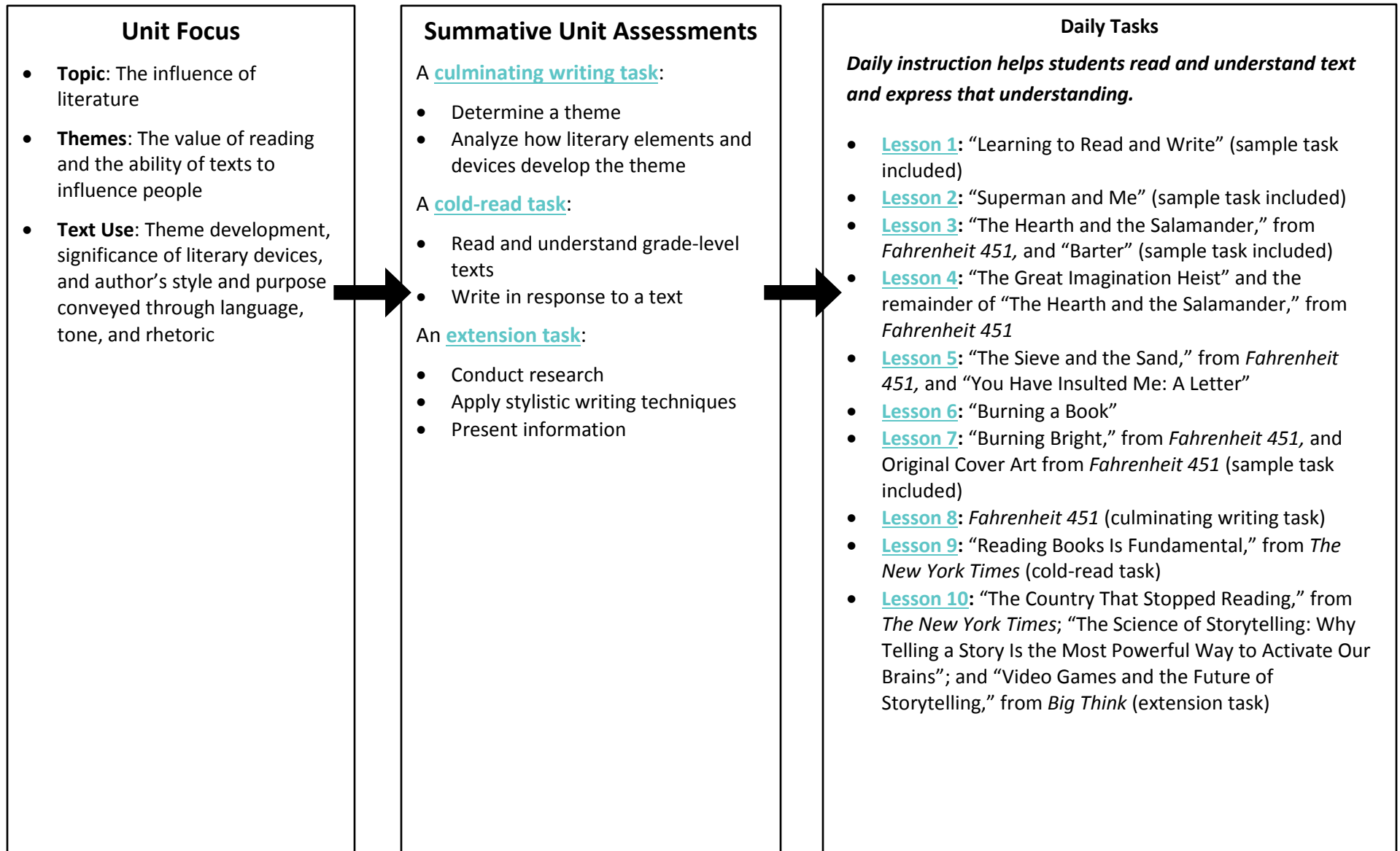


UNIT: FAHRENHEIT 451

<p>ANCHOR TEXT</p> <p><i>Fahrenheit 451</i>, Ray Bradbury (Literary)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “Burning a Book,” William Stafford (Poem) • “Barter,” Sara Teasdale (Poem) <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “Learning to Read and Write,” Frederick Douglass • “Superman and Me,” Sherman Alexie • “The Great Imagination Heist,” Reynolds Price • “You Have Insulted Me: A Letter,” Kurt Vonnegut • “Reading Books Is Fundamental” from <i>The New York Times</i>, Charles M. Blow • “The Country That Stopped Reading” from <i>The New York Times</i>, David Toscana • “The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains,” Leo Widrich • “Video Games and the Future of Storytelling” from <i>Big Think</i>, Salman Rushdie <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • Original Cover Art from <i>Fahrenheit 451</i>, Joseph Mugnaini 	<p>UNIT FOCUS</p> <p>Students explore the power of written language to educate and influence others. They read various argumentative essays and engage in virtual collaboration to develop their own arguments. They also research a self-generated question related to issues of censorship, creativity, and the evolution of literacy. Students will come to understand the importance of reading, writing, books, and stories.</p> <p>Text Use: Theme development, significance of literary devices, and author’s style and purpose conveyed through language, tone, and rhetoric</p> <p>Reading: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7, RL.9-10.9, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.9, RI.9-10.10</p> <p>Writing: W.9-10.1a-e, W.9-10.2a-b, W.9-10.3a-e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9-10.10</p> <p>Speaking and Listening: SL.9-10.1a-d, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6</p> <p>Language: L.9-10.1a-b, L.9-10.2a-c, L.9-10.3a, L.9-10.4a-d, L.9-10.5a-b, L.9-10.6</p> <p>CONTENTS</p> <p>Page 35: Text Set and Unit Focus</p> <p>Page 36: <i>Fahrenheit 451</i> Unit Overview</p> <p>Pages 37-40: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 41: Instructional Framework</p> <p>Pages 42-55: Text Sequence and Sample Whole-Class Tasks</p>
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Fahrenheit 451 Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

Determine and analyze a theme of *Fahrenheit 451*. **(RL.9-10.2)** Select the literary element (e.g., characters, setting, conflicts, etc.) or device (e.g., figurative language, symbolism, imagery, etc.) you think most strongly conveys the theme. **(RL.9-10.3, L.9-10.5a-b)** How is the theme shaped by the element or device you selected? Write a multi-paragraph analytical essay that examines how a specific element or device conveys a theme of *Fahrenheit 