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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

1984

based on the play by
George Orwell

Written by
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A FEW NOTES ABOUT THE AUTHOR GEORGE ORWELL

ORWELL, George (1903-1950) George Orwell's real name was Eric Arthur Blair. He was born in 1903 in Motihari, Bengal, India. His father worked in India for the British government. In 1904 Orwell and his mother and sister moved to England. He lived there until 1922. Orwell began writing when he was about five years old. His first poem was published when he was eleven years old. Some of his writings were published in college magazines.

From 1922-1927 he worked in Burma as an administrator for the Indian Imperial Police. However, he disapproved of the way the British government was running things, so he resigned. He moved to Paris, and then to London. In 1928 he began writing professionally with some degree of success.

In 1933 he began using the pen name "George Orwell." In 1933 he wrote about his experiences in Paris and London in a book called *Down and Out in Paris and London*. At the same time, Orwell taught at a private school in Middlesex, England. In 1934 his second book, *Burmese Days*, was published. He was teaching at a private school at the same time. During this time he contracted pneumonia, which recurred frequently for the rest of his life.

Orwell married in 1936. Soon after that he went to Spain to write newspaper articles during the Spanish Civil War. Orwell supported the cause of the United Workers Marxist Party and fought with them. His experiences in Spain convinced him that he was opposed to communism and in favor of English socialism.

Orwell was a sergeant in the Home Guard in England during World War II. He was also a broadcast journalist for the British Broadcasting Company (BBC). He disagreed with much of the information from England that he was supposed to broadcast to India and Southeast Asia. He left the job, and from 1943 until 1945 he was the literary editor for the *Observer and Tribune*. He published *Animal Farm* in 1944. His wife died shortly before the publication.

In 1949 he published *1984*, which was highly successful. He married again in 1949, but died of tuberculosis in 1950.

Animal Farm and *1984* are considered two of the most important literary works of the twentieth century.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *1984* by George Orwell. It includes 20 lessons, supported by extra resource materials.

The **introductory lesson** introduces students to *1984*. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately 30 pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple-choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have acquired so far through

individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to **inform**. Students will write a diary entry about the real events in one day of their or a persona's life. They will model this entry after the diary entry of the main character, Winston Smith. The second writing assignment is to **persuade**. Students will write from the point of view of Winston Smith and try to convince the proles to rebel. The third writing assignment is to express a personal opinion. Students will write a letter to George Orwell telling him how they think the world today is doing in relation to the themes in *1984*.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *1984*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit and vocabulary resource materials sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT PLAN ADAPTATIONS

Block Schedule

Depending on the length of your class periods, and the frequency with which the class meets, you may wish to choose one of the following options:

- Complete two of the daily lessons in one class period.
- Have students complete all reading and writing activities in class.
- Assign all reading to be completed out of class, and concentrate on the worksheets and discussions in class.
- Use some of the Unit and Vocabulary Resource activities during every class.

Gifted & Talented / Advanced Classes

- Emphasize the projects and the extra discussion questions.
- Have students complete all of the writing activities.
- Assign the reading to be completed out of class and focus on the discussions in class.
- Encourage students to develop their own questions.

ESL / ELD

- Assign a partner to help the student read the text aloud.
- Tape record the text and have the student listen and follow along in the text.
- Give the student the study guide worksheets to use as they read.
- Provide pictures and demonstrations to explain difficult vocabulary words and concepts.
- Create a summary of each chapter that includes the main points in a text that is written at a lower, more accessible reading level.

