

**Grade 11 Summer Reading Program:  
2020 Philosophy and Requirements  
Woodward Academy English Department**

Woodward Academy's English Department believes that the Summer Reading Assignment is a valuable pursuit for the student for several reasons. Colleges expect students to have read widely in the classics of literature, and all high school teachers believe that students need to exercise their independent reading skills over the summer months. In addition, familiarity with specific pieces of literature allows the student to start the school year with a literary foundation on which to reflect and compose. Basing their choices on college English department lists of books which well-prepared students should have read and on the curriculum which the student will study during the year, teachers at every grade level select books that should prove interesting and valuable. For these reasons, rising freshmen read mythology and works with heroic archetypes or coming of age themes. Rising sophomores read old or new classics of American Literature. Rising juniors read works by British and world authors. Seniors select from world authors.

Eleventh grade students in AP and HP read two required works; students in EP and CP read one required book.

**Teachers approved student placement in April of 2019 for the appropriate level of English study (CP, EP, HP, or AP), and students should read the book(s) assigned to that level. New students will find out their levels when they meet in June with a member of the Upper School staff.** During the first weeks of school, each English teacher will assign papers based on the work(s), give an objective test over the required book(s), and make other assignments as necessary. At least two evaluations over summer reading will occur, including objective, subjective, and creative assessments. These evaluations will constitute the first major grades that the student will receive for fall semester and will set the tone for the semester.

Students enrolled in the Upper School by August 1, 2020, must complete all the assigned book(s) by the start of school, August 13, 2020. . **We will administer the summer reading test over the required book(s) during the first week of school.** New students enrolled in the Upper School after August 1, 2020, should begin the **required book(s) at their level** immediately upon acceptance and then consult with their English teachers on the first day of class. All evaluations of summer reading will be completed by October 9, which is mid-semester.

The English Department requires new and returning students to complete the assignment over the summer in order not to double the homework load in English during the first grading period. Following are a list of key questions to ask yourself as you read a novel, work of nonfiction, or play. You can aid your long-term retention of these works by taking notes which answer each of the following questions. Include a page reference as often as possible. This effort will help as you review for your tests and projects in the fall.

1. Identify the narrative hook, rising action, climax, falling action, and resolution. If the novel is structured more loosely, what does each episode add to the story, and how does each build on the preceding ones?
2. What types of conflict are present?
3. Who are the main characters?
4. Are these characters round or flat, static, or dynamic?
5. Why do you sympathize or not sympathize with each character?
6. What is the effect of the point of view that the author uses: first person, limited third person, or omniscient? Does the point of view ever change?
7. What tone does the author express through the work's events and characters?
8. What objects, persons, places, or events are given symbolic meaning? What do they symbolize? Does the meaning of any symbol change?
9. If the work uses irony, what is its effect and why is it used?
10. Identify the novel's major theme or themes.
11. How do the plot, setting, point of view, symbols, and irony express the novel's theme or themes?

**SUMMER READING: ELEVENTH GRADE 2020-21**

Since students will be discussing and writing with the summer reading texts, it is beneficial if students purchase the edition noted by ISBN numbers. **Students may access brief descriptions of all books as well as study questions on the required summer reading at The Woodward Academy website: <https://www.woodward.edu/parents/upper-school/back-to-school>**

**REQUIRED OF AP. LANGUAGE AND COMPOSITION 11 (AP):**

- (1) *A Tale of Two Cities* by Charles Dickens (ISBN: 9780141439600)
- (2) *Between the World and Me* by Ta-Nehisi Coates (ISBN: 9781925240702)

**REQUIRED OF ENGLISH HONORS 11 (HP):**

- (1) *Frankenstein* by Mary Shelley (ISBN: 9780486282114)
- (2) *The Canterbury Tales* by Geoffrey Chaucer (Read these tales: “The Miller’s Tale,” “The Reeve’s Tale,” “The Pardoner’s Tale,” “The Wife of Bath’s Tale,” and “The Clerk’s Tale.” (ISBN: 9780140424386)

**REQUIRED OF ALL ENRICHED COLLEGE PREPARATORY (EP) STUDENTS:**

- (1) *Brave New World* by Aldous Huxley (ISBN: 9780060850524)

**REQUIRED OF ALL COLLEGE PREP (CP) STUDENTS:**

- (1) *Animal Farm* by George Orwell (ISBN: 9788129116123)

**Brief Notes on Summer Reading Texts - Grade 11**

Coates, *Between the World and Me* (9781925240702)—— “. . . [Coates] writes an impassioned letter to his teenage son—a letter both loving and full of a parent’s dread—counseling him on the history of American violence against the black body, the young African-American’s extreme vulnerability to wrongful arrest, police violence, and disproportionate incarceration.”—David Remnick, *The New Yorker* (Required for AP students)

Chaucer, *Canterbury Tales* (9780140424386)— Geoffrey Chaucer's medieval satire, written over 600 years ago, describes the institutions and people of his time through stereotypes, through criticism, and even sometimes through praise. The work may provide the best snapshot we have of London and its people in the late 14th century, but it presents an equally powerful and accurate snapshot of our 21st-century world.

