
45. compunction _____ k. a kitchen assistant
46. flaccid _____ l. awe-inspiring; excellent
47. intrinsically _____ a. making gestures or movements
48. irresolute _____ b. assumes; makes claims about
49. luminous _____ c. incapable of making a decision
50. venerable _____ d. coaxed; persuaded
51. wheedled _____ e. freedom from punishment or harm
52. flagrantly _____ f. essentially; inherently
53. gesticulating _____ g. emitting light; bright
54. ignominity _____ h. scandalously; shockingly
55. impunity _____ i. annoyance; the act of provoking
56. ineradicably _____ j. worthy of respect
57. postulates _____ k. permanently; indelibly
58. provocation _____ l. total loss of dignity and self-respect
Part One: Matching

Directions: Match each character, process or entity with the correct definition, description or quote. Write the letter of the correct answer on the line provided.

1. D.H.C. _______ a. the name of the deity in this world
2. 96 _______ b. Freemartins
3. Lenina _______ c. number of world controllers
4. Alpha _______ d. the psychological equivalent of fear and rage
5. Ford _______ e. maximum number of Bokanovsky buds
6. hypnopaedia _______ f. sent to the Falkland Islands
7. Bernard Marx _______ g. “Euphoric, narcotic, pleasantly hallucinant”
8. Helmholtz _______ h. Epsilons
9. soma _______ i. “I’m glad I’m not a Gamma.”
10. wear khaki _______ j. highest social caste
11. wear black _______ k. received alcohol in his blood-surrogate
12. Malthusian belt _______ l. Deltas
13. ? _______ m. sleep conditioning
14. 10 ______ n. gave Bernard a pack of sex-hormone chewing gum
15. Henry Foster _______ o. supply of contraceptives
16. Linda _______ p. island of Alphas
17. John _______ q. resigned after being humiliated
18. VPS _______ r. was given 2 months to live
19. Mond _______ s. “I ate civilization.”
20. Cyprus Experiment _______ t. owned a copy of the Bible

Part Two: Multiple Choice

Directions: Select the best possible answer to each of the following. Write the correct letter on the line provided.

21. Which of the following words was NOT considered vulgar and obscene? ______
   a. marriage  b. mother  c. family  d. community

22. What was the year in which the action in this novel took place? ______
   a. 632AD  b. AF 632  c. AF 1632  d. AF 2362
23. What did John mean when he said, “I claim them all”? ______
   a. he claims land for the Reservation        c. he claims Bernard’s apartment and furniture
   b. he claims all emotions, good or bad       d. he claims Lenina and Fanny

24. To which social class did the elevator operator belong? _____

25. The D.H.C. threatened to send Bernard to: ______

26. John drank mustard water to: ______
   a. purify himself                        b. fight a cold  c. kill himself        d. get intoxicated

27. Who was John the Savage’s father? _____

28. How did the crowd react when John would not come out for the party? ______
   a. they put down Bernard and left         c. they decided to celebrate anyway
   b. they yelled at John for being scared   d. they calmly tried to persuade him into coming

29. Of what class were the children who were being conditioned by shock in the nursery? _____

30. Upon her return to civilization, Linda spent all of her time: _____
   a. finding a husband                      b. traveling with John  c. taking soma
   d. writing a book of her life

31. When John visited Linda, who did she think he was? _____
   a. Popé                                          b. Bernard
   c. Tomakin                                      d. Mitsima

32. Who did John think about when he saw Lenina? _____
   a. Miranda                                b. Linda
   c. Juliet                             d. Bernard

33. John tortured himself by: _____
   a. taking soma                            b. fasting      c. whipping himself
   d. returning to the reservation

34. After their date at the feelies, Lenina and John: _____
   a. spent the night together               b. took soma and fell asleep
   c. made dinner at Lenina’s house          d. went their separate ways

35. The words “O brave new world…” come from which play by Shakespeare? _____
   a. *Romeo and Juliet*                      b. *Hamlet*
   c. *The Tempest*                           d. *Julius Caesar*
Part Three: True/False

Directions: For each of the following statements, on the line provided, write out the word “True” if the statement is true, “False” if the statement is false.

36. ________ Hypnopaedia was successful for intellectual conditioning.
37. ________ Epsilon embryos were created with starvation and calculated doses of alcohol.
38. ________ The Central Hatchery and Conditioning Centre was located in London.
39. ________ John was caught on camera, and his actions were made into a feely.
40. ________ Bernard reported to Mond that John refused to take soma.
41. ________ The feely that John and Lenina saw had racist stereotypes and overtones.
42. ________ Helmholtz understood all of Shakespeare’s plays except *Othello*.
43. ________ Mond had knowledge of the pre-war world.
44. ________ Bernard enjoyed becoming one with the others in the Solidarity Service.
45. ________ The Reservation was located in New Mexico.
46. ________ Helmholtz was also known as Tomakin.
47. ________ John asked to be exiled with Bernard and Helmholtz.
48. ________ Mond himself was once at risk of being exiled.
49. ________ Art, literature and philosophy were replaced by liberty.
50. ________ Helmholtz yearned to express himself by writing.

Part Four: Short Response

Directions: Answer five (5) of the following questions clearly and succinctly on a separate piece of paper.

51. Using as many details as possible, explain the final events surrounding John’s death.
52. What does John’s death symbolize? What do you think is Huxley’s message?
53. John, Helmholtz and Bernard faced several conflicts in *Brave New World*. Explain each character’s conflict with himself, another character, and society. What do you think was each character’s biggest conflict? Why?
54. Describe the caste system in this society. What colors represented each class? What was each level conditioned for? How intelligent was each? In which castes were the following characters: Lenina, Bernard, the elevator operator, Helmholtz, Linda?
55. List three maxims (repeated sayings) of the new world. What did each of these mean, and how did they promote the concepts of “Community, Identity and Stability”? 
56. How were John and Linda different from the other savages on the Reservation? Give 3 reasons and explain your answer.
57. Why did the D.H.C. threaten to send Bernard to Iceland? Explain how Bernard got revenge upon the D.H.C.
58. What is a feely? Describe how it functions. How did John react to the feely he saw? Why?
Part Five: Vocabulary Matching

Directions: Match each vocabulary word with the correct definition or synonym(s). Write the letter of the correct answer on the line provided.

