



 Prestwick House

# Activity Pack

## FAHRENHEIT 451

BY RAY BRADBURY



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Written by Rebecca Challman

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pre-Reading

### Structure

**Objective:** Understanding how structure supports the plot of a literary work

#### Activity

In literature, *structure* refers to the way a story is arranged to support the plot. It is the framework of a narrative. First, the reader needs information about the setting, the characters, and the basic conflict. This information is revealed through **exposition**. Next, comes the onset of the major conflict, the essence of the plot, which is called the **complication** or **inciting incident**. Then, the **rising action** of the story or the **crisis** must be revealed. Crisis occurs when an attempt is made to resolve the conflict. The outcome of this attempt is the highest point of the story, the most intense part of the plot, or the **climax**. Usually a series of less intense events follows, called **falling action**. Finally, the **resolution** or **denouement** occurs near the end of the story and ties up all the loose ends.

Match each of the literary terms with its correct definition.

- A. Exposition
- B. Complication
- C. Crisis
- D. Climax
- E. Resolution

- \_\_\_ 1. The beginning of the major plot conflict
- \_\_\_ 2. The turning point or moment of tension
- \_\_\_ 3. The introduction of new information
- \_\_\_ 4. The conclusion ties up loose ends
- \_\_\_ 5. The high point breaks the tension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part One: The Hearth and the Salamander****Setting I**

**Objective:** Understanding the author's use of setting to create an atmosphere or mood in a literary text

**Activity**

Ray Bradbury uses vivid descriptions of places and objects to create an atmosphere of simultaneous wonder and fear. Complete the setting chart by naming the location and the mood described in each passage from this section of *Fahrenheit 451*. We have done part of the chart for you.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part One: The Hearth and the Salamander****Characterization II**

**Objective:** Understanding the development of literary characters

**Activity**

Use the following **Characterization Chart** to document the introduction of each character. We have done one for you.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part One: The Hearth and the Salamander****Imagery****Objective:** Recognizing the use of imagery in a literary text**Activity**

Authors use the vivid language of imagery to trigger the memory of sensory experiences, and use them to create a mental image. Sensory experience refers to sight, sound, taste, smell, touch, and action. Together, these can establish a feeling of the book.

Complete the following chart on imagery.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part Two: The Sieve and the Sand****Irony**

**Objective:** Understanding how an author's use of irony enhances meaning in a literary text

**Activity**

Irony refers to a particular kind of tone, which expresses the author's attitude toward elements of the story. **Verbal irony** refers to language that states the opposite of what is intended. Hyperbole and understatement are two examples of verbal irony. **Situational irony** refers to an emphasis on a character's powerlessness. While **dramatic irony** refers to the placement of characters in a state of ignorance.

Complete the chart by identifying the types of irony Ray Bradbury uses in this section of *Fahrenheit 451*. Explain your choice.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part Two: The Sieve and the Sand****Theme****Objective:** Exploring the theme of a literary text**Activity**

Reread pages 53 to 61 of *Fahrenheit 451*. Note how Captain Beatty explains to Montag that censorship did not begin with the government, but with the people. In two groups, hold a debate on censorship and book burning. Have the captain of each team assume the identities of Beatty and Montag, respectively.

- As Beatty, clearly define how the practice of censorship began and why you think it needs to continue.
- As Montag, define ways in which censorship could and should have been prevented and why you think it needs to be stopped.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Part Three: Burning Bright

### Characterization

**Objective:** Understanding characterization in a literary text

#### Activity

If an author develops characters well, then readers come away with an understanding of the characters' identities.

In this section of the novel, Beatty attempts to arrest Montag. Montag kills him and flees, thus becoming a wanted man. Create a wanted poster for Montag. Include the following:

- A drawing, or photo to represent Montag
- His physical description
- A list of the crimes he is wanted for
- Where he was last seen; possible whereabouts
- Amount of the reward offered for his capture

As a follow-up to this activity, students could hold a mock trial.

Assume the identity of one of the characters in *Fahrenheit 451*. Write that character's Last Will and Testament. It should include your name, a list of all your possessions and to whom you are leaving them, and your wishes for your funeral and burial.

Assume that Montag wants to obtain a position as something other than a fireman. Compose a resume for Montag. You may use the sample resume form below, or you may create one of your own.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part Three: Burning Bright****Critical Reading II**

**Objective:** Supporting critical reading and interpretation of a literary text

**Activity**

In this section of *Fahrenheit 451*, the Book People represent the future of knowledge; they represent the books that each one has committed to memory and is able to retell. Hence, the oral tradition of story telling, which is the main way primitive societies have of communicating ideas, tales, and the past has come full circle. In your groups, you will be asked to memorize a short portion of the book. This may give you an understanding of the difficulty of the task the Book Readers have ahead of them.