Dickens, *A Tale of Two Cities* (9780141439600) – This novel, set in England and France during the French Revolution, is a mystery novel of terror and rebellion but also of love and redemption. (Required for AP students)

Huxley, *Brave New World* (9780060850524)-- *Brave New World* is found on many lists of must read English language books of the 20th century. Written in 1931, Aldous Huxley's dystopia provides sharp criticism about society's technological optimism after WWI. Placated by distractions, sex, drugs, and media, society is unaware of reality. Meticulous planning and clever manipulation place each citizen in a box that they cannot escape. Occupations, interests, thoughts, and clothing are pre-ordained by our Ford. If people are incapable of individual thought or feeling, are they merely well-behaved puppets working

for the government? What happens when someone who lacks proper conditioning enters the World State? (Required for EP students)

**Orwell: *Animal Farm* (ISBN: 9788129116123) -- “All animals are equal, but some animals are more equal than others.”** A farm is taken over by its overworked, mistreated animals. With flaming idealism and stirring slogans, they set out to create a paradise of progress, justice, and equality. Thus the stage is set for one of the most telling satiric fables ever penned—a razor edged fairy tale for grown-ups that records the evolution from revolution against tyranny to a totalitarianism just as terrible. When *Animal Farm* was first published, Stalinist Russia was seen as its target. Today, it is devastatingly clear that wherever and whenever freedom is attacked, under whatever banner, the cutting clarity and savage comedy of George Orwell’s masterpiece have a meaning and message still ferociously fresh. (Required for CP students)

**Shelley: *Frankenstein* (ISBN: 9780486282114) --- From the back of the Dover Thrift Edition: “Few creatures of horror have seized readers’ imaginations and held them for so long as the anguished monster of Mary Shelley’s *Frankenstein*. The story of Victor Frankenstein’s terrible creation and the havoc it caused has enthralled generations of readers and inspired countless writers of horror and suspense.”** (Required for HP students)

### Study Questions - English 3 and AP Language 11 Summer Reading

While no student is required to complete these questions, the English Department provides them for those students who like to reinforce independent reading with notes to study prior to taking the fall assessments.

#### **Ta-Nehisi Coates: *Between the World and Me* (AP)**

*Between the World and Me* was the 2016-2017 summer reading book for incoming freshmen at UCLA. The following questions are copied from a UCLA discussion guide.

1. Coates is careful to avoid assuming that whiteness is a given. Rather, he calls attention to the constructedness of race when he describes families and individuals who “believe themselves to be white” or children who are “raised to be white” (10). At the same time, whiteness is a powerful social force, a descriptor for a community of those who have “maximum power and minimum responsibility,” those who have the power to take the lives of others without punishment (80). What role does race play in your self-understanding? How does your understanding of yourself and your identities connect to the social and historical consequences Coates discusses?
2. Coates writes that “...race is the child of racism, not the father” (7). What does the author mean by this? How does this assertion compel us to think about the history of race and racism in the United States? How does this apparent reversal of common sense compel us to rethink the history of race and racism in the United States?
3. Coates writes of schools that “were not concerned with curiosity. They were concerned with compliance” (26). How does the author see the education system as complicit with a power that continues

to divide America into separate worlds? Do you have personal experience with a school that was or was not concerned with curiosity?

4. What does Coates mean by "the Dream"? Why does he urge himself to be "wary of every Dream" (53)? What do you think the author means when he writes that "the Dreamers...would rather live white than live free" (143)? Against the Dream, what does it mean to be "conscious citizen[s] of the terrible world" (108)?

5. What is Coates' definition of race on p. 115? Do you agree? What other populations might this definition apply to globally, beyond those in the United States? If race is not a biological reality, then what is it?

6. In what ways does history, or the media, tell us who or what matters? Who counts and who does not? Give examples....What is your role in shaping/affirming/complicating/confronting these messages?

