

Student Packet

Grades 9–12

# Fahrenheit 451

Ray Bradbury

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# FAHRENHEIT 451

by  
Ray Bradbury

## Student Packet

Written by  
Mary Lovejoy Dennis  
and  
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**Contains masters for:**

- 2 Prereading Activities
- 6 Vocabulary Activities
- 1 Study Guide
- 1 Comprehension Activity
- 4 Literary Analysis Activities
- 1 Critical Thinking Activity
- 3 Character Analysis Activities
- 1 Writing Activity
- 3 Quizzes
- 1 Novel Test

**PLUS**

- Detailed Answer Key
- and Scoring Rubric

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The 2012 Simon & Schuster paperback edition of the novel, © 1953 by Ray Bradbury, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-1-4516-7331-9

**Please note:** Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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ISBN 978-1-60878-334-2

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Bulverde, TX 78163-0097

Web site: [novelunits.com](http://novelunits.com)

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## Note to the Teacher

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**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

### Vocabulary Connections and Fill-in

venomous	stolid	minstrel	phoenix
amber	tallow	moonstones	stratum
cataract	capillary	olfactory	proboscis
multifaceted	ballistics	trajectory	

**A. Directions:** On the line beneath each word pair below, tell how the two words are related.

1. olfactory/proboscis

\_\_\_\_\_

2. amber/moonstones

\_\_\_\_\_

3. ballistics/trajectory

\_\_\_\_\_

**B. Directions:** Fill in the correct vocabulary word in each sentence below.

- In 1415, streetlights were made using \_\_\_\_\_, which was inexpensive since it was an animal by-product.
- Though popular in the 1800s, \_\_\_\_\_ shows declined in popularity in the twentieth century, mostly due to the advent of vaudeville acts.
- The geologist cut deep into the surface of rock in order to find a(n) \_\_\_\_\_ of stone that could tell when the rock was formed.
- The newly engaged bride showed off her brilliant, \_\_\_\_\_ diamond set in a white-gold band.
- The snake had markings that made Jeremy sure it was \_\_\_\_\_.
- Jenna's uncle warned her to avoid the cacti on his ranch, since the small, \_\_\_\_\_ cactus needles were painful to remove from skin.
- The bird flying over the mouth of the erupting volcano was reminiscent of a(n) \_\_\_\_\_ rising from ashes.
- The judge's face was \_\_\_\_\_ and unmoved when he made his final ruling in the case.
- The stray dog had a(n) \_\_\_\_\_ in one eye, but surgery soon restored its vision.

Name \_\_\_\_\_

### In Faber's Words

**Directions:** Faber gives Montag advice throughout the novel, often speaking in metaphors or using analogies to explain his ideas. Read each quote below, and explain in your own words what Faber is telling Montag.

Faber's Words	Explanation
1. "So now do you see why books are hated and feared? They show the pores in the face of life" (p. 79).	
2. "They're Caesar's praetorian guard, whispering as the parade cars down the avenue, 'Remember, Caesar, you art mortal'" (p. 82).	
3. "Do your own part of saving, and if you drown, at least die knowing you were headed for shore" (p. 82).	
4. "Our civilization is spinning itself to pieces. Stand back from the centrifuge" (p. 84).	
5. "Those who don't build must burn. It's as old as history and juvenile delinquents" (p. 85).	

Name \_\_\_\_\_

### Burning Bright

The title of the third part of the novel is “Burning Bright.” You may recognize these lines from William Blake’s poem, “The Tyger.” Study the first stanza.

*Tyger! Tyger! burning bright  
In the forests of the night,  
What immortal hand or eye  
Could frame thy fearful symmetry?*

**Directions:** Relate these lines to Part Three of *Fahrenheit 451*.

1. In what way can Montag be seen as a tiger in the forests of the night?

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2. What kind of “fearful symmetry” does Montag now have? (Think about how he used to be.) What symmetry lies in the rebuilding of the city?

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3. What does “immortal” mean? Who is immortal in *Fahrenheit 451*?

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