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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

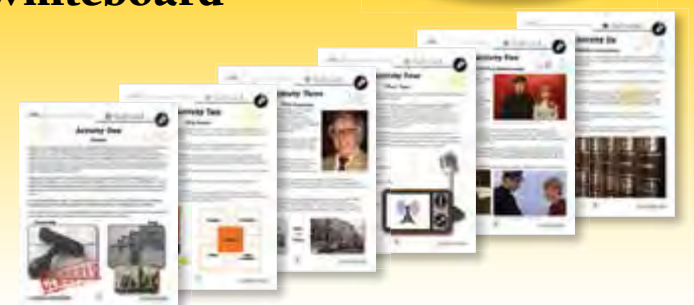
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Ray Bradbury

Author and poet Ray Bradbury was born on August 22, 1920 in Waukegan, Illinois. His parents were Leonard Spaulding Bradbury and Ester Moberg Bradbury. His father worked for the power and telephone utilities, while his mother was a Swedish immigrant. Bradbury grew up in Waukegan surrounded by his extended family and enjoyed a happy youth. This childhood and his hometown would go on to feature in his short stories and novels under the pseudonym 'Green Town'.

From a young age, he had a keen interest in books and reading, choosing stories of fantasy and adventure by the likes of Jules Verne and *The Wonderful Wizard of Oz* author L. Frank Baum. His love for the printed word would lead to his decision to become a writer in his early teens.

In 1934, Bradbury's family relocated to Los Angeles, where he took part in school drama productions. Later, he was paid for contributing a joke to the Burns & Allen show—his first earnings as a writer. Bradbury graduated high school in 1938, and his first short story was published in a fan magazine that same year. However, Bradbury couldn't afford to go to college. Instead, he went to the library three days per week for the next decade, subsequently claiming that libraries raised him.

He sold his first professional story *Pendulum* in 1941, a month before the United States entered the Second World War. Bradbury's vision problems kept him out of the fight and by 1943, he'd become a full-time author. He published a collection of short stories entitled *Dark Carnival* in 1947, and that year he married Marguerite McClure with whom he had four daughters over 11 years.

The Martian Chronicles became his first published novel in 1950, and was followed by his best-known work—*Fahrenheit 451*—in 1953. It quickly became regarded as a modern American classic. Bradbury remained a prolific writer for the rest of his life, publishing 30 books and nearly 600 short stories. He died in Los Angeles on June 5, 2012 at the age of 91.



Did You Know?

• Ray Bradbury has said *Fahrenheit 451* is mostly a commentary on the problems that arise when mass media takes a predominant role in society.

• Bradbury dismissed being classified as a science fiction author, saying his writing simply dealt with concepts of the fantastic and unreal.

• Bradbury developed his own HBO show in 1986, on which he produced television adaptations of his short stories. It ran for six years.



Section Three

(From the paragraph that starts with "Montag had done nothing." to the paragraph "Montag sat in bed.")

Answer the questions in complete sentences.

1. Montag reads a few words from a book as it falls into his arms from above. Predict what sort of consequences he could face in the next section.

2. Predict what will happen to the woman whose books were hidden in the attic. Explain your reasoning.

Vocabulary

Complete each sentence with a word from the list.

contempt	dignity	ravenous	flourish
cacophony	gazed	drenched	jargon

1. Montag hid a falling book under his arm with a magician's _____.
2. The woman reached out with _____ to them all and struck the match.
3. Montag, shaken _____ at that white hand.
4. The books were _____ with kerosene.
5. Beatty, keeping his _____, backed out of the room.
6. The "relatives" on the parlor screens spoke in meaningless _____.
7. Montag's hands were _____.
8. The parlor screens boomed and Montag drowned in music and pure _____.



Section Three

(From the paragraph that starts with "Montag had done nothing." to the paragraph "Montag sat in bed.")

1. Fill in each blank with the correct word from the Section.

- a) "He held his pants out into an _____ and let them fall into darkness."
- b) "He could only _____, hoping she would turn his way and see him."
- c) "A child _____ illness, afraid to call..."
- d) "The _____ voices stopped yelling in the parlor."
- e) "Captain Beatty sat down in the most comfortable chair with a peaceful look on his _____ face."

2. Circle T if the statement is TRUE or F if it is FALSE.

- T F a) Montag steals a book.
- T F b) Mildred is concerned about the woman the firemen killed.
- T F c) Mildred says Clarisse was killed by a car.
- T F d) Beatty says fanatics always try homicide.
- T F e) Montag remembers meeting Mildred, but she doesn't remember meeting him.
- T F f) Montag says something in books makes people crazy.



