Sophomore Honors English Unit Plan: Ray Bradbury’s *Fahrenheit 451*

**Unit Summary:** Students will engage in pre-reading, during reading, and post-reading activities associated with Ray Bradbury’s fictional novel *Fahrenheit 451*. Students will learn about dystopian societies, read the novel, and complete assignments aligned with current BHS literacy objectives and the Massachusetts curriculum frameworks anchor standards otherwise known as the common core.

**Unit Purpose:** The purpose of this unit is to check for understanding regarding the dystopian society, it’s characteristics, and the dystopian protagonist, and to develop an understanding of difficult, slightly archaic vocabulary, how to identify and effectively analyze figurative language, how to write a sophisticated theme statement, and of how to meritoriously hone analytical essay-writing skills.

**Essential Questions:**

1. What is the importance of books and are there any valid reasons for banning them?
2. What are the implications of a society that focuses on maximizing pleasure and minimizing pain?
3. What is the value of being able to think freely?
4. How does the science fiction dystopia enable readers to explore the meaning in their own lives?

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| **Pre-Reading Assignments & Activities** | **Formative Assessments** |
| Ray Bradbury Obituary/Biography | For a homework grade, students will actively read Ray Bradbury’s New York Times obituary/biography using the I’s &/or C’s method |
| Review Dystopian Power Point Notes & Revisit Dystopian Characteristics Film Clip Activity with 20 minute clip of Steven Spielberg’s *Minority Report* | For a class participation/classwork grade, students will view the clip and identify and analyze the dystopian society and dystopian protagonist characteristics |
| Dystopian Characteristics Book Excerpt Activity | For a class participation/classwork grade, students will get into small assigned groups and receive one excerpt from a book and identify and analyze the dystopian characteristics in a short analytical essay using the AEA (Assertion/Evidence/Analysis) format. Students must make an assertion, follow up their assertion with valid evidence, and write an analysis that proves their initial assertion |
| Censorship Power Point Notes & Activity | For a class participation/classwork grade, students will first take notes on censorship, followed by a brief class discussion before looking over a list of novels either challenged or banned |
| Tracking Technology Usage Chart | For a homework grade, students will track their technology usage for one week and comment on feelings evoked regarding their technological footprint  |
| McCarthyism Background  | For a homework grade, students will actively read an article using the I’s &/or C’s method from History.com on Joseph McCarthy and McCarthyism and they will use a document analysis sheet from nara.gov to analyze the information |
| **During Reading Assignments** | **Formative & Summative Assessments** |
| Reading Logs | For homework grades, students will complete reading logs for the three-part novel. For each log, they will write a summary, identify and analyze two examples of figurative language, identify the theme by writing one theme word (example: alienation) and a theme statement, record unfamiliar vocabulary, and discuss any confusion, ask questions, or write a reaction to the reading. |
| Content Quizzes | Students will receive a quiz grade for completing three quizzes based on analysis of novel and novel content |
| “The Unknown Citizen” Poetry Analysis | Students will actively read the W.H. Auden poem by identifying the rhyme scheme and using the I’s &/or C’s method and then answer questions regarding the analysis of the poem and compare/contrast it to Ray Bradbury’s *Fahrenheit 451* |
| Vocabulary Quizzes | Students will take three three-part vocabulary quizzes complete with a matching section, a categories section, and a using words from different angles section |
| Ray Bradbury on Censorship | For a homework grade, students will actively read the article using the I’s &/or C’s method |
| Ray Bradbury Quotes Timed Essay | As a summative assessment, students will respond in an opinion based way to one of the 10 listed Ray Bradbury quotes |
| SAT Timed Writings (3-4) | As a summative assessment, students will write a timed opinion piece based on past SAT prompts. |
| Plato’s “Parable of the Cave” & *Fahrenheit 451* Comparative (pages 71-75) Graphic Organizer | As a pre-writing formative assessment, students will actively read the two excerpts and complete a graphic organizer for the open response |
| **Post Reading Assignments** | **Formative & Summative Assessments** |
| *Fahrenheit 451* Unit Exam | Unit Exam will be graded as a summative assessment and focus on vocabulary, novel content, and novel analysis  |
| Analytical Essay | Students will choose from an array of questions and write a 3-5 page analytical essay using the proper format. The analytical essay will be graded using a rubric that focuses on the assertions they make, the evidence they provide to back up their claims, and the quality of their arguments |
| Plato’s “Parable of the Cave” and *Fahrenheit 451* Comparative Open Response | Using the English department open response rubric as a summative assessment scoring guide, students will write a short essay on the following question: How is Plato’s “Parable of the Cave” a central metaphor for Ray Bradbury’s novel *Fahrenheit 451*? Be sure to use your newfound understanding of the katabasis as the basis for your analysis. |
| *Fahrenheit 451* Core Work Index Card | Students will receive a class participation/classwork grade for completing this review of the novel for unit exam and state exam purposes. |

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| **Opener Samples** | **Closer Samples** |
| * Pop Quizzes: List characteristics of a dystopian protagonist, list characteristics of a dystopia, define figurative language terms and provide examples
* Review of previous day’s lesson as activators
 | * Summary of the day’s lesson
* Reactions to class material through brief discussions and quick writes
* Status Reports
* Preview of the next day’s lesson
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| **BHS Literacy Objectives** |
| **Reading:** For content (both literal and inferential), to apply pre-reading, during reading, and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary, to research a topic, to gather information, to comprehend an argument, to determine the main idea of a passage, to understand a concept and construct meaning, and to expand one’s experience |
| **Writing:** To take notes, to explain one’s thinking, to argue a thesis and support ones thinking, to compare and contrast, to write an open response, to generate a response to what one has read, viewed, and heard, to convey one’s thinking in complete sentences, and to develop an expository essay with a formal structure |
| **Speaking:** To convey one’s thinking in complete sentences, to participate in class discussion, to respond to what one has read, viewed, or heard, and to communicate in a manner that allows one to be both heard and understood |
| **Reasoning:** To identify a pattern, explain a pattern and/or make a prediction based on a pattern, to explain the logic of an argument or solution, and to use analogies and/or evidence to support one’s thinking |

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| **Common Core Standards** |
| College & Career Readiness Anchor Standards for **Reading** | **Key Ideas & Details:** 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft & Structure:**1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning.
2. Assess how purpose shapes the content and style of a text.

**Integration of Knowledge & Ideas:**1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading & Level of Text Complexity:**1. Read and comprehend complex literary and informational texts independently and proficiently.
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| College & Career Readiness Anchor Standards for **Writing** | **Text Types & Purposes:**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Production & Distribution of Writing:**1. Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, and audience
2. Develop and strengthen writing as needed by planning.

**Research to Build and Present Knowledge:**1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
2. Draw evidence from literary and informational texts to support analysis and reflection.

**Range of Writing:**1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences.
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| College & Career Readiness Anchor Standards for **Speaking & Listening**  | **Comprehension & Collaboration:**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
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| College & Career Readiness Anchor Standards for **Language** | **Conventions of Standard English:**1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language:**1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
4. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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