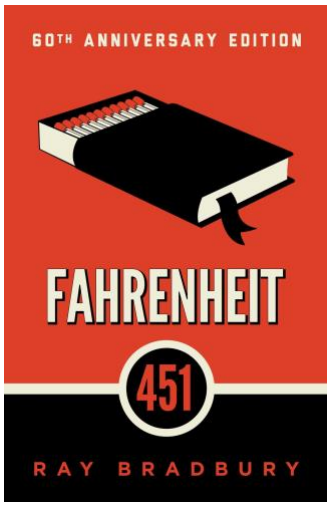
Fahrenheit 451



ISBN-13	978-1-4516-7331-9
ISBN-10	1451673310
Author	Ray Bradbury
Publisher	Simon & Schuster
First Published	1951
Print Year	2013
Lexile	890L
Genre	Dystopian fiction
Synopsis	Guy Montage is a firefighter whose job is to burn books rather than put out fires. He lives in a world where critical thinking is considered dangerous and books are forbidden.
Themes	Learning and Work; Happiness and Contentment

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is kerosene?

Kerosene (also known as paraffin) is a liquid fuel, obtained from the distillation of crude oil. In developing countries, kerosene is a preferred alternative to solid fuels, like wood or coal, for use in cooking as a light fuel in kerosene lamps. It is used as jet fuel in aviation. Kerosene lamps were widely used in the US since 1859. The discovery of more efficient sources of energy and the health hazards of exposure to kerosene have led to its disappearance from households in modern times.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Waft (2)	Flattering (5)	Irritable (7)	Marionette Show (9)	Immense (9)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 1–12

Setting	Characters	Pages
The firehouse	Guy Montag, Clarisse McClellan	1–7
Montag's home	Guy Montag, Mildred	7–12

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Montag meets his neighbor, Clarisse Mclellan, on his way from his workplace (the firehouse) when he was walking to his home.
- Clarisse asks Montag if he is happy and if he reads any of the books he burns.
- Montag finds his wife unconscious and overdosed on sleeping pills when he arrives at his home.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Use the Character Tree to organize the characters introduced in *Fahrenheit 451*. Add a branch for each character and write the name of the character beside each branch. Decide on the location of the branch based on the relationship of the character to others and their worldviews. Two characters with similar worldviews will be next to each other. Branches representing two characters with very different worldviews will be on opposite sides of the tree.

To each branch, add at least one leaf. Write inside the leaf a personality trait (e.g., optimistic), virtue (e.g., kind), or social and emotional skill (e.g., perceptive) of the character.

Today, Day 1, add branches and leaves for the following main characters: Guy, Mildred, and Clarisse.

