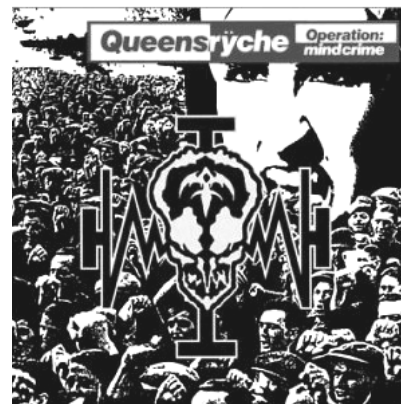
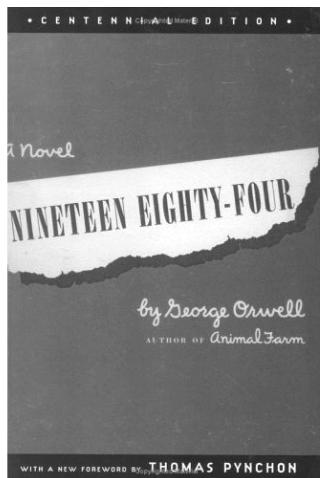


## Mindcrime and Doublethink: The Use of Music to Teach Dystopian Literature

In this assignment, you are going to explore Queensryche's epic concept album, *Operation: Mindcrime*, in order to better understand the complex social, political, and religious issues in George Orwell's *Nineteen Eighty-Four*. You will be required to analyze the parallel concepts and themes of these two works with the intent of further developing a critical eye towards injustice, personal empowerment, and the creation of a political consciousness.

This paper must be typed, double-spaced with 12-point type, a cover page in APA (as shown in class), and with a minimum of 5 pages of analysis (including intro, conclusion, and reflection sections). You need to directly cite lines from the CD as well as quotes from the text to support your assertions. Use underlined, left-aligned headers to clearly demarcate each separate concept (e.g., Religion). Food for thought: Does listening to the CD help you better understand concepts from the novel? How do you feel about listening to music in the classroom? Does it have academic value for you?



## Examples of Songs/Albums Used to Support Texts in Class

- For background information about the Japanese Internment camps during WWII, “Kenji” by Fort Minor (2005) is a good choice. It tells the story of a fictional character named Kenji who is taken to the internment camp at Manzanar (in California). This song explores the racism and pain that the Japanese Americans endured during their relocation and confinement. “Kenji” can be quite thought-provoking when discussed alongside novels such as *Farewell to Manzanar* and *Obasan*.  
- lyrics can be found at <http://www.lyricstime.com/mike-shinoda-kenji-lyrics.html>
- For the discussion of discrimination against African Americans during the Civil Rights Movement, I use “The Death of Emmett Till” by Bob Dylan (1963); it is quite a poignant song and accomplishes the task of retelling the story of the murder of young Emmett Till in Money, Mississippi. This song can be used with many texts referring to the 1950s-1960s in America (e.g., *To Kill a Mockingbird*, *The Watsons Go to Birmingham - 1963*).  
- lyrics can be found at <http://www.bobdylan.com/#/songs/the-death-of-emmett-till>
- For the study of protest music (and accompanying literature from the 1960s to today), there are many songs which are beneficial for class discussions and analysis. Older songs such as Country Joe McDonald’s “I Feel Like I’m Fixin’ To Die Rag” (1965) is about the war in Vietnam, while Anti-Flag’s “One Trillion Dollars” (2006), questions current US policy and spending.
- When covering the Elizabethan/Jacobean eras, albums such as *Music in the Time of Shakespeare* by Lifescapes are really helpful. This instrumental CD is quite melodic, and I choose to play it in the background while my freshmen are working on their masquerade masks during *Romeo and Juliet*, for example.  
- this CD can be found at [www.lifescapesmusic.com](http://www.lifescapesmusic.com)

I have barely scratched the surface here. If you are interested in incorporating music into your classroom discussions of literature, I would suggest that you begin by searching the web, talking to fellow teachers, and just asking your students. One of my sophomores told me about the song “Kenji,” and she even burned a copy for me! Our kids are a wonderful resource for modern music; you just might have to remind them about copyright laws and illegal downloading.