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct Definition/Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>59. pallid</td>
<td>e. pale; lackluster</td>
</tr>
<tr>
<td>60. abjectly</td>
<td>b. expressing aberrant sexual behavior</td>
</tr>
<tr>
<td>61. diadems</td>
<td>c. warmth; friendliness</td>
</tr>
<tr>
<td>62. parody</td>
<td>d. into different parts or pieces</td>
</tr>
<tr>
<td>63. lecherous</td>
<td></td>
</tr>
<tr>
<td>64. cordiality</td>
<td>f. electric; shocking</td>
</tr>
<tr>
<td>65. asunder</td>
<td>g. an amusing imitation</td>
</tr>
<tr>
<td>66. aperture</td>
<td>h. miserably</td>
</tr>
<tr>
<td>67. solecism</td>
<td>i. a narrow opening</td>
</tr>
<tr>
<td>68. galvanic</td>
<td>j. mistake; error</td>
</tr>
<tr>
<td>69. intrinsically</td>
<td>a. making gestures or movements</td>
</tr>
<tr>
<td>70. irresolute</td>
<td>b. assumes; makes a claim about</td>
</tr>
<tr>
<td>71. luminous</td>
<td>c. incapable of making a decision</td>
</tr>
<tr>
<td>72. venerable</td>
<td>d. coaxed; persuaded</td>
</tr>
<tr>
<td>73. wheedled</td>
<td>e. freedom from punishment or harm</td>
</tr>
<tr>
<td>74. flagrantly</td>
<td>f. essentially; inherently</td>
</tr>
<tr>
<td>75. gesticulating</td>
<td>g. emitting light; bright</td>
</tr>
<tr>
<td>76. ignominy</td>
<td>h. scandalously; shockingly</td>
</tr>
<tr>
<td>77. impunity</td>
<td>i. annoyance; the act of provoking</td>
</tr>
<tr>
<td>78. ineradically</td>
<td>j. worthy of respect</td>
</tr>
<tr>
<td>79. postulates</td>
<td>k. permanently; indelibly</td>
</tr>
<tr>
<td>80. provocation</td>
<td>l. total loss of dignity and self-respect</td>
</tr>
<tr>
<td><strong>Teacher Guide: Vocabulary Definitions</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. <strong>abjectly</strong></td>
<td>miserably; allowing no hope of improvement</td>
</tr>
<tr>
<td>2. <strong>annihilation</strong></td>
<td>complete destruction</td>
</tr>
<tr>
<td>3. <strong>aperture</strong></td>
<td>a narrow opening</td>
</tr>
<tr>
<td>4. <strong>apoplectic</strong></td>
<td>overcome with anger</td>
</tr>
<tr>
<td>5. <strong>asunder</strong></td>
<td>split into separate parts; divided</td>
</tr>
<tr>
<td>6. <strong>atoned</strong></td>
<td>made up for a mistake</td>
</tr>
<tr>
<td>7. <strong>bestial</strong></td>
<td>animal-like; inhuman; cruel</td>
</tr>
<tr>
<td>8. <strong>carapace</strong></td>
<td>protective outer covering</td>
</tr>
<tr>
<td>9. <strong>compunction</strong></td>
<td>regret; remorse</td>
</tr>
<tr>
<td>10. <strong>cordiality</strong></td>
<td>friendliness; affection</td>
</tr>
<tr>
<td>11. <strong>diadems</strong></td>
<td>jeweled headbands or crowns</td>
</tr>
<tr>
<td>12. <strong>flaccid</strong></td>
<td>weak; lacking energy</td>
</tr>
<tr>
<td>13. <strong>flagrantly</strong></td>
<td>purposefully</td>
</tr>
<tr>
<td>14. <strong>galvanic</strong></td>
<td>electrical; startling</td>
</tr>
<tr>
<td>15. <strong>geniality</strong></td>
<td>friendliness; cordiality</td>
</tr>
<tr>
<td>16. <strong>gesticulating</strong></td>
<td>making deliberate movements, usu. for emphasis</td>
</tr>
<tr>
<td>17. <strong>ignominy</strong></td>
<td>loss of dignity and honor</td>
</tr>
<tr>
<td>18. <strong>impunity</strong></td>
<td>exemption from punishment</td>
</tr>
<tr>
<td>19. <strong>ineradicably</strong></td>
<td>permanently; unchanging</td>
</tr>
<tr>
<td>20. <strong>inexorable</strong></td>
<td>unstoppable; unchangeable</td>
</tr>
<tr>
<td>21. <strong>innocuous</strong></td>
<td>harmless; unlikely to offend</td>
</tr>
<tr>
<td>22. <strong>intrinsically</strong></td>
<td>essentially; inherently</td>
</tr>
<tr>
<td>23. <strong>irresolute</strong></td>
<td>unsure and unable to make decisions</td>
</tr>
<tr>
<td>24. <strong>lecherous</strong></td>
<td>lewd; licentious</td>
</tr>
<tr>
<td>25. <strong>luminous</strong></td>
<td>emitting light; bright</td>
</tr>
<tr>
<td>26. <strong>malice</strong></td>
<td>hatred; willingness to cause harm</td>
</tr>
<tr>
<td>27. <strong>maudlin</strong></td>
<td>sentimental; exaggerated</td>
</tr>
<tr>
<td>28. <strong>moribund</strong></td>
<td>dying; stagnant</td>
</tr>
<tr>
<td>29. <strong>odious</strong></td>
<td>hateful; contemptuous</td>
</tr>
<tr>
<td>30. <strong>pallid</strong></td>
<td>pale; lackluster</td>
</tr>
<tr>
<td>31. <strong>parody</strong></td>
<td>an imitation making fun of someone or something</td>
</tr>
<tr>
<td>32. <strong>peritoneum</strong></td>
<td>membrane lining the abdomen</td>
</tr>
<tr>
<td>33. <strong>plaintively</strong></td>
<td>with sadness</td>
</tr>
<tr>
<td>34. <strong>postulates</strong></td>
<td>claims that are believed to be true</td>
</tr>
<tr>
<td>35. <strong>provocation</strong></td>
<td>the act of provoking someone or something; to incite</td>
</tr>
<tr>
<td>36. <strong>quaffing</strong></td>
<td>drinking heavily or with enjoyment</td>
</tr>
<tr>
<td>37. <strong>reciprocated</strong></td>
<td>gave something in return</td>
</tr>
<tr>
<td>38. <strong>reparation</strong></td>
<td>to make amends; compensation for wrongdoing</td>
</tr>
<tr>
<td>39. <strong>resonance</strong></td>
<td>the effect of something beyond its surface; significance</td>
</tr>
<tr>
<td>40. <strong>ruminating</strong></td>
<td>“chewing” something over; thinking carefully</td>
</tr>
<tr>
<td>41. <strong>scullion</strong></td>
<td>a kitchen assistant</td>
</tr>
<tr>
<td>42. <strong>sententiously</strong></td>
<td>heartily expressing repeated sayings or maxims</td>
</tr>
<tr>
<td>43. <strong>simian</strong></td>
<td>of or like monkeys or apes</td>
</tr>
<tr>
<td>44. <strong>solecism</strong></td>
<td>a mistake; error</td>
</tr>
<tr>
<td>45. <strong>sublime</strong></td>
<td>excellent; impressive</td>
</tr>
<tr>
<td>46. <strong>surreptitious</strong></td>
<td>secret; clandestine</td>
</tr>
<tr>
<td>47. <strong>venerable</strong></td>
<td>worthy of respect or admiration</td>
</tr>
<tr>
<td>48. <strong>wheedled</strong></td>
<td>coaxed; persuaded</td>
</tr>
</tbody>
</table>
Teacher Guide: Summary of the Novel

Characters:

Henry Foster—Alpha-plus, 50-60 yrs. old; an expert on statistics; one of Lenina’s most frequent dates

Lenina Crowne—a beautiful Beta approx. 20 yrs. old; dates Henry Foster almost exclusively, agrees to go out with Bernard Marx; pressured to become more socially promiscuous she continually tries to sleep with the Savage; Lenina visits John at his lighthouse at the end of the novel and he whips her.

Bernard Marx—an Alpha-Plus in love with Lenina Crowne approx. 25 yrs. old; short and physically inadequate; has an inferiority complex; may have accidentally received a dose of alcohol while in the fetal stages; a more independent thinker; close friends with Helmholtz Watson.

John—approx. 25-30 yrs. old; the Savage is the son of the Director and Linda; born on the reservation; grew up as a hybrid of the Native American and Utopian cultures; often excluded and isolated; accompanies Bernard Marx back to London; falls in love with Lenina; has trouble conforming to the ideals; forced to commit suicide.

Helmholtz Watson—an Alpha-Plus with slightly too much intelligence; friends with Bernard Marx; writes a poem which gets him in trouble.

Mustapha Mond—the Resident Controller for Western Europe and one of the Ten World Controllers; makes the rules for society and decides what may be published; has read Shakespeare and other forbidden books; gives Bernard permission to bring the Savage and his mother back to London.

Fanny Crowne—works in the bottling room; friend of Lenina who pressures her to be more promiscuous.