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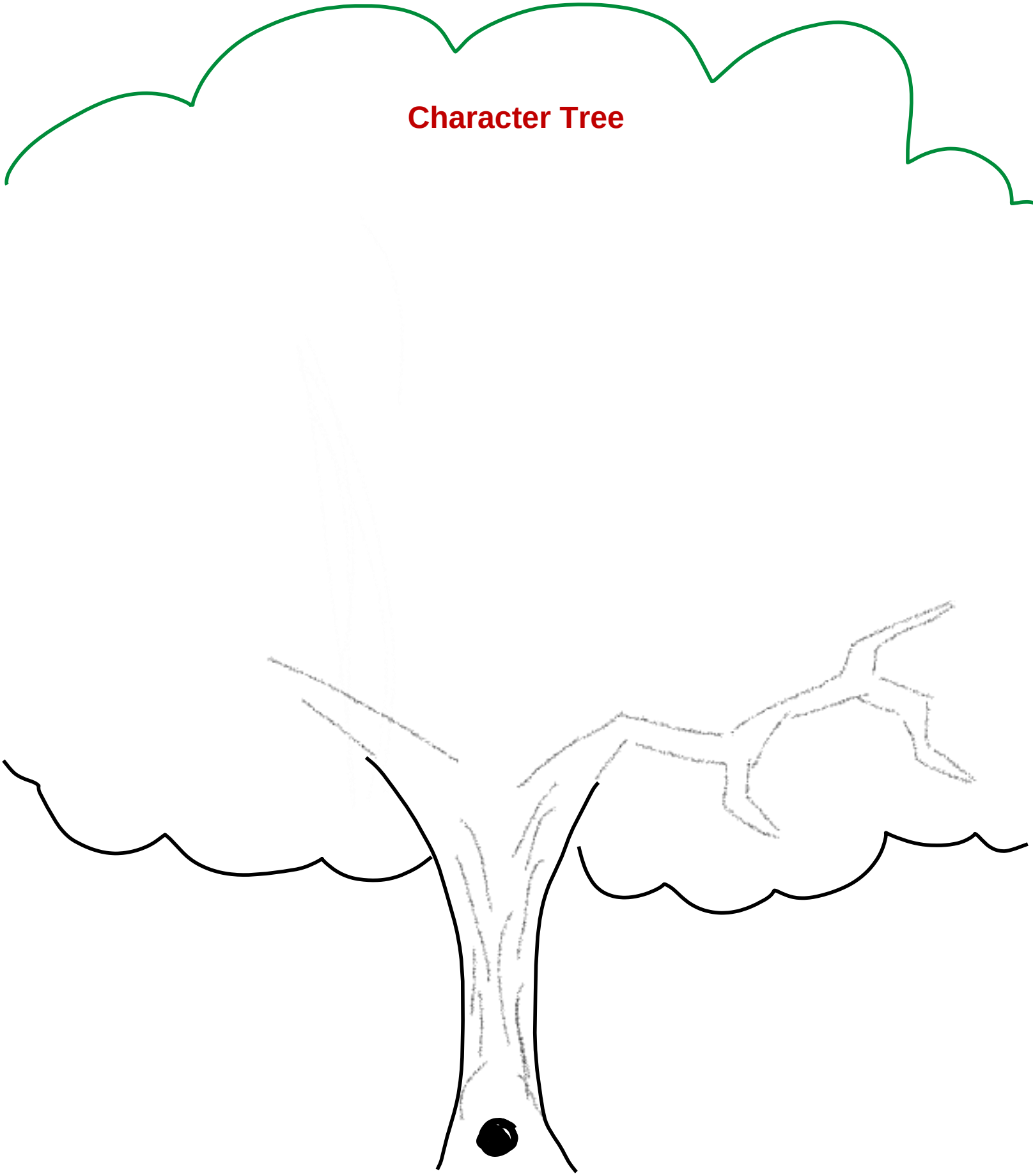
Character Tree



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Did Montag believe he was happy before he met Clarisse? Has this belief changed after meeting her?
2. In what ways is Clarisse different from other people Montag knows?

Analyze the key paragraph.

Key paragraph, p. 6

"They walked still further, and the girl said, "Is it true that long ago firemen put fires *out* instead of going to start them?"

"No. houses have always been fireproof, take my word for it."

"Strange. I heard once that a long time ago houses used to burn by accident and they needed firemen to *stop* the flames."

He laughed.

She glanced quickly over. "Why are you laughing?"

"I don't know." He started to laugh again and stopped. "Why?"

"You laugh when I haven't been funny and you answer right off. You never stop to think about what I've asked you."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. Today, you will craft a paragraph introducing the intention and importance of the First Amendment, which protects the right of people to communicate and receive information. Include a mention of cases that are not protected by the First Amendment.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 2

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is a drug overdose?

The term, drug overdose describes the ingestion of a drug in quantities greater than the recommended average. A drug overdose can happen with all types of drugs including prescription, over-the-counter, legal, or illegal. It is not the same as poisoning, although the effects can be the same.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Throb (12)	Puff Adders (13)	Melancholy (13)	Lip Reading (16)	Stratum (12)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 12–18

Setting	Characters	Pages
Montag's home	Guy Montag, Mildred, the Operators	12–13
Montag's home	Guy Montag, Mildred	13–18

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Mildred tries to commit suicide.
- Addicted to television shows, Mildred tries to persuade her husband to install a fourth television wall.
- Guy Montag contemplates the insignificance of his life.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Today, Day 2, add at least one leaf to each of the branches of the Character Tree (Guy, Mildred, and Clarisse).

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why does Montag think he doesn't know anything anymore?
2. Why does Mildred want a fourth wall-TV?

Analyze the key paragraph.

Key paragraph, p. 14

"Laughter blew across the moon-colored lawn from the house of Clarisse and her father and mother and the uncle who smiled so quietly and so earnestly. Above all, their laughter was relaxed and hearty and not forced in any way, coming from the house that was so brightly lit this late at night while all the other houses were kept to themselves in darkness."

