

Fulbright Teachers for Global Classrooms

7-day Unit

Name:	Giselle Elias
School Type:	Public High School
Subject:	English – British Literature
Grade Level:	12 th
Project Title:	Memory, Power, and Control: Exploring Global Themes Through <i>1984</i> .

Project Concept

Driving Question	Project Summary/Big Idea
How do societies manipulate memory and power, and what impact does this have on individual identity and freedom?	<p>Students will explore the manipulation of memory, power, and identity through Orwell's <i>1984</i> and connect these themes to contemporary global issues such as surveillance, misinformation, and totalitarianism.</p> <p>By analyzing the novel and real-world parallels, students will deepen their understanding of how societies maintain control and how individuals navigate these systems.</p> <p>The unit will culminate in creative and analytical tasks such as creating a multimedia composite portrait, conducting comparative essays, and participating in discussions.</p>

Subject Content and Interdisciplinary Connections

- **English IV:** Literary analysis of themes, characters, and symbols in *1984*.
- **Social Studies:** Exploration of totalitarian regimes, historical memory manipulation, and contemporary political issues (e.g., media control, surveillance).
- **Digital Arts:** Use of Photopea for creating composite portraits that visually represent key themes in *1984*.

<p>Global Competencies</p> <p>Investigate the World:</p> <ul style="list-style-type: none"> Students will explore how themes in <i>1984</i> such as memory manipulation, control of information, and surveillance connect to contemporary global issues, investigating historical and current examples of authoritarianism, media control, and surveillance. <p>Recognize Perspectives:</p> <ul style="list-style-type: none"> Through activities like "Step In, Step Out, Step Back," students will analyze different perspectives within the novel (e.g., Winston, Julia, O'Brien) and compare them with different societal approaches to memory and governance, recognizing how various cultural and political systems approach these themes. <p>Communicate Ideas:</p> <ul style="list-style-type: none"> Students will communicate their understanding and analysis through multimedia presentations (composite portraits), and collaborative discussions, effectively sharing their perspectives and insights with peers and a broader audience.
<p>Learning/Curriculum Standards</p> <ul style="list-style-type: none"> RL 12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferences drawn from the text. RL 12.2: Analyze development of themes or central ideas of a text and how they interact and build on one another. RL 12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story. SL 12.1: Participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively. W 12.6: Use technology, including the Internet, to produce, publish, and update writing and multimedia projects.
<p>Authentic Product and Audience</p> <p>Product:</p> <ul style="list-style-type: none"> Students will create multimedia composite portraits using Photopea, visually representing themes from <i>1984</i> (e.g., control, surveillance, identity) along with a written artist's statement explaining their creative choices. Students will also write artist statements that analyze Orwell's themes in relation to real-world global issues (e.g., surveillance in modern societies, media manipulation). <p>Audience:</p> <ul style="list-style-type: none"> Students will present their composite portraits and artist statements to their peers in class. These works will be published on a class Padlet or a school blog, where they can be viewed by a broader school audience, including teachers, students, parents and community partners.

Project Management

Project Timeframe and Milestones (how many class periods/weeks is this PBL?)
<p>Duration: 90 mins each</p> <p>Milestones:</p> <ul style="list-style-type: none"> 1: Padlet introduction (Inter School Activity and Spotlight Challenge #2). Review <i>1984</i>, global themes (surveillance, memory control), and character analysis using the "Step In, Step Out, Step Back" routine (Spotlight Challenge #1). 2: Begin Complete Photopea composite portrait project (Spotlight Challenge #3). Students work on their chosen theme, symbol, or character from <i>1984</i>. 3: Finalize composite portraits and artist's statements. Present projects.
What will Students Need to Know and How will they Get to Know Them?
<p>Need to Know:</p> <ul style="list-style-type: none"> Key themes, characters, and symbols in <i>1984</i> (surveillance, control, identity). Global examples of memory control, surveillance, and propaganda (e.g., misinformation, government surveillance). How to create a composite portrait in Photopea. <p>How:</p> <ul style="list-style-type: none"> Review of themes, characters and symbols of <i>1984</i> during Class 1. Research and multimedia creation in 2 using Photopea. Final presentations and reflections in Class 3.
Authentic Performance Based Assessment
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Peer feedback during the "Step In, Step Out, Step Back" activity in Class 1. Drafting and working on composite portraits in Class 2 with peer input. <p>Summative Assessments:</p> <ul style="list-style-type: none"> Composite Portraits: Students submit a final multimedia portrait reflecting characters or themes or symbols from <i>1984</i>. Artist's Statement: A written reflection explaining how the portrait connects to themes of power, control, and identity in <i>1984</i>. Comparative Narrative or Podcast: A comparative narrative or podcast submitted by the end of Class 3, comparing the themes in <i>1984</i> with real-world global issues (e.g., surveillance, propaganda).

