

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on George Orwell	10
• Chapter Questions	
<i>Part 1, Chapters 1-2</i>	11
<i>Part 1, Chapters 3-4</i>	14
<i>Part 1, Chapters 5-6</i>	17
<i>Part 1, Chapters 7-8</i>	20
<i>Part 2, Chapters 1-3</i>	23
<i>Part 2, Chapters 4-6</i>	26
<i>Part 2, Chapters 7-10</i>	29
<i>Part 3, Chapters 1-2</i>	32
<i>Part 3, Chapters 3-4</i>	35
<i>Part 3, Chapters 5-6</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

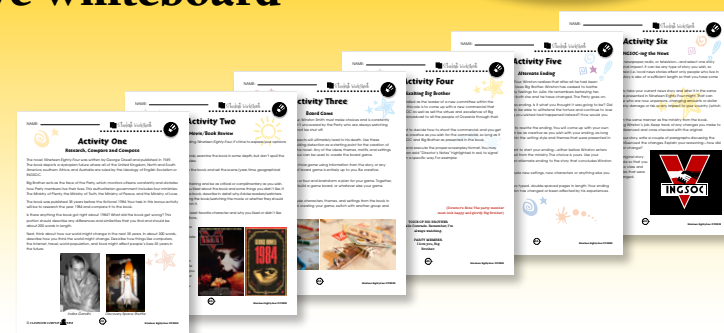
✓ **6 BONUS Activity Pages!** Additional worksheets for your students

Download a digital copy for use with your projection system or interactive whiteboard

Go to our website: www.classroomcompletepress.com/bonus

- Enter item CC2020
- Enter pass code CC2020D for Activity Pages

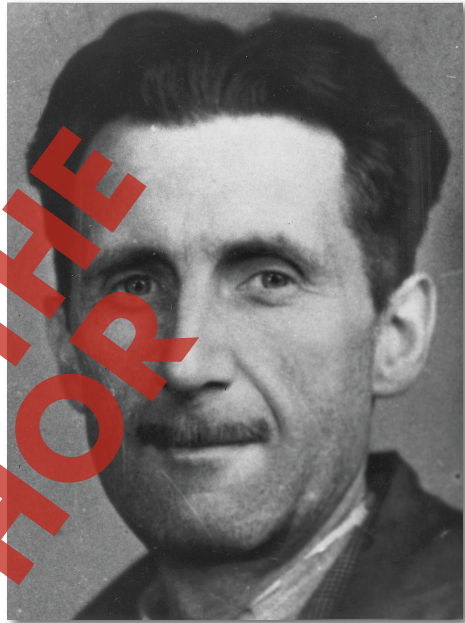
FREE!





George Orwell

Author George Orwell, born Eric Arthur Blair, entered the world on June 25, 1903 in Motihari, Bihar, India, which was at that time controlled by the British Empire. His father, Richard Walmesley Blair, worked in the Opium Department of the Indian Civil Service. Orwell's mother, Ida Mabel Blair, grew up in Burma. Orwell had two siblings, an older sister named Marjorie and a younger sister named Avril. When he was just one year old, Orwell's mother moved him and sister Marjorie to England. Much of his younger days were spent apart from his father, who had stayed behind in India. In 1911, Orwell was sent to a preparatory school called St. Cyprian's, where he spent the next five years. During this time, Orwell became noted for his intellect as well as his eccentricities.



Orwell was awarded scholarships to two of England's top schools called Wellington and Eton. After a short stint at Wellington, Orwell moved to Eton, where he would study from 1917 to 1921. One of his masters during this time was noted author Aldous Huxley. Orwell published his first writing in college periodicals during this time. In 1922, Orwell left school for a position as assistant district superintendent in the Indian Imperial Police and was stationed in Burma. However, Orwell had dreamed of becoming a writer. His experiences in Burma ultimately became a source of shame as he saw the impact of colonial rule. He would later tap into these experiences in writing the novel *Burmese Days*, published in 1934. Upon returning to England in 1927, Orwell decided not to go back to Burma.

