

Honors: Fahrenheit 451

Content Area: **English Language Arts**
Course(s): **English Literacy 3, Language Arts 3, Language Arts Literacy III Honors**
Time Period: **3 weeks**
Length: **3 weeks**
Status: **Published**

Unit Overview

By reading and analyzing *Fahrenheit 451*, students will focus on the concept of censorship, especially as it relates to people and books. This unit will give students an opportunity to compare and contrast literature and explore their feelings on the dangers of technology.

Transfer

Students will be able to independently use their learning to...

- Understand the role of historical context and its importance in a novel's meaning.
- Evaluate the effects of censorship in a dystopian society and compare to modern society.
- Recognize and apply themes to future pieces of literature.
- Make connections between historical context and current events/personal relationships.

Understandings

Students will understand that...

- Despite its benefits, technology can be dangerous when society relies too heavily on it.
- Literature often reflects the attitudes and beliefs of the author.
- Government can often control its citizens if they do not have the knowledge to combat it.
- Literature is often used as a warning to future generations

Essential Questions

Students will keep considering...

- How does this story affect individuals and society in the 21st century?
- How does literature serve as a vehicle for social change?
- What is the importance of literacy in society?
- What defines a person? On what criteria do you want others to judge you?
- How does the use of figurative language enhance the quality of literature and the author's message?

- Are there any valid reasons to ban a book?
- Does knowledge contribute to happiness or inhibit it?

Students will know

Students will know...

- the importance of historical context and realism
- the philosophies of the author
- how to identify themes
- how to identify and analyze paradox
- how to interpret symbolism and recognize its importance

Academic Vocabulary

- paradox
- imagery
- symbolism
- motif
- metaphor
- simile
- archetype
- allusion
- characterization
- protagonist
- antagonist
- personification
- theme
- connotation
- denotation
- antithesis
- verisimilitude

Learning Goal 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Learning Goal 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Learning Goal 3

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Objective 1-

Students will be able to identify and critique the targets of Ray Bradbury's social criticism.

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| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.10a | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| LA.RI.11-12.10a | By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. |
| LA.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| LA.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |

Objective 2- (Level 3)

Students will be able to compare and contrast the cultural values of the society in *Fahrenheit 451* with the traditional values of Western Civilization.

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| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| LA.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| LA.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |
| LA.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| LA.W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). |
| LA.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |

Objective 3- (Level of Difficulty 2, 3)

Students will be able to explain why religion, philosophy, and literature are forbidden in the society of *Fahrenheit 451*.

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| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the |

characters are introduced and developed).

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| LA.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| LA.RL.11-12.10a | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| LA.W.11-12.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| LA.SL.11-12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| LA.SL.11-12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

Objective 4- (Level of Difficulty 2, 3)

Students will be able to find those elements or trends in America today that may lead to the fulfillment of Bradbury's prophecy of a society bent upon suicide.

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| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| LA.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| LA.RL.11-12.10a | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |

Summative Assessment

- Essay(s)
- Project(s)
- Test(s)

21st Century Life and Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |

Formative Assessment and Performance Opportunities

- Class discussion
- Comprehension Questions
- Do Now/ Exit Ticket
- Homework
- Journal entries
- Quizzes
- Reading checks
- Teacher observation

Accommodations/ Modifications

- Audio/Video clips
- Current Events
- Databases
- Historical Music/ Photos/ News Clips

Interdisciplinary Connections

- Atomic Bomb
- Blacklisting
- Censorship
- Chemistry
- Communism/ Dictator

- Freedom
- Government
- Hiroshima/Nagasaki
- House UnAmerican Activities Committee
- Mass media
- McCarthyism
- Nazi book burning
- Propoganda
- Psychology
- Red Scare
- Stalin's Great Purge
- Technology
- Temperature/Combustion
- Terrorism
- Xenophobia

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| SOC.6.1.12.A.11.d | Analyze the decision to use the atomic bomb and the consequences of doing so. |
| SOC.6.1.12.D.7.c | Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. |
| SOC.6.1.12.D.12.b | Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. |
| SOC.6.1.12.D.15.d | Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. |
| SOC.6.2.12.D.4.g | Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”. |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propoganda, censorship, and bias. |

Unit Resources

- Audio/ Video clips
- Background Notes
- Current Events
- Historical Music/ Photos/ News
- Novel
- short stories

- Unit Resources
- Vocabulary words and exercises