

Questions on the Content of Flatland

1. A satire.
2. Edwin Abbott's ideas about women
Even though we said that Abbott wrote this in support of women, do you think Edwin Abbott believe that women were inferior to men? Support your ideas.
3. Class Structure.
Describe each class in Flatland along with the rules that apply to that class.

women

soldiers / workmen

middle class

professionals

nobility
4. A Flatlander's perceptions of other members of Flatland.
Note how the Flatlanders differentiate between one shape and another. Did all classes use the same means?

Feeling

Sight

5. Life in Flatland.
Describe the weather, the lighting conditions, the houses, directions, rain, etc. that Flatlanders experience.

6. Colors in Flatland.
Why was a law passed that outlawed the use of colors by the inhabitants of Flatland?

Parallels of *Flatland* to Modern Life

1. How was the morality of a person judged?

2. How are Women and Circles alike?

3. How is class control maintained?

4. When did this story take place?

5. What social problem of the Flatlanders (beside those of women) might be parallel to a problem faced in the world today?

6. Why did the Line King think that A. Square was a woman? Can you find parallels to modern life?

7. Contrast A. Square's ideas of the qualities of God to those that the Sphere felt God must have.

The Fourth Dimension

1. Make comparisons of one dimension's perceptions of the other.
 - a) Discuss A. Square's view of Lineland and the King of Lineland's view of A.

 - b) Discuss the Sphere's view of Flatland and A. Square's first views of the Sphere.

 - c) Then draw parallels to how a fourth dimensional figure would view us and how we might view him/her.

2. Individuals from the *next* dimension can touch the *intestines* of those of the lower dimension. How can a Flatlander touch the *intestines* of a Linelander? How can a Spacelander touch the intestines of a Flatlander?

3. How can you generate the figure in the next dimension.
 - a. generate a line from a point.

 - b. generate a square from a line.

c. generate a cube from a square.

d. generate a four dimensional figure from a cube - a hyper-cube.

4. Geometric progression.

What is a geometric progression?

How does a geometric progression apply to the vertices (extremities) of a point, a line, a square, a cube, and a hyper-cube?

5. Arithmetic progression.

What is an arithmetic progression?

How does an arithmetic progression apply to the faces (sides) of a point, a line, a square, a cube, and a hyper-cube?

6. The imprisonment of the square.

Why was A. Square imprisoned? Why did Abbott include this topic?

7. References to the fourth dimension.

Cite some of the ideas that Abbott presented that help you to understand the fourth dimension.