1984: A Critical Analysis

TOPIC: ETHICS

GRADES: 9-12

LESSON DURATION: TEACHER DISCRETION (MULTIPLE DAYS)

SOFT SKILLS: CRITICAL THINKING, READING COMPREHENSION, COMMUNICATION

Introduction:
- George Orwell's classic piece has returned to popularity as the world becomes more and more digitized. The following lesson can be used after students have read the novel and watched the movie. The questions can be added to existing activities. The goal of these questions is to get students to think about the world in which we live.

Learning Outcomes:
- Students will thoughtfully analyze Orwell's classic, 1984 while comparing to current events.

Materials:
- [Current article on 1984](#)
- Copies of the book, *1984*
- The movie, *1984*

Activities:
1. Students should read the book, *1984* and complete activities as planned by the teacher.
2. Students should then watch the movie of *1984*.
3. Students can complete the questions below while either reading the book or watching the movie. The questions can be stand-alone questions or merged into existing analysis already done by the teacher. These questions can require a written response or be used for in class discussion. These questions allow students to analyze the responsibility of the government when it comes to technology and cybersecurity.

Questions for Thought:
1. In the book *1984*, there are numerous threats to the public.
   A. What are the threats presented by Orwell?
   B. What technologies today have presented new threats to the public? List specific examples below.
   C. What correlations can be made between technologies/issues present in the book *1984* and technologies/issues present today?

2. Thinking about the threats above, what laws are in place to protect citizens from these cyber threats? (Federal, state, local)
3. Thinking about the same cyber threats, what laws should be in place to protect citizens from these threats?
4. What are the obstacles in creating these laws?
5. What is more important: national security or individual privacy? Support your opinion with concrete evidence.
6. Is there such a thing as having too much technology? Support your opinion.