### **Charles Dickens: *A Tale of Two Cities* (AP)**

1. Identify the following characters or places or things and explain their relationships to one another and to the significance of the novel: Jarvis Lorry; Lucie Manette; Dr. Manette; Madame Defarge; Monsieur Defarge; Charles Darnay; Mr. Stryver; Sydney Carton; Jerry Cruncher; Miss Pross; Marquis St. Evremonde; Tellson's Bank; Monsieur Gabelle; Jacquerie; La Force; La Guillotine; John Basard; Gaspard; Ladybird; the seamstress.

2. What is the historical background of the novel?

3. Why has Dr. Manette been in prison?

4. Who protects Dr. Manette when he returns from prison?

5. What are some of the important incidents that happen to Charles Darnay during the course of the novel?

6. Identify and analyze the many ironies in the characterization of Sydney Carton.

7. What actions of Gaspard further the complications for Charles Darnay?

8. Why is Madame Defarge so unrelenting in her determination to exterminate every member of the Evremonde family?

9. What does Monsieur Defarge find in Dr. Manette's cell?

10. What happens to both Dr. Manette and Charles Darnay as a result of what Defarge finds in Dr. Manette's cell?

### **Geoffrey Chaucer: *Canterbury Tales* (HP)**

(From "The Miller's Tale"):

- Who lives as a renter with John the Carpenter and his wife?
- What knowledge and skills does this person have?
- What does Nicholas say will happen next Monday, according to his astrological predictions?
- Who does Absolon seek out in the middle of the night to help him in his revenge?
- What cunning plan backfires for Nicholas?
- When John cuts the ropes and his tub falls, what happens to John (i.e., what injury does he suffer?)

(From "The Reeve's Tale")

- Why does the Reeve tell a story about a miller?
- What is Simpkin particularly proud of? What is ironic about his "well-descended" wife and daughter?
- Why do Alan and John take grain to be ground by the Miller?
- Why does Simpkin dislike Alan and John?
- How does Simpkin first distract and then ultimately cheat Alan and John?
- How do Alan and John learn they have been cheated?
- What is Alan's plan for revenge against the Miller? Note (maybe sketch) the set-up of the beds and crib in the Miller's house that will play a part in the night's events.
- When John realizes what Alan and the Miller's daughter are doing, what does he plan? How does he lure the Miller's wife into bed with him?
- How do Alan and John get back the grain that the Miller stole? (From "The Wife of Bath's Tale")
- When is this tale set? (During the mythic reign of what king?)
- According to the Wife of Bath, why can't people see elves anymore? What has driven them out of their natural habitat?
- What does the Wife of Bath mean when she states, "There is no other incubus than he [the friar]"?
- What happens to the maid riding alone through the corn?
- What strange sight does the knight see while riding through the forest on his return journey?
- What do the twenty-four women do or what happens to them as the knight approaches?
- What does the Old Hag say she wants in return for providing the answer to the knight's riddle? (Hint: She doesn't tell the knight she wants to marry him.)
- What is the Queen and the court's reaction to the knight's answer?
- What two options does the hag present to the knight?
- Which of these two options does the knight pick (trick question!)? (From the Pardoner's Prologue):
- What does the Pardoner say is always the "theme" (main point) of his sermons? Why is that suitable or appropriate to his purposes?
- What are some of the Pardoner's money-making tricks? (From "The Pardoner's Tale" itself):
- What agreement or pact do the three rioters make with each other?
- What does the old man seek as he travels endlessly from place to place?
- Where does the old man tell the rioters he last saw Death?
- Explain how the rioters end up dying.
- How does this creepy sermon serve the Pardoner's own greedy purposes if his audience "buys" his argument about greed being evil? (From "The Clerk's Tale") (HP only)
- What kind of man is Walter? What is his attitude toward marriage?
- What kind of woman is Griselda? Keep a list of examples of her patience.
- What are the different tests that Walter imposes on Griselda? Why does he test her in these ways?

- In your opinion, who is the less likeable--Walter for testing his wife or Griselda for submitting to all of the tests? Does either character have any admirable traits in your opinion?
- In his Epilogue, the Clerk assigns various morals / lessons to his tale--what are these lessons for men and women alike?