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. Today, write a paragraph about the impact of technology on people's thinking and communication. Use examples from the text.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is the game "chicken?"

The game of chicken resembles other simulations of social decision-making such as the Prisoner's Dilemma. Two people are competing over a goal. Each person is better off if he or she give up their goal. If both people continue to pursue their goal, they will face the worst outcome. If one of them gives up the goal, the other one has the best outcome. This is modeled in the car race in the game of chicken. Two drivers race directly towards each other. If one of the drivers does not swerve to the side, both cars will crash, and the drivers can be severely injured or die. The driver that swerves to the side is considered a coward, and as a result, is called a "chicken." If both drivers stop before they collide, both will be unharmed, although none of them will be a winner. In the prisoner's dilemma, a police officer has arrested two suspects of a crime but does not have the evidence to press charges. He interrogates each suspect in a separate room. Each can either confess, thereby implicating the other, or keep silent. If both prisoners stay silent, they may walk out without consequences. However, staying silent

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involves a risk. If one prisoner confesses, the one staying silent will receive a harsh sentence while his partner obtains the favorable status of a state's witness.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Illuminated (21)	Pawn (22)	Incinerator (22)	Raw (23)	Phoenix (23)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 19–28

Setting	Characters	Pages
Outside street	Guy Montag, Clarisse	19-21
The firehouse	Guy Montag, Captain Beatty	21-25
Outside street	Guy Montag, Clarisse	25-28

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Clarisse praises Montag for not being the stereotypical fireman.
- Montag does not join his colleague when they play with the robot hound.
- Clarisse confesses to Montag that, relative to current social norms, she is not a friendly person. She dislikes the tendency of youth these days to play dangerous games and kill each other instead of having real conversations.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add at least one leaf to each existing branch in the Character Tree (Guy, Mildred, and Clarisse). Add a branch and at least one leaf for Captain Beatty.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why is Clarisse required by the authorities to see a psychiatrist?
2. Why does Montag feel threatened by the Hound? Consider Captain Beatty's comment.

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Analyze the key paragraph.

Key Paragraph, p. 21
"How did it start? How did you get into it? How did you pick your work and how did you happen to think to think to take the job you have? You're not like the others. I've seen a few; *I know*."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. Today, compare the image of firefighters in our society and their reputation in the book, *Fahrenheit 451*. In what ways they are similar and how are they different? Write two paragraphs. Check your work to ensure it includes:

- Topic sentences
- Transition phrases such as "similarly," "by contrast," "in comparison," "on the other hand," "conversely," and, "however."

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 4

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

When was the first American fire department established?

In Colonial America, fires were frequent and devastating. Fires were caused by malfunctioning steam engines on ships and wooden chimneys, among other reasons. The first formal, coordinated effort to put down fires was in 1678. It included captain Thomas Atkins and 11 other men. In 1736, Benjamin Franklin (one of the founding fathers of the United States) co-founded the Union Fire Company, also known as the "Bucket Brigade."

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Proclivities (30)	Cellophane (30)	Eternally (30)	Soot (30)	Mindlessness (34)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 29-39

Setting	Characters	Pages
Montag's workplace (Firehouse)	Guy Montag, Captain Beatty, Stoneman, Black	29-33
11 No. Elm, City. E. B. (elderly woman's house)	Guy Montag, Captain Beatty, Stoneman, Black, elderly woman	33-37
Road on the way to firehouse	Guy Montag, Captain Beatty, Stoneman, Black	37-38
Montag's house	Guy Montag, Mildred	38-39

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Clarisse disappears.
- Montag steals a book.
- Stoneman and Black show Rule 1 in their rule book. It says that the first fireman's job was created to burn English-influenced books in the Colonies.
- The firefighters raid a house full of forbidden books. The woman decides to stay in the burning house.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add at least one leaf to each branch in the Character Tree (Guy, Mildred, Clarisse, and Beatty). Add branches and leaves for Stoneman and Black.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did the elderly woman choose to stay with the burning books?
2. The woman made a reference to Nicholas Ridley, an English bishop who advocated for a separation of England from the Roman Catholic Church. He was declared a heretic, and in October 1555 he was sentenced to die at the stake. Why did the woman allude to this historic event?

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Analyze the key paragraph.

