“A Pleasure to Burn”: Introduction to IB Language and Literature through Fahrenheit 451

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McDonough, Savannah, "A Pleasure to Burn": Introduction to IB Language and Literature through Fahrenheit 451" (2018).
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### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>IB Language A: Language and Literature Assessment Objectives</th>
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<tr>
<td>1. Demonstrate an understanding of the use of language, structure, technique and style.</td>
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<td>2. Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning.</td>
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<td>3. Demonstrate an understanding of how different perspectives influence the reading of the text.</td>
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<td>4. Demonstrate an ability to substantiate and justify ideas with relevant examples.</td>
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<td>5. Produce a critical response evaluating some aspects of text, context and meaning.</td>
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<td>6. Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication.</td>
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#### Transfer

**Students will independently use their learning to**

1. accurately identify a text’s audience, purpose, and context.
2. analyze the purpose of fiction and non-fiction texts in order to explain their significance to their audience and society as a whole.
3. analyze the use of stylistic features in fiction and non-fiction texts to order to identify how they create/add meaning for their audience.

#### Meaning

**Understandings**

**Students will understand that**

1. A text’s meaning is determined by the reader and by the cultural context.
2. The interpretation of a text is dependent on various factors, including: the reader’s and producer’s cultural identity/identities, age, gender, historical and cultural settings of the text, etc.
3. Censorship in the media can be both beneficial and dangerous to society.
4. Ray Bradbury wanted to warn to public of the dangers of censorship and emphasize the importance of free-thought.
5. Authors add meaning to their texts by using stylistic features.

#### Essential Questions

**Fall Semester/Part 2:**

- What is the Mass Media?
- How and why is the media used to influence education, politics, or ideology in a society?
- How are texts produced and received differently depending on the medium through which they are delivered?

**Unit 1:**

1. How is meaning created in written texts?
2. What influences a reader’s interpretation of a text?
3. What is context (historical & cultural) and how does it influence a reader’s interpretation of a text?
4. How does one identify a text’s purpose, theme, and intended audience?
5. What is censorship & why would people want to censor our information?

#### Acquisition

**Knowledge**

**Students will know**

1. Definitions of the following literary devices: theme, author’s purpose,

**Skills**

**Students will be able to**

1. Identify author’s purpose.
2. Identify the text’s intended audience and cultural context.
| 7. Demonstrate an ability to discuss and analyze texts in a focused and logical manner. | diction, tone, metaphor, simile, symbolism, personification, irony, and allusion. |
| 3. Identify and analyze the text’s theme. |
| 4. Identify and analyze any prominent literary devices used in the text. |
| 5. Explain their understanding and analysis of the text verbally using academic language. |

| Stage 2 – Evidence |
| CODE (M or T) | Evaluative Criteria (for rubric) | IB Standard Rubrics for Paper 1 and Written Task 2 |
| M, T | See IB Written Task 2 HL Rubric | Performance Task(s) |
| | | Students will demonstrate meaning-making and transfer by |
| | | 1. **Mock Written Task 2 MEAL paragraphs over Reader, Culture, & Text questions Fahrenheit 451:** |
| | | A) How could a text be read and interpreted differently by two different readers? |
| | | *narrow this to: |
| | | - How could 451 be read and interpreted differently by readers from different Socio-Economic classes? |
| | | - How could F451 be read and interpreted differently by an American in the 1950’s vs. an American in the 2010’s? |
| | | B) If the text had been written in a different time, place, language, or for a different audience, how and why might it differ? |
| | | *narrow this to: if F451 had been written in 2017 instead of 1953, how and why would it be different? |
| | | 2. **Paper 1 over excerpt from F451 identifying the text’s context, theme, audience, purpose, and the effects of any literary devices used.** |
| | | Excerpt: pg. 79 (Faber’s reason #1) |
| Other Evidence (e.g., formative) | 1. Harkness Discussion |
| | 2. Debate using the Discussion expectations |
| | 3. KWL Exit Ticket |
| | 4. Audience Exit Ticket |
| | 5. Diagnostic Paper 1 rewrite over excerpt from F451 identifying two of the four major prompt questions. |
| | 6. Message Rewrite for different audiences |

| Stage 3 – Learning Plan |
### Pre-Assessment

*How will you check students’ prior knowledge, skill levels, and potential misconceptions?*

- **Writing Diagnostic: Paper 1**
  
  **Prompt:** Analyze the following text. Include comments on the significance of context, audience, purpose, formal and stylistic features.