Following his return, Orwell spent time living in cheap houses in London and Paris. These times became the inspiration for his first novel *Down and Out in Paris and London*, published in 1933. His next work, *A Clergyman's Daughter*, was published in 1935, followed by *Keep the Aspidochelone Flying* in 1936. Orwell continued to write commentaries on politics, war and class. He finished *Animal Farm* in 1944 and followed up with *Nineteen Eighty-Four* in 1949. However, Orwell wouldn't live to see the lasting impact the latter work would have. He died of tuberculosis in London in 1950.

Did You Know?

- Author George Orwell's real name was Eric Arthur Blair.
- Orwell was born in Motihari, Bihar, India.
- During the Second World War, Orwell was rejected for military service, and instead headed the Indian service of the BBC.



Part One: Chapters One to Two

Answer the questions in complete sentences.

1. What are some themes that may be suggested by the cover art of *Nineteen Eighty-Four*?

2. Describe your first impression of the novel, based on the story summary.

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

panic awakened	concurrently spasm	rarely showed	harsh suddenly
-------------------	-----------------------	------------------	-------------------

1. It depicted simply an enormous face, more than a meter wide.
2. Even at the best of times, it was seldom working.
3. The telescreen received and transmitted simultaneously.
4. Winston turned round abruptly.
5. The telescreen had changed over to strident military music.
6. Winston roused himself and sat up straighter.
7. He could not help feeling a twinge of panic.
8. For a moment he was seized by a kind of hysteria.



Part One: Chapters Five to Six

1. Fill in each blank with the correct word from these Chapters.

- a) A sort of _____ eagerness flitted across Winston's face at the mention of Big Brother.
- b) There was something he lacked: discretion, _____ a sort of saving stupidity.
- c) _____ was not enough.
- d) It was curious how that beetle-like type _____ in the ministries.
- e) At this moment he was dragged out of his _____ with a violent jerk.

2. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Winston says it was a good hanging.
- T F b) Victory Gin was served in handled China mugs.
- T F c) Winston believes Syme will be vaporized.
- T F d) The tobacco remained in Winston's cigarette.
- T F e) Winston had been married.
- T F f) Promiscuity between party members is an unforgiveable crime.



Part Two: Chapters One to Three

Answer each question with a complete sentence.

1. How did Winston's thinking change after receiving the message from Julia?

2. Why did a crowd gather to watch the Eurasian prisoners pass by? Use evidence.

3. What suddenly daunts Winston as he walks through the woods with Julia?

4. What does Winston believe will "tear the Party to pieces"?

5. Why does Julia say she spends so much time working and attending Party activities?

6. In Julia's opinion, why does the Party carry puritanical policies on sex?

Journaling Prompt

These Chapters discuss the concept of deprivation of freedoms (specifically sexual freedom) as a means to stoke hysteria, which can then be directed by Party doctrine. Winston agrees that there is a connection between chastity and political orthodoxy. Consider why deprivation of basic human rights might produce this type of behavior. Why does it happen? Can you think of any current examples?



Part 1: Chapters 5 to 8

Ministries

In the fictional world of *Nineteen Eighty-Four*, the doctrine of INGSOC is controlled and presented to the masses of Oceania by four ministries.

In keeping with the INGSOC term doublethink, these ministries often have ironic or counterintuitive names. For example, the Ministry of Truth deals mainly with the control of information, often replacing the facts of various events and broadcasting propaganda. This is done so that the past can be altered to make it appear as though everything the Party says is true.

Use these ministries as inspiration for the creation of four new ministries that you will design to carry out various functions. These ministries should straddle a line that merges your own world with the world of *Nineteen Eighty-Four*. These ministries should control things that are familiar to you, but that uphold the values of INGSOC. For each ministry you should come up with a name as well as a description of the ministry's activities. Include a separate paragraph that explains the link between your world and the world of *Nineteen Eighty-Four*.



Part 2: Chapters 4 to 6

Freedom

Take a few moments and consider what the word "freedom" means to you. Think about how that might change if you were in Winston's position. Would you still be able to do all of the things that you can do now? How might your perception of freedom change under the watchful eye of Big Brother? Imagine overnight you wake up and the Party has taken over your country. Everything they say must be obeyed. You are watched constantly.

