

Plan a circle: “Brave New World”

Aldous Huxley (1932) · novel · grades 11–12 (English III–IV) · ~3 weeks. Rights: Copyrighted.

Kit section 5 (group agreement & calendar), scaffolded for this text. Students fill the group, calendar, and roles.

Preview note: Copyrighted, mature — use a previewed edition. Contains drug use, sexual content, and mature themes; plan context and support. Verify all plot details against the book.

Copyright: Independent educational companion to *Brave New World* by Aldous Huxley. Students need lawful access to the novel; this planner does not reproduce or replace it and is not affiliated with the author's estate or publisher. Verify all plot details against the book.

Text, group, and target

Text / author / edition	“Brave New World” — Aldous Huxley (1932). _____ (edition)
Group / period / dates	
Grade / TEKS target (p. 3)	English IV · §110.39 — 6(A): relationships among literary elements; 5(C,D): evaluative commentary and summary; 1(D): student-led discussion.
Learning intention	We are learning to explain how the World State's design reveals a theme about freedom, technology, and stability.
Success criteria	I bring one open question, cite two details by chapter (paraphrased), respond to a peer, and name how my thinking changed.

Reading map & calendar

Chunk	Read through	Meeting date · leader
1	Ch. 1–6: the World State, conditioning, castes, soma; Bernard and Lenina.	
2	Ch. 7–13: the Reservation, and John the Savage brought to London.	
3	Ch. 14–18: John's rebellion, the debate with Mond, and the tragic end.	

Members & first-meeting jobs (p. 7 roles)

Member	First job	Rotates to (next meeting)

Text-specific discussion questions (open — more than one answer)

- **Predict:** A society engineered for happiness and stability — what will it have to give up to keep them?
- **Question:** Why might Huxley make the “Savage” the one who defends suffering and freedom?
- **Clarify:** What does Mustapha Mond mean that they sacrificed truth and beauty for comfort?
- **Summarize:** Trace how John's view of the “brave new world” changes, without opinion.
- **Interpret the theme:** How does the World State's design reveal a theme about freedom vs. stability? Use two details (paraphrase).

Optional Jigsaw lenses (p. 4): *Character* (John, Bernard, and Mond) · *Setting* (the World State) · *Theme* (freedom vs. stability) · *Structure* (London vs. the Reservation) · *Symbol* (soma).

Reading notes: "Brave New World"

Name: _____ · Home group: _____ · Section: "Brave New World," _____ · Expert lens:

Everyone prepares. Read the whole assigned section. Write or draw three important ideas, two supporting details with locations, and one summary in your own words. Keep interpretation separate from summary. Paraphrase only — no quotations; verify details against the book.

Questions

What needs clarification?
What could the group explore?

3 · Important ideas

Character choices, conflicts, themes, or central ideas.

1.

2.

3.

Vocabulary

Word + location + meaning or clue.
Mark anything still uncertain.

2 · Supporting details

Short quote or accurate paraphrase + page/paragraph + what it shows.

1.

2.

1 · Summary in my own words

Bring to the circle

My interpretation: These details suggest _____

Synthesis (connect two lenses): _____

After discussion: My thinking changed / became clearer because _____

TEKS evidence: 6(C,D) supported inference; 7(A) theme through characters/events; 1(D) response to a peer. · Pair with the PlotPoint "Brave New World" room.