



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Fahrenheit 451

based on the book by
Ray Bradbury

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A FEW NOTES ABOUT THE AUTHOR RAY BRADBURY

Ray Bradbury was born on August 22, 1920 in Waukegan, Illinois, but he grew up in Los Angeles, California. At an early age he learned to disregard criticism of his likes and dislikes and to do what made him happy. Film also played an important role in his formative years. By the time he got to high school, he was writing short stories, leading up to the sale of his first story on his twenty-first birthday.

Some of Mr. Bradbury's most well-known works include *The Martian Chronicles* (1950), *Fahrenheit 451* (1953), *Something Wicked This Way Comes* (1962), *R is for Rocket* (1962) and *Nemo* (1964).

INTRODUCTION - *Fahrenheit 451*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Fahrenheit 451* by Ray Bradbury. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through a bulletin board activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After the reading, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

Following the discussion, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

The **group activity** which follows the discussion questions has students working in small groups to create a presentation about what they think the world will be like in 50 years.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students create a fire escape plan for their homes. The second assignment is to express personal opinions: students tell what they think the future will be like (as a preparation for the group activity). The third assignment is to persuade: students persuade the teacher that today is better than 50 years from now will be or vice versa.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Fahrenheit 451*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer or multiple choice. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for higher level students.

There are additional **support materials** included with this unit. The **extra activities packet** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Fahrenheit 451*

1. Students will discuss the ideas of censorship and freedom of speech.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will discuss the imagery used in the novel.
4. Students will create a world of the future.
5. Students will create a fire escape plan for their own homes.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Fahrenheit 451* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
10. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Fahrenheit 451*

Date Assigned	RA #	Assignment	Completion Date
	1	Beginning to "But it was late and the arrival of his train put a stop to his plan."	
	2	From "The flutter of cards, motion of hands, of eyelids, the drone of the time-voice in the firehouse ceiling. . ." to the end of Part One	
	3	All of Part Two	
	4	All of Part Three	

RA # = Reading Assignment Number

UNIT OUTLINE - *Fahrenheit 451*

1 Introduction PV RA#1	2 Practice Reading	3 Read RA 1	4 Study ?s RA1 PVR RA2	5 Writing Assignment #1
6 Study ?s RA2 PVR RA3	7 Study ?s RA3 PVR RA4	8 Study ?s RA4 Extra ?s	9 Writing Assignment #2	10 Vocabulary
11 Group Activity	12 Group Activity	13 Nonfiction Reports	14 Censorship	15 Future Worlds
16 Writing Assignment #3	17 Review	18 Test		

Key: P = Preview Study Questions V = Prereading Vocabulary Worksheets R = Read RA = Reading Assignment

LESSON ONE

Objectives

1. To introduce the *Fahrenheit 451* unit.
2. To distribute books and other related materials
3. To preview the study questions for Reading Assignment 1
4. To familiarize students with the vocabulary for Reading Assignment 1

Note: There are several introductory activities which could be done for this unit, depending on which ideas from the novel you wish to emphasize. Be sure to look in the Unit Resource Materials section of this unit for additional ideas regarding introductory activities.

For this particular introductory activity, have students each bring in a picture of something which represents a way to "escape" and post their pictures on the board as you do the discussion for Activity #1. This is a good way to get your bulletin board done if you are short on time, and it also gives students a physical way to contribute to your classroom. Something they have contributed will be on display.

Activity #1

Start by talking about the stresses people have in our society. Perhaps ask students what stresses they have in their own lives. Ask students to get out the pictures they have brought showing ways people escape, ways people deal with the pressures of life. Have each student explain the relevance of his picture, and post it on the bulletin board. After all the examples have been given, take a few minutes to discuss ways advertisers take advantage of our need to relax, our need to "escape." Follow up by asking what happens when people go too far in their escapes--when their minds and/or bodies go "on holiday" too long. Use this as a transition to introduce *Fahrenheit 451*.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

WRITING ASSIGNMENT 1 - *Fahrenheit 451*

PROMPT

Fire has long been a fascinating thing for mankind. It can be useful; it can be pretty; it can keep us warm, but it can also be very dangerous. Every kid knows Smokey the Bear and has been advised how dangerous fire is to our wildlife friends. Everyone knows and fears the possibility of having a house fire while we are snuggled up in our beds at night. We are fortunate that modern technology has brought us sprinkling systems and fire alarms for our homes. The question then becomes, "What do we do when the smoke alarm goes off?"

Your assignment is to make and write down a fire escape plan for your family and your house. You must give written directions as well as make a map for occupants of each bedroom in your home.

PREWRITING

First of all, draw a little diagram of your house or apartment. It doesn't have to be perfect for this prewriting exercise. Locate the main rooms of your home. Think for a minute. Where would a fire be most likely to start? Probably in the kitchen, near a heating source, or near an area with a lot of electrical wiring. Locate these and any other areas in your home that are areas where a fire might be likely to start. Put an X on each of those areas.

Where are the bedrooms in your home in relation to the X marks? Find the best route of escape for the occupants of each of the bedrooms. Mark them on your diagram. If the X marks eliminate all routes of escape, deal with the X marks that are most likely to be trouble spots.

Think for a minute and make a list of the things that will need to be done to get everyone out safely. Next to each job, write down the name of the person who should be responsible for that job.

DRAFTING

Write an introductory paragraph telling the circumstances of the prospective fire.

Write one paragraph for each member of your family, giving them simple, specific instructions as to what to do if there is a fire in your home while you are all in bed asleep. Each person should start from his or her own bedroom.

Write a concluding paragraph in which you give miscellaneous details about what rooms in your home should have fire extinguishers, rope ladders, or other emergency equipment.

Make a diagram of your house for each bedroom, and mark each bedroom's escape route on the diagram in a bright color so it can be easily seen.

PROOFREADING

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.