

Teacher Guide

Grades 9–12

Fahrenheit 451

Ray Bradbury



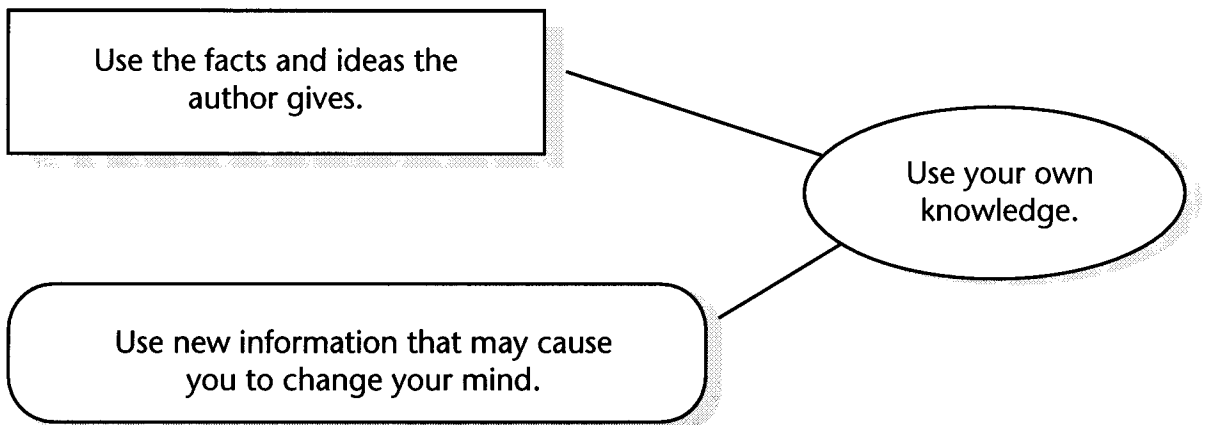
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USING PREDICTIONS

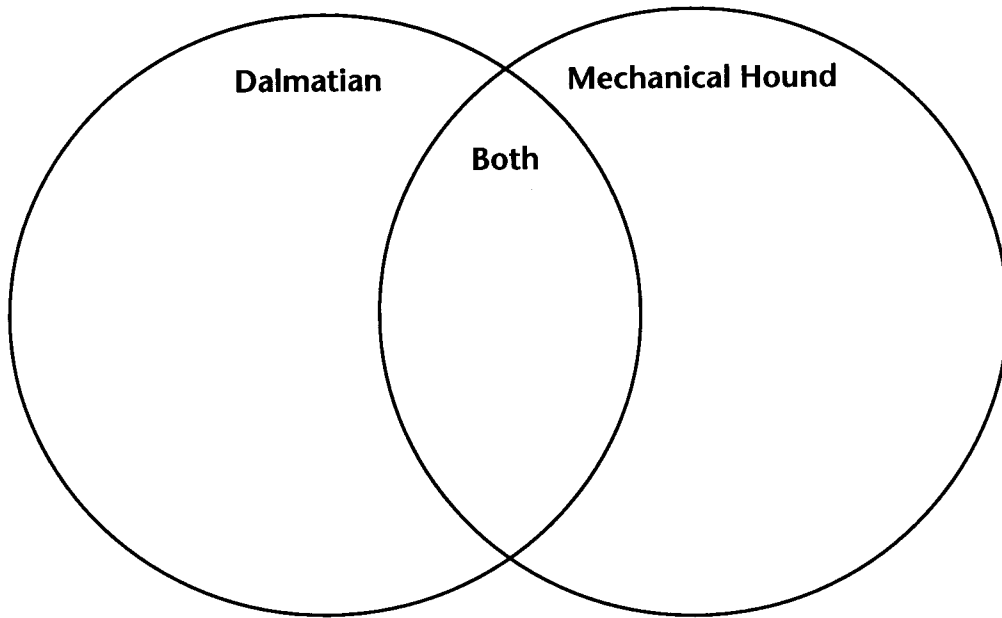
We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A predicting chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

-
- On the chalkboard, make a Venn diagram like the one below. Have the students make suggestions for filling it in.



VOCABULARY

olfactory (25)
procaine (25)
odious (35)
luminescent (48)

proboscis (25)
ballistics (26)
abstract (31)
centrifuge (45)

morphine (25)
trajectory (26)
proclivities (33)
cacophony (45)

WRITING ASSIGNMENT

- Reread what the old woman said when the firemen came ("Play the man, Ridley..."). Write a paragraph explaining what you think Latimer meant when he said it to Ridley in 1555, and why Bradbury chose to have the old woman quote him.

VOCABULARY

radical (50)
intellectual (58)
noncombustible data (61)

feigning (50)
theremin (61)
vanilla tapioca (57)

pratfall (56)
Big Flue (60)

WRITING ASSIGNMENT

- Write about someone who has influenced your life enough for you to make changes in your thinking or actions that you feel will be permanent.

USING CHARACTER WEBS

Attribute Webs are simply a visual representation of a character from the novel. They provide a systematic way for the students to organize and recap the information they have about a particular character. Attribute webs may be used after reading the novel to recapitulate information about a particular character or completed gradually as information unfolds, done individually, or finished as a group project.

One type of character attribute web uses these divisions:

- How a character acts and feels. (How does the character feel in this picture? How would you feel if this happened to you? How do you think the character feels?)
- How a character looks. (Close your eyes and picture the character. Describe him to me.)
- Where a character lives. (Where and when does the character live?)
- How others feel about the character. (How does another specific character feel about our character?)

In group discussion about the student attribute webs and specific characters, the teacher can ask for backup proof from the novel. You can also include inferential thinking.

Attribute webs need not be confined to characters. They may also be used to organize information about a concept, object or place.

PART THREE - SECTION TWO (PAGES 137-154)

Overview: Montag's ability to monitor his own crisis by watching it on neighborhood televisions is a supreme irony. Students can hardly miss the significance of the river. Water, the enemy of fire, saves him from being destroyed by the Hound, the diabolical creation of a world gone mad. Montag finally has time to escape from the chaos of the past week, and he is now given the time to consider it all—the "leisure to digest" that Faber told him about. The river and the fresh forest air are purifying, and the pace of the novel slows considerably. The campfire in the forest is a warming one, not a burning one. As Montag watches the televised death of an innocent pedestrian, he is further freed from the past.

QUESTIONS FOR DISCUSSION

Level I

1. How did the Hound "not touch the world"? (It made no noise and disturbed nothing it passed.)
2. What did Montag's own desperate flight remind him of? (movies he had seen a thousand times)
3. What new "game" did the police invent? (that everyone should look out their windows at the same moment to try to find Montag)
4. What things did Montag think about as he drifted down the river? (time, the sun, Mildred, a farm he had once visited)
5. What fantasy did Montag enjoy as he drifted along? (sleeping in fresh hay, seeing Clarisse again, and waking up to fresh milk and fruit)
6. What terrified Montag when he stepped onto land? (a deer)
7. Montag intuitively knew what? (that Clarisse had once walked where he was walking)
8. What did Granger give Montag to deter the Hound? (a drink that would change the chemical index of his perspiration)
9. What "snap ending" had to be created for the "chase show" on TV? (The police chose an innocent man for the Hound to kill, and told the viewers it was Montag.)
10. Who are the members of the group Montag meets in the woods? (page 150) How do they think of themselves? (as dust jackets for the books they have memorized)