In a few paragraphs, discuss how your life would change. What freedoms would you miss the most? What things could you live easiest without? Knowing that you might be punished for thoughtcrime at any moment, would you, as Winston did, take small actions against the Party such as keep a diary? Why or why not? Your final sentence should sum up your thoughts on freedom and how perception of freedom can change with your circumstances.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

agitation	gratuitous	overthrown	torment
bolster	ideology	pangs	unintelligible
bore	illicit	pilfering	vapid
conspire	kaleidoscopes	quill	wariness
dreadful	loyalty	reeked	yapped
famine	nuzzled	strident	zeal

K	A	L	E	I	D	O	S	C	O	P	E	S	U	N	E	R	L	P	S	N	O	C	G	
B	R	D	W	S	T	R	I	D	E	N	T	Y	N	R	G	S	A	F	X	L	V	R	J	
F	U	E	A	W	R	P	E	F	T	Q	C	Z	I	D	O	T	H	E	V	B	A	X	P	
B	I	Y	R	F	W	H	J	A	X	L	G	O	N	D	O	L	C	Y	I	T	M	I	O	
O	K	M	I	L	I	N	T	M	D	A	Q	N	T	S	A	N	L	F	U	E	L	H	V	
I	V	I	N	Z	D	R	J	I	Y	F	Y	S	E	F	W	H	R	X	I	T	F	Q	O	Z
C	A	B	E	P	D	N	G	N	A	S	U	G	J	Y	O	B	T	J	E	W	O	V	P	
B	V	A	S	O	W	G	R	E	F	R	I	L	L	A	N	O	E	R	L	H	R	A	T	
Z	O	K	S	D	E	U	L	A	E	S	A	M	I	D	U	D	I	J	T	C	N	I	I	
E	P	L	Q	R	O	U	M	J	K	B	W	G	S	U	N	H	O	I	G	P	G	C		
F	H	G	S	M	S	B	S	F	X	O	U	I	K	G	T	M	Y	S	L	I	V	I		
R	N	T	K	T	O	L	B	Q	E	O	R	G	B	F	C	E	N	Q	Z	Y	C	Q	L	
Y	A	E	X	B	E	P	H	H	J	E	E	L	U	P	N	Y	T	L	A	Y	O	L		
N	G	F	D	U	Y	N	O	U	I	L	L	C	E	T	N	Z	T	I	E	U	A	Q	I	
O	U	R	J	H	T	B	S	X	P	K	S	Y	M	K	A	P	A	R	K	H	P	S	F	
I	E	Z	Y	U	W	E	N	F	E	B	W	D	H	S	E	A	K	L	T	H	P	X	L	
T	J	Y	Z	S	U	T	V	Q	P	Y	G	O	L	O	E	D	I	X	N	L	E	P	E	
A	P	L	O	L	D	Z	M	I	R	U	J	A	J	C	U	L	T	T	E	H	D	D	P	
T	Q	G	N	W	E	S	E	U	E	B	Q	A	M	G	R	N	E	R	M	N	T	I	X	
I	L	T	E	A	K	D	Q	E	K	S	T	Y	V	K	I	Z	T	W	R	X	G	P	N	
G	X	W	L	V	W	Y	A	M	L	I	B	P	K	R	C	E	A	E	O	Y	U	A	L	
A	C	M	Z	E	N	C	J	V	S	D	R	M	Z	N	W	O	R	H	T	R	E	V	O	