451*. **(W.9-10.1a-e, W.9-10.4, W.9-10.5, W.9-10.9a, W.9-10.10)** Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and page numbers. **(RL.9-10.1; L.9-10.1a-b, L.9-10.2a, c; L.9-10.3a; L.9-10.6)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The influence of literature • Themes: The value of reading and the ability of texts to influence people • Text Use: Theme development, significance of literary devices, and author’s style and purpose conveyed through language, tone, and rhetoric 	<p>This task assesses:</p> <ul style="list-style-type: none"> • Determining a theme • Analyzing how literary elements and devices develop theme 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 3 (sample task included) • Lesson 4 • Lesson 5 • Lesson 6 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 7 (sample task included) • Lesson 8 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Read “[Reading Books Is Fundamental!](#)” by Charles M. Blow independently and answer a combination of multiple-choice and constructed-response questions³ about the text, using evidence for all answers. Sample questions:

1. Summarize the points Blow makes and the order those in which those points are made. What connections does he draw between each of the points he makes? (RI.9-10.1, RI.9-10.2, RI.9-10.3)
2. Determine a central idea of the essay. Select three pieces of evidence the author uses to support that central idea and explain how each piece of evidence develops or refines the central idea. (RI.9-10.1, RI.9-10.2, RI.9-10.5, W.9-10.9b, W.9-10.10)
3. Interpret and explain the following quote in the context of the essay: “But reading texts is not the same as reading a *text*.” What is the significance of this quote to a central idea of the essay? (RI.9-10.1, RI.9-10.5)
4. What is a tone of the essay? How does Blow convey his point of view? (RI.9-10.4, RI.9-10.6, W.9-10.9b, W.9-10.10)
5. Select a character or literary figure from another text we’ve read in this unit. Compare and contrast how Blow views reading and writing with how another character or literary figure views reading and writing. Cite textual evidence to support your response. (RI.9-10.1, RI.9-10.6, RI.9-10.9, W.9-10.9b, W.9-10.10)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: The influence of literature• Themes: The value of reading and the ability of texts to influence people• Text Use: Theme development, significance of literary devices, and author’s style and purpose conveyed through language, tone, and rhetoric	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Reading and understanding grade-level texts• Writing in response to a text	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 1 (sample task included)• Lesson 2 (sample task included) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 9 (use this task)

² Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁴

1. Engage in a group **jigsaw**⁵ to examine “[The Country That Stopped Reading](#)” by David Toscana, “[The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains](#)” by Leo Widrich, and “[Video Games and the Future of Storytelling](#)” by Salman Rushdie. For each text, have groups:
 - Use a three-column graphic organizer to summarize each text and (1) identify each claim or point made in the order it is made; (2) describe how each claim or point is developed and refined by particular phrases, sentences, paragraphs, or sections; and (3) identify the connections made between claims. **(RI.9-10.1, RI.9-10.3, RI.9-10.5)**
 - Reread the text and highlight or circle words and phrases that reveal the author’s attitude toward the subject of the text. **(RI.9-10.4)**
 - Determine a central idea of the text and assess whether the author’s reasoning is valid and the evidence sufficiently supports the author’s claims. **(RI.9-10.2, RI.9-10.8)**
 - Determine and explain the author’s purpose based on the evaluation of the author’s tone, claims, and evidence. **(RI.9-10.6)**
 - Present the summary, tone, central idea, and author’s purpose, citing evidence from the text to support their analysis of the text. **(SL.9-10.1a-b, SL.9-10.4, SL.9-10.6)**
2. Conduct a **Socratic seminar**⁶ in which students assess the value of reading stories and books based on the texts analyzed in the jigsaw and using the following prompting questions:
 - According to the various authors and points of views presented in the texts we’ve read in this unit, what is the value of reading?
 - Do we need books and stories? Are they important? Why? What are we denied when we are denied access to books?
 - Has the value of reading changed over time? How and why has it?
 - Has our society learned from *Fahrenheit 451*?
 - What issues raised in *Fahrenheit 451* remain critical to our society today? **(RL.9-10.1, RL.9-10.2, RI.9-10.1, RI.9-10.2, W.9-10.7, SL.9-10.1a, c-d, SL.9-10.4, SL.9-10.6)**
3. Ask students to share their final thoughts and reflections from the seminar on the virtual community. **(W.9-10.6)** Use the discussion as a brainstorming exercise for students to develop a research question.

⁴ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

4. Have students to select an issue addressed in two or more texts read in the unit (e.g., censorship, creativity, evolution of literacy, illiteracy) and prompt them to develop a self-generated question related to the selected topic to research, e.g., “What is the history of censorship?” “How are companies and institutions changing as a result of e-readers?” or “What are the consequences of illiteracy?” (W.9-10.7, W.9-10.8, SL.9-10.2) Finally, ask students to post their question(s) on the virtual community, offer feedback to peers, and refine their initial questions through multiple posting. (W.9-10.6, W.9-10.7)
5. Gather relevant information from multiple sources, narrowing or broadening the inquiry when appropriate. (W.9-10.7, W.9-10.8)
6. Following research, have each student develop a claim⁷ based on his or her research, e.g., “Censorship violates our constitutional rights” or “Despite increases in the use of digital texts, there is still a need for libraries.” (W.9-10.1a)
7. Have students write and publish a multi-paragraph research-based argumentative essay using a format and style similar to the essays they’ve analyzed throughout the unit, incorporating evidence and quotations from multiple texts and avoiding plagiarism. (W.9-10.1a-e; W.9-10.2a-b; W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.8; W.9-10.9a-b; W.9-10.10; L.9-10.1a-b; L.9-10.2a, c; L.9-10.6)
8. Have students develop a two- to three-minute persuasive speech based on the essay and deliver the speech to the class. Prompt them to include evidence (descriptions, facts, details, examples) and visual displays to clarify claims and emphasize key points. (SL.9-10.4, SL.9-10.5, SL.9-10.6)
9. Finally, during each speech, have students take notes, integrating information and developing an understanding of the presented issues. (SL.9-10.2) Have them use a [class-generated rubric](#)⁸ to evaluate each speaker’s content, presentation style, and point of view, including evaluating the credibility and accuracy of the information and identifying any fallacious reasoning or distorted evidence. (SL.9-10.3) Then, following each speech, prompt students to ask questions and engage in discussion about the various issues. (SL.9-10.1 c-d, SL.9-10.6)