  F451 Excerpt options: page 1-2 (Montag’s “it was a pleasure to burn…”)

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<th>A</th>
<th>Lesson 1: Welcome to IB English!</th>
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<td></td>
<td>1. Do Now- student info sheet/survey</td>
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<td>-Goals</td>
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<td>-Assessments</td>
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<td>-Essential Questions for semester and unit</td>
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<td>3. Class Icebreaker (Four Corners/Two Corners: which is better- solo projects or team projects? Novels or Comic books? Quiet work time or Partner work time? Music while working or no music?)</td>
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<th>A</th>
<th>Lesson 2: What is a Harkness Discussion and how do we make it awesome?</th>
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<tr>
<td></td>
<td>1. Do Now: Class norms- what do you need from a class to feel safe and productive?</td>
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<td>2. Ice Breaker:</td>
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<td>Globs and Lines (find your spirit animal, your favorite color, # of years at (school name), Birthday month)</td>
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<td>3. Harkness Discussion expectations and modeling.</td>
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<td>4. Mini-discussion over the following questions:</td>
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<td>A) what was your impression of the book?</td>
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<td>B) Ray Bradbury included the quote “If they give you ruled paper, write the other way.” What does that quote mean and why would Ray Bradbury include it at the beginning of the novel?</td>
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<td>C) What would the world be like if books were illegal?</td>
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<th>M, A, T</th>
<th>Lesson 3: Text Annotation &amp; Analysis Review and Step Up</th>
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<tr>
<td></td>
<td><em>Essential Question: How does one identify a text’s purpose, theme, and intended audience?</em></td>
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<td>Direct Instruction Lesson Model from Silver, Strong, and Perieni</td>
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<td></td>
<td>1. Do now (5 min):</td>
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<td><strong>KWL chart:</strong> What do you know about annotating and analyzing a literary passage?</td>
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<td>What do you Wonder about annotation and analysis?</td>
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<td>2. Begin Direct teach (2 minutes) Explain that they will write an analytical essay based on IB Paper 1 the following day, so today we will review how to annotate and analyze a literary passage.</td>
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<td>3. Think Aloud (6 minutes) Complete a think aloud analysis and annotation of an example text on the ELMO after reading the text questions and thinking through what each question is asking for. Students should annotate with you.</td>
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<td>4. Text Questions (6-8 minutes)</td>
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<td>Answer the major questions:</td>
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<td>What is the context?</td>
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<td>Who is the audience?</td>
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<td>A, M</td>
<td>Exit Ticket</td>
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| What stylistic features are used and to what effects?  
What is the purpose?  
in mostly complete sentences. Students are expected to record the answers.  
5. Practice (15 minutes)  
Independently students read and annotate the Diagnostic passage. Once finished, they should answer each question as before.  
6. Partner Check-in (4 minutes)  
Students check their answers against a partner’s in order to evaluate the strength of their analysis.  
*Throughout individual and partner work time, teacher should find 4 different students with correct answers and prep them to be warm-called during whole class debrief.  
7. Whole class-debrief:  
Teacher asks the following questions and warm-calls prepped students.  
What is the context?  
Who is the audience?  
What stylistic features are used and to what effects?  
What is the purpose?  
8. Exit Ticket (5 min):  
Complete the “What I learned” section of your KWL chart  

**Lesson 4: Paper 1 Writing Diagnostic Day**  
1. Do now: students re-read Diagnostic passage.  
2. Students annotate diagnostic passage on their essay document.  
3. Students “plan” their essay by answering the questions within the prompt in their planning space.  
4. Students write a 3 paragraph essay with an introduction and 2 MEAL body paragraphs (each focusing on one of the four questions). Extension: student may write a third MEAL body paragraph on an addition prompt question.  