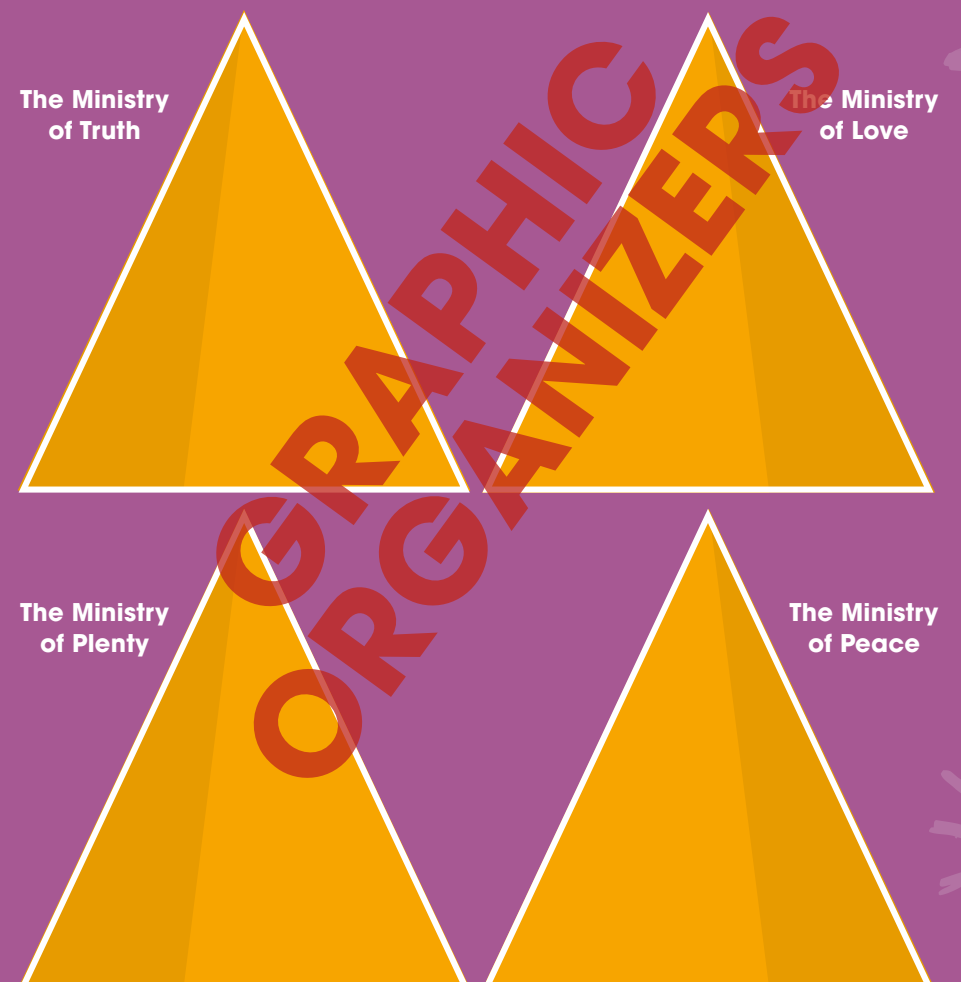
Comprehension Quiz

- How do Winston's feelings toward Julia change before and after she passes him her note? 2
- What is the significance of the line "orthodoxy is unconsciousness"? 2
- In whom does Winston believe hope lies early in the book? 1
- In Julia's opinion, why does the Party have puritanical policies on sex? 2
- What suggests to Winston that O'Brien can be trusted and that he may be a connection to the Brotherhood? 3
- What is the real reason for ongoing war, according to Goldstein's book? 3
- How is Winston altered by his experience in the Ministry of Love? 2

SUBTOTAL: /15

Ministry of Themes

The Ministry of Truth deals in lies, the Ministry of Love in torture. Use this organizer to list events from the book that connect to the plot's major themes. Try to categorize these events and themes under one of the four ministries. For example, Winston saving razors deals with the wealth gap and could be categorized under the Ministry of Plenty.



NAME: _____

After You Read 



Part One: Chapters One to Two

Answer each question with a complete sentence or short paragraph.

1. How is Winston's character described?

2. What does the description of Winston tell you about his life?

3. What does the function of the telescreen tell you about Winston's world? Use evidence to support your answer.

4. Why does Winston feel it made no difference whether he refrained from keeping the diary or not?

5. Why does Mrs. Parsons seem to be nervous around her children? Use evidence.

6. How does Winston plan to tell if his diary had been discovered while he was gone?



In a few paragraphs, discuss several of the ways the author is able to establish the tone and setting of the story. What sort of tone does the description of Winston and his home in London establish?