Setting:
Approximately 600 years in the future; London; American “Savage Reservation”

Events:

- A group of students is given a tour of the facilities; introduced to machines and techniques; learn of the social motto, “Community, Identity, Stability” and the social structure; also “Neo-Pavlovian Conditioning” and “hypnopaedia” (sleep conditioning) to train a group of infants.
- Lenina Crowne discusses her monogamous relationship with Henry Foster with Fanny Crowne. Fanny quotes the social phrase “everyone belongs to everyone” and tells Lenina to start having sex with other men. Lenina tells her that she likes Bernard Marx and will go with him to the Savage Reservations.
- Lenina and Henry go out, indulge in soma and sleep together.
- Bernard attends a Solidarity meeting, but fakes fitting in.
- Lenina and Bernard go out and Lenina expects Bernard to stay over and sleep with her. Bernard takes a lot of soma to do it.
- The Director tells Bernard about Linda years ago. He expresses fear and love; emotions expressly forbidden in the society; threatens to get rid of Bernard out of fear he will expose him.
- Bernard and Lenina arrive at the Reservation and after calling home, Bernard learns he is being transferred to Iceland.
- The reservation and the savages disgust Lenina. She then discovers that she forgot her soma, as did Bernard his, and so she is forced to see the village consciously rather than through the veil of the narcotic.
- John Savage is introduced for the first time. He is a hybrid of the two cultures, a man who has been partially conditioned by his mother but raised as a Native American.
- We learn that Linda taught John to read as he was growing up. Reading became his way of feeling superior to the other boys who used to beat and taunt him. Around his twelfth birthday John received a volume of the Complete Works of Shakespeare.
- Bernard invites John and Linda to return to England with him, having realized that John could be useful as blackmail.
- Bernard and Lenina return to London with John and his mother. When they arrive, the Director tells Bernard that he is being transferred to Iceland.
- Bernard introduces Linda. She recognizes the Director and goes to give him a hug. He pulls away out of disgust; Linda gets mad and screams at him for having left her on the Reservation, pregnant with John. John then walks in and calls him father, and the Director is humiliated.
- Linda is given soma and she begins to overdose.
Lenina finally gets John to go on a date with her. John is offended by the feely movie and takes Lenina back to her place, but then leaves her. She gets upset because she had hoped to sleep with him and only recovers by taking her soma.

Bernard holds a party. He tries to show off John, but John will not leave his room. The guests become furious.

Meanwhile, Helmholtz writes a poem about being alone and reads it to his students during a lecture. Because it contains emotion and feeling, they complain to higher authorities and Helmholtz is warned.

Helmholtz meets John and immediately become good friends. Bernard is jealous of their relationship.

Lenina becomes more obsessed with John and decides to visit him. She takes soma for strength and goes to visit John. John constantly quotes Shakespeare and talks about his feelings.

Lenina, following her social conditioning, strips off her clothes and tries to kiss him.

John Savage goes to visit his mother Linda. Meanwhile, the head nurse then leads an entire Bokanovsky group into the room for their death conditioning. John is outraged.

John sees Deltas in line waiting for their soma and suddenly decides to tell them that the soma is poison and that he has come to bring them freedom. The Deltas become enraged and turn against him.

Bernard and Helmholtz get a call from the hospital telling them John is causing problems. John, Bernard, and Helmholtz are put in a police car together and taken to Mustapha Mond.

Mustapha arrives and asks the Savage if he likes their civilization. Mustapha quotes Shakespeare to him.

Mustapha then tells Helmholtz and Bernard that they will be sent away to an island where social misfits are sent.

The Savage demands to be an individual, even if that means being unhappy at times.

John is let go and finds an abandoned lighthouse which he makes his home. He begins to beat himself for his mistakes.

Rumors of John’s behavior get out and a reporter records him. The movie is made into a feely.

Lenina visits John and tries to talk to him, but in his confusion and rage and he rushes at her with the whip, beating her over and over again. The masses turn it into a religious and sexual frenzy.

John commits suicide by hanging.

Notes for the Teacher

As mentioned on page 4, not all activities and worksheets in this guide must be used.

- After completing pages 36-38, you can also extend the activity and have students arrange their paragraphs into an essay, answering the prompt for a complete exercise in the Response to Literature Essay.

- The Just for Fun! activities are just that—for fun, and do not cover content standards. They can be used to fill extra time, for extra credit, or for test review.

- Since this is a long and complicated novel, there are two test options in this guide. You have the option of splitting the novel in two, and giving the Part One Test on Chapters 1-9, then after reading Chapters 10-18, the Part Two Test can be given. If you would rather give the test at the end of the unit, the Final Test encompasses the entire novel.

- Additionally, not every teacher will want to give a vocabulary test. Each vocabulary section of the tests is deliberately on a separate page as “Part Five” for this reason.

- If you would like to have your students write an essay as part of their unit examination, a complete listing of essay and other writing ideas is on page 61. Either choose one question for them to respond to, or write three to five on the board and have them choose which ONE they would like to respond to in their essay. A rubric for grading is on pages 63-64.
Brave New World
Pre-Reading Ideas and Activities

1. Have students read the biography on Aldous Huxley on page 5 and complete the worksheet on page 6.
2. Have students complete the Anticipation/Reaction Guide on page 7.
3. Have students read/discuss any of the following articles:
   e. “Ban All Human Cloning” by Art Lentini, USA Today, August 11, 2005.
   h. “Brave New Babies” by Claudia Kalb, Newsweek Health, January 26, 2005
4. Have students journal/discuss the following quote: “Liberty, too, must be limited in order to be possessed” by Edmund Burke (1729-1799). What do you think would happen if everyone were free to do whatever they pleased? Should liberty be limited? How far should the government go to protect our freedoms? Or do you think the government should not be involved in our freedom to choose the life we want to live?
5. Have students journal/discuss the following quote by Francis Bacon (1561-1626): “Certainly the best works, and of greatest merit for the public, have proceeded from the unmarried or childless men, which both in affection and means have married and endowed the public.” Do you agree with Bacon’s assertion? Why or why not? Explain.
6. Have students journal/discuss the concept of happiness. Is there such a thing as true happiness? How would you define it? Explain.
7. Have students discuss/journal: Are the arts (music, art, philosophy, literature) essential to our society? What would happen if these things were taken away?
8. Have students research the work and life of Henry Ford. Be sure to have them research what he did for the concept of mass production and the assembly line.
9. Have students discuss/journal the differences between science and technology. Define science; define technology. How are they the same; how are they different? What is the relationship between the two? Which is more important to society?
10. Have students research the characteristics of science fiction. What qualifies a book as science fiction? Name some examples of famous science fiction authors and the literature they produced.
11. Discuss/journal the concept of “savage.” What are the characteristics of a savage? With what part of the world or what time period do you equate the word? Does the word carry a positive or negative connotation? Why?
12. Have students research the concept of a utopia and a dystopia. What would be the ideal utopia? What would be the true dystopia? Why?
13. Have students journal/discuss what they know about cloning, genetics, stem-cell research, conditioning, etc.
Brave New World
Post-Reading Ideas and Alternative Assessment

1. Create a fictional utopia. In small groups or individually, discuss/brainstorm your ideal utopia. Create a detailed society and a specific governmental system. You may use an existing governmental/economic system, or may create one of your own. Consider: democracy, totalitarianism, oligarchy, capitalism, communism, socialism, etc. Research each and decide on your governmental/economic system. Some things to consider in the creation of the utopia are a class system, laws, media, personal freedoms, religion/rituals, values, family, natural resources, imports/exports, etc. Consider the following: What does the world need more of? What does the world need less of? What would be the goals or rules for a perfect world? The written report should be 2 pages in length. Finally, draw a map of your utopia, indicating the name of the utopia and the capital. After projects are complete, each student will choose which utopia they would like to move to. The winner with the most votes can receive extra credit, a homework pass or a similar reward.

2. Create an informational brochure on cloning or genetics. You are the owner/president of a cloning firm or genetic engineering firm. Research everything you can about cloning or genetics and using a program like Microsoft Publisher, create a tri-fold brochure of the procedures, techniques, benefits and cost of the procedures. You can have your prospective customer choose from a “menu” of options or specialize in one or two major procedures. Consider researching the Human Genome Project, gene splicing, or gene therapy. You may also consider researching stem cell research and processes.