Differentiation and Scaffolds

For Struggling Learners:

- Provide scaffolds such as graphic organizers for character analysis.
- Break down Photopea into steps with visual guides.

For Advanced Learners:

- Encourage independent research on contemporary global issues related to *1984* for their narrative or podcast.

Resources

1. *1984* by George Orwell.
2. [Photopea](#). [Assignment instructions](#) using photopea.
3. Digital art resources (Canva or other AI).
4. [“Step in, Step out, Step back”](#) instructions and notes/
5. Articles and media on global surveillance, misinformation, and authoritarian regimes.
6. [Padlet](#) for sharing student projects.
7. [“Remembering the Past...”](#) Matching game and nonfiction texts: Día de los Muertos and Indigenous Australian practices.

Project Kick-Off and Building Background Knowledge

Kick-Off Event and Driving Question
<p>Start with a short video on modern-day surveillance and government control (e.g., social media misinformation or surveillance technology).</p> <p>Pose the driving question: <i>"How do societies manipulate memory and power, and what impact does this have on individual identity and freedom?"</i></p>
Building Background Knowledge
<p>Use concept cards to review themes, characters and symbols. Match the picture to the description.</p> <p>Re-read narratives or watch a short video about key excerpts from <i>1984</i> focusing on the Memory Hole, the Two Minutes Hate, and other forms of societal control.</p> <p>Conduct the "Step In, Step Out, Step Back" routine to analyze the perspectives of Winston, Julia, and O'Brien, drawing connections to contemporary global issues.</p>

Project Development Outline

Project Daily Outline - Overall Objectives and Practices for Each Class Period
<p>Revisit <i>1984</i> and Global Themes of Power, Control, and Memory</p> <p>Objective: Students revisit key themes of <i>1984</i>, including power, control, and memory. They will explore how these concepts relate to global issues such as government surveillance, misinformation, and the erasure of history. Students will engage in the "Step In, Step Out, Step Back" routine to analyze characters and their roles in the story.</p> <p>Standards:</p> <ul style="list-style-type: none">• RL 12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, and inferences drawn from the text, including determining where the text leaves matters uncertain.• SL 12.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Five (5) 90 min. Lessons:

1. Connecting *1984* to Today's World

- **Objective:** Engage in the global relevance of *1984*.
- **Activity:** Begin with a [short video clip](#) on modern surveillance or misinformation (e.g., the use of surveillance cameras, fake news).
- **Discussion Questions:**
 - How does surveillance affect people's behavior?
 - What happens when governments or other organizations control information?
 - Can we see parallels between these modern-day issues and *1984*?
- **Link to *1984*:** Orwell's *1984* explores similar issues, warning of unchecked power, government control, and manipulation of truth.
- **Assignment:** Take an everyday situation and turn it into an example of extreme surveillance.

Everyday Tasks:

- a. Buying concert tickets
- b. Getting a haircut
- c. Putting gas in the car
- d. Purchasing an airline ticket
- e. Ordering a book online
- f. Other

Directions: Choose one everyday task above and write a scenario, draw a storyboard, create a prez/Google slide showing how it would be for a citizen of Oceania. The conversation should have a minimum of ten lines and at least five newspeak words (used correctly).