1.

Winston's character is described as "a smallish, frail figure... His hair was very fair, his face naturally sanguine, his skin roughened by coarse soap and blunt razor blades and the cold of the winter that had just ended."

2.

Winston lives a harsh existence evidenced by his "meagerness", "frail figure", and "roughened" skin.

3.

Winston lives in a society where it is conceivable that anyone could be watched and heard in their own home at any time. This mandatory surveillance leads to a loss of personal privacy.

4.

Winston knows it makes no difference whether he writes or doesn't write down his thoughts. He has already committed a thoughtcrime, which is the most serious crime one can commit.

5.

Under party rule, children have become spies. They are "systematically turned into ungovernable little savages." However, they love the Party and everything connected to it.

6.

He places an identifiable grain of dust on the cover where it would be shaken off if the book was moved



1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. D

2. C

3. G

4. A

5. I

6. H

7. J

8. F

9. B

10. E

14

1.

a) T

b) F

c) T

d) T

e) F

f) F

2.

a) 2

b) 4

c) 1

d) 5

e) 6

f) 3

15

1.

People have been somewhat isolated. He realized that even tragedy, mourning his mother's loss, was something that is no longer possible, it belonged to the past with privacy and love and friendship.

2.

Because the Party has made it so that no written record or spoken word ever made mention of any past alignments other than the current one.

3.

Winston says "if all others accepted the lie which the Party imposed—if all records told the same tale—then the lie passed into history and became truth".

4.

Slots where any loose paper to be destroyed is sacked into furnaces.

5.

Winston is responsible for altering documents such as newspapers so that they better align with the Party's goals. For example, he is tasked with altering a speech from Big Brother so that he accurately predicts where an attack will come from. In other words, he rewrites the past.

6.

Winston knew perhaps 30 people personally who disappeared. In Party Newspeak, these people are called 'unpersons'.

16



Nineteen Eighty-Four

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **WS.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.11-12.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.



Part One: Chapters Five to Six

1. Fill in each blank with the correct word from these Chapters.

- a) A sort of _____ eagerness flitted across Winston's face at the mention of Big Brother.
- b) There was something he lacked: discretion, _____, a sort of saving stupidity.
- c) _____ was not enough.
- d) It was curious how that beetle-like type _____ in the ministries.
- e) At this moment he was dragged out of his _____ with a violent jerk.

2. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Winston says it was a good hanging.
- T F b) Victory Gin was served in handled China mugs.
- T F c) Winston believes Syme will be vaporized.
- T F d) The tobacco remained in Winston's cigarette.
- T F e) Winston had been married.
- T F f) Promiscuity between party members is an unforgiveable crime.



Part 1: Chapters 5 to 8



Ministries

In the fictional world of *Nineteen Eighty-Four*, the doctrine of INGSOC is controlled and presented to the masses of Oceania by four ministries.

In keeping with the INGSOC term doublethink, these ministries often have ironic or counterintuitive names. For example, the Ministry of Truth deals mainly with the control of information, often replacing the facts of various events and broadcasting propaganda. This is done so that the past can be altered to make it appear as though everything the Party says is true.

Use these ministries as inspiration for the creation of four new ministries that you will design to carry out various functions. These ministries should straddle a line that merges your own world with the world of *Nineteen Eighty-Four*. These ministries should control things that are familiar to you, but that uphold the values of INGSOC. For each ministry, you should come up with a name as well as a description of the ministry's activities. Include a separate paragraph that explains the link between your world and the world of *Nineteen Eighty-Four*.



Part 2: Chapters 4 to 6



Freedom

Take a few moments and consider what the word "freedom" means to you. Think about how that might change if you were in Winston's position. Would you still be able to do all of the things that you can do now? How might your perception of freedom change under the watchful eye of Big Brother? Imagine overnight you wake up and the Party has taken over your country. Everything they say must be obeyed. You are watched constantly.