3. Create a poster advertisement for one of the following: Neo-Pavlovian Conditioning, World State Motto: Community, Identity, Stability, Solidarity Service, the caste system, feeties, soma, sex-hormone chewing gum, Violent Passion Surrogate, Malthusian Belt, Pregnancy Substitute. The poster should be some form of propaganda supporting the product. For example, you can create a feely, casting popular celebrities, noting show times and theaters, plus the “sensory benefits” of the feely.

4. Create a newspaper front page which includes local news (such as the arrival of Linda and John), an advice column, classified ads, a “fashion” column, gossip, Reader’s Opinion column, sports news, recipes and restaurant reviews, announcements (such as Bernard and Helmholtz being sent away), weather, a crossword, the funny page, etc.

5. Create a board game which includes the following:
   a. **Game Cards** (at least 20) which contain quotations from Brave New World
   b. **Game Pieces** (at least 4 different ones) representing the characters in Brave New World
   c. **Game Board**, complete with your art work, which relates to Brave New World
   d. **Typed** directions on how to play the game, the object of the game, and how to win
   e. Consider exploring the themes of science versus the individual, the pursuit of happiness, the destruction of the family, or the cheapening of pleasures and extinction of imagination

6. Create John’s scrapbook of photos, artwork, poems, etc. of important events throughout the novel. Be sure to include pictures and an explanation or journal-like thoughts and reflections about each event. Also be sure to reflect his state of mind as he spirals into the decision to commit suicide.

7. Research the Shakespearean works from which John quotes. Use a Dictionary or other reference material. [The Shakespeare Lexicon and Quotation Dictionary: A Complete Dictionary of All the English Words, Phrases, and Constructions in the Works of the Poet (Volumes I and II) are the best we’ve found for this activity.] Write down the quote, the play, act and scene from which it comes, and the character who spoke the words. Once you have referenced all the quotes, look back to exactly why John spoke those words at that moment and analyze what he might have been saying.

8. Compare/contrast the novel with the 1998 movie version of Brave New World or the 1997 movie Gattaca. Note similarities and differences, as well as your reaction to the possibilities in both the novel and the movie. Did you like one more than the other? Why or why not? Explain.
**Brave New World**

**Essay/Writing Ideas**

1. Consider the quote: “All men would be tyrants if they could,” by Daniel Defoe (1660-1731). Do you agree? Why or why not? Compare this statement with the concept and result of the Cyprus Experiment. What do you think was the reason for the failure? Support your response.

2. Certainly Mustapha Mond would have had a problem with the following statement by Heraclitus (540-480BC) “All is flux, nothing stays still…nothing endures but change.” Do you agree with Mond that change is dangerous, or Heraclitus who believed change was inevitable? Why? Give examples from your life or history to support your views.

3. Research Propaganda/Rhetoric. What are the significant uses, techniques and effects of propaganda and rhetoric? Can propaganda be useful and used for a greater good? How does the concept of hypnopaedia compare with the modern techniques of propaganda and rhetoric?

4. John the Savage primarily read Shakespeare’s plays growing up. Had he read one of his sonnets, he may have been inspired to write a love sonnet to Lenina. Following the meter and rhyme scheme of a Shakespearean sonnet (14 lines, iambic pentameter, ababcdcdefefgg), write a sonnet to Lenina from John, expressing his feelings for her.

5. Compare/contrast the family unit in our world and the world in *Brave New World*. How important are the mother and father? What are the children’s roles? Today, over 50% of marriages end in divorce, and many children grow up in single-parent families. What do you think this means for the future of our society?

6. From the moment of conception, the people in *Brave New World* are conditioned to like and dislike certain things, depending upon their role in society. Consider gender roles, education and religion in our society. Are we conditioned to like and dislike certain things?

7. Why doesn’t John just go back to his life on the reservation? Huxley never mentioned the option. Why? What do you think would have happened after he returned to the reservation?

8. Huxley wrote *Brave New World* in 1932, when the world was still recovering from World War I, in the midst of a depression, and Fascism and Marxism were gaining appeal. How did the promotion and growth of communism influence Huxley? In what parts of the book is this evident? Support your response with evidence from the text.

9. While the utopia is controlling and dehumanizing, the Savage Reservation is violent, dirty and impoverished. Why do you think Huxley portrayed the reservation with such extremes? Why do you think he didn’t contrast the utopia with a more pleasant and positive look at the life of the savages? Do you think it would have been effective? Why or why not?

10. One of the most important factors of a citizen’s duty in *Brave New World* is the concept that “Everyone belongs to everyone else.” In this fictional society, monogamy is a vulgar word, and marriage is viewed as just as immoral. People are encouraged to engage in meaningless sex, with everyone they can, as much as possible. Why do you think Huxley decided to include this aspect of the society in his novel? What do you think is Huxley’s message? Are our current practices in human sexuality a problem with society today? Explain.

11. Compare and contrast the novel *1984* by George Orwell with *Brave New World*. Which is more believable or conceivable? What similarities and differences were you able to find? Which novel more accurately predicted our world today? How? Explain.
**Sample Project Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score of 4</th>
<th>Score of 3</th>
<th>Score of 2</th>
<th>Score of 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Elements</td>
<td>Includes all required elements as stated in the directions/instructions.</td>
<td>Includes all but one of the required elements as stated in the directions/ instructions.</td>
<td>Missing more than one of the required elements, as stated in the directions/ instructions.</td>
<td>Several required elements are missing from the project.</td>
</tr>
<tr>
<td>SCORE _____</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Graphics/ Illustrations</td>
<td>All pictures, photographs, drawings, diagrams, graphs, etc. are related to the topic and enhance the understanding and enjoyment.</td>
<td>Some graphics/ illustrations are used and are relevant, enhancing the project.</td>
<td>Few, if any graphics/ illustrations are used, and/or detract from the project and/or are not relevant to the topic.</td>
<td>No graphics/ illustrations are used, and/or are unrelated, distracting and/or inappropriate.</td>
</tr>
<tr>
<td>SCORE _____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Exceptionally clever and unique; approach and presentation enhance the project.</td>
<td>Clever at times; thoughtfully and uniquely presented.</td>
<td>A few original touches enhance the project.</td>
<td>Shows little creativity, originality, and/or effort.</td>
</tr>
<tr>
<td>SCORE _____</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Neatness/ Attractiveness</td>
<td>Exceptionally attractive and particularly neat in design and layout.</td>
<td>Attractive and neat in design and layout.</td>
<td>Acceptably attractive, but may be messy at times and/or show lack of organization.</td>
<td>Distractingly messy or very poorly designed. It is not attractive and does not show pride in work.</td>
</tr>
<tr>
<td>SCORE _____</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grammar</td>
<td>No grammatical/mechanical mistakes in the project.</td>
<td>A few grammatical/mechanical mistakes. Mistakes are not distracting.</td>
<td>Several grammatical/mechanical mistakes. Mistakes are distracting.</td>
<td>Many grammatical/mechanical mistakes throughout the project. Project was clearly not proofread.</td>
</tr>
<tr>
<td>SCORE _____</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Citation of Sources</td>
<td>All sources are properly and thoroughly cited; the maximum number/types of sources are used to complete the project.</td>
<td>The minimum number/types of sources are present and are cited properly.</td>
<td>Number/types of sources are below the minimum and/or citations are not formatted properly.</td>
<td>Project does not cite sources.</td>
</tr>
<tr>
<td>SCORE _____</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Overall Effectiveness</td>
<td>Engaging, provocative, and captures the interest of the audience. Work clearly shows sense of pride and exceptional effort.</td>
<td>Well done and interesting; is presented in a unique manner and is well organized. Work shows pride and good effort.</td>
<td>At times interesting and clever, and organized in a logical manner. Work shows some pride and effort.</td>
<td>Not organized effectively, not easy to follow, and does not keep the reader/audience interested. Shows little or no pride or effort in work.</td>
</tr>
<tr>
<td>SCORE _____</td>
<td></td>
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</tbody>
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### Sample Response to Literature Rubric
Adapted from the California Writing Assessment Rubric
California Department of Education, Standards and Assessment Division

