

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) filled in for one text — a finished plan students see before writing their own. *Tinted italic* = sample answers.

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.

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Text, group, and target

Text / author / edition	<i>“Brave New World” — Aldous Huxley (1932). Novel.</i>
Group / period / dates	<i>Bea's group · Period __ · Meetings __ & __</i>
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
<i>1</i>	<i>Ch. 1–6: the World State, conditioning, castes, soma; Bernard and Lenina.</i>	<i>Wk 1 · Leader: Bea</i>
<i>2</i>	<i>Ch. 7–13: the Reservation, and John the Savage brought to London.</i>	<i>Wk 2 · Leader: Juan</i>
<i>3</i>	<i>Ch. 14–18: John's rebellion, the debate with Mond, and the tragic end.</i>	<i>Wk 3 · Leader: Val</i>

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

Member	First job	Rotates to (next meeting)
<i>Bea</i>	<i>Questioner</i>	<i>Summarizer</i>
<i>Juan</i>	<i>Summarizer</i>	<i>Clarifier</i>
<i>Val</i>	<i>Clarifier</i>	<i>Evidence tracker</i>
<i>Rai</i>	<i>Predictor</i>	<i>Questioner</i>

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).

Sample 3–2–1 notes: Val, theme lens

Name: Val · Home group: Bea’s group · Period __ · Meetings ____ & ____ · Section: “Brave New World,” Chunk 3 · Expert lens: Theme

What a finished prep looks like. Kit section 6 / Organizer A completed for one reader, so students can compare their notes to a strong model. Paraphrase and short references only — no long copying. Paraphrase only — no quotations; verify details against the book.

Questions <i>Is stability worth losing freedom?</i> <i>Why does John demand the “right to be unhappy”?</i>	3 · Important ideas <i>1. Citizens are engineered into castes and kept content with soma.</i> <i>2. John, raised outside, values freedom, art, and even pain.</i> <i>3. Mond explains that stability requires giving up truth and high art.</i>
Vocabulary <i>conditioning = engineered training of behavior.</i> <i>soma = the state-issued pleasure drug.</i>	2 · Supporting details <i>1. Soma erases any discontent (throughout). → Comfort replaces freedom. (Verify against the text.)</i> <i>2. John demands the “right to be unhappy” in the debate (Ch. 17). → The human cost of engineered happiness. (Verify against the text.)</i>

1 · Summary in my own words
A stable, engineered society trades freedom, truth, and art for comfort; an outsider’s refusal exposes that bargain.

Bring to the circle

My interpretation: *A life engineered for comfort may cost the very freedom that makes it meaningful.*

Synthesis (two lenses): *John (character) voices the theme: his defense of suffering reveals what the World State sacrificed for stability. Text points (paraphrased): soma’s use and the Mond debate (Chunk 3).*

After discussion: *My thinking became clearer once the group compared evidence.*

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.