2. Revisit *1984*

- **Objective:** Understand the psychological manipulation behind the "Two Minutes Hate" and how it serves as a tool for social control.
- **Activity:** Watch the "Two Minutes Hate" (a daily ritual for citizens to release anger and direct it toward a common enemy, helping the Party maintain control). Focus on their feelings, noting any anger, discomfort, or other reactions.

Discussion Questions:

What emotions did you feel? Why?

How could these feelings influence your thinking?

Why might a government use this tactic?

- **Assignment:** Answer these [10 mcq](#)

3. "Step In, Step Out, Step Back" Routine: Character Analysis

- **Objective:** Engage with *1984* characters and their motivations.
- **Activity:**
 - **Step In:** Students step into the shoes of Winston, Julia, or O'Brien. What are their motivations in *1984*?
 - **Step Out:** Students reflect on how these characters' actions represent larger social or political systems in *1984*.

- **Step Back:** Students reflect on how similar issues of control and manipulation occur in today's world.
- **Small Group Discussion:** Students share insights on how these characters represent different responses to totalitarianism.
- 4. **Flashcard Activity: Connecting Themes to the Real World**
 - **Objective:** Encourage collaborative reflection in *1984* and modern issues.
 - **Activity:** Students write on flashcards, responding to the following:
 - How does the Party in *1984* use memory to control society?
 - Can you think of a modern example where a government or institution has rewritten history or controlled information?
 - What does this mean for individual freedom and identity?
 - **Peer Interaction:** Students write a comment on at least one peer's card.
- 5. **Research:**
 - **Objective:** Research and present a global issue on surveillance or misinformation.
 - **Activity:** Research a global issue related to surveillance or misinformation and prepare a brief presentation (5 minutes).
 - **Guiding questions:**
 - What is the main issue, and who is affected?
 - How does this issue impact individual rights or privacy?
 - What role do governments or corporations play in this issue?
 - Are there any ethical concerns or controversies?

Exploring Memory and Control through *1984* and Cultural Perspectives

Objective:

Students will explore how personal and collective memories are shaped, preserved, or erased, connecting these concepts to *1984* and the Memory Hole. They will compare cultural perspectives on memory, examining Indigenous Australian and Mexican memory practices.

Standards:

- **RL 12.2:** Determine two or more themes of a text and analyze their development throughout the text.
- **SL 12.1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners.

Four (4) 90-minute Lessons:

1. Introduction to Memory

- **Objective:** Understand how memory shapes identity and relate it to *1984*'s memory control.

Choose a Memory

- Students select a meaningful personal item (or describe one) that represents an important memory and note why it matters to their identity.

- **Small Group**

In groups, students discuss their artifacts and consider: *How would losing this memory change who you are? How might erasing collective memories impact society?*

2. Comparative Cultural Memory

- **Objective:** Analyze how different cultures handle memory and loss.
- **Activity:** Divide the class into two groups. One group reads about Indigenous Australian memory practices (e.g., refraining from speaking the names of the deceased). The other reads about the Mexican Day of the Dead.
- **Discussion:** Compare how these cultures preserve or erase memories.
- **Questions:**
 - What values guide each culture's approach to memory?
 - How do these practices compare to the Party's manipulation of memory in 1984?

3. Reading and Analysis of 1984

- **Objective:** Deepen understanding of the Memory Hole's role in the Party's control.
- **Activity:** Read *1984* (Part 1, Chapter 4) as a class, focusing on Winston's work with the Memory Hole.

OR

Syme's conversation with Winston about the destruction of words (Part 1, Chapter 5)

- **Discussion:**
 - Why does the Party erase the past?
 - How does this impact people's perception of reality?

4. Activity – Personal Memory Artifact

- **Objective:** Encourage personal reflection on memory and its connection to *1984*.
- **Activity:** Have students choose a personal or family object that connects them to the past (e.g., heirloom, photograph, or story). They will reflect on how this object helps them remember the past and what would happen if this memory were erased.

****Link to 1984:** Connect personal memory to the collective, controlled memory in *1984*.

- **Video Presentation Assignment:** Students will create a short video (5 minutes or less) about their chosen artifact, to be completed as homework.