<table>
<thead>
<tr>
<th>Score of 4</th>
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</thead>
<tbody>
<tr>
<td>- Clearly addresses all parts of the writing task.</td>
</tr>
<tr>
<td>- Provides a meaningful thesis and thoughtfully supports the thesis and main ideas with facts, details, and/or explanations.</td>
</tr>
<tr>
<td>- Maintains a consistent tone and focus and a clear sense of purpose and audience.</td>
</tr>
<tr>
<td>- Illustrates control in organization, including effective use of transitions.</td>
</tr>
<tr>
<td>- Provides a variety of sentence types and uses precise, descriptive language.</td>
</tr>
<tr>
<td>- Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing.</td>
</tr>
<tr>
<td>- Demonstrates a clear understanding of the ambiguities, nuances, and complexities of the text.</td>
</tr>
<tr>
<td>- Develops interpretations that demonstrate a thoughtful, comprehensive, insightful grasp of the text, and supports these judgments with specific references to various text.</td>
</tr>
<tr>
<td>- Draws well supported inferences about the effects of a literary work on its audience.</td>
</tr>
<tr>
<td>- Provides specific textual examples and/or personal knowledge and details to support the interpretations and inferences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Score of 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Addresses all parts of the writing task.</td>
</tr>
<tr>
<td>- Provides a thesis and supports the thesis and main ideas with mostly relevant facts, details, and/or explanations.</td>
</tr>
<tr>
<td>- Maintains a generally consistent tone and focus and a general sense of purpose and audience.</td>
</tr>
<tr>
<td>- Illustrates control in organization, including some use of transitions.</td>
</tr>
<tr>
<td>- Includes a variety of sentence types and some descriptive language.</td>
</tr>
<tr>
<td>- Contains some errors in the conventions of the English language. These errors do not interfere with the reader’s understanding of the writing.</td>
</tr>
<tr>
<td>- Develops interpretations that demonstrate a comprehensive grasp of the text and supports these interpretations with references to various text.</td>
</tr>
<tr>
<td>- Draws supported inferences about the effects of a literary work on its audience.</td>
</tr>
<tr>
<td>- Supports judgments with some specific references to various text and/or personal knowledge.</td>
</tr>
<tr>
<td>- Provides textual examples and details to support the interpretations.</td>
</tr>
<tr>
<td>Score of 2</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Addresses <em>only parts</em> of the writing task.</td>
</tr>
<tr>
<td><em>Suggests</em> a central idea with <em>limited</em> facts, details, and/or explanations.</td>
</tr>
<tr>
<td>Demonstrates <em>little</em> understanding of purpose and audience.</td>
</tr>
<tr>
<td>Maintains an <em>inconsistent</em> point of view, focus, and/or organizational structure which may include <em>ineffective</em> or <em>awkward</em> transitions that do not unify important ideas.</td>
</tr>
<tr>
<td>Includes <em>little</em> variety in sentence types.</td>
</tr>
<tr>
<td>Contains <em>several errors</em> in the conventions of the English language. These errors may interfere with the reader’s understanding of the writing.</td>
</tr>
<tr>
<td>Develops interpretations that demonstrate a limited grasp of the text.</td>
</tr>
<tr>
<td>Includes interpretations that <em>lack</em> accuracy or coherence as related to ideas, premises, or images from the literary work.</td>
</tr>
<tr>
<td>Draws few inferences about the effects of a literary work on its audience.</td>
</tr>
<tr>
<td>Supports judgments with <em>few, if any</em>, references to various text and/or personal knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score of 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses <em>only one part</em> of the writing task.</td>
</tr>
<tr>
<td><em>Lacks</em> a thesis or central idea but may contain <em>marginally related</em> facts, details, and/or explanations.</td>
</tr>
<tr>
<td>Demonstrates <em>no</em> understanding of purpose and audience.</td>
</tr>
<tr>
<td><em>Lacks</em> a clear point of view, focus, organizational structure, and transitions that unify important ideas.</td>
</tr>
<tr>
<td>Includes <em>no</em> sentence variety; sentences are simple.</td>
</tr>
<tr>
<td>Contains <em>serious errors</em> in the conventions of the English language. These errors interfere with the reader’s understanding of the writing.</td>
</tr>
<tr>
<td>Develops interpretations that demonstrate <em>little</em> grasp of the text.</td>
</tr>
<tr>
<td><em>Lacks</em> an interpretation or <em>may</em> be a simple retelling of the text.</td>
</tr>
<tr>
<td><em>Lacks</em> inferences about the effects of a literary work on its audience.</td>
</tr>
<tr>
<td><em>Fails</em> to support judgments with references to various text and/or personal knowledge.</td>
</tr>
<tr>
<td><em>Lacks</em> textual examples and details.</td>
</tr>
</tbody>
</table>
Answer Key

Note: Due to space constraints, answers will not be given in complete sentences, as most student answers should be.

Page 6: Exploring Expository Writing
1. He lost his sight at age 16; never fully recovered
2. thinks about; explores; hypothesizes
3. the utopia to Brave New World’s dystopia
4. either 1st paragraph or add another paragraph before the existing 2nd paragraph
5. Answers will vary. In 1955, Huxley’s wife Maria died, and Huxley remarried a year later. On November 22, 1963, the same day President John F. Kennedy was assassinated, Huxley died. Huxley was cremated and his ashes were buried in England.
6. Answers will vary.
7. Timelines will vary.

Page 12: Brave New World Foreword
1. The savage is only given two choices: to stay in the utopia or to go back to the reservation.
2. Offered a 3rd alternative: sanity in a community of exiles and refugees outside of the reservation.
3. no reference to Nuclear fission
4. the advancement of science as it affects human individuals
5. social stability
6. one in which political leaders control a population that love their servitude; answers will vary
7. silence about truth; leaving information out; propaganda by newspapers, schools; propaganda must be positive and as effective as negative propaganda
8. improved technique of conditioning, perhaps with drugs; fully developed science of human differences—assign people their “place” in society; substitute for alcohol and other drugs, but less harmful; eugenics designed to perfect and standardize human beings
9. number of divorces almost equal number of marriages; issuing marriage licenses like dog licenses—good for 12 months; no law against changing or having more than one at a time
10. Answers will vary. You advance society with the best intentions in every way—society will pay, good or bad.

Page 13: Chapters 1-3
Chapter 1
1. Community, Identity, Stability
2. AF 632; Central London Hatchery and Conditioning Centre, London
3. One egg divided into 8-96 buds; making up to 96 identical twins
4. tropical heat and red light; they are like film
5. sterilized females with the tendency to grow beards; ?
6. make people like their “inescapable social destiny”

Chapter 2
1. They were given shocks, loud noises and flashing lights.
2. to dislike nature, so they would not want to leave their comfort area
3. Little Reuben experiment—a news program was playing while he was asleep, and he woke up repeating the words of the program; on the wrong track because they thought hypnopaedia would educate—in actuality they just repeat, but do not know intellectually what they are saying.
4. God; Lord; lordship

Chapter 3
1. sexual play; erotic games
2. History is absurd or nonsense; anything that was in the past is useless—the future is all that matters.
3. mother; father; family; baby; love; monogamy
4. She needs to be more promiscuous.
5. Beta
6. Bernard thinks Henry treats women as “meat” and gets jealous about Henry being with Lenina.
7. a “safe” hallucinogenic drug used for control

Page 15: Subgenres of Literature—Satire
Answers will vary.
1. Motivational tapes; lose weight, improve confidence, etc.; Huxley writes that the Controllers use hypnopaedia to involuntarily teach and condition, whereas, the motivational tapes we have today are voluntary and may or may not be of widespread acceptance for conditioning or teaching.
2. Over-the-counter contraceptives; available to anyone; we carry them in purses or wallets—they are hidden and a private matter; In the BNW, monogamy is socially unacceptable. Huxley explores the repercussions of a promiscuous society—one in which everyone is not only encouraged, but expected to be sexually active.
3. The closest things we have to soma are alcohol and caffeine; alcohol has side effects, but it is socially accepted; caffeine is socially accepted and may have side effects for some—no huge stimulant; Huxley explores the idea of a “safe” alternative to alcohol and drugs. In attempting to make a legal and free drug, they have been able to maintain control and promote ignorance.
4. Family, school, society; we are all conditioned by our environment in some way, but we are given free will, and can make our own decisions about what we want in life; In the BNW, everyone is happy and knows their place because they have
no choice—they do not know anything else; Huxley questions this idea—what if we all had our place and accepted it willingly and without question?