In a few paragraphs, discuss how your life would change. What freedoms would you miss the most? What things could you live easiest without? Knowing that you might be punished for thoughtcrime at any moment, would you, as Winston did, take small actions against the Party such as keep a diary? Why or why not? Your final sentence should sum up your thoughts on freedom and how perception of freedom can change with your circumstances.

Ministry of Themes



The Ministry of Truth deals in lies, the Ministry of Love in torture. Use this organizer to list events from the book that connect to the plot's major themes. Try to categorize these events and themes under one of the four ministries. For example, Winston saving razors deals with the wealth gap and could be categorized under the Ministry of Plenty.

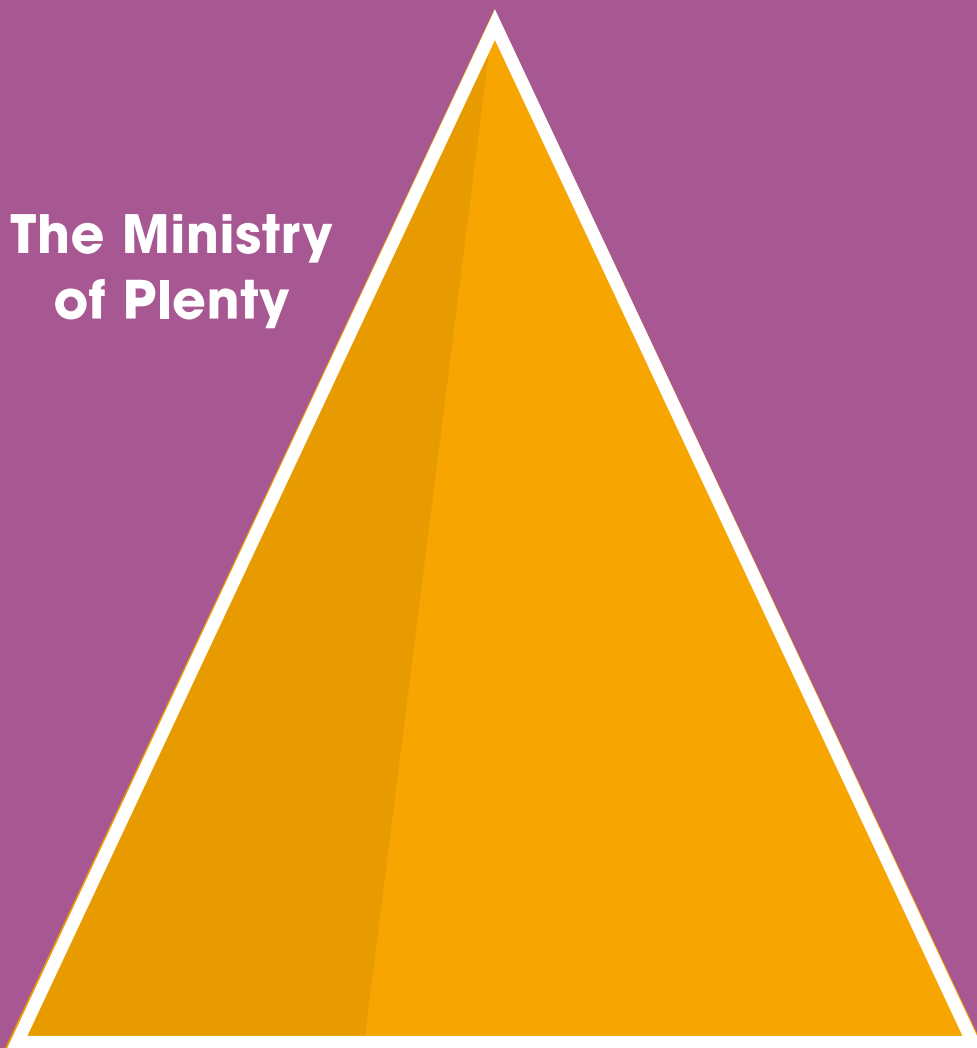
**The Ministry
of Truth**



**The Ministry
of Love**



**The Ministry
of Plenty**



**The Ministry
of Peace**