Guiding questions...

Why is the personal or family object you chose significant to your understanding of your past or family history?

How does this object help you preserve or remember important memories, and what role does it play in your sense of identity?

What would happen if this memory, object, or tradition were erased from your family's history?

How might it affect how you view yourself or your past?

In *1984*, the Party uses the Memory Hole to erase inconvenient truths. How does your personal object or memory contrast with this form of memory control?

If a "Memory Hole" existed today, what types of personal or cultural memories might be targeted for erasure, and why?

Creating Composite Portraits in Photopea

Objective:

Students will create composite portraits in Photopea that visually represent a character, theme, or symbol from *1984*. The goal is to blend images and textures that reflect themes of surveillance, control, rebellion, or identity, and support their artwork with an artist's statement.

Standards:

- **RL 12.3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story.
- **W 12.6:** Use technology to produce, publish, and update individual or shared writing products.

Three (3) 90-minute Class Session:

1. Introduction to the Composite Portrait Project

- **Objective:** Introduce the composite portrait project and how it connects to *1984*.
- **Activity:** Explain how students will use Photopea to create a composite portrait that visually represents a character, theme, or symbol from *1984*.
- **Examples:** Show examples of composite portraits and discuss how imagery can reflect themes like control, rebellion, or surveillance.

2. Creating Composite Portraits

- **Objective:** Create composite portraits using Photopea.
- **Activity:**
 - Students choose a character or theme (e.g., Winston, Julia, Big Brother, love, surveillance).
 - Find textures or symbols (e.g., grids for surveillance, bold fabrics for rebellion) to blend into their portrait.
 - Begin blending images using Photopea's Layer Mask function to represent the chosen themes.

3. Writing the Artist's Statement

- **Objective:** Encourage reflection on artistic choices and their connection to *1984*.
- **Activity:**
 - Write a 300-word artist's statement explaining their portrait and how it reflects the themes of *1984* (e.g., control, surveillance, rebellion).
 - Peer Review: Museum walk.

Authentic Audiences

Student Connection with Authentic Audiences

Students will present their multimedia projects to peers in class and post them in various places for feedback from the school community (teachers, students, and parents).

Student Reflection

How will students reflect on their growth and learning after the project?

At the end of the unit, students will submit a reflective narrative discussing how their views on memory, power, and control evolved through the study of *1984* and real-world issues.

Teacher Reflection

(To be completed after the project)

What am I proud of from the project? Describe a highlight moment.

How did my students grow during the project (think about core content, global competence and personal growth)?

What would I change or improve for next time?

Composite Portrait Checklist:

- Clearly represents a character, theme, or symbol from *1984* (e.g., control, surveillance, rebellion, identity)
 - Uses appropriate textures or symbols to represent the chosen theme (e.g., grids for surveillance, bold colors for rebellion)
 - Skillfully blends images and textures using Layer Mask or similar functions in Photopea
 - Demonstrates creativity in the choice of images, textures, and visual elements
 - The final product is visually engaging and represents a deep understanding of the novel's themes
 - The student has successfully used the Photopea software to create a polished final image
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Narrative/Podcast Checklist:

- Clearly introduces the theme being explored from *1984* (e.g., control, surveillance, rebellion)
 - Accurately connects themes from *1984* to modern-day issues such as surveillance, media manipulation, or misinformation
 - Provides strong, relevant examples from both *1984* and contemporary society
 - Narrative/podcast is well-organized and follows a logical structure
 - Demonstrates deep analysis of the chosen themes, showing understanding of both the novel and real-world applications
 - Uses appropriate language, tone, and terminology for the audience
 - Narrative or podcast adheres to the time/word limit (e.g., 3-5 minutes for a podcast, 500-700 words for a narrative)
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Artist's Statement Checklist:

- Clearly explain which character, theme, or symbol from *1984* was chosen for the composite portrait
- Explains the visual symbols used in the portrait (e.g., textures, colors, images) and how they represent the themes of the novel