Page 16: Base Words/Root Words/Affixes

Answers may vary.
1. abject/abjectus/ly/ adv., with no hope of improvement or relief
2. genial/genialis/ity/ noun, friendliness; cordiality
3. apoplexy/apoplexia/ic/ adj., overcome with anger
4. asunder/on sundrum/none/ adv., into separate parts or pieces
5. aperture/apertura/none/ noun, a narrow opening
6. maudlin/maudelen/none/ adj. extremely sentimental; weepy; syrupy
7. surreptitious/ surrepticius/none/ adj., made or done in secret

Page 17: Chapters 4-6

Chapter 4
1. Epsilon (semi-moron); he is so slow-witted that all he can say is “roof.” He gets confused and must be told what to do if something changes in his routine.
2. He is shorter, more of a loner, and a social outcast; attributed to too much alcohol in his blood-surgeon
3. They both act outside of the norm. Watson wants to write and be creative—he is very smart. Bernard is in love with Lenina, which is socially unacceptable; he also doesn’t know how to act in social situations, so he is almost ostracized.
4. He wants to write; he also wonders what else is out there in the world.

Chapter 5
1. to burn the bodies of the dead; the phosphorus is recovered and used for fertilizer
2. Rather than saying “love” or “honey” or “baby”, the song refers to a bottle, which is where the embryos are kept.
3. It has been drilled into her head so many times though hypnopaedia.
4. from the age of 12 to the age of 17
5. like a religious service; they praise Ford; they listen to synthetic music, sing hymns and take soma, and repeat over and over until the soma kicks in; in this particular case, people claimed to see Ford, and Bernard faked seeing him, just to fit in; as they become more intoxicated, a sexual frenzy ensues, “Orgy-Porgy.”
6. He fakes seeing Ford, then lies, saying he thought it was a good service; “had” Morgana Rothschild; this was supposed to be a good experience for Bernard, but it only reminds him again of his separateness and inability to conform.

Chapter 6
1. He wants to spend time together, alone, talking.
2. sleeping with her
3. They were caught in a storm; his date was missing and presumed dead, so the D.H.C. left.
4. Iceland
5. liquid air, television, vibro-vacuum massage, radio, boiling caffeine solution, hot contraceptives and 8 different kinds of scent
6. his Eau de Cologne tap

Page 18: Figurative Language
1. metaphor; no light; haunting; cold; maybe casting threatening shadows
2. metaphor OR personification; the machines made a humming sound as they ran.
3. simile; looking through closed eyes you can still see the sunshine through your eyelids, but it is a red light
4. simile; the students moved in unison, eagerly
5. simile; the petals were bright pink, fluffy and thick
6. simile; their arms and legs looked like they were controlled by some outside force, like ropes; the babies had no control
7. personification; the machines were attached to the women’s bodies
8. metaphor; hypnopaedia wears at the brain to condition
9. personification; helicopter blades were moving so fast, they created a humming noise
10. metaphor OR personification; the propeller made a shrill noise; also the sounds were deep and resonant at first, then as the blades moved faster, the sound was a higher pitch

Page 20: Connotation/Denotation
Interpretations will vary; accept all reasonable arguments.
1. like an ape or monkey
2. thinking something over
3. hastily drinking; gulping
4. electrical; shocking
5. complete and total destruction
6. sadly; morosely
7. forgave; made up for
8. grammatical mistake; error

Page 21: Chapters 7-9

Chapter 7
1. She is shocked, appalled and sickened.
2. She is disgusted by her because she is old, fat and uncivilized.
3. She was decanted in the new world, not born naturally; she was a Beta
Chapter 8
1. Linda had been conditioned to be promiscuous; the women of the reservation do not behave that way; they wanted Linda to stay away from their husbands.
2. mescal, which was alcohol
3. read
4. The Complete Works of Shakespeare
5. Popé; he hated him—possibly because John was jealous; or he was angry that Popé had his mother and brought mescal, which always made her sick.
6. They are both uncomfortable and unwelcome in their worlds.
7. to bring him to civilization; he has realized who Linda and John are—he wants to show them to the D.H.C. and get out of being exiled to Iceland.

Chapter 9
1. takes six half-gramme tablets of soma and goes to sleep
2. He says he wants to bring them to study them for an experiment.
3. He goes through her belongings, exploring like a child; he sees her and tries to touch her, then has pangs of guilt and stops.

Page 22: Tone and Mood
Answers will vary.
1. Tone: ironic, matter-of-fact, nervous, threatened/ Mood: intrigued, confused, uncomfortable/ Analysis: the D.H.C. tries to back-pedal and cover up the fact that he has said too much, but it is too late.
2. Tone: playful, calm, frivolous, light/ Mood: comfortable, assured, calm/ Analysis: with the words Huxley writes, we experience Bernard’s slip into the soma high; he translates the feeling of euphoria.
3. Tone: childish, innocent, playful, simple/ Mood: puzzled, curious, excited/ Analysis: like a child, John explores the unknown—his emotions are primal.
4. Tone: nervous, imploring, curious/ Mood: curious, engrossed, enthralled, scared, alarmed/ Analysis: with Huxley’s arrangement of words he creates an atmosphere in which we are able to experience John’s emotions and thoughts with him. Again, his innocence and almost primal qualities are exposed.
5. Tone: anticipation, defiance, shame/ Mood: embarrassed, ashamed, regret, annoyed, discouraged/ Analysis: Again, John is compared to a child or an animal—he explores with fear, but then “snaps” out of it when he begins experiencing feelings he doesn’t recognize; he labels these emotions as sexual, and chastises himself for it.

Page 24: Context Clues
1. b. tiara
2. a. spoof
3. c. warmth
4. c. responded to
5. d. harmless
6. b. adamant
7. a. depth
8. c. licentious

Page 25: Quiz: Chapters 1-3
1. f. in charge of the London Hatchery
2. c. helped the D.H.C. with the tour
3. b. has been dating Henry for four months
4. a. “History is bunk”
5. e. short, Alpha-plus psychologist
6. d. was advised to have a Pregnancy Substitute
7. c. Director of Hatcheries and Conditioning
8. g. splitting one embryo into 96 humans
9. k. grow beards from hormone injections
10. d. sleep-teaching
11. f. wear gray
12. j. “Community, Identity, Stability”
13. b. wear blues, reds and purples
14. i. “semi-morons”
15. e. loud noises, shocks
16. l. wear khaki
17. a. wear green
18. h. “euphoric, narcotic, pleasantly hallucinant”

Page 26: Quiz: Chapters 4-6
1. b. Epsilon
2. d. sex-hormone chewing gum
3. a. he didn’t want to talk about their personal lives in front of the other men
4. c. that there was alcohol in his blood-surrogate
5. d. helicopter
6. a. to burn the dead and reclaim the ashes to be used as fertilizer
7. d. Ford
8. b. the D.H.C.
9. b. the Savages of the old world

Page 27: Quiz: Chapters 7-9
1. She has never seen “natural” life. The pueblo was dirty with dust, flies and dogs. Old age, wrinkles; the color of their skin; women breastfeeding; dancers with painted faces and feathers, screaming; a boy being whipped in a ceremony
2. He was never whipped because his complexion was different because he was born of two “civilized” people; he was never able to fit in and be accepted.
3. She only knows what she has been conditioned to do. She was conditioned to be promiscuous, and the women hate her for it; she doesn’t understand mending things when torn, etc.
4. Shakespeare is the only thing he knows; he hasn’t read anything else of value; Linda taught him; Popé gave him The Complete Works of
Shakespeare when he was small. He views Shakespeare’s words as the words and ideas he has never been able to express—so he quotes Shakespeare to express himself.