Teacher Note: The speeches should use grade-appropriate words and phrases and formal style, proper grammar and usage, punctuation, and spelling. (L.9-10.1a-b; L.9-10.2a, c; L.9-10.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: The influence of literature • Themes: The value of reading and the ability of texts to influence people • Text Use: Theme development, significance of literary devices, and author’s style and purpose conveyed through language, tone, and rhetoric 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting research • Applying stylistic writing techniques • Presenting information 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample task included) • Lesson 2 (sample task included) • Lesson 4 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 10 (use this task)

⁷Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml

⁸Sample: http://bie.org/object/document/9_12_presentation_rubric_ccss_aligned

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁹ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:¹⁰</p> <p>“Learning to Read and Write,” Frederick Douglass</p>	<p>TEXT DESCRIPTION: This excerpt from Douglass’s autobiography explains how he learned to read and write and how the freedom of thought spurred his desire to seek physical freedom from slavery.</p> <p>TEXT FOCUS: “Learning to Read and Write” shares similar ideas with the anchor text, as both pieces outline how censorship and narrowing access to education limits people both physically and mentally. Douglass associates reading and writing with freedom. (RI.9-10.2, RI.9-10.9) Students evaluate his argument and claims, focusing on how his word choice, structure, and use of rhetoric reveal a central idea and his point of view. (RI.9-10.4, RI.9-10.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the text and define key vocabulary. Students analyze the language and structure of essay. Students discuss the claims and main ideas of the essay. Students complete a writing prompt analyzing Douglass’s essay.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students read “Learning to Read and Write” with a partner. • While reading, have students select three or four words and define them in context (e.g., <i>stratagems, ceased, compliance, depravity, indispensable, brute, sustained, mere, chattel, injurious, pious, divest, disposition, precepts, apt, incompatible, bestow, prudence, unpardonable, unabated, lashed, utterance, denunciation, vindication, utter, abhor, discontentment, unutterable, writhed, roused, treacherous, tedious</i>). (L.9-10.4a) Have students sort the words according to their affixes.¹¹ • Have pairs divide the text into four sections, where each section introduces a new idea. Prompt them to reread the text and summarize each section. (RI.9-10.2, RI.9-10.10) While summarizing each section, ask students to paraphrase specific phrases with unknown words, figurative meanings, or formal or antiquated structures. (L.9-10.5a, L.9-10.6) For example: <ul style="list-style-type: none"> ○ “She at first lacked the depravity indispensable to shutting me up in <u>mental darkness</u>.”

¹⁰ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

¹¹ For example: *indispensable, injurious, and incompatible; depravity and denunciation; unpardonable and unutterable; dispensable and disposition; injurious, pious, and tedious; indispensable, unpardonable, and unutterable; disposition, denunciation, vindication, and abolition; compliance and utterance*