Key Paragraph, p. 35
"None of these books agree with each other. You've been locked up here for years with a regular damned Tower of Babel. Snap out of it! The people in those books never lived."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. Today, compare the woman's attitude towards books to Beatty's attitude.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What does "Empty Talk" mean?
"Empty talk" is an idiom that means meaningless and aimless speech. The words spoken have no point or sincere promise for future actions.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Plateau (41)	Cacophony (42)	Centrifuge (42)	Pantomime (44)	Luminescent (45)

READ

Review the timeline from the beginning every day.

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Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 39–45

Setting	Characters	Pages
Montag and Mildred's bedroom	Guy Montag and Mildred	39–41
(Theoretically) Montag and Mildred's living room	Guy Montag and Mildred	41–43
(Theoretically) Mildred driving Montag in a car on a road	Guy Montag and Mildred	43
Montag and Mildred's bedroom	Guy Montag and Mildred	43–45

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Montag asks Mildred how they met.
- Montag is noticing and questioning the quality of programming on TV.
- Mildred tells Montag that Clarisse McClellan was killed in a car accident.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add at least one leaf per branch for the branches representing Guy Montag and Mildred.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Contrast the personalities and attitudes of Guy Montag and his wife. Identify at least two differences in their character traits and values.
2. In your opinion, what has happened to Clarisse?

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Analyze the key paragraph.

Key paragraph, p. 41

"How do you get so empty? He wondered. Who takes it out of you? And that awful flower the other day, the dandelion! It had summed up everything, hadn't it? "What a shame! You're not in love with anyone!" And why not?"

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. Today, write about living a life with meaning and purpose. Does any of the characters in the book have a sense of purpose in life? What is their purpose?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is radical thinking?

The word ‘radical’ comes from the Latin radix (‘root’) it refers to challenging fundamental assumptions and beliefs. A radical thinker challenges the status quo and calls for new social norms or behavior standards. Radical thinkers are not necessarily virtuous or ethical. For example, a radical thinker may draw inspiration from racist texts to justify violation of human rights and even murder.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Cataract (45)	Probing (49)	Melancholy (53)	Sauterne (53)	Theremin (58)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 45–60

Setting	Characters	Pages
Montag's house	Guy Montag, Captain Beatty, and Mildred	45–60

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Beatty visits Montag who is at home sick. Beatty tells Montag about the history that, over centuries, has led to the banning of books.
- Mildred finds a book under her husband's pillow.
- Beatty tells Montag that, generally speaking, firemen are allowed to occasionally "borrow" books, but they must burn them after 24 hours.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add at least one leaf per branch for the branches representing Guy Montag, Beatty, and Mildred.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. In your opinion, should firemen question the professional ethics of their job? Explain.
2. What new information does Captain Beatty provide to Guy Montag? What is the purpose of his speech?

Analyze the key paragraph.

Key paragraph, p. 55

"With school turning out more runners, jumpers, racers, tinkerers, grabbers, snatchers, fliers, and swimmers instead of examiners, critics, knowers, and imaginative creators, the word 'intellectual,' of course, became the swear word it deserved to be."

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. Today, write about Beatty's argument that the public chose the current system, and it is an ethical system because it represents the preferences of most of the population. Do you agree with his assessment?

Write two paragraphs stating your arguments.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 7

Outcomes for Today

Reading Outcomes
CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes
CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is the purpose of the front porch?

The word porch originates from the Latin word, porticus. It is a structural element of a house that serves aesthetic, functional, and social purposes. Front porches connect people to their community. In the nineteenth century, porches in America was expected in wealthy neighborhoods, hotels, and inns. The porches offered shaded, grand entrances and a convenient view of the surroundings. Urbanization, air pollution, and the invention of air conditioning are some of the factors that have reduced the use of porches in modern times.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Anonymous (61)	Pedestal (62)	Rapidly (63)	Bewilderedly (65)	Haltingly (65)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 60–65

Setting	Characters	Pages
Montag's house	Guy and Mildred	60–65

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Montag expresses a desire to quit his job.
- Montag shows Mildred the books he has hidden at their house.
- Ignoring a person at the door, Montag and Mildred begin to read books.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add at least one leaf per branch for the branches representing Guy Montag and Mildred.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What did Clarisse's uncle say about the removal of porches from houses? What does that change reveal about current social policies of the local government?
2. In your opinion, why does Montag feel angry and restless?
3. What is Guy Montag asking his wife to do?