Page 28: Part One Test: Chapters 1-9
1. f. Director of Hatcheries and Conditioning
2. e. maximum number of Bokanovsky buds
3. i. “I’m glad I’m not a Gamma.”
4. j. highest social caste
5. a. the name of the deity in this world
6. m. sleep conditioning
7. p. believed to have received alcohol in the fetal stages
8. n. symbol for male
9. g. “Euphoric, narcotic, pleasantly hallucinant”
10. l. Deltas
11. h. Epsilons
12. o. supply of contraceptives
13. b. Freemartins
14. c. Alpha, Beta, Gamma, Delta, Epsilon
15. c. Bernard Marx
16. d. community
17. b. AF 632
18. c. Alpha, Beta, Gamma, Delta, Epsilon
19. c. Bernard Marx
20. c. Epsilon
21. a. he would rather be alone with Lenina
22. b. Linda had grown old and fat
23. d. the D.H.C.
24. d. Delta
25. c. Juliet
26. false
27. true
28. true
29. true
30. true
31. false
32. true
33. true
34. true
35. false
36. Alpha, Beta, Gamma, Delta, Epsilon; Alphas wear gray, Betas wear reds, blues and purples, Gammas wear green, Deltas wear khaki, Epsilons wear black; Alphas—highest caste; top intellectuals; tall; (very few Alphas; all are men); Betas—Managers above average intelligence; Gammas—workers; low intelligence; Deltas—low workers; very low intelligence; Epsilon—near brainless workers; short/ Lenina-Beta; Bernard-Alpha; elevator operator-Epsilon; Helmholtz-Alpha; Linda-Beta
37. Answers will vary. “Everyone belongs to everyone else;” “Ending is better than mending;” “The more stitches, the less riches;” “Everybody’s happy now;” “One cubic centimeter cures ten gloomy sentiments;” “A gramme in time saves nine;”” a gramme is better than a damn;” “Even Epsilons are useful;” ”Never put off till tomorrow the fun you can have today;” ”When the individual feels, the community reels;” “Civilization is sterilization.” Each has different meanings and purposes—accept all reasonable responses.

38. Linda is from “civilization”; John was born on the reservation but is from two “civilized” parents. Linda only knows what she has been conditioned to do which makes her very unpopular and an outcast. John is ostracized because he is different; he can read; he doesn’t take part in regular ceremonies and rites because of his differences.
39. e. pale; lackluster
40. h. miserably
41. a. jewels, esp. in a crown
42. g. an amusing imitation
43. b. expressing aberrant sexual behavior
44. c. warmth; friendliness
45. d. into different parts or pieces
46. i. a narrow opening
47. j. mistake; error
48. f. electric; shocking
49. c. complete destruction of something
50. f. with sadness
51. g. made up; forgave
52. i. impossible to stop; adamant
53. d. overly sentimental
54. h. done or made in secret or by sneaky methods
55. a. mulling over; thinking about
56. e. harmless; unlikely to offend
57. j. kindness; showing a warm disposition
58. b. overcome with anger; in a fit

Page 31: Chapters 10-12
Chapter 10
1. Because Bernard is an outcast and does not follow the “norm;” he finds the most populated room at the center to publicly humiliate and threaten to send him to Iceland.
2. Bernard brings in Linda and John.
3. John calls the D.H.C. “father”.
4. He runs out of the room, and is never seen again.

Chapter 11
1. He resigns and disappears, never to be seen again.
2. She is old, fat and ugly. To give her so much soma that she cannot function and goes on permanent “soma-holiday.”
3. He brings Linda and John to the civilized world.
4. “mother”; he does not want to offend Mond
5. He now has confidence and is popular; he says that he had six girls last week, and as they tour, he gets another date.
6. Very simple; basic. A black man and white Beta woman make love on a bearskin rug; the black man has a helicopter accident and becomes obsessed with the Beta blonde; he kidnaps her and keeps her in the helicopter for three weeks;
three handsome Alphas rescue her; the black man is sent for re-conditioning, the blond becomes the mistress of all three Alphas. The feely starts with a scent organ; as they hold on to the knobs, they feel all the sensations of the movie—the bearskin rug, the kissing, the thump of the helicopter crash.

7. She wants to make love; he leaves; she takes soma—alone

Chapter 12
1. They are furious; they chastise and reject Bernard
2. He loses his popularity and returns to being an outcast.
3. He read a poem he wrote to his students; his students called the authorities.
4. He was jealous of John and Watson’s communication and friendship. He puts down Watson’s writing.
5. He didn’t understand Romeo and Juliet, and the idea of Juliet’s mother and father forcing Juliet to have someone she didn’t want. Also, the phrase “sweet mother” made him laugh. He thought it all smutty and absurd. Individual responses will vary.

Page 32: Irony
1. situational; Lenina is sincere about this. She is actually excited by the beauty of the switchback and looks at it as if it were a natural beauty, like a rainbow, when in fact, it is the phosphorus and ashes coming from burning bodies.
2. dramatic; We know that the D.H.C. is trying to set up Bernard for humiliation, but we also know that Bernard has brought Linda and John back from the reservation, and is prepared to use them to get out of being sent to Iceland.
3. situational: We think that finally Bernard will find a sense of community and belonging—it is, after all, somewhat of a religious service, where everyone should be welcomed. Instead, he feels even more uncomfortable and isolated.
4. verbal; As the D.H.C. tries to back-pedal and take back details he should not have let out, he tries to reassure Bernard that it was an acceptable and perfectly unemotional relationship—which we view as an unhealthy and almost immoral type of relationship.
5. situational; While this *Brave New World* sounds like an ideal world, these human beings are being kept from feeling true emotions, having dreams, and experiencing the most vital elements which make us different from other creatures.

Page 34: Base Words/ Root Words/ Affixes
1. intrinsic/intrinsicus/ally/ adv., an essential part of
2. malice/malitia/none/ noun, a desire to harm or inflict pain on others
3. odious/odiousus/none/ adj., deserving or causing hatred
4. peritoneum/peritonaeum/none/ noun, membrane lining of the abdomen
5. provoke/provocare/ation/noun, an annoyance
6. venerate/venerates/able/ adj., worthy of respect or admiration
7. wheedle/unknown/ed/ verb, influenced, persuaded
Chapter 16
1. No one would understand it; all beauty has been sacrificed for stability.
2. stability
3. Everyone would want to be in charge, no one would want to do the necessary menial jobs; total chaos would ensue.
4. an all Alpha Island in which this concept was tested; within 6 years they had a civil war, and 19 thousand out of the 22 thousand who started on the island were killed; the survivors begged for the Ten World Controllers to take control of the island.
5. change
6. science; answers will vary
7. all science; he was almost banished to an island
8. he sobs and begs not to be sent; he eventually had to be restrained; answers will vary
9. He wants to be sent somewhere where the climate is bad, to inspire his writing; he decides on the Falkland Islands.