### Mary Shelley: *Frankenstein* (HP)

Introduction, Preface, Letters

1. Why did Mary Shelley write *Frankenstein*?
2. What discussions influence the development of her idea?
3. In the preface, what does the author say she is trying to preserve?
4. What is the structure, or form, of the novel?
5. Who is writing the letters? Why?
6. What is revealed about Robert Walton's background?
7. To whom are the letters written? Who is this person?
8. Where is the writer of the letters, and why is he there? What reasons does Walton offer for making his voyage?
9. At the beginning of Letter 2, of what is Walton in need? Why?
10. What traits does the lieutenant on Walton's ship possess?
11. What kind of man is the master of Walton's ship?
12. What route does Walton plan to take on his voyage?
13. What attitude does Walton reveal to his sister in Letter 3?
14. What is unusual about the first words spoken by the stranger Walton tells about in Letter 4? How does Walton describe the stranger?
15. What news of Walton arouses the stranger's interest?
16. What is the stranger's reaction when Walton says that he will allow nothing to interfere with his journey of exploration? What does the stranger propose to do for Walton?
17. How does he meet Victor Frankenstein?
18. How does Robert feel about his guest?
19. Why is Frankenstein in the Arctic?
20. What literary devices are used to close the journal entry of August 19<sup>th</sup>?

Chapters 1-5

21. Who is telling this part of the story?
22. How does the stranger describe his parents' character traits?
23. Why do you think Shelley waits until this point to reveal the stranger's first name?
24. What do Victor's parents give him as a gift? How did Elizabeth come to live with the Frankensteins?
25. How do Elizabeth and Victor differ as children?
26. Who is Frankenstein's closest friend? What are his interests and goals?
27. Whose works does Victor pursue in his reading and studies? What was one of the themes of the writers who influenced Frankenstein? Why does his father disapprove?
28. What natural phenomena influenced Frankenstein?
29. What two major events happened to Frankenstein when he was seventeen?
30. What goal did Frankenstein decide to pursue?
31. What details is the reader given on the construction of the creature?



32. A very short paragraph near the end of Chapter Four reads: "But I forget that I am moralizing in the most interesting part of my tale, and your looks remind me to proceed." What purpose does this paragraph serve?
33. What words in the last paragraph of Chapter Four express a warning of what's to come?
34. Describe the setting on the night the creature comes to life. What mood is created by the setting?
35. How did Frankenstein feel when his experiment succeeded, and the creature came to life?
36. Describe the creature. What is Victor's reaction to his creation? Why?
37. What happens after Victor rushes to his bedchamber?
38. At this point in the story, which character invites sympathy – Victor or the creature he has made? Explain.
39. What does Victor do when morning dawns? Whom does he meet? What happened to Frankenstein the day after he completed his creation?
40. Why has Henry Clerval's father allowed him to go to Ingolstadt?
41. How does Henry's character offset Victor's character at this point in the story?
42. Why does Victor dread returning to his apartment with Henry? What does he find once they arrive there?
43. Describe what happens to Victor as he and Henry wait for a servant to bring breakfast. How does Henry respond?
44. What does Henry do during Victor's ensuing illness?

#### Chapters 6-9

45. What did Clerval give Frankenstein when he was better?
46. How did Frankenstein and Clerval spend the next several months? Why did Victor desert his study of science? What study does he pursue? Why?
47. What new character is introduced in Elizabeth's letter to Victor? Why is Elizabeth's letter important to the story?
48. What is Victor's mood after his tour of Ingolstadt with Henry? Why does he praise Henry?
49. How do Victor's mood and his praise of Henry build suspense at the end of Chapter Six?
50. What news did the letter from Frankenstein's father bring?
51. What did Frankenstein see just outside the gates of Geneva as he was returning home?
52. Why does Elizabeth blame herself for the murder? Who was accused of committing the murder, and why?
53. What was Frankenstein's reaction to this accusation? Why does Victor come to believe that his monster is responsible for William's death?
54. How does Victor react to Justine's trial? What does this show about Victor's character?
55. What happened to the accused person? Or what is the result of the trial?
56. Why does Victor accompany Elizabeth to Justine's prison cell?
57. Why does Justine confess to having murdered William? When does Victor plead for Justine?
58. What was Frankenstein's state of mind after the trial and its conclusion? What warnings for the future does Victor give after Justine's death?
59. How has Elizabeth changed? Why does this upset Victor?
60. Where did Frankenstein go to seek relief? How does Victor's trip affect his spirits?

#### Chapter 10-15

61. Whom did Frankenstein meet after he had ascended to the summit of Montanvert?
62. How does Victor describe the monster's approach on Montanvert?
63. What impression does the monster give when he speaks? What is his request of Victor? Why?
64. What did the creature want of Frankenstein?