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ “It was at least necessary for her to have some <u>training in the exercise of irresponsible power</u>, to make her equal to the task of treating me as though I were a brute.” ○ “<u>Slavery proved as injurious to her as it did to me.</u>” ○ “She was an apt woman; and a little experience soon demonstrated, to her satisfaction, that <u>education and slavery were incompatible with each other.</u>” ○ “From this time <u>I was most narrowly watched.</u>” ○ “Mistress, in teaching me the alphabet, <u>had given me the <i>inch</i> and no precaution could prevent me from taking the <i>ell</i>.</u>” ○ “This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable <u>bread of knowledge.</u>” ○ “These were <u>choice documents</u> to me.” ○ “<u>They gave tongue to interesting thoughts of my own soul</u>, which had frequently lashed through my mind, and <u>died away for want of utterance.</u>” ○ “The <u>silver trump of freedom</u> had roused my soul to eternal wakefulness.” ○ “The <u>light broke in upon me by degrees.</u>” ○ “As I read and contemplated the subject, behold! <u>that very discontentment</u> which Master Hugh had predicted would follow my learning to read <u>had already come, to torment and sting my soul to unutterable anguish.</u>” ○ “<u>It opened my eyes to the horrible pit, but to no ladder upon which to get out.</u>” ● After summarizing each section, ask students to complete the following activity with their partner, prior to sharing their work with the class. (SL.9-10.1a) <ul style="list-style-type: none"> ○ Using a three-column chart, (1) identify the main claim or point made in each section; (2) identify specific phrases, sentences, or paragraphs that develop and refine the claim of each section; and (3) identify the connections made between the claims of each section. (RI.9-10.1, RI.9-10.3, RI.9-10.5) ○ Have students reread the text and highlight words and phrases that reveal Douglass’s attitude toward his mistress, slavery, reading, and writing. Use a different color highlighter for each subject (e.g., green for mistress, yellow for slavery, pink for reading, and orange for writing). (RI.9-10.4)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Determine a central idea of “Learning to Read and Write” and assess whether Douglass’s evidence is relevant and sufficiently supports his claim. (RI.9-10.2, RI.9-10.8) ● In pairs, have students take a sentence from the text that contains phrases or clauses (e.g., “As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing.”) Write each phrase or clause on a separate piece of paper and place each punctuation mark on a separate piece of paper as well.¹² Select seven students each to hold a section of the sentence and rearrange themselves into different orders.¹³ For each new sentence formed, ask the class to do the activities and answer the questions that follow: <ul style="list-style-type: none"> ○ Place the punctuation in the proper place. Should any punctuation or conjunctions be changed or added? (L.9-10.2a) ○ Discuss the meaning of the rearranged sentence. Does it make sense? Does the meaning become more clear or does it change? ○ Examine the structure of the sentence based on the placement of the phrases and clauses. Does the structure reflect an accurate meaning? Does the sentence use parallel structure when appropriate? (L.9-10.1a) ○ How does the placement of phrases affect their meaning? ○ How does the placement of phrases or clauses affect the style or effect of the rearranged sentence? (L.9-10.1b) ○ Is the rearranged sentence more or less accurate or effective than the original sentence? Why? ● Then have students select two or three more sentences¹⁴ from the text and rearrange them using a similar process to the class model.

¹² For the example sentence, you would have the following strips: As I writhed under it/I would feel/at times/that learning to read had been a curse/rather than a blessing/,./.

¹³ Possible rearranged sentences: “I would feel that learning to read, as I writhed under it at times, had been a curse rather than a blessing.” Or “At times, as I writhed under it, I would feel that learning to read had been a curse rather than a blessing.” Or “Rather than a blessing, I would feel that learning to read had been a curse, as I writhed under it at times.”

¹⁴ Possible additional sentences for rearranging:

(1) “In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere chattel, and that for her to treat me as a human being was not only wrong, but dangerously so.”

(2) “She was an apt woman; and a little experience soon demonstrated, to her satisfaction, that education and slavery were incompatible with each other.”

(3) “Mistress, in teaching me the alphabet, had given me the *inch* and no precaution could prevent me from taking the *ell*.”

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Lastly, have students write their own sentence imitating a sentence¹⁵ or a rearranged sentence from “Learning to Read and Write” and use their own sentence in their writing under Express Understanding below. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a series of fishbowl discussions¹⁶ based on the following questions: <ul style="list-style-type: none"> ○ How does Douglass learn to read and write? Do you consider his actions dangerous? Why or why not? (RI.9-10.3, RI.9-10.9) ○ How do the language Douglass uses throughout the text, the examples he provides, and the way he structures the text convey a central idea? (RI.9-10.2) ○ Select a “character” from Douglass’s account. How does this person (or group) influence and affect Douglass? What is Douglass’s opinion of this person (or group)? How does he reveal his opinion? (RI.9-10.4, RI.9-10.6) ○ What does Douglass value? How do you know? Determine and explain Douglass’s point of view based on an evaluation of his tone, claims, and evidence. What is Douglass’s purpose in writing this text? (RI.9-10.6) <p>Form two circles (one person from each pair is in the inner circle, and one person from each pair is in the outer circle). Provide each pair sufficient time to devise answers to the discussion questions and locate specific evidence, using the chart and annotations as a starting point. Then have the inner circle (made up of one student from each pair) discuss their answers to the questions for eight minutes using accountable talk,¹⁷ providing evidence for their ideas, and actively incorporating others into the discussion. (SL.9-10.1a-b, SL.9-10.4) While the inner circle discusses, students in the outer circle will serve as their partner’s “wingman,” noting the claims made during the discussion, locating evidence that supports or contradicts those claims, and developing additional points to be shared in discussion. After the eight-minute discussion, have the pairs consult each other to revise and refine their claims and evidence. Then have the inner circle continue the discussion for five more minutes, making sure to summarize points of agreement and disagreement. Following the discussion, have the class reflect on the discussion by indicating how their thoughts were justified or</p>

(4) “As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish.”