UNIT OBJECTIVES *1984*

1. Through reading *1984* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *1984*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET
1984

Date Assigned	Reading Assignment Chapters	Completion Date
	One: I, II, III	
	One: IV, V, VI	
	One: VII; VIII	
	Two: I, II, III, IV	
	Two: V, VI, VII, VIII	
	Two: IX, X	
	Three: I, II	
	Three: III, IV, V, VI	
	Appendix, Afterword	

WRITING ASSIGNMENT LOG
1984

Date to be Assigned	Assignment	Completion Date
	Writing Assignment 1	
	Writing Assignment 2	
	Writing Assignment 3	
	Non-fiction Assignment	

UNIT OUTLINE – 1984

1	2	3	4	5
Introduction Distribute Unit Materials PV One: I, II, III	Read One: I, II, III Study?? One: I, II, III	Nonfiction Assignment PVR One: IV, V, VI	Study?? One: IV, V, VI Mini-lesson: Foreshadowing	PVR & Study ?? One: VII, VIII Oral Reading Evaluation
6	7	8	9	10
Quiz One: I-VIII PVR Two: I, II, III, IV	Study?? Two: I, II, III, IV Writing Assignment #1	PVR Two: V-VIII Mini-lesson: Simile	Study??? Two: V-VIII Writing Conferences	PVR & Study?? Two: IX. X
11	12	13	14	15
Quiz Two: I-X	Writing Assignment #2 PV Three: I, II	R Three: I, II Mini-lesson: Prefixes	Study ?? Three: I, II PVR Three: III-VI	Study?? Three: III-VI PVR Appendix, Afterword
16	17	18	19	20
Study?? Appendix, Afterword Writing Assignment #3	Extra Discussion Questions	Vocabulary Review Unit Review	Test	Nonfiction Assignment

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *1984* unit
2. To relate students' prior knowledge to the new material
3. To distribute books and other related materials (study guides, reading assignments)
4. To do the prereading work for One: I, II, III

Activity #1

Tell students the novel they will be reading is set in the past, in the year 1984. Explain that it was written in 1949, and is the author's view of what he thought society might be like thirty-five years in the future. Remind students that World Wars I and II had recently ended, and there was a looming conflict in Korea. Several European countries at the time were ruled by totalitarian regimes.

Complete the included group KWL sheet with the students. Put any information the students know in the K column (What I Know.) Ask students what they want to find out and put that information in the W column (What I Want to Find Out.) Keep the sheet and refer to it while reading. After reading the novel, complete the L column (What I Learned.)

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading Assignment Sheet You (the teachers) need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Unit Resource Materials portion of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

WRITING ASSIGNMENT 1 *1984*

Writing to Inform

PROMPT

In *One*: I you read the first entry that Winston writes in his diary. He describes his actions of the previous evening, giving a description of the movie he saw and including his own observations about it. From this entry we get a glimpse into Winston's every day life. Your assignment is to write a diary entry about the events in one day of a modern person's life. This can be you, or, if you prefer, it can be about a fictional person.

PREWRITING

The first thing you need to do is decide if you will write about yourself or make up a fictional person. Your goal is to give the reader a glimpse into a typical day in your life or that of your persona. Whichever you choose, the writing should reflect real events in the life of a modern person of your age. You may want to focus on one part of the day, as Winston did, or cover the entire day. Make an outline that lists the events that happened that day. Arrange the events in chronological order. Next to each event, jot down how you felt about it. You may want to plan ahead, choose the day you will write about, and carry a small notebook with you on that day. Jot down notes about events immediately after they happen.

DRAFTING

Write the date for your journal entry. Then write about each event from that day. Give as much detail as you can. Write descriptions that include sensory images. Include your reaction to, or opinion about, each event. Start a new paragraph each time you write about a new event. Write about at least three or four things that happened. Keep in mind that you want the reader to get a sense of what your life and the world around you are like.

PEER EDITING

When you finish the rough draft of your text, ask another student to read it. After reading your rough draft, the student should tell you what he/she liked best about the work, which parts were difficult to understand, and ways in which your work could be improved. Reread your text considering your critic's comments, and make the revisions you think are necessary.

PROOFREADING

Do a final proofreading of your text, double-checking your grammar, spelling, organization, and the clarity of your ideas.