65. How did the creature feel when he first felt life? What are the monster's first memories? How did the monster say he learned to live in the world?
66. What was the reaction of the villagers the creature encountered?
67. Where did the creature take shelter? What are the advantages of the monster's hiding place?
68. What observations did the creature make about the people in the cottage? How does the monster show his capacity to care for others?
69. What does the creature learn to do, and how does he learn this? What kind of knowledge does the monster gain from the cottagers? Why is he eager to have this knowledge?
70. Why is the monster horrified when he sees his own reflection in a pond?
71. Describe the new character. Describe Safie's connection with the De Lacey family?
72. How does her arrival benefit the monster's education? What does he learn about the human race?
73. How do monster's emotions change as he gains more knowledge? Why?
74. What are the first books the monster reads, and how do they affect him?
75. What is the significance of the papers the monster finds in his clothing?
76. What was the elder De Lacey's reaction when the creature entered the cottage and began speaking with him?
77. What was the reaction of the De Lacey family when they saw the creature?

#### Chapter 16-20

78. What did the creature do at the cottage when he returned and found that the De Laceys had moved out? Why does the monster set fire to the De Laceys' cottage?
79. Where does the monster decide to go after burning down the cottage? Why?
80. What was the reaction of the man whose daughter was saved from drowning by the creature?
81. What discovery did the creature make when he approached another human?
82. What did the creature do to this person?
83. What happens when the monster reaches Geneva? How did the creature feel after his deed? Is the monster still a sympathetic character at this point? Why or why not?
84. What did the creature tell Frankenstein about the locket?
85. What did the creature ask Frankenstein to do, and why?
86. Who begins the narration at the beginning of chapter seventeen?
87. How did Frankenstein react to this request? How does the monster reason with Victor?
88. What is Frankenstein's decision to the monster's demand? What oath does Victor ask the monster to swear to? Does the monster agree?
89. What are Victor's feelings when he returns to Geneva? Why does Victor want to journey to England?
90. What does Victor's father want him to do? Why? What does Victor reply?
91. Why doesn't Victor like to be around other people in London? Why do Henry and Victor decide to leave London?
92. What route do Henry and Victor take to Perth?
93. Why does Victor settle on the Orkney Islands as the place where he will work?
94. Why does Victor destroy his second creation? How does the monster react to the destruction of his "bride"? What threat did the creature make when he saw Frankenstein destroy his second creation?
95. How does Victor dispose of the remains of his second creation? What happened to Frankenstein when he landed his boat?

#### Chapter 21-24

96. Who had been the creature's most recent victim? How was the victim killed?
97. When Victor finds out who was murdered, what happens to him? What does he say that sounds like a confession?



98. Who is Mr. Kirwin, and how does he treat Victor?
99. What is Victor's reaction when he is told that a friend has come to visit him in prison? Who is the friend?
100. What happened at Frankenstein's trial? What event occurred next in Frankenstein's life?
101. What does Victor promise to tell Elizabeth on the day after their wedding? Where do Victor and Elizabeth plan to spend their honeymoon?
102. What does Victor assume are the monster's plans for his and Elizabeth's wedding night? What happened on Frankenstein and Elizabeth's wedding night? What happened to Frankenstein's father as a result of this latest tragedy?
103. Where does Victor see the monster? What does the creature do when Victor spies him?
104. What was the magistrate's response when Frankenstein told him the entire story of the creature?
105. What did Frankenstein do after he left the magistrate? What happens when Victor visits the graves of his father, William, and Elizabeth?
106. Where does the pursuit of the monster take Victor? How does the monster encourage Victor during the chase?
107. Before he dies, what final advice does Victor offer Walton? What does this show about Victor's character? What request does Frankenstein make of Robert Walton?
108. What is meant by the phrase "Walton, in Continuation"?
109. How is Victor able to justify to himself his early treatment of the monster?
110. What happens to Frankenstein at the end of the novel? When does Walton meet the monster? Why does the monster suffer over Victor's death?
111. What happens to the creature at the end of the novel? How does the monster plan to end his life?

### **George Orwell: *Animal Farm* (CP)**

#### Chapter 1

1. What is the original name of the farm?
2. Who is the owner of the farm?
3. What type of animal (specifically) is Old Major?
4. Which human habits does Old Major forbid?
5. What is the title and purpose of the song?
6. How are the beginning and the end of the chapter similar?