Analyze the key paragraph.

Key paragraph, p.60

"…they didn't want people sitting like that, doing nothing, rocking, talking; that was the *wrong* kind of social life. People talked too much. And they had time to think."

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. Today, propose at least two benefits and two risk associated with the converter attachment which personalizes the TV watching experience of people like Mildred.

Write two paragraphs stating your arguments.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Are there real-life incidents of book burning?

Book burning has been a part of war and conflict throughout history. One of the earliest incidents of book burning that we know about was ordered in 213 B.C., by the Chinese emperor Qin Shi Huang. Most copies of the Confucian classics were destroyed. The British burned the US Library of Congress during the War of 1812. In 1933, Nazi Germany carried out public burnings of books identified as “un-German.” When al-Qaida troops invaded Mali and Timbuktu in 2012, they attempted to burn precious book manuscripts from the middle ages.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Patronage (71)	Cadenced (71)	Suffused (72)	Perspiring (73)	Dentifrice (74)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Pages 67–76

Setting	Characters	Pages
Montag's house	Guy and Mildred	67–76

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Guy Montag and Mildred read books.
- Guy Montag contacts professor Faber to ask about surviving copies of the bible.
- Mildred announces that books are useless and expresses her fear of been caught with books.
- Hearing the bombers flying above their house, Guy Montag questions the ethics of their society.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add at least one leaf per branch for the branches representing Guy Montag and Mildred.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What is Mildred attitude towards books?
2. What answers does Guy Montag hope to gain from reading books?

Analyze the key paragraph.

Key paragraph, pp. 69–70

"We have started and won two atomic wars since 2022! Is it because we're having so much fun at home we've forgotten the world? Is it because we're so rich and the rest of the world's so poor and we just don't care if they are?"

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. In today's reading selection, Guy Montag suggests that knowledge affects more than the reader and his society – it can affect the relationship between societies and prevent making mistakes, such as launching devastating wars. Do you agree with this observation? Summarize your argument in two paragraphs.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What do historians do?

Historians research, analyze, interpret, and write about the past by studying historical documents and sources. Historians conduct research, teach, and publish analysis of documents and events. Some historians are responsible for verifying the authenticity of documents and artifacts, preserving these materials, and promoting public knowledge of the significance of these objects. Absent accurate historical facts and access to original documents, the public as well as policy-makers can be misinformed and misled.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Harlequin (85)	Loam (79)	Skepticism (80)	Arsonists (81)	Praetorian (82)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 76–88

Setting	Characters	Pages
Faber's house	Guy Montag, professor Faber	76–88

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Guy Montag asks professor Faber to help him better understand the knowledge that books provide.
- Faber explains to Montag that books are only one medium to convey quality information.
- Faber shows Montag a type of a radio he has constructed, which can be used for spying on people, such as Captain Beatty.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add professor Faber to your Character Tree and at least one leaf to the branch representing Guy Montag.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What are the three things that were once in books and modern society is lacking?
2. What is Montag and Faber's plan? What do they hope to accomplish with this plan?

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Analyze the key paragraph.

Key paragraph, p. 81
"The only way I could possibly listen to you would be if somehow the fireman structure itself could be burnt. Now if you suggest that we print extra books and arrange to have them hidden in firemen's houses all over the country, so that seeds of suspicion would be sown among these arsonists, bravo, I'd say!"

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. In today's reading selection, professor Faber points at the tension between two human tendencies – to build and to destroy. Write 1–2 paragraphs about destruction as a theme in the book, *Fahrenheit 451*. Support your statements with quotes from the text.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 10

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

How has television impacted people's thinking?

Before the invention of the internet and the development of social media, television dominated public thinking. The broadcast companies what shows to create, what news to highlight, and how much air time to allocate to each television show affected public knowledge, popularity of music and fashion styles, and attitudes towards celebrities. The human tendency to believe what we see gave television the power to determine what people know about their country and the world around them.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Subaudible (92)	Drear (96)	Shingles (96)	Certitude (97)	Darkling (97)

READ

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Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 88–97

Setting	Characters	Pages
A road	Guy Montag	88–89
Montag's house	Montag, Mildred, Mrs. Phelps, and Mrs. Bowles	89–97

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Montag withdraws money from the bank and awaits further instructions from Faber.
- Two of Mildred's friends visit Mildred to watch a show together.
- Montag interrupts the party and reads a poem to the ladies.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add Mrs. Phelps and Mrs. Bowles to your Character Tree, as well as leaves to the branches representing Guy, Mildred, and Faber.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What do Montag and Faber argue about?
2. What aspect of Mildred, Mrs. Phelps, and Mrs. Bowles' behavior was hard for Guy Montag to understand?