Chapter 17
1. pornography
2. Violent Passion Surrogate floods the system with adrenalin and attempts to replace human emotions such as fear and rage, without all the “inconveniences.” They are given the surrogate so they do not think it is normal to feel these emotions on their own.
3. the right to experience human emotion, both good and bad; this means he will experience unhappiness, grief, pain, fear, etc. but also goodness, happiness, desire, and love

Chapter 18
1. civilization; mustard water
2. to purge himself of evil; a cleansing
3. a lighthouse
4. drinks mustard water and whips himself
5. spectators, camera crews
6. Had had no other choice in his mind: he would have been a freak to the rest of the world, and never able to have privacy, but didn’t even consider returning to the reservation. Answers will vary.

Page 41: Symbolism
Answers may vary; students should give a good explanation for a different answer, but there are other possibilities than the answers below.
1. h. control by intoxication
2. n. substitute for true emotion and sensory pleasure
3. l. promiscuity, duty and responsibility to society
4. k. replacement of free thought
5. g. science; mass production; religion
6. j. paradigm of a woman
7. b. core elements and basic emotions of human beings
8. i. the danger of mental excess and free thought
9. d. the acknowledgment of the best of the old and new
10. e. obsolete and incomprehensible concepts
11. a. a failed attempt at pure perfection
12. c. the new, socially accepted “mother”
13. f. cleansing, atonement
14. m. failure of the new world in an old environment

Page 42: Analogies
1. synonym
2. synonym
3. part to whole
4. antonyms
5. descriptive
6. antonyms
7. descriptive
8. antonym
Individual answers will vary.

Page 43: Quiz: Chapters 10-12
1. Bernard Marx
2. father
3. John; Linda
4. soma
5. Helmholtz Watson
6. six
7. mother
8. two
9. Miranda
10. Mustapha Mond
11. Romeo and Juliet
12. poetry
13. feely

Page 44: Quiz: Chapters 13-15
1. g and j
2. k and l
3. a and d
4. e and n
5. c and f
6. b and i
7. h and m

Page 45: Quiz: Chapters 16-18
1. the works are old; they wouldn’t understand them; they tend not to be pleasant; no need for nobility or heroism
2. stability; the feelies and the scent organ, VPS and soma; agreeable sensations to society—so they only felt pleasure and happiness and were stable
3. an all Alpha island of 22 thousand in which the concept of everyone of the same caste was tested; within 6 years they had a civil war, and 19 thousand out of the 22 thousand who started on the island were killed, the survivors begged for
the Ten World Controllers to take control of the island.

4. They were sent to the islands; he broke down crying and sobbing and begging for forgiveness so much he had to be sedated with soma.

5. **Answers will vary.** The possibilities of science; the questioning of moral norms; the fight for individuality; the dangers of technology; the dangers of indulgence; the dangers of giving up human emotion; the struggle of freedom verses happiness

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**Page 47: Brave New World Crossword Puzzle**

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**Page 49: Part Two Test: Chapters 10-18**

1. j. “But we’ve got vacuum cleaners here…”
2. e. “I ate civilization.”
3. i. “Oh please don’t send me to Iceland.”
4. g. sent to the Falkland Islands
5. f. owned a copy of the Bible
6. c. was given 2 months to live
7. a. island of Alphas
8. h. the psychological equivalent of fear and rage
9. b. resigned after being humiliated
10. d. gave Bernard a pack of sex-hormone chewing gum
11. c. a bad climate
12. c. taking soma
13. a. purify himself
14. c. whipping himself
15. d. went their separate ways
16. a. they put down Bernard and left
17. a. Popé
18. c. The Tempest
19. b. he claims all emotions, good or bad
20. c. Lenina
21. true
22. true
23. true
24. true
25. false
26. true
27. false
28. true
29. false
30. true
31. John is let go and finds an abandoned lighthouse which he makes his home. He begins to beat himself for his mistakes. Rumors of John’s behavior get out and a reporter records him. The movie is made into a feely. Lenina visits John and tries to talk to him, but in his confusion and rage, he rushes at her with the whip, beating her over and over again. The masses turn it into a religious and sexual frenzy. John commits suicide by hanging.

32. **Answers will vary.** The death of natural and real emotion; the death of human beings as we know them, etc.; we need to be careful what we wish for—all the advancements could put us in a worse position.

33. He chose happiness over individual thought. **Answers will vary.**

34. **John**—conflict with who he really is and his identity; conflict with Lenina and her inability to understand John’s thinking; conflict with the ways of society—both civilized and “uncivilized”—he cannot find his place. **Helmholtz**—conflict with his intelligence and creativity—he is too intelligent and creative for this society; sometimes Bernard, and the way Bernard handles himself; he wants to express himself, but it is forbidden, and his students turn him in.
Bernard—he doesn’t feel welcome; he wants to be a loner and wants to be with Lenina exclusively; the D.H.C. threatens to send him to Iceland; he doesn’t fit in in the society he has been conditioned to fit into. He is a social outcast.

Responses will vary.

35. d. compensation for a wrongdoing; an amendment
36. l. awe-inspiring; excellent
37. g. the desire to cause harm to others
38. i. dying; stagnant
39. b. causing hatred or disgust; hateful
40. c. the membrane that lines the abdomen
41. k. a kitchen assistant
42. j. eagerly expressing maxims or repeated sayings
43. f. inhuman; brutish; cruel
44. h. an animal shell; a protective covering
45. a. feeling of shame or guilt; regret
46. e. soft, limp, or lacking firmness
47. f. essentially; inherently
48. c. incapable of making a decision
49. g. emitting light; bright
50. j. worthy of respect
51. d. coaxed; persuaded
52. h. scandalously; shockingly
53. a. making gestures or movements
54. l. total loss of dignity and self-respect
55. e. freedom from punishment or harm
56. k. permanently; indelibly
57. b. assumes; makes claims about
58. i. annoyance; the act of provoking

Page 52: Final Test

1. q. resigned after being humiliated
2. e. maximum number of Bokanovsky buds
3. i. “I’m glad I’m not a Gamma.”
4. j. highest social caste
5. a. the name of the deity in this world
6. m. sleep conditioning
7. k. received alcohol in his blood-surrogate
8. f. sent to the Falkland Islands
9. g. “Euphoric, narcotic, pleasantly hallucinant”
10. l. Deltas
11. h. Epsilon
12. o. supply of contraceptives
13. b. Freemartins
14. c. number of world controllers
15. n. gave Bernard a pack of sex-hormone chewing gum
16. r. was given 2 months to live
17. s. “I ate civilization.”
18. d. the psychological equivalent of fear and rage
19. t. owned a copy of the Bible
20. p. island of Alphas
21. d. community
22. b. AF 632
23. b. he claims all emotions, good or bad
24. c. Epsilon
25. b. Iceland
26. a. purify himself
27. d. the D.H.C.
28. a. they put down Bernard and left
29. d. Delta
30. c. taking soma
31. a. Popé
32. c. Juliet
33. c. whipping himself
34. d. went their separate ways
35. c. The Tempest
36. false
37. true
38. true
39. true
40. true
41. true
42. false
43. true
44. false
45. true
46. false
47. true
48. false
49. false
50. true
51-58. See answers on page 71, #31, 32, and 34; page 68, #36, 37, and 38; page 68, Ch 10, #1 and #6 (second half of answer) also, John is sickened and disgusted because of the racism.

59. e. pale; lackluster
60. h. miserably
61. a. jewels, esp. in a crown
62. g. an amusing imitation
63. b. expressing aberrant sexual behavior
64. c. warmth; friendliness
65. d. into different parts or pieces
66. i. a narrow opening
67. j. mistake; error
68. f. electric; shocking
69. f. essentially; inherently
70. c. incapable of making a decision
71. g. emitting light; bright
72. j. worthy of respect
73. d. coaxed; persuaded
74. h. scandalously; shockingly
75. a. making gestures or movements
76. l. total loss of dignity and self-respect
77. e. freedom from punishment or harm
78. k. permanently; indelibly
79. b. assumes; makes claims about
80. i. annoyance; the act of provoking

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