#### Chapter 2

1. What happens to Major? What is the effect of his speech?
2. Who is Snowball? Describe in detail
3. Who is Napoleon? Describe in detail
4. Who is Squealer? Describe in detail
5. Who is Mollie? What is her main concern regarding the rebellion?
6. On what day does the rebellion start? How does it begin?
7. Why does Boxer discard his straw hat?
8. Who is Moses? What does he talk about?
9. Look at the commandments given in the novel and consider why these activities are banned. What are the ways each of these activities could be considered a vice (a bad thing)?

## Chapter 3

1. Which animals become supervisors?
2. Who does the work?
3. What is Boxer's maxim? (a maxim is a motto/ wise saying / precept)
4. Describe the flag the animals adopt and its symbolism.
5. Who always disagrees with the status quo?
6. To what are the seven commandments reduced for the sake of the stupidest animals?
7. Snowball and Napoleon agree about one thing. What is it?
8. Why do the pigs "need" milk and apples?
9. What further examples of the differences between pigs and the other animals occur during these chapters?
10. What are Napoleon's ideas about education?
11. How is Squealer able to convince other animals to accept whatever Napoleon decides?

## Chapter 4

1. How do neighboring humans react to the situation at Animal Farm?
2. Describe the Battle of the Cowshed.
3. What was Snowball's part in this battle?
4. Where is Napoleon during the battle? Is he mentioned?
5. Where is Mollie during the battle? Why is she there?
6. What is the significance of the gun's placement at the foot of the flagpole?
7. Compare Snowball's and Boxer's attitudes toward war.

## Chapter 5

1. Why does Mollie run away from the farm?
2. What changes have been made in the weekly meetings over the last year?
3. Explain the windmill controversy from Snowball's point of view.
4. Explain the windmill controversy from Napoleon's point of view.
5. Between the two leaders, one emerged as a natural leader who was very popular with the animals. The other was not for speeches. How did this other leader gain power?
6. How did he use this power to expel the more successful leader? What reasons did he give for doing this?
7. What changes does Napoleon make after Snowball leaves?
8. Why don't the other animals protest Napoleon's decision?
9. How do the animals now arrange themselves when they enter the barn to receive their orders as compared to the description in Chapter 1?
10. What is the importance of the dogs accompanying Squealer when he comes to talk to the animals?

## Chapter 6 &amp; 7

1. How much work are the animals now doing?
2. Why does Napoleon decide to engage in trade with neighboring farms?
3. How do the animals react to the trade agreement?
4. How is the windmill destroyed?
5. Why does Napoleon insist the windmill must be rebuilt immediately?

6. Why does Napoleon order that the hens' eggs be sold?
7. How does Napoleon react when the hens rebel against his orders?
8. Why does Napoleon revive the threat of the farm being sabotaged by Snowball?
9. Explain why the animals falsely confessed to being traitors.
10. Why does Napoleon order the animals to stop singing "Beasts of England?"

#### Chapter 8 & 9

1. What purpose is served by the production figures Squealer reads to the animals?
2. How is Napoleon becoming more and more like a typical dictator?
3. What are the similarities and differences between "Comrade Napoleon" and "Beasts of England."
4. Describe the sale of the stack of lumber. How does Napoleon outwit himself?
5. How does Napoleon explain all the bad things that happen on the farm?
6. What makes the battle against Frederick's men different from the Battle of the Cowshed?
7. Why do the men blow up the windmill?
8. What happens during the battle? (injuries, destroyed property, etc.- be specific)
9. Where was Squealer during the battle?
10. Describe the whisky incident.
11. Late one night, Squealer was discovered outside the barn, right beside the Seven Commandments sign. He had fallen off the ladder, and had dropped a can of white paint. None of the animals understood what Squealer was doing there, except for Benjamin. What do you think Squealer was planning to do?
12. Why are the animals so easily fooled, even though the proof is right before them?
13. Why does Napoleon allow Moses to return and to tell his stories about Sugarcandy Mountain?
14. What happens to Boxer?
15. How did the pigs explain what happened to Boxer?

#### Chapter 10

1. What changes have the years brought to the farm?
2. How do the animals now feel about their social order and their farm?
3. Name the things that the pigs start to do that violated the original 7 commandments and made them more "human."
4. What do the pigs teach the sheep to say?
5. All seven commandments are erased. What is the new commandment?
6. At the conference with the neighboring farmers, what new changes does Napoleon point out?
7. What does Pilkington congratulate Napoleon for?
8. What happens to the pigs' appearance?

**Aldous Huxley, *Brave New World* (EP)**

Find details and examples in the text to support your answers to these questions.

