

Understanding Text

Interpreted as novel-based elements, linked to 'responding':

Characterisation
Narratology
Setting
Tone



I won't do what you tell
me

'Control' in Orwell's 1984

For 14-16 year olds
Year 10/11

Responding to the text -

Interpreted as attitudinal elements, linked to 'understanding':

Attitudes
Context
Beliefs

Producing text

Interpreted as students producing text for summative and formative purposes, linked to 'critiquing'

Exam writing
Thesis statement creation
Analytical paragraphs
Socratic debate
Non-exam essay presenting

Critiquing the text

Interpreted as methods of argumentation, linked to 'producing':

Thesis
Antithesis
Synthesis
Critical views

Generic themes/organising concepts

Totalitarianism (government)

Propaganda

(Subversion of) Reality

(Subversion of) Love (and Feelings)

(Loss of) Identity and Independence

(Political) Loyalty

Class (System)

Controlled Information and Rewriting of History

(Use of) Technology

Use and Abuse of Language

Psychological Manipulation/Coercion

Love/Sexuality

Poverty/Wealth

Rebellion

Hope

Top 10 Generalisations

- = **Totalitarian** governments use **technology** to *facilitate control* over their citizens
- = Beliefs in **totalitarianism** *correspond* in people suffering **poverty**
- = A fear of **poverty** *manipulates* people into **loyalty** to totalitarian governments
- = That act of **rewriting history** *invents* an alternative **reality** for many people.
- = Some **uses of language** *inspire rebellion* against totalitarian governments.
- = The culture of **lower-class** citizens *challenges* attempts to **control** them
- = **Hope** *challenges/tests* **loyalty**
- = Feelings of **love** *cultivate* a **new identity**
- = Political **loyalty** can *supersede* **personal identity**
- = **Totalitarian** governments *judge* the **loyalty** of the citizens in order to **control** them.
- = **Psychological manipulation** *brings* about a **loss of identity**

Notes

Further notes can be found at...

- 1) Every generic theme/organising concept is contained in these generalisations.
- 2) Every generalisation correlates to a section of the text, and a corresponding thesis statement to an essay question.
- 3) The inability to provide a negative verb or modality make it hard to situate some generalisations in 1984.
- 4) The unit will concentrate on concept formation where students will decide on which of the concepts seems most suitable for which section of the novel we are studying. They will then induct from the text those evidence and ideas which can organised via that concept.

Considerations issues

- 1) It is difficult to organise the study of a literary text via a process web. Reading and writing are *tacit* processes. Students inducting and articulating generalisations about the process of writing is intellectually stimulating, but still requires situated understanding of how to analyse **that particular text**.
- 2) There does not appear to be consistency in how the strands are defined in a process web across multiple examples.
- 3) Using themes as organising concepts seems to fit current literary theory and practice. The prioritisation of guiding student to inducts to themes is welcome.
- 4) Creating essays where generalisations become situated in thesis sentences and claims gives them a currency in the institution of the school where parents and students need to pass exams. Intellectual rigour is maintained through the generalisations that transfer.

Some Example Questions

Totalitarian governments use **technology** to *facilitate* **control** over their citizens

What are some characteristics of totalitarian governments? (F)

What are some examples of surveillance technology? (F)

What are some differences between a citizen and a person? (F)

What aspects of a person can a government control? (*Arguably conceptual if not just time/money etc?*)

Why might totalitarian governments want to control their citizens? (C)

Should governments exert control over its citizens? (D)