**Lesson 1: Introducing Brave New World**

**Lesson Objective:** This lesson aims to introduce *Brave New World* to the students and consider the central themes and motifs used in the text. By the end of the lesson the students should:

1. Understand the context of *Brave New World* and the effect it has on the book
2. Be able to talk about the genre of dystopia and what that genre entails
3. Be able to critically engage with the reasons why books like *Brave New World* are important to read today

**Plan:**

* Begin the class with a general discussion of the book. What did the students enjoy about the book? What did they not enjoy? What was interesting about the way the book was written? Ask the students to note down three things they liked and three things they did not and discuss this as a class
* Discuss the context of *Brave New World.* Ask the class to evaluate how the fact that the novel was written in the years between the first and second World Wars may affect the tone and message of the book. Introduce some information on 20th century science and technology, eugenics and Malthusianism- how does this inform their opinion on the novel?
* Introduce some information about Aldous Huxley. Knowing all this, why do they think he might have chosen to write a story like *Brave New World?* What do they think he might be trying to say about 1930s British society?
* Now introduce the genre of dystopia. Can the class name any other dystopian novels or films? What is their understanding of what a dystopia is?
* In what ways does the society created in *Brave New World* offer a conventional view of a dystopia? The class must consider to what extent a society where there is no poverty and everyone is nominally happy, as in the novel, can be called dystopic. What is missing?
* Ask the class if they can identify any modern parallels with the society in *Brave New World.* Introduce some facts about state surveillance, and discuss which 21st century states currently bear resemblance to the state in *Brave New World.*
* Start a debate on social media and whether social media can be seen to be our soma. In what ways does it impair our judgement? How happy does it truly make us?
* As a finishing activity, each student should write a short paragraph answering the question “why is *Brave New World* still important to read today?”. These paragraphs should be shared and discussed, thinking about the ways in which *Brave New World* is still relevant, and the ways in which new technologies have, in some ways, fulfilled Huxley’s prophecy.

**Homework:** What is so bad about the World State portrayed in *Brave New World?* Remember to consider the context of the novel, and what Huxley himself was ultimately critical of regarding human nature and society.

**Lesson 2: Exploring and Conceptualising Themes**

**Lesson Objective:** This lesson aims to enable to students to think more broadly about the way in which *Brave New World* is written. By the end of the lesson the students should:

1. Be able to think thematically, explaining the way in which themes are explored and developed in *Brave New World* and debating the role of the themes within the novel
2. Be able to structure an essay around a thematic analysis of *Brave New World*
3. Be able to understand the effect of other literary influences on *Brave New World,* and critically engage with the idea of it as a parody of Shakespeare’s *The Tempest*

**Plan:**

* **Start the lesson by watching a synopsis of Shakespeare’s *The Tempest.* Ask the class to consider why they may have been shown that. Can they find any parallels between *The Tempest* and *Brave New World?***
* **Introduce the article suggesting that *Brave New World* is a parody of *The Tempest.* Read through the article as a class. Do the students agree or disagree with this thesis? Why?**
* **Ask the class why literary influences matter? Why do we talk about what authors people have been influenced by in their writing? What is the point of comparing and contrasting literature?**
* **Moving forward from this, ask the students to come up with what they think are the themes of *Brave New World.* Brainstorm these themes as a class**
* **The rest of this lesson will be dedicated to thematic analysis. Ask the class to pick one main theme (i.e. technology, false consciousness, the state)**
* **Now, ask the class to find three instances where that theme is explored, and to find at least two quotations that illustrate what Huxley is trying to say about that theme**
* **Ask each student to come up with a thesis statement in answer to the question ‘how is [the chosen theme] presented in *Brave New World?*’**
* **Go over essay structure, thinking in particular about how to write essays thematically. Pick three central points as a class and ask each student to illustrate how they would evidence each of these points**
* **As a finishing activity, introduce a debate. The students should have ten minutes to prepare their response. The debate should be centred around the question ‘does love has any place in *Brave New World?*’. Separate the students in half, with one half arguing that it *does* have a place, and one half arguing it *doesn’t.* Facilitate and engage with this debate, ensuring students respond to each other’s points and are evidencing their ideas.**

**Homework: How does Huxley present the theme of technology in *Brave New World*?** Explain your answer with reference to the text (quotations) and the wider context of the book, thinking about the different ways in which technology shapes the world that the book describes.