## Chapters 1-3

1. Why do you think Huxley opens the book with a tour of a “hatchery” instead of by introducing the main characters? How does the hatchery relate to the society of the “brave new world”?
2. Describe the way this society functions. In what ways is it different from our society (in terms of the people’s values, the way they live, the organization of society, etc.)? Why do you think the author chose Ford to be the “God” of this society?
3. What methods does this society employ to ensure social stability? What is the main goal of these methods?
4. Analyze the Director and Mr. Foster’s behavior toward Lenina (Chapter 3). What does it indicate about this society? Why is the Director called just “the Director” and not given a name—what effects does this have, and how does this relate to the author’s presentation of this society?
5. How would you describe the mood and the tone of the novel, and how does the author establish this mood and tone? How is it significant in terms of interpreting the novel? Contrast the way the characters speak and the setting’s atmosphere (mood) with what you can infer about the author’s attitude toward these things (tone). The first page should give you a good indication of how the reader is supposed to react to these descriptions of this futuristic society.

## Chapters 4-6

1. What does the narrator suggest is the source of Bernard’s self-consciousness and dissatisfaction with society? Describe Bernard’s friend Helmholtz. How are Helmholtz’s self-consciousness and dissatisfaction with society different from Bernard’s?
2. What is the function of the Solidarity Service? Discuss the various ways in which this purpose is accomplished (the various facets of the Service). Why do you think most of the attendees react so strongly to the Service? How does Bernard react, and why? What aspects of Christianity do you recognize in the Service, and why would these things have been preserved?
3. What do you think Bernard means when he speaks of wanting to be “free to be happy in some other way”? What does he mean when he says that he wants to “try the effect of arresting [his] impulses,” and how does that idea apply to his relationship with Lenina? What does he mean when he says that he wants to be an adult all the time—how are the people of this society “infants where feeling and desire are concerned”? What does Lenina’s reaction to Bernard’s unhappiness about their date show about her? (Refer to these lines near the end of Part 1: “Lenina felt all her triumph suddenly evaporate. Perhaps he had found her too plump, after all.”)
4. Why is talking about the “remote past” (probably anything more than a year before) a taboo? What do you think drives the Director to unconsciously violate this taboo? What do Bernard’s initial reaction to being reprimanded, his bragging to Helmholtz, and his reaction upon learning of his impending transfer to Iceland (Part 3) show about his character?

5. Why do you think the Reservations are maintained? What is shown about the people of this society by their attitude toward and treatment of the “savages”?

6. How does the novel suggest that the average person of this society would react to being exposed to images of nature such as the ocean and the night sky (recall Lenina’s reaction when Bernard makes her look at the ocean)? Why do you think they would react this way?

#### Chapters 7-9

1. What things do Bernard and Lenina find disturbing about the Indians’ way of life and environment? Describe some of the scenes they witness.

2. What is the significance of the steady beat of the drums used in the Indians’ ritual—why do you think drums are found in so many cultures? What similarities are there between some aspects of the Indians’ way of life and the way people in the “brave new world” live? What does this say about human nature?

3. What effect does seeing Lenina have on John, and why? Why is the expression on her face such an “amazing novelty”?

4. Why didn’t Linda escape from the Reservation? What conflicting feelings does Linda have about John, and what shows this? What “little animals” do you think Linda found in John’s hair, and why did they make her scream?

5. Describe the childhood experiences that influenced John’s personality. Why does he call his mother “Linda”? Why does he have such a peculiar way of speaking? In what important way are John and Bernard similar?

6. Why do you think Bernard is so eager to take John and Linda to London—what plan does he have? What is ironic about John’s proclamation that he is going to a “brave new world”? What foreshadowing is there in Bernard’s response to this proclamation?

#### Chapters 10-12

1. Why does the Director consider Unorthodoxy the most heinous crime? What kinds of unorthodoxy is Bernard guilty of?

2. Describe and explain the reaction of the workers in the Decanting Room to Linda and John’s entrance. How does the Director react?

3. How does Linda react to being back in “civilization”? How does John feel about this, and what difference in values does this show—what does this indicate about John’s view of what it means to live a truly human life? Describe Dr. Shaw’s reaction to seeing her.

4. How is Bernard transformed as a result of his association with John? How is social status like soma to him? In what way are Bernard’s unorthodoxy and dissatisfaction with society more superficial than Helmholtz’s?