- Draws clear connections between the artwork and the text, showing how the chosen visuals relate to the themes in *1984*
 - Provides an in-depth analysis of why specific artistic choices were made (e.g., why certain images or colors were selected)
 - The statement is well-organized, coherent, and clearly written
 - The artist's statement meets the required word count (approximately 300 words)
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Presentation Checklist:

- Introduces the theme/character/symbol chosen from *1984* and provides context
- Explains how the composite portrait reflects the chosen theme or symbol
- Draws clear connections between the portrait and modern-day global issues (e.g., surveillance, control)
- Speaks clearly, maintains eye contact, and engages the audience
- Presentation is within the time limit (approximately 5-7 minutes)

Rubric for Composite Portrait

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Concept and Theme	Clearly represents a deep understanding of <i>1984</i> themes (e.g., control, surveillance, rebellion)	Represents a clear connection to <i>1984</i> themes with minor gaps in analysis	Some connection to <i>1984</i> themes but lacks depth in understanding	Little to no connection to the themes of <i>1984</i>
Visual Symbols	Uses appropriate textures and symbols that effectively communicate the chosen theme	Uses symbols and textures that mostly reflect the chosen theme	Symbols and textures are used, but they may not fully reflect the chosen theme	Little to no use of symbols or textures that reflect the theme
Blending Techniques	Skillfully blends images and textures using advanced techniques	Adequate blending of images and textures with moderate proficiency	Blending is present but lacks cohesion or shows minimal skill	Blending is poorly executed, and images/textures are not cohesive
Creativity and Originality	Highly creative, original approach in both concept and execution	Creative approach with some originality in execution	Some creativity is evident, but the approach lacks originality	Lacks creativity and originality in both concept and execution
Technical Proficiency	Demonstrates advanced skill in using the software (Photopea)	Shows good proficiency in using the software with minor errors	Adequate use of the software, but with noticeable errors	Struggles with using the software effectively
Overall Visual Appeal	The final product is highly engaging, cohesive, and visually striking	The product is visually appealing with minor inconsistencies	The product is somewhat engaging, but lacks cohesion or appeal	The product is not visually engaging or cohesive

Rubric for Narrative or Podcast

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Introduction of Theme	Clearly introduces the chosen <i>1984</i> theme and its modern-day relevance	Introduces the chosen theme with some clarity and connection to modern-day issues	Theme is introduced but lacks depth or clear connection to modern issues	Fails to introduce a relevant <i>1984</i> theme or make connections to modern issues
Connection to 1984	Strong, accurate connections between <i>1984</i> and modern-day issues, supported with examples	Good connections between <i>1984</i> and modern-day issues, but lacks depth or examples	Some connection to <i>1984</i> , but lacks clear examples or depth	Little to no connection between <i>1984</i> and modern-day issues
Use of Examples	Provides relevant, insightful examples from <i>1984</i> and contemporary society	Provides adequate examples with some insight	Some examples are present but lack depth or relevance	Little to no relevant examples are used
Clarity and Organization	Narrative/podcast is well-organized, logical, and flows smoothly	Good organization with minor issues in flow	Organization is present but the narrative/podcast lacks clarity or smooth transitions	Disorganized and difficult to follow
Depth of Analysis	Demonstrates deep critical analysis and reflection on the theme and its significance	Shows good analysis with some critical thinking, but lacks depth	Basic analysis is present but lacks critical reflection or depth	Little to no analysis or critical reflection on the theme
Language and Tone	Uses precise, academic language and appropriate tone for the audience	Uses mostly appropriate language and tone with minor inconsistencies	Language is appropriate, but tone may be inconsistent or informal	Inappropriate language or tone for the audience
Time/Word Limit	Adheres to time/word limit without unnecessary filler	Adheres to limit with minor deviations	Adheres to limit but includes unnecessary filler or is too short	Fails to adhere to time/word limit