Analyze the key paragraph.

Key paragraph, p. 88
"I took the others on faith!"
"Yes, and look where we're headed. You'll have to travel blind for a while. Here's my arm to hold on to."
"I don't want to change sides and just be *told* what to do. There's no reason to change if I do that."

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. In today's reading selection, professor Faber pointed out that Guy Montag took his first step toward independent thinking by expressing his wish to make his own decisions. Write a paragraph about the nature of independent thinking, its importance, and who in the book *Fahrenheit 451* has it.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 11

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What does "knowledge is power" mean?

In the 1620 book *Novum Organum* by Sir Francis Bacon stated: "Knowledge and human power are synonymous, since the ignorance of the cause frustrates the effect; for nature is only subdued by submission, and that which in contemplative philosophy corresponds with the cause in practical science becomes the rule." Sir Francis Bacon earlier quote "Knowledge is power" is one of the quotes inscribed on the Library of Congress buildings. It means that the acquisition of knowledge directly contributes to human power (whether it is social, economic, or scientific).

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Gilded (103)	Verbiage (103)	Beatific (104)	Perfunctorily (105)	Phosphorescent (106)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 97–106

Setting	Characters	Pages
Montag's house	Guy Montag, Mildred, Mrs. Bowles, and Mrs. Phelps	97–98
The street	Guy Montag, and Faber (with earphone)	99–101
The firehouse	Guy Montag, Captain Beatty, coworkers, and Faber	101–105
The front of Montag's house	Guy Montag, Captain Beatty, coworkers and Faber	106

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Mrs. Bowles and Mrs. Phelps leave Montag's house unhappy after hearing a poem read aloud to them.
- Montag is afraid of losing control again before he goes to his work and faces Captain Beatty.
- Montag, Beatty, and other firemen head to their next job, which is at Montag's house.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add leaves to the branches representing Guy, Mildred, Captain Beatty and Faber.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why doesn't Mrs. Bowles like books and poetry?
2. How does Mildred cope with her unhappiness?
3. How does Montag feel when he enters the fire station? Why?
4. How does Captain Beatty try to influence Montag's attitudes? Does he succeed?

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Analyze the key paragraph.

Analyze the dialogue between Captain Beatty and Montag from Beatty's dream. Carefully interpret each of the quotes and explain what the argument is about. Consider Montag's opinions compared to Beatty's views (p. 103).

"Beatty chuckled. 'And you said, quoting, 'Truth will come to light, murder will not be hid long!' And I cried in good humor, 'Oh God, he speaks only of his horse!' And 'The Devil can cite Scripture for his purpose.' And you yelled, 'This age thinks better of a gilded fool, than of a threadbare saint in wisdom's school!' And I whispered gently, 'The dignity of truth is lost with much protesting.' And you screamed, 'Carcasses bleed at the sight of the murderer!' And I said, patting you hand, 'What, do I give you trench mouth?' And you shrieked, 'Knowledge is power!' and 'A dwarf on a giant's shoulders sees the furthest of the two!' and I summed my side up with rare serenity in. 'The folly of mistaking metaphor for a proof, a torrent of verbiage for a spring of capital truths, and oneself as an oracle, is inborn in us, Mr. Valery once said.'"

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. In today's reading selection, Faber tells Montag that it is his decision on what he will believe in, after hearing both Faber's and Captain Beatty's opinions. Is Beatty view on society wrong? What was he trying to explain to Montag when he recalled an argument from his dream? Summarize Montag's dilemma.

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 12

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Who flew too close to the sun?