5. Why do you think the author chose to have John called “the Savage”? Why does John quote the Shakespeare line about the “brave new world” when he visits the lighting-set factory? What reaction does he have to what he sees there, and why?
6. What signs of racism can be seen in this society? What qualities do the people of this society seem to associate dark skin with? Ironically, what Shakespeare character does John seem to identify with, and why?
7. Describe John’s complex reaction to Lenina. Why is she confused about his feelings? Why is he afraid that she will “cease to be something he could feel himself unworthy of”? How does his behavior toward her affect her, and how does she seem to feel about him? What Shakespeare characters are they similar to, and why? What signs are there that Lenina is changing?
8. What symbolic meaning might zippers have in the novel? What do you think is the origin of the “T” symbol, and what symbolic meaning might it have?
9. What is revealed about Mustapha Mond in the passage about the research paper he decides to censor?
10. How do John and Helmholtz react to Bernard’s falling status, and how does this make Bernard feel? Describe the nature of his friendship with them. What reaction does Helmholtz have to his own “conflict with Authority”?
11. Describe Helmholtz’s reaction to Shakespeare. What does he admire about his work, and what does he dislike? What do you think he means when he says, “We need some other kind of madness and violence”?

#### Chapters 13-15

1. After Fanny advises Lenina to go after John aggressively, where does she find the courage to follow her advice? What does this indicate about the character of people in this society? Why do you think the author includes the paragraph that begins “Twenty-two years, eight months, and four days from that moment...”?
2. Describe the philosophical differences regarding romance that cause a conflict between John and Lenina. How does Lenina handle her feelings, and how does John think he should handle his? What does he want to do, and why does he say he would never “kill [lions] out of helicopters”? Why is Lenina confused about John’s feelings for her—what expectation does she have? What is John’s reaction to her decision to come on to him so aggressively? What does the following Shakespeare quote mean? “Down from the waist they are Centaurs, though women all above.”
3. Describe the Park Lane Hospital for the Dying—what the atmosphere is like, who is sent there, the appearances, attitudes, and behavior of the people there. How is Linda spending her time in the hospital? How does the nurse react to John’s distress, and why? What does the sentence “not that there were many visitors anyhow: or any reason why there should be many visitors” indicate? What does the term “second infancy” mean? What is the group of identical children doing in the hospital—what is the purpose of their visit, and what concerns does the nurse have about how John’s behavior will affect them?



4. What reaction does John have to the groups of identical workers waiting for their soma distribution, and why—what quality of this society is epitomized by them? How is his comparing them to maggots appropriate?
5. What do Miranda's words come to mean to John ("O brave new world!"), and why does he appeal to the workers not to take the soma? What do the reactions of the Deputy Sub-Bursar and the workers indicate about why his effort is doomed to failure? According to John, in what way are the people of this society "slaves"? What does it mean to John "to be free and men"?
6. What reaction does Helmholtz have to the scene at the hospital, and why? What is ironic about his and Bernard's use of expressions like "Ford helps those who help themselves" and "Ford be praised"? Why is the Voice of Reason/Voice of Good Feeling described as speaking "from the depths of a nonexistent heart"? What does the fact that even John and Helmholtz are affected by it say about human nature? (Their susceptibility reflects one of the major lessons of the novel.)

#### Chapters 16-18

1. Describe Mustapha Mond. What is ironic about his being a World Controller, and how did he end up in this position? What did he give up in order to become a World Controller, and why? How does he treat these three "rebels" (John, Helmholtz, and Bernard) that is different from how they expected to be treated?
2. How does Mustapha explain the inability of the people of this society to appreciate high art? What has high art been sacrificed for, and why does it seem like a bad trade?
3. Why is it that a society of Alphas could never succeed? What evidence is there of this?
4. How is science a threat to the stability of this society? Why are technological advances kept to a minimum? What change brought about by Ford instigated the shift away from truth and beauty, and why?
5. In what way is their exile to an island actually a good thing for Bernard and Helmholtz?
6. What explanation does Mustapha Mond give for why the people of this society no longer need to believe in God? How does he explain humankind's former need for and belief in God?
7. According to John, in what way are the people of this society being "punished" for their "sins"? How does Mustapha respond to this argument? What arguments does Mustapha give against the value of endurance, self-denial, and chastity? Why are nobility and heroism outdated? What is "Violent Passion Surrogate," and why do the people of this society need it?
8. What is the outcome of John and Mustapha's discussion—what does Mustapha show John that he actually wants?
9. What is the symbolic significance of John's chosen home—both its nature and its location? Why is the area so empty of people despite its beauty? What kind of life does he have planned for himself, and why? Discuss this in detail.
10. What happens to make John kill himself? Explain his decision.