Section Three

(From the paragraph that starts with "Montag had done nothing." to the paragraph "Montag sat in bed.")

Answer each question with a complete sentence.

1. Give two examples where the author uses animal imagery to describe machines. Why might he do this?

2. What does Beatty's knowledge of Latimer's comments to Ridley and subsequent explanation of them tell you about him?

3. What is the author talking about when he says Montag's hands were ravenous?

4. What do you think is happening to Montag when he describes his wife as a stranger and says he's in someone else's house?

5. What might the author be trying to indicate with Montag and Mildred's exchange about when they met?

6. Why might Montag feel empty?



Journaling Prompt

Montag says: "There must be something in books, things we can't imagine, to make a woman stay in a burning house; there must be something there. You don't stay for nothing." Contemplate this thought. What was so important that the woman would die rather than live without her books? In a journal entry of no less than 500 words, explain your thoughts on this point, and on the value and role of literature in today's society.



Sections 1 to 5

Police Profile

After reading the first half of the book, take a close examination of the character Guy Montag. Who is he? What does he stand for? What character traits does he possess? What does he like to do? Who does he associate with? Describe his physical attributes. What does he look like?

Using these traits, create a police profile for Guy Montag that could be used to predict his future behavior. This main profile should be at least 500 words. Use your imagination to come up with at least three possible scenarios that Montag could find himself in and, using your profile, predict what he might do in those situations.

Each of the three scenarios should provide plenty of detail including the who, what, when, where, why and how of what's happening. Each scenario description should be at least 150 words in length with Montag's predicted reactions included. Be sure to examine the questions above and use evidence from the novel to support your profile predictions.



Sections 1 to 8

Alternate Reality

Picking up from Montag's confrontation with Beatty, imagine that the Captain had been feeling out Montag's intentions because he too has become interested with books and the information they contain. Use your imagination to depict an alternate reality where Beatty and Montag join forces.

What would they do? Would the Captain work with Montag and Faber on their plan to bring down the firemen? Would Beatty suggest another measure? With Beatty on board, would they be able to convince the other firemen to join them?

Be as creative as you want, but be sure to try to keep to the style of the novel.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

abstractly	farsighted	melancholy	plunged
blackened	flourish	molecules	quivered
carnival	fluttering	neon	slum
centrifuge	gnat	nozzle	suffused
conjure	incite	paced	suspicion
courageous	insidious	pedants	wailed
dopey	invigorated	phantom	
exotic	liquefaction	pleasure	

c	t	o	y	l	d	e	t	c	a	r	t	s	b	a	b	i	o	n	p	n	v	p	n
o	n	o	i	t	o	n	e	x	o	t	i	c	d	a	l	n	y	y	r	k	r	o	s
n	s	r	e	t	p	a	n	g	a	t	s	a	s	e	c	a	s	i	s	o	i	z	u
j	t	u	b	o	e	z	a	n	p	p	e	p	r	i	c	i	m	e	g	z	p	o	s
u	n	l	f	l	y	e	a	f	f	l	o	n	t	p	k	d	o	n	l	e	l	d	t
r	a	l	a	f	j	n	m	s	i	i	l	e	y	e	e	i	l	e	r	g	i	n	n
e	d	r	a	b	u	s	b	a	d	h	i	l	c	h	n	o	e	f	s	v	s	o	c
m	e	a	c	n	l	s	w	s	e	t	i	c	n	i	e	u	c	i	i	g	i	e	r
p	p	e	f	l	c	t	e	o	e	g	t	s	e	d	s	u	v	s	c	e	n	o	
l	a	m	l	g	f	h	i	d	i	r	e	m	n	u	o	l	i	s	i	o	l	o	c
u	n	e	r	o	e	g	u	i	r	t	n	e	c	e	b	e	p	b	n	s	h	i	
n	o	n	y	u	d	t	u	l	k	m	c	r	s	b	l	e	s	e	i	f	n	o	d
g	i	d	e	r	e	v	a	u	q	e	a	i	w	d	f	u	m	o	t	n	a	h	p
e	t	b	t	r	m	l	r	t	o	l	r	d	l	g	s	r	e	r	l	d	y	w	g
d	c	t	a	i	o	t	a	l	w	a	n	d	e	r	g	m	u	i	o	e	l	a	n
h	a	t	n	h	n	e	s	b	n	i	e	u	t	h	h	s	n	u	n	h	s	i	
b	f	g	f	w	o	r	a	a	c	v	g	l	t	h	p	s	g	s	t	s	h	r	
d	e	j	e	c	a	l	s	n	b	h	a	i	l	e	h	g	u	i	i	i	i	a	e
a	u	d	o	s	y	l	y	a	a	o	l	l	y	s	l	s	i	a	r	a	b	d	t
s	q	a	a	c	u	r	d	c	f	l	r	b	r	q	n	e	t	s	g	u	b	b	t
p	i	e	k	m	b	u	y	e	t	y	b	t	a	n	g	n	o	u	r	l	o	x	u
h	l	i	n	v	i	g	o	r	a	t	e	d	v	e	t	i	i	d	f	a	n	l	l
p	u	n	s	u	o	e	g	a	r	u	o	c	t	e	d	e	c	a	p	e	f	n	f