Rubric for Artist's Statement

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Explanation of Theme	Clearly explains the chosen character, theme, or symbol from <i>1984</i>	Adequately explains the chosen character, theme, or symbol	Explanation is present but lacks clarity or depth	Little to no explanation of the chosen theme or symbol
Visual Symbolism	Strong explanation of visual symbols and how they represent the chosen theme	Adequate explanation of visual symbolism, but lacks depth	Some explanation of symbols, but lacks clarity	Little to no explanation of visual symbolism
Connection to <i>1984</i>	Clear, insightful connection between the artwork and themes in <i>1984</i>	Good connection between artwork and <i>1984</i> themes with minor gaps	Connection is present but lacks depth or clarity	Little to no connection between artwork and <i>1984</i> themes
Analysis of Artistic Choices	In-depth analysis of artistic choices with strong reasoning for each decision	Good analysis of choices, with some reasoning provided	Some analysis of artistic choices but lacks depth	Little to no analysis of artistic choices
Clarity and Organization	Statement is well-organized, coherent, and clearly written	Good organization with minor issues in clarity	Statement is somewhat clear but lacks organization	Disorganized and unclear statement
Length	Meets the required word count (approximately 300 words)	Slightly below or above the word count	Significantly above or below the word count	Does not meet the word count requirement

Rubric for Final Presentation

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Introduction of Theme	Clearly introduces the chosen theme, character, or symbol from <i>1984</i>	Adequately introduces the chosen theme, character, or symbol	Introduction is present but lacks clarity or depth	Little to no introduction of the chosen theme or symbol
Explanation of Visual Choices	Strong explanation of how the composite portrait reflects the chosen theme	Adequate explanation of visual choices with some gaps in reasoning	Some explanation of visual choices, but lacks depth	Little to no explanation of visual choices
Connection to Real-World Issues	Draws clear, insightful connections between the portrait and real-world global issues	Good connection between the portrait and global issues with minor gaps	Some connection to global issues, but lacks depth	Little to no connection between the portrait and real-world issues
Speaking Skills	Speaks clearly, maintains eye contact, and engages the audience throughout	Speaks clearly, with occasional lapses in engagement	Some issues with clarity or engagement	Speaks unclearly or fails to engage the audience
Time Management	Stays within the time limit (5-7 minutes) without rushing or exceeding the limit	Slightly below or above the time limit with minor rushing	Significantly below or above the time limit	Does not adhere to the time limit

Pind Daan: Raj's Journey of Honoring the Departed (India)



was seventeen, and for the first time, he was performing the pind daan ceremony to honor his recently departed grandfather. As he walked along the banks of the sacred Ganges in Varanasi, surrounded by the soft hum of prayers and the scent of incense, he felt both pride and reverence. This ritual wasn't just a family duty—it was a bridge between the world of the living and the spiritual journey of the deceased. The pind daan, Raj knew, was a ritual his family had practiced for generations, an essential part of Hindu tradition to honor and bring peace to their ancestors.

Understanding the Ritual

For Raj, pind daan was more than an abstract ritual—it was a practice he had grown up hearing about, especially from his grandfather. “Pind daan is about duty,” his grandfather had once told him, “an act of love that helps the soul find peace.” According to Hindu tradition, pind daan is essential for ensuring that the soul of a departed loved one can attain a peaceful state, free of earthly attachments. It is thought that without this offering, the soul might linger, unable to fully transition to the afterlife.

As Raj prepared for the ritual, he held a small bowl containing rice and barley flour, shaped into small round balls called pindas. His father explained that these rice balls represented the body of his grandfather, connecting the living family members to the departed soul. Raj felt the weight of responsibility and honor, knowing that through this ritual, he could help his grandfather find peace.

The Sacred Setting of Varanasi

Varanasi was more than just a city to Raj—it was the heart of his family’s spiritual practices. Situated along the Ganges River, Varanasi is one of Hinduism’s most sacred places, believed to be a site where the boundary between the earthly and divine realms is thin. Raj’s family had traveled here because of the Ganges’ significance; Hindus believe its waters can purify and carry blessings. The sight of the riverbanks, crowded with families performing similar rites, made Raj feel part of something ancient and universal.