**Lesson 5: Breaking down the prompt- Context (Block day or 2 day lesson)**  
**Essential Question:** How do readers create meaning? What is context (social, historical & cultural) and how does it influence a reader’s interpretation of a text?  
1. Do now: As readers, how do we create meaning from a text? (Chalk talk, brainstorm and play 10 toes/turn and talk)  
2. 30 min Mini Lecture:  
A) what is social, cultural, and historical context?  
-Connect each to student Do now answers if they hit the mark, then give definition and examples and they take notes on graphic organizer.  
B) 1940's and 1950's United States: brief overview/timeline  
3. Inductive Learning Activity:  
A) Transition (5 min): Students get into groups of 4. Each group is given a packet of 1940’s headlines, images, and quotes from F451 that relate to each other.  
B) Groups have 15 minutes to read and sort through the collection. Groups must then work together to match an image & headline to each quote from F451.  
C) Once all quotes have been matched, students respond to the following question independently (7 minutes):  
How does Fahrenheit 451 reflect Ray Bradbury’s social, cultural, and historical context?  
D) Students then share their answers with their groups. After 5 minutes to
discuss, teachers should ask each group to share their perspective (10 min).
4. Exit ticket Questions (8 min): What is your social, cultural, and historical context? How did that affect your reading of F451?

**Lesson 6: Defining Audience within a text**

*Essential Question: How does one identify a text’s purpose, theme, and intended audience?*

1. Do now (5 min): What is an audience? Brainstorm: what about a text tells us who it’s for? (Answer: content, language, format, length, etc)
2. Level 1 Mix & Match Kahoot Activity (6-7 minutes):
   - Kahoot- User: McDonut_EL
   - Title: Who you talkin’ to? Determining a text’s Audience
   - What is the audience for each piece of text? *Note to students: a “text” does not just mean a text message; a text can be anything with content to read and understand. Everything from a novel to an advertisement or email is a “text.”*
   - Q1) Text to a significant other
   - Q2) Text to a parent
   - Q3) College application style letter excerpt to a University
   - Q4) Martin Luther King Jr.’s “I have a dream” speech
3. Write your own (15 minutes)!
   - Students must translate the following message as two different writers for two different audiences. Once all students are finished, teacher picks up the new texts. Teacher may read 5-6 aloud for students to guess which option it was.
   - *Original:* Husband to wife: “Babe! I caught the monster racoon in the backyard before you did! Haha I’m the best and ur not!”
   - *New:*
     - A) Long-time friend to friend
     - B) College professor to a student
     - C) Telenovela star to his/her on-screen crush
     - D) Employee to Shift Manager/Boss
     - E) Grandson to Grandmother
4. Exit ticket (20 minutes): Refer back to the quotes from Fahrenheit 451 used during the context lesson. Based on these quotes and the rest of your reading, who is the audience for Fahrenheit 451 and how do you know? Answer this question in a MEAL paragraph using text evidence.

**Lesson 7: Creating Meaning and Purpose using stylistic features**

1. Do Now (5 min): Recap of last week- in your own words, explain the definitions of context and audience. Then, take on this challenge: If Shakespeare had been writing for a Millennial audience, how would the content and language of his plays change?
2. Do now Debrief (3 minutes)
3. Literary Devices recap (6 minutes).
   - Transition by explaining that so far, we have figured out how to answer the first two major questions listed: context and audience. Now, we will dive into Purpose and stylistic features.
   - Have the following literary devices listed on the board without their definitions. Then, ask for student volunteers to help us remember what each literary device is by coming up to the board, one at a time, to write the definition.
4. Reread the diagnostic excerpt (5 min)
Hand back their diagnostic essays and show them the diagnostic paragraph on the board. Cold call a student to read the passage aloud, and focus the students’ reading by telling them they are now listening and reading for the stylistic features. When they think they see one, the student should mark it on their own excerpt, verbally pause the reader, and identify the literary device and the quote they see. The teacher will then underline and label it on the board.

6. Questions (5 min)
Once the re-reading is complete, ask students to independently answer the following questions on their essays by adding to what they originally wrote, with the day’s date to show the thoughts came later.
Questions:
A) What stylistic features are used, and how do they add meaning to the text?
B) Then, how does that reveal more about the purpose of the text? (Think about it as the author’s choice—why would the author include that literary device—what does he want us to see in the story?)

7. Paper 1 exemplar analysis with rubric (20 minutes)
- Hand out and read the Paper 1 exemplar and rubric from IB.
- Instruct students to highlight around the “5” marks row and cold call students to read each criterion.
- Then, students read the exemplar paper and annotate for where the author identifies the context, purpose, audience, and stylistic features.
- Then, using the rubric, students should give the exemplar a grade based on what they saw.