**Lesson 3: Close Textual Analysis**

**Lesson Objective:** This lesson will aim to make students more comfortable with close textual analysis and how to incorporate it into their essays. By the end of the lesson the students should:

1. Be able to describe the effect of Huxley’s style, language and structure
2. Be able to use close textual analysis when analysing excerpts from *Brave New World,* linking their analysis to wider themes within the book
3. Be able to make inferences about characters based on excerpts from the text, and explain the subtext that lies underneath the dialogue

**Plan:**

* Open the lesson with a discussion on the concept of inference. Are the class familiar with this term? Why is it an important concept? What does it entail?
* Open a conversation about the central characters of *Brave New World.* The students should compile a list of three adjectives to describe each character/. How have they come to these conclusions? What evidence can they offer to support these opinions?
* Using the text, ask the class to make inferences about each central character. Think particularly about the subtext of their dialogue
* Read the extract from *Brave New World* as a class, and ask them to note down any particularly powerful, telling or revealing words or phrases.
* Draw up a list of powerful words used in the extract. Ask the students to find synonyms for each of these words. Why did Huxley choose the words he did instead of their synonyms? What is particular about the words he chose? Explain the concept of word choice to the class and demonstrate how to analyse it
* Now consider any literary techniques within the extract, or any structural features. Go over these as a class, using P.E.E. to analyse the particularly powerful lines in the text
* Now brainstorm with the class: how do they approach writing about language choice and thematic material in essays? What kinds of things would they put in their essay plan to ensure they used P.E.E. and language analysis?
* Discuss how they would fit themes into their analysis, introducing the idea of how symbols and motifs function as a vessel for themes
* Each student should write a short paragraph answering the question ‘what is the effect of the language Huxley has chosen in this extract?’
* Go through a mark scheme for the language analysis question and ask students to evaluate their own work based on these criteria. They should give their answer a mark and then write two ‘what went wells’ and three ‘even better ifs’.

**Homework:** Using the excerpt you have been given, analyse Huxley’s use of language and structure. How does he create a sense of foreboding and danger? Remember to use quotations and close literary analysis, thinking about word choice, literary techniques and structural features.

**Lesson 3: Mock Exam Paper**

**Lesson Objective:** This lesson will consolidate the class’s knowledge of *Brave New World,* through studying the Eton 13+ questions on the book. By the end of the lesson the students should:

1. Understand the format in which literary analysis arises in 13+ exam papers
2. Be able to apply their knowledge and analysis skills to a secondary literary source, honing their ability to compare and contrast
3. Be able to analyse Huxley’s later essay *Brave New World Revisited* and draw final conclusions on the purpose of the book from it

**Plan:**

* Begin the lesson by introducing the secondary source from the Eton 13+ paper, the Constitution of North Korea. Ask the class to consider what relation this may have to *Brave New World.* Do they have any idea why the exam paper includes this particular source?
* The students should go through and underline any powerful, telling or revealing words and phrases from the text. Each student should then pick three important words or phrases and write a sentence on the effect of each of these
* The same should now be done for the excerpt from *Brave New World,* identifying three important words or phrases and commenting on the effect of them
* Introduce the concept of PACT (purpose, author, content, tone) for considering sources of information. Source 2 is of a very different provenance than Source 1- discuss how this affects both texts and complete a PACT for both sources
* Now introduce the question on the exam paper. Go through each feature it asks about one by one, asking the class to write down one point for each feature for both texts (vocabulary, syntax, characterisation, punctuation, tone, imagery, similes and metaphors as well as the writers’ attitudes towards what they describe and the intended impact on the reader)
* Now begin to consider contrast and comparison techniques. How can we use themes to compare the two? What is similar? What is different?
* The class should share two major similarities and two major differences that they found between the texts. Remind them to only use evidence from the extract of *Brave New World* on the exam paper, not any of their prior knowledge about the book
* Discuss the format of the exam paper, giving the students time to ask any questions they have about how the exam works
* Introduce Huxley’s essay *Brave New World Revisited.* Read an excerpt from this essay as a class. Does this change their opinion on the book? Why, or why not? Why might Huxley have felt the need to write this essay twenty-six years after he published the original novel?
* Finish the class with a discussion about the moral of the novel, thinking about Huxley’s purpose in writing it and what they have gained from studying and analysing it.

**Homework:** Complete Question 1 on the Eton 13+ exam paper under timed conditions, considering all the ideas raised and discussed in the lesson and ensuring to meet the standards of literary analysis laid out in the exam.