

Unit I: Fahrenheit 451

"It was a pleasure to burn. It was a special pleasure to see things eaten, to see things blackened and changed." -Ray Bradbury, Fahrenheit 451

Reading and Writing Outline (may change at teacher's discretion and snow days)

I reserve the right to add quizzes and extra assignments

Literary Response Journal

To prepare for class discussion, please respond to the question provided. Each entry must be dated and a minimum of two paragraphs of 5-6 sentences in length. Feel free to expand your answer to include interesting observations about the text. Each entry is worth 5 point and will be evaluated on depth of thought and writing.

If you miss class, you are responsible for completing each journal question on your own.

January 8: Introduction to *Fahrenheit 451* – Watch “The Obsolete Man” and discuss themes, culture and meaning. Define obsolescence and explain how things become obsolete. Discuss the 50s; what had the country just experienced and what was the “mood”? Watch Ray Bradbury biography and discuss *Fahrenheit*.

In-class writing: Why did Bradbury begin his book with the Juan Ramon Jimenez quote, “If they give you ruled paper; write the other way?”

Assignments:

- Read to page 31
- Journal Question: Consider the differences between Montag's life and Clarissa's life. Explain them in your journal.

January 10: Discuss the beginning of the novel. Review the study guide questions from reading assignment one.

Assignments:

- Finish Part One
- Journal Question: Why does the narrator introduce us to Montag at this time of his life, when he encounters Clarisse and confronts Mildred's overdose?

January 14: Write a letter to Captain Beatty responding to his ideas about education and his charge that a book is a “loaded gun” (58). Discuss how technology within the novel compares to our current technology. In the first pages of the novel, does technology improve the quality of life for Montag and his wife, Mildred?

Assignments:

- Read Part II – (71-93)
- Journal Question: Five significant characters have been introduced: Montag, Clarisse, Mildred, Beattie, and Faber – make a list of what motivates them.

January 16: Discuss Part II. Review discussion questions for second reading. Discuss the status of education in the U.S.

Assignments:

- Finish Part II – The Sieve and the Sand p. 94-110.
- Journal Question: Explore the meaning of the title in either Part I or Part II.

January 18: Discuss Part II and work in groups to examine the role of “foils” in the novel. Review first 110 pages and look for occasions when a character brings out dramatic responses from Montag. How does the character lead Montag toward self-realization? How does Montag’s relationship with the character change? Present ideas to the class and use specific textual support for your conclusions.

Assignments:

- Write one page explaining why Bradbury chose his section titles. Choose title either from Part I or Part II.
- Read pages 111-130.

January 23: Discuss image, simile and metaphor. Note the description of the Mechanical Hound. How is the Hound a symbol of something else? Are there other images in the reading that could be symbols?

Assignments:

- Read 131-145.
- Journal Question: What kind of transformation has Montag experienced? Consider whether anyone else in the novel has undergone a similar journey.

January 24/25: Big Review! Reread the detailed description of the Hound (24) and the battle (120). Why might Montag’s expression of affection to the Hound mark a turning point in his development? What role does affection play in this world? What might be the significance of Montag’s final battle with the Hound? Finally, how might the Mechanical Hound be a symbol for Montag’s world?

Assignment:

- Finish Part III
- Journal Question: What are the most important turning points in the novel?

January 25: In groups map a timeline that depicts the development of the story and the building of drama. This map includes the most significant turning points, but also examines the lesser events that build tension. Define/depict the beginning, middle and end of the novel. Groups present their timelines.

January 29: Review themes: Happiness, Knowledge, Freedom of Thought and Education. Find at least one quote for each of the themes. Select the strongest and defend your choice in the class discussion. Brainstorm for essay from list of topics.

Assignment:

- Work on essay

January 31: Work on essay.

February 4: Essay due and uploaded to turnitin.com

Unit II - Censorship

February 6: Discuss censorship. How far should we go to censor art? What is acceptable what isn't? Read NYT article on censorship, compete paragraph. Read "Ice-T: The Issue Is Creative Freedom." Can you think of circumstances in which creative freedom should bow to social responsibility? What evidence does Ehrenreich use to prove that "Cop Killer" is not dangerous? Is it convincing?

February 8: Discuss often banned poets Sharon Olds and Sylvia Plath. Read selected poems by these poets. Discuss tone and write a commentary on them. Homework: write a comment on one of the poems read in class to turn in and complete a journal entry.

February 13: Continue discussing poems. Focus on "Daddy" by Sylvia Plath. Discuss Maria Elena Cruz Varela. Single out words and phrases that contribute to the tone of the poem. Homework: journal entry on poems discussed in class.

February 15: Discuss television censorship. Where does the FCC fit in? Watch "Smothered". Homework: write a 150-word paragraph refuting or agreeing with network censorship. Take a stand!

February 20: Discuss "Smothered." Is it ok to criticize the war? Read "Dare Call It Treason" in Elements of Argument (p. 594), and write a response- pro or con. Do you feel there should be restrictions on Americans' right to speak out against a war they feel is wrong? Explain.

February 22: Discuss Salman Rushdie and book censorship. Should a work of fiction be banned? What's the use of stories that aren't even true? HW: Read Ch. 1-2, be prepared to discuss and complete journal entry.

February 26: Discuss Ch. 1-2. HW: Read Ch 3-4.

February 28: Discuss Ch. 3-4. HW: Read Ch. 5-6

March 4: Discuss Ch. 5-6. HW: Read Ch. 7-8

March 6: Discuss Ch. 7-8. HW Read Ch. 9-10

March 18: Discuss Ch. 9-10. HW: Read Ch. 11-12.

March 20: Discuss Ch. 11-12. Begin Argument essay. Discuss elements of an argument. Brainstorm ideas for essay. HW: Outline your essay.

March 22: Library/Lab day to work on essay. HW: Complete final copy.

March 26: Essay due. Test over censorship, novel and poems.