8. Exit Ticket (5 min):
To prepare for their essay rewrite the next day, students reflect on the differences and similarities between their own essay and the exemplar.
Students should identify what they should change first about their diagnostic in order to improve their grade.
*Pick up the diagnostic essays on their way out of class*

**Lesson 8: Diagnostic rewrite**
1. Do now (5): Prompt annotation! Annotate the prompt for the action word and EACH question it is asking you.
2. Do now debrief (3 min)
3. Diagnostic rewrite (40 min): students should revise and edit what they originally wrote, then rewrite it with added analysis and explanation. After that, students are expected to pick one of the last two prompt questions to write a MEAL paragraph on. Extension: write about both of the last two prompt questions. Students turn in essays to the tray when finished.

**Lesson 9: Censorship**
1. Do Now (5): Review your answer to Q4 in your Matchbook journal (Do you agree with Beatty’s reasons for censoring books?) and debate the other side.
2. Censorship Experience (30 min):
   - Divide students into groups.
   - Provide each group with their packet.
   - Each packet will contain texts/articles about the same content, but some of the articles are “censored” where not all of the information is included.
   - Groups read articles and annotate for audience, purpose, stylistic features, and the articles’ claim.
   - Students fill in the K and the W columns of their charts.
   - Turn and Talk: what do you know and wonder about this topic after reading the
-Then, students share out about what they learned. It should be clear that some groups know more about their topic than.
-Teacher probes: why? Take some student responses.
Explanation: censorship has the power to alter our perception of an event, just as our own context can.

3. Censorship Activity Debate (40 min):
- Divide the room into two halves. One side will take the stance that censorship is more harmful and dangerous than beneficial for society, while the other side will argue how censorship is important and necessary for society.
- Students will have 15 minutes to develop their perspective and evidence to support their claim. 10 minutes will be solo work time for them to develop their ideas using pop culture, current events, and examples from books (including F451). 5 minutes will be dedicated to whipping around their circle and sharing their best point.
- Then, students will form a discussion circle and debate their sides for 25 minutes.
Teacher will record and track the flow of conversation.

Lesson 10: Censorship and F451
1. Do now (5): Journal-How do you censor yourself?
2. Reflection (15 minutes)
   - 5 minute explanation of why Reflection is essential and reflection expectations.
   - 10 min writing time for student reflections focusing on the Censorship activity from the Block day.
3. Making connections (30 min):
   - Have students independently answer the following questions about Fahrenheit 451:
     ● The sensitive topics that are explored
     ● The reasons why this book might be considered offensive
     ● The theme of the novel
     ● Any lessons that are taught
     ● The techniques the writer uses to express his or her opinion through the novel
     ● The way in which the book might be useful in helping students understand differences between themselves and others
     ● Prediction: was this book ever banned and if so why, with selections from the novel that helped them form this decision
   - Then, students should turn and talk about their answer to the last question. As a class, come to a consensus about censorship and why F451 would choose to focus it as a central theme; then, reveal that is was in fact banned and discuss how it is ironic that F451 was banned.

Lesson 11: Written Task 2 Practice- Reader & Context
1. Do Now: students answer both WT2 prompt questions.
2. Do now Debrief: play 10 toes to find a talking partner. Then, discuss their answers to the do now.
3. Students write one MEAL paragraph in response to each WT2 prompt. It
should include text evidence from F451.

4. Exit ticket: students star(*) which paragraph they think they did best on. This paragraph will be graded as a formative assessment.

**Lesson 12-13: Paper 1 Summative**

1. Do now: Students take out all necessary materials: highlighter, pen/pencil, novel.
2. Students spend the two class days completing their essay. The expectation is that they answer each of the main prompt questions.

**Lesson 14: It was a Pleasure to Burn...Unit Wrap up and Reflection**

1. Do now: students should answer the following questions in the reflection section of their binders/journals (source: Teach BeTween The Lines, Teachers Pay Teachers):

2. Additionally, to connect their reflection to IB, ask the students to identify which of the IB learner traits they exhibited most throughout the unit (source: International Baccalaureate Organization):
3. Blackout poetry (30 min) Finally, invite students to take a novel book page and explain their final activity. They must create a “poem” that explains their final thoughts/impressions of the unit or the central lessons they learned from the unit by using only the words in their novel page. Once they have identified the words they would like to use, they black out or draw over the rest. This link gives an excellent explanation and examples of blackout poetry: https://www.scholastic.com/teachers/blog-posts/john-depasquale/blackout-poetry/
Bibliography