Kneeling beside the water, Raj carefully placed each pinda into the river, murmuring prayers as he had been instructed. The ritual required that he pour water over the pindas and offer each one with a prayer to help guide his grandfather’s soul. He watched as the pindas floated, a symbol of release, taking with them the family’s prayers, hopes, and love.

A Moment of Connection

As he performed the ritual, Raj felt a profound connection to his grandfather. Each action in the pind daan was deliberate, from shaping the rice balls to offering water and chanting the sacred mantras. He remembered his grandfather’s voice, his warmth, and his stories of the family’s history, feeling as though those memories gave the ritual deeper meaning. In that moment, he sensed that the act of offering the pindas was a final gesture of gratitude and respect.

Raj’s father joined him, chanting prayers beside him. They poured water over the pindas, invoking blessings and peace for his grandfather’s soul. “Through this act, we remind ourselves of the love we shared with him,” his father said quietly. The ceremony gave Raj a way to express the gratitude he felt, to let go of grief and find closure in the belief that his grandfather’s soul was at peace.

The Symbolism of Pind Daan

Raj knew that pind daan was a symbolic ritual, each element reflecting the journey of the soul. The rice balls he placed in the river were said to represent the body of his grandfather, his physical presence and memories. By letting them float away, Raj was allowing the earthly attachments of his grandfather to release, helping him transition to the next phase of his spiritual journey.

As Raj completed the ritual, he felt a sense of peace settle over him. It was not just his family’s duty but an expression of love, the final gift he could offer to his grandfather. The pind daan ceremony helped Raj feel connected to his ancestors and to the cycle of life and death that Hindu philosophy embraces. He left the Ganges with a sense of fulfillment, knowing he had honored his grandfather’s memory and spirit, guiding him toward eternal peace.

**Pind Daan: Raj's Journey of Honoring the Departed
(India)**

Directions: Select the best answer for each question.

Question 1: RL.12.2 - Theme

In 1984, Winston struggles with the concept of truth as he reflects on the Party's manipulation of memories and the erasure of personal connections.

How does Raj's experience of honoring his grandfather through the pind daan ritual contrast with Winston's relationship to memory and heritage?

- A) Both Raj and Winston lack clear connections to their past and struggle to find meaning in traditions.
- B) Raj preserves his grandfather's memory as an act of love, while Winston's memories are rewritten to serve the Party's control.
- C) Raj and Winston both honor the past through rituals, showing the importance of cultural heritage.
- D) Winston's memories strengthen his connection to family, while Raj's ritual rejects family ties.

Question 2: RL.12.3 - Characterization

Reflecting on Raj's ritual of pind daan, how does his experience of honoring his ancestor with rice offerings provide a different perspective on the Party's control over personal memory in 1984?

- A) Raj's experience shows that honoring ancestors strengthens personal identity, unlike Winston's struggle with memory erasure by the Party.
- B) The pind daan ritual symbolizes the suppression of memory, mirroring the Party's goals in 1984.
- C) Like the Party, Raj believes in suppressing painful memories to avoid attachment.
- D) Raj's ritual creates a disconnect with his past, similar to Winston's relationship with his own history.

Question 3: RL.12.4 - Vocabulary

When Winston reflects on the idea that “*the past was erased, the erasure was forgotten, the lie became truth*,” how does this idea relate to the way Raj views his family’s pind daan ritual in the context of preserving ancestral memories?

- A) Both Raj and Winston accept that the past is irrelevant to their identity.
- B) Raj believes that family heritage should be preserved, contrasting with Winston’s experience of the Party erasing personal histories.
- C) Raj’s experience shows that memories should be erased to ensure peace, aligning with the Party’s views.
- D) Both Raj and Winston view memory as a burden, preferring to detach from it completely.

**Pind Daan: Raj's Journey of Honoring the Departed
(India)
Answer Key**

1. B) Raj preserves his grandfather's memory as an act of love, while Winston's memories are rewritten to serve the Party's control.

2. A) Raj's experience shows that honoring ancestors strengthens personal identity, unlike Winston's struggle with memory erasure by the Party.

3. B) Raj believes that family heritage should be preserved, contrasting with Winston's experience of the Party erasing personal histories.