Comprehension Quiz

Answer each question in a complete sentence.

- Who was once arrested for being a pedestrian?

- What are two main themes or motifs presented in Fahrenheit 451?

- Where does Montag first hide books in his home?

- Why is Montag and Mildred's failure to remember when and where they met significant?

- Why does Beatty say everyone has to be alike?

- How many books are revealed to be hidden in Montag's home?

- At one point in the story, Montag says he wants "back the old face and old hands the way they were." What is he talking about?

25

1

2

1

3

1

1

3

SUBTOTAL: /12

Montag's Biography

Imagine you're writing the biography of former fireman Guy Montag. Below is the open face of a book with spaces to enter words, phrases, and events that you would use to describe Montag. Using evidence provided in the book, write in some character traits, stories to illustrate those traits, and quotes from Montag that would be fitting for his biography. Discuss each entry as a class, deciding together what the most important parts of Montag's biography are.



NAME: _____

After You Read 



Section Three

(From the paragraph that starts with "Montag had done nothing." to the paragraph "Montag sat in bed.")

Answer each question with a complete sentence.

1. Give two examples where the author uses animal imagery to describe machines. Why might he do this?

2. What does Beatty's knowledge of Latimer's comments to Ridley and subsequent explanation of them tell you about him?

3. What is the author talking about when he says Montag's hands were ravenous?

4. What do you think is happening to Montag when he describes his wife as a stranger and says he's in someone else's house?

5. What might the author be trying to indicate with Montag and Mildred's exchange about when they met?

6. Why might Montag feel empty?



Journaling Prompt

Montag says: "There must be something in books, things we can't imagine, to make a woman stay in a burning house; there must be something there. You don't stay for nothing." Contemplate this thought. What was so important that the woman would die rather than live without her books? In a journal entry of no less than 500 words, explain your thoughts on this point, and on the value and role of literature in today's society.

1.

Answers will vary, but may include: "The books lay like great mounds of fishes..." and "The path of kerosene lay like the track of some evil snail." The author uses insects and animals in similes and metaphors in the novel as a commentary on this society's departure from the natural world.

2.

Beatty clearly has some level of knowledge of the past and of books, but doesn't seem particularly interested in them.

3.

He is talking about the desire to read books and experience new thoughts and feelings.

4.

Answers will vary.

5.

Answers will vary, but may include: The author may be indicating the level of distraction caused by technology and mass media, and a disassociation with interpersonal relationships—even among spouses—it has caused.

6.

Answers will vary.

Vocabulary

Across

3. abstractedly
4. fidgeted
7. custodians
9. impatience
12. centrifuge
13. dictum
14. exploitation
15. tortures
17. pratfall
18. philosophies

Down

1. dread
2. neglected
5. cower
6. titillation
8. serenity
9. intellectual
10. controversy
11. melancholy
16. surges

1.

a) thing

b) itch

c) say

d) scratch

e) Montag

f) read

g) few

h) nothing

i) teach

j) believe

k) nonexistent

l) fiction

m) nonfiction

n) gullet

o) extinguishing

p) twitched

q) vacant

r) natural

s) Curiosity

t) shift

EZ

1.

Beatty says books were slowly watered down in order to avoid offending people with different opinions. They were ultimately banned to avoid conflict and make everyone happy.

2.

Beatty explains that if everyone is the same then everyone can be happy "for there are no mountains to make them cower, to judge themselves against." Answers will vary.

3.

All homes have been fireproofed.

4.

Answers will vary, but may include: Beatty says "you ask why to a lot of things and you wind up very unhappy indeed." Beatty seems to suggest that knowing the true ways of the world can only lead to unhappiness.

5.

Montag has hidden away about 20 books.

6.

Within five minutes, bodies are on their way to an incinerator. Beatty says: "Ten minutes after death a man's a speck of black dust."

19

20

21

22

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.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.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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- **WS.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.