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

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

Stage 1 – Desired Results		
<p>IB Language A: Language and Literature Assessment Objectives</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the use of language, structure, technique and style. 2. Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning. 3. Demonstrate an understanding of how different perspectives influence the reading of the text. 4. Demonstrate an ability to substantiate and justify ideas with relevant examples. 5. Produce a critical response evaluating some aspects of text, context and meaning. 6. Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication. 	Transfer	
	<p><i>Students will independently use their learning to</i></p> <ol style="list-style-type: none"> 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	
	<p>Understandings <i>Students will understand that</i></p> <ol style="list-style-type: none"> 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. 	<p>Essential Questions Fall Semester/Part 2:</p> <ul style="list-style-type: none"> - 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? <p>Unit 1:</p> <ol style="list-style-type: none"> 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	
	<p>Knowledge <i>Students will know</i></p> <ol style="list-style-type: none"> 1. Definitions of the following literary devices: theme, author’s purpose, 	<p>Skills <i>Students will be able to</i></p> <ol style="list-style-type: none"> 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. 2. Meaning and social impact of F451 3. Class discussion, annotation, and writing expectations and goals 4. Written task 2 requirements	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.
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Stage 2 – Evidence

COD E (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) <i>Students will demonstrate meaning-making and transfer by</i> <ol style="list-style-type: none"> Mock Written Task 2 MEAL paragraphs over Reader, Culture, & Text questions <u>Fahrenheit 451</u>: 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?
M, T	See IB Paper 1 SL Rubric	<ol style="list-style-type: none"> 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)
T		--- Other Evidence (e.g., formative)
M		<ol style="list-style-type: none"> Harkness Discussion Debate using the Discussion expectations KWL Exit Ticket Audience Exit Ticket Diagnostic Paper 1 rewrite over excerpt from F451 identifying two of the four major prompt questions. Message Rewrite for different audiences

Stage 3 – Learning Plan

<p>A, M</p>	<p>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?</p> <p><u>8. Exit Ticket (5 min):</u> Complete the “What I learned” section of your KWL chart</p> <p>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.</p>	<p>Exit Ticket</p> <p>Diagnostic Essay</p>
<p>A, M</p>	<p>Lesson 5: Breaking down the prompt- Context (Block day or 2 day lesson) <i>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?</i> 1. Do now: As readers, how do we create meaning from a text? (Chalk talk, brainstorm and play 10 toes/turn and talk) 2. <u>30 min Mini Lecture:</u> 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) <u>1940’s</u> and <u>1950’s</u> 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 <u>image & headline</u> to each <u>quote from F451</u>. 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</p>	

M,A, T	<p>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?</p> <p>Lesson 6: Defining Audience within a text <i>Essential Question: How does one identify a text’s purpose, theme, and intended audience?</i></p> <p>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) 3. Level 1 Mix & Match Kahoot Activity (6-7 minutes): Kahoot- User: McDonut_ELA Title: Who you talkin’ to? Determining a text’s Audience -What is the audience for each piece of text? <i>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.”</i> 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 4. 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. <i>Original:</i> Husband to wife: “Babe! I caught the monster racoon in the backyard before you did! Haha I’m the best and ur not!” <i>New:</i> 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</p> <p>5. Exit ticket (20 minutes): Refer back to the quotes from <i>Fahrenheit 451</i> 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.</p>	Exit Ticket
M, A	<p>Lesson 7: Creating Meaning and Purpose using stylistic features</p> <p>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) 4. 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. 5. Reread the diagnostic excerpt (5 min)</p>	

<p>M, A</p>	<p>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.</p> <p>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?)</p> <p>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.</p> <p><u>8. Exit Ticket (5 min):</u> 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*</p> <p>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.</p> <p>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</p>	<p>Paper 1 Practice: Diagnostic Rewrite</p>
<p>M, A</p>		

T	<p>should include text evidence from F451.</p> <p>4. Exit ticket: students star(*) which paragraph they think they did best on. This paragraph will be graded as a formative assessment.</p> <p>Lesson 12-13: Paper 1 Summative</p> <ol style="list-style-type: none"> 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. 	<p>Context WT2 MEAL Paragraph</p> <p>Summative Essay</p>												
M,A	<p>Lesson 14: It was a Pleasure to Burn...Unit Wrap up and Reflection</p> <ol style="list-style-type: none"> 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): <div data-bbox="289 604 945 1444" data-label="Diagram"> <p style="text-align: center;">Levels of Reflection</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">REMEMBER</td> <td style="padding: 5px;">What did I accomplish?</td> </tr> <tr> <td style="padding: 5px;">UNDERSTAND</td> <td style="padding: 5px;">What is important about what I did?</td> </tr> <tr> <td style="padding: 5px;">APPLY</td> <td style="padding: 5px;">Where could I use this again?</td> </tr> <tr> <td style="padding: 5px;">ANALYZE</td> <td style="padding: 5px;">Are there patterns in what I did? In my behavior?</td> </tr> <tr> <td style="padding: 5px;">EVALUATE</td> <td style="padding: 5px;">How well did I do? What could be done differently?</td> </tr> <tr> <td style="padding: 5px;">EXTEND</td> <td style="padding: 5px;">How can I use this knowledge in future work?</td> </tr> </table> <p style="text-align: center; padding: 10px;">What have I discovered about myself as a learner?</p> <ol style="list-style-type: none"> 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) : </div>	REMEMBER	What did I accomplish?	UNDERSTAND	What is important about what I did?	APPLY	Where could I use this again?	ANALYZE	Are there patterns in what I did? In my behavior?	EVALUATE	How well did I do? What could be done differently?	EXTEND	How can I use this knowledge in future work?	
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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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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/>

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