

Unit : *Fahrenheit 451*

Duration: 42 days

- Students read various literary and informational texts to understand the power of language and books to educate and influence others. They express their understanding by analyzing how Bradbury develops a theme in *Fahrenheit 451* and by researching issues related to censorship, creativity, or the evolution of literacy.

Tasks:

Cold Read Task:

- Texts:
 - “Reading Books is Fundamental”
 - selected literary text from the unit
- Task: Select a character or literary figure from another text we’ve read in this unit. Write a multiparagraph essay that compares and contrasts how Blow views reading and writing with how another character or literary figure views reading and writing.
- Standards: RI.9.4, RI.9.2, RI.9.3, RI.9.4, RI.9.5, RI.9.6, W.9.1, L.9.1, L.9.2

Culminating Task: Literary Analysis Task

- How is a theme of *Fahrenheit 451* shaped by a literary element or device? Select the literary element (e.g., characters, setting, conflicts, etc.) or device (e.g., diction, figurative language, symbolism, imagery, etc.) you think most strongly conveys the selected theme. Examine how the selected theme is shaped and refined by the element or device you selected.

Extension Task: Research Task (argumentative)

- Group task: Work in a group to examine “The Country That Stopped Reading” by David Toscana, “The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains” by Leo Widrich, and “Video Games and the Future of Storytelling” by Salman Rushdie. For each text, your group should read the text and make note of words and phrases that reveal the author’s point of view toward the subject of the text, determine a central idea of the text, and complete the Socratic seminar organizer to record your analysis.
- Participate in a Socratic seminar in which you discuss the value of reading stories and books based on the texts analyzed.

Lessons:

Informational Texts

- analyze vocabulary and word choice to determine the author’s point of view
- analyze imagery and point of view in an informational text
- analyze how an author develops a claim and central idea in an informational text
- analyze tone and argument in an informational text
- evaluate an author’s claims in an informational text

Literary Texts

- compare settings in a literary text
- analyze tension in a literary text
- analyze symbolism in a literary text
- analyze foreshadowing in a literary text
- analyze how characters interact to advance the plot
- analyze argument in a literary text
- analyze irony in a literary text
- analyze how characters evolve
- analyze structure, including the significance of a title, in a literary text
- analyze figurative language and its contribution to the theme in a poem
- analyze development of a theme in a literary work
 - through interactions between characters
 - through allusion
 - through mood
 - through figurative language and imagery
 - through irony

Discussion will center on these ideas: the value of reading, the importance of books and stories, societal lessons from Fahrenheit 451, and critical issues raised in Fahrenheit 451 that are still relevant today.

- Select an issue addressed in multiple texts in the unit (e.g., censorship, creativity, evolution of literacy, illiteracy) and develop a self-generated question related to the selected topic to research, e.g., “What is the history of censorship?” “How are companies and institutions changing as a result of e-readers?” or “What are the consequences of illiteracy? After gathering relevant research, develop a claim and write a multi-paragraph research-based argumentative essay using a format and style similar to the essays you’ve analyzed throughout the unit, incorporating evidence and quotations from multiple texts and avoiding plagiarism.
- Develop a two- to three-minute persuasive speech based on your essay and deliver the speech to the class. Include evidence (descriptions, facts, details, examples) and visual displays to clarify claims and emphasize key points.

Texts:

- RL: *Fahrenheit 451*
- RI: “Burning a Book” by William Stafford
- RI: “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie
- RI: “The Great Imagination Heist” by Reynolds Price
- RL: “I Am Very Real” by Kurt Vonnegut
- RI: “Reading Books is Fundamental” by Charles M. Blow
- RL: “Barter” by Sara Teasdale
- RI: Chapter VII of *Narrative of the Life of Frederick Douglass, an American Slave*
- media: original cover art from *Fahrenheit 451*
- RI: “The Country That Stopped Reading” by David Toscana
- RI: “The Science of Storytelling: Why Telling Story is the Most Powerful Way to Activate Our Brains” by Leo Widrich
- RI: “Video Games and the Future of Storytelling” from *Big Think* by Salman Rushdie

Writing:

- write a precise claim, counterclaim, and rebuttal
- use flashback in narrative writing
- use parallel structure and adverbial phrases in writing
- use transitions to connect claims, evidence, and reasoning
- generate a research question
- locate and assess sources
- develop a research question
- organize and write claims and counterclaims for an analysis essay
- organize source information
- avoid plagiarism
- use standard formatting for academic research
- assess a peer’s essay with a rubric
- revise and edit an essay

Speaking and Listening:

- prepare for a Socratic seminar
- evaluate point of view, reasoning, and use of textual evidence in a discussion
- evaluate claims and reasoning in a discussion
- develop a clear and concise persuasive speech
- present a persuasive speech
- evaluate persuasive speech

Practice Cold Read Task--Literary Analysis

- Text: “The Sand and the Sieve,” from *Fahrenheit 451*
- Standards: RL.9.2, RL.9.3, RL.9.5, L.9.5,