Beatty was taunting Montag for burning because he wanted to fly near the sun. Beatty was alluding to the story of Icarus from the Greek Mythology. When Daedalus and his son Icarus were imprisoned by the king, they attempted to escape by air. Daedalus tried to achieve the impossible – create wings made of features and wax which enable humans to fly. In the excitement of flying high in the air, Icarus forgot his father's warning and flew too close to the sun. The wax melted in the intense heat and the wings fell apart. Icarus dove into the sea and drowned. Daedalus found refuge in another king's court and gave up his wings for good.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Valise (108)	Rigidity (108)	Queer (109)	Gout (110)	Plume (111)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 107–119

Setting	Characters	Pages
Near Montag's house	Guy Montag, Captain Beatty, Mildred, the mechanical Hound	107–116
The streets	Guy Montag	117–119

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Mildred evacuates the house. Beatty orders Guy Montage to torch his own house.
- Beatty finds the earpiece and threatens to find Montag's accomplice.
- Montag kills Beatty.
- The mechanical Hound attacks Guy Montag. Guy Montage sustains a left leg injury. He burns the Mechanical Hound.
- Montag runs away and is chased by the police.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add leaves to the branches representing Guy Montag and Captain Beatty.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What does Montag think about as he watches his house burn?
2. Why does Beatty refer to poetry readers as snobs?
3. Why did Beatty overlook the first reports on Montag's use of books?
4. Predict: Will Montage move forward with the plan?

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Analyze the key paragraph.

Key paragraph, p. 109

"What is there about fire that's so lovely? No matter what age we are, what draws us to it?" Beatty blew out the flame and lit it again. "It's perpetual motion; the thing man wanted to invent but never did. Or almost perpetual motion. If you let it go on, it'd burn our lifetimes out. What is fire? It's a mystery. Scientists give us gobbledegook about friction and molecules. But they don't really know. Its real beauty is that it destroys responsibility and consequences. A problem gets too burdensome, then into the furnace with it. Now, Montag, you're a burden. And fire will lift you off my shoulders, clean, quick, sure; nothing to rot later. Antibiotic, aesthetic, practical."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. In today's reading selection, Beatty asked Montag why he took such a significant risk that has led him and his wife to lose everything. Write one or two paragraphs about Montag's perception of his former life and how much he thought he was risking. Did he believe that knowledge and the freedom to read book were worth the sacrifice?

Use as much detail as you can.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 13

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is censorship?

Censorship is the act of denying or limiting access to information. Censors may restrict access to information that is offensive, likely to incite crime and violence, or likely to jeopardize the safety of people. Opponents of censorship warn against limiting intellectual freedom. Censors can prevent people from seeing or hearing information through four main types of actions. First, redaction is when someone permanently removes or hides certain text or images on a page. Second, restriction is the act of limiting who can use an information item or when and where they can use it. For example, children and teens have restricted access to video games and movies due to bad language, nudity, drug content, and sexual content. Third, relocation is the act of restricting access by moving it to another physical location that is accessible only to people with access permission. Finally, removal is the act of deleting or taking out an item from a collection, storage, or curriculum.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Scuttling (121)	Retired (126)	Luminous (127)	Doused (130)	Vapor (130)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 119–130

Setting	Characters	Pages
Gas station; a boulevard	Guy Montag, beetle car	119–123
Mr. and Mrs. Black's house	Mrs. Black and Guy Montag	123–124
Faber's house	Guy Montag and Faber	124–130

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- The country is at war.
- Montag is chased by a car. He finds out that the drivers are teens looking for a thrill rather than police officers.
- Montag hides books in Mr. and Mrs. Black's house.
- Montag visits Faber and give him instructions how to hide his tracks/scent.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add leaves to the branches representing Guy Montag and Faber.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. In what country does this story take place?
2. Where is Faber going and for what purpose?
3. What are the capabilities of the Mechanical Hound chasing Huy Montag?

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Analyze the key paragraph.

Key paragraph, p. 125

"You did what you had to do. It was coming on for a long time."
"Yes, I believe that, if there's nothing else I believe. It saved itself up t happen. I could feel it for a long time, I was saving something up, I went around doing one thing and feeling another."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. In today's reading selection, Montag and Faber expressed moral courage – the willingness to act in a manner aligned with their values and beliefs despite anticipated risks. Write one or two paragraphs about moral courage – what it is, how does it look like, and why it is important. Use examples from the text.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 14

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

How did people transmit information in ancient times?

