

# ***Fahrenheit 451* by Ray Bradbury** (Published by Heldref Publications)

Approved for use in Communication Arts II and Honors Communication Arts II

## **Summary**

Guy Montag is a fireman who burns books in a futuristic world. He begins to doubt himself, his job, and his society and becomes a book reader in a secret world. When his supervisor discovers his hidden life, Montag must flee civilization.

## **Connection to the Curriculum**

*Fahrenheit 451* allows students to examine a dystopian novel in a science fiction genre. Students may also analyze a satire and see the role an author may have in criticizing society and/or government. The novel also provides students with the opportunity to see how an author uses a variety of literary and plot devices, such as figurative language, diction and syntax, irony, tone, mood, symbolism, characterization, and conflict.

## **Standards**

### **Course Objectives (Benchmarks)**

**Reading:** 1.2- The students read fluently. 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

**Literature:** 2.1-The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures

**Writing:** 3.9 - The students use a variety of modes of writing for different purposes and audiences.

### **Possible Skills Taught (Indicators):**

#### **Reading:**

1.2.1- The student adjusts reading rate to support comprehension when reading narrative texts.

1.3.1- The student determines meaning of words or phrases using context clues from sentences or paragraphs.

1.3.4- The student identifies, interprets, and analyzes the use of figurative language.

1.3.5- The student discriminates between connotative and denotative meanings and interprets the connotative power of words.

1.4.4- The student generates and responds logically to literal, inferential, evaluative, and critical thinking questions during and after reading the text.

1.4.10- The student identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.

1.4.11- The student analyzes and evaluates how an author's style and use of literary devices work together to achieve his or her purpose for writing text.

#### **Literature:**

2.1.1- The student identifies and describes different types of characters.

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story.

2.1.3- The student analyzes and evaluates how the author uses various plot elements.

2.1.4- The student analyzes themes, tone, and author's point of view.

2.1.5- The student identifies, analyzes, and evaluates the use of literary devices.

2.2.6- The student compares and contrasts works of literature that deal with similar topics and problems.

#### **Writing:**

3.9.3- The student writes pieces, e.g., research, informational writing, summaries, and literary analyses.

## **A Note on the Text**

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*This book illustrates for the reader how ideas are important to a free society. The premise of the novel is the government eliminating all books for society and replacing them with only knowledge that has been approved for citizens to have.*

*There is some violence in the text resulting in deaths or near-deaths. The novel ends with a primary character discovering the need for a free society.*

## **AP Connections**

Ray Bradbury is a critically acclaimed author. *Fahrenheit 451* is a modern classic that engages students in the genre of science fiction with a political message. Students can analyze Bradbury's rhetoric.

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities