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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

Brave New World

based on the book by
Aldous Huxley

Written by
Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR
Aldous Huxley

HUXLEY, ALDOUS (1894-1963) Aldous Huxley was born on July 26, 1894 in Godalming, England to a well-educated, prominent family. He went to a preparatory school for his basic education, and then later earned his degree from Balliol College in Oxford.

At a young age he contracted an eye disease which left his vision severely impaired. This, according to Huxley himself, was the single most important event in his life. It intensified his appreciation of knowledge and gave him the desire to "see" the world by acquiring as much information about it as possible.

In 1921 Mr. Huxley's first novel, *Chrome Yellow*, was published, and his literary career was launched. Known equally as well for his essays as for his novels, Mr. Huxley was a prolific writer. He was published in a wide variety of publications, and wrote on a wide variety of topics.

Four of Mr. Huxley's most well-known novels are *Point Counter Point* (1928), *Brave New World* (1932), *Eyeless in Gaza* (1936), and *After Many a Summer Dies the Swan* (1939).

- Courtesy of Compton's Learning Company

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Brave New World* by Aldous Huxley. It includes eighteen lessons, supported by extra resource materials.

The **introductory lessons** introduce students to information necessary for their **anti-drug campaign class project** through the use of guest speakers. Following the introductory activity, students are given a transition to explain 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 thirty 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. If your school has the appropriate equipment, 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 nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough 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 reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is 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.

There is a **group activity** in which students work in small groups to discuss the major ideas and themes in the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The writing assignments are all related to the class project. The first assignment is to inform: students create an informative brochure for their anti-drug campaign class project. The second assignment is to persuade: students choose to create a persuasive brochure or to write a persuasive letter or essay relating to the anti-drug theme. The third assignment is to give students a chance to express their own opinions: they write a short editorial relating to the class project.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Brave New World*. 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 while doing a **bulletin board activity**. 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: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for students who need more of a challenge.

There are additional **support materials** included with this unit. The **extra activities section** includes 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 OBJECTIVES - *Brave New World*

1. Students will think about quality of life and the roles of government, science and technology in the world.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will create and carry out an anti-drug campaign in their school and community.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Brave New World* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an 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 - *Brave New World*

Date Assigned	Chapters	Completion Date
	1-3	
	4-6	
	7-9	
	10-13	
	14-15	
	16-18	

UNIT OUTLINE - *Brave New World*

1	2	3	4	5
Guest Speaker	Introduction PVR 1-3	Study ?s 1-3 Guest Speaker PVR 4-6	Library	Study ?s 4-6 Bulletinboard PVR 7-9
6	7	8	9	10
Study ?s 7-9 Project Assignment PVR 10-13	Study ?s 10-13 Project Planning PVR 14-15	Study ?s 14-15 Project Planning PVR 16-18	Study ?s 16-18 Project Planning	Writing Assignment #1
11	12	13	14	15
Vocabulary	Extra ?s	Writing Assignment #2	Group Activity	Reports & Discussion
16	17	18		
Writing Assignment #3	Review	Test		

Key: P = Preview Study Questions V = Prereading Vocabulary Worksheets R = Read

LESSON ONE

Objectives

1. To help prepare students for the class project
2. To help prepare students for Writing Assignment #2
3. To make students more wary consumers

NOTE: You need to have invited a marketing/advertising specialist as a guest speaker for this lesson.

Activity

Invite a marketing specialist to come talk to your class about the marketing/advertising industry and the techniques used by marketing/advertising specialists when presenting products or ideas to consumers.

It will probably help your guest speaker if you explain that this activity is in preparation for a class project in which students will have to create a campaign against substance abuse. Make sure your speaker knows that you want students to be told various marketing techniques and their purposes so students can use them in planning their projects and so students can recognize these techniques as consumers.

Explain to students that they will be reading a book about the future--one author's view of what people and the world may be like in the future. Part of the author's vision is that people will become numb to the ugly realities of life through the use of a drug called "soma" and through other "recreational" drugs. Explain that in relation to this idea from the book, students will have a class project in which they will create and implement a campaign against substance abuse in their own school and communities. Tell students that to help them get some good ideas about how to create a successful campaign, you have invited a marketing specialist to talk with them about sales and marketing techniques, since they will be "selling" the idea of saying "No" to drugs.

Introduce your guest speaker and use this class period for the presentation and for a short question-answer period.

WRITING ASSIGNMENT #1 - *Brave New World*

PROMPT

One of the most common forms of informative brochures is the instruction booklet that comes with new products. You are being informed about how to use the product safely, correctly and effectively. There are, however, many different kinds of informative brochures. We get them in the mail, see them in waiting rooms at the doctor's office, see them at the check-out counter, and so on. One main premise of the informative brochure is that if people are educated about a subject, they can and will make a choice of action based on facts and probably will choose the option that is most beneficial to them.

For example, if people are sitting in the doctor's office and pick up a brochure about AIDS which tells about the disease and ways to avoid it, people will usually employ the suggestions made on the brochure. There wasn't any persuasion involved. The people simply read the facts, came to their own logical conclusions, and acted on their own intelligence.

Your assignment is to make an informative brochure about drug use/abuse that could be used for your class project.

PREWRITING

Much of your prewriting work has been done already through listening to guest speakers, doing the nonfiction reading assignment, and participating in class discussions. You should be loaded with facts.

Decide what, exactly, the purpose of your brochure is. Finish this statement: The purpose of my brochure is

Who is the audience for your brochure? Who will your brochure be given to?

From the wealth of information you have collected in this unit, choose the facts that best help you accomplish the purpose of your brochure.

Decide how you are going to present those facts. Carefully consider your audience at this point. If you are making a brochure for teens, don't use a business style. If you are making a brochure for parents, a teen style probably won't do. Find a style that is appropriate for your audience.

Will you use artwork, graphics, pictures, geometric designs? What will best suit your needs?

DRAFTING

Make a rough sketch of your ideas. If you are undecided about what graphics to use, sketch out several of your ideas in the rough and then choose the one that you'll be able to do the best job with and will most effectively carry your message to your audience.

PROOFREADING

When you finish the rough draft of your brochure, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary. Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.