In ancient time, some travel tales, scientific knowledge, and theological narratives were transmitted in oral form. Storytellers and singers memorized the information and passed it along. Much of the literature created in Ancient Greece, for example, survived through oral traditions.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Suspense (141)	Expressionless (142)	Pedants (146)	Resolve (147)	Uncut (148)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 130–148

Setting	Characters	Pages
Streets on the way to the river	Guy Montag	130–133
Near the river	Guy Montag, Granger, Fred, Dr. Simmons, Professor West, Reverend Padover	133–148

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- The police requests the assistance of all residents to help find the fugitive.
- Montag floats with the river until he arrives to the countryside.
- Montag meets five old men who memorize books.
- The police fakes the capture of Montage.
- Montag and his companions continue to walk south along the bank of the river.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add branches representing Granger, Fred Clement, Dr. Simmons, Professor West, Reverend Padover. Add leaves to their branches as well as the branch representing Guy Montag.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Who are Granger and his friends? Why are they running away from the police?
2. How do the men intend to pass on the books to their children and others?

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Analyze the key paragraph.

Key paragraph, p. 148

"But all the light had come from the campfire, and these men had seemed no different than any others who had run a long race, searched a long search, seen good things destroyed, and now, very late, were gathered to wait for the end of the party and the blowing out of the lamps. They weren't at all certain that the things they carried in their heads might make every future dawn glow with a purer light, they were sure of nothing save that books were on file behind their quiet eyes, the books were waiting, with their pages uncut, for the customers who might come by in later years, some with clean and some with dirty fingers."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice. In today's reading selection, Guy Montage has learned about an underground organization with a mission to preserve the content of books. What type of freedom did this organization fight for? Is it a worthy cause? Do you know of any real-world examples of people fighting for the right to gain access to knowledge or to transmit the information? Write one or two paragraphs about the theme of intellectual freedom as a human right.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
Fahrenheit 451, Day 15

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is the legend of the Phoenix?

In Greek mythology, the Phoenix is a large, colorful bird that lives long life and renews itself at the end of each life cycle. It dies by bursting into flames and then it is reborn again from the ashes. There are parallel legends of similar, powerful birds in several other cultures. An Old English poem *The Phoenix*, found in the Exeter Book – a tenth-century anthology of poetry in Old English – describes the mythical bird, as well as its the cycle of death and rebirth.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Swiftness (151)	Desolation (152)	Displaced (153)	Obligations (155)	Pyres (156)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 148–158

Setting	Characters	Pages
Near the river	Guy Montag, Granger, Fred, Dr. Simmons, Professor West, Reverend Padover	148–158

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Bombers destroy the city.
- Montag and the other men change direction and start walking north, towards the city.

Map Add to ongoing class activities like a KWL chart or map: Learn about the setting.

Add leaves to the branches representing Granger and Guy Montag.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What happened to the city?
2. Why did Montag and the other men walk back to the city?
3. According to Granger, how is humankind both similar and different from the Phoenix?

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Analyze the key paragraph.

Key paragraph, p. 157

"We are going to meet a lot of lonely people in the next week and the next month and the next year. And when they ask us what we're doing, you can say, We're remembering. That's where we'll win out in the long run. And some day we'll remember so much that we'll build the biggest goddam steamshovel in history and dig the biggest grave of all time and shove war in and cover it up. Come on now, we're going to go build a mirror factory first and put out nothing but mirrors for the next year and take a long look in them."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Final Writing Product

Your final writing product will be titled, *Individual Outlooks*. The essay will discuss the value of freedom of choice and focus on intellectual freedom and how it is denied from people in Fahrenheit 451 through the burning of books.

Begin your essay with a well-defined thesis statement or the key idea you will discuss and support with examples.

Use the paragraphs you have written over the last weeks to provide examples and supportive arguments.

The essay should be concise – avoid repetition and redundancy in statements. Use the following checklist to evaluate your work:

- The essay begins with a clear argument.
- The essay provides examples to clarify on the reasoning.
- The essay includes good transition sentences and phrases.
- The essay thoughtfully presents counterarguments.
- There is a topic sentence in each paragraph.
- There is a logical progression from one paragraph to the next.
- The essay ends with a strong conclusion.

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Timeline Template

Create a timeline to organize your writing schedule. Add dates in the right-side column. Add lines to the schedule, as needed.

What	When
Create a thesis statement.	
Create a thesis statement.	
Collect and organize ideas and facts.	
Complete an introduction paragraph.	
Complete the body paragraphs.	
Complete the conclusion paragraph.	
Read through and refine.	
Submit first draft.	
Revise based on feedback.	
Submit final draft.	

Close by extending today's lesson to life and the world.

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