(5) “I heard nothing without hearing it, and felt nothing without feeling it.”

(6) “It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.”

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>qualified based on the reasoning or evidence of others in the discussion and how they could improve future discussions (e.g., incorporating others into the discussion, asking more questions, or making more connections between ideas). (SL.9-10.1c-d, SL.9-10.6)</p> <ul style="list-style-type: none"> Lastly, have students write a response to the following prompt: Summarize paragraph 7, in which Douglass indicates how he learned the word <i>abolitionist</i>. (RI.9-10.2) Explain the significance of both this word and the process he used to learn it. (RI.9-10.4, RI.9-10.5, RI.9-10.9, L.9-10.4b, L.9-10.6) Cite thorough textual evidence to support the response, including direct quotations. (RI.9-10.1, W.9-10.9b, W.9-10.10) Use a sentence within the response that is modeled from one of the sentences from “Learning to Read and Write.” (L.9-10.1a-b) Have a peer evaluate the written response and offer feedback based on the use of evidence and incorporation of quotations. (W.9-10.5) <p>SAMPLE TASK: Access additional questions and a sample writing task¹⁸ for “Learning to Read and Write.”</p>
<p>LESSON 2:</p> <p>“Superman and Me,” Sherman Alexie</p>	<p>TEXT DESCRIPTION: Similar to “Learning to Read and Write” by Douglass, Sherman Alexie’s essay details his experiences in learning to read and the significance of reading and writing in his life as a child and as an adult. (RI.9-10.9)</p> <p>TEXT FOCUS: This essay is filled with humor and powerful language that resonate with the reader. The rhetoric of the essay is particularly strong. Students can analyze how the language and structure of the text develop the point of view and central idea of the essay. (RI.9-10.2, RI.9-10.4, RI.9-10.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read and summarize the text independently. Students interpret key phases of the text. Students analyze key sections of the text, making connections to the overall claim. Students discuss as a class their understanding of the text and complete the lesson by responding to a timed writing prompt analyzing the text.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Have students read “Superman and Me” independently. (RI.9-10.10) Have students work independently to complete the following:

¹⁸ <http://www.achievethecore.org/file/489>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Using a three-column chart, (1) identify the main claims made throughout the essay and the order in which they appear; (2) identify specific phrases, sentences, or paragraphs that develop the claim of each section; and (3) identify the connections made between the claims of each section. (RI.9-10.1, RI.9-10.3, RI.9-10.5) ○ Have students reread the text and highlight words and phrases that reveal Alexie’s attitude toward life on the reservation, treatment of American Indians, and reading and writing. Use a different color highlighter for each subject (e.g., green for reservation life, yellow for treatment of American Indians, pink for reading and writing). (RI.9-10.4) ○ Determine a central idea of “Superman and Me” and assess whether Alexie’s evidence is relevant and sufficiently supports his claim. (RI.9-10.2, RI.9-10.8) ● In pairs, prompt students to reread, paraphrase, and interpret different phrases and sentences with figurative meanings. Then consider the effect of those sentences and how they are used in the text to develop a central idea. (RI.9-10.2, L.9-10.5a-b, L.9-10.6) Sample phrases to analyze include: <ul style="list-style-type: none"> ○ “We were poor by most standards, but one of my parents usually managed to find some minimum-wage job or another, which made us middle-class by reservation standards.” ○ “We lived on a combination of irregular paychecks, hope, fear, and government surplus food.” ○ “My father loved books, and since I loved my father with an aching devotion, I decided to love books as well.” ○ “I didn’t have the vocabulary to say ‘paragraph,’ but I realized that a paragraph was a fence that held words.” ○ “Now, using this logic, I can see my changed family as an essay of seven paragraphs: mother, father, older brother, the deceased sister, my younger twin sisters and our adopted little brother.” ○ “A smart Indian is a dangerous person, widely feared and ridiculed by Indians and non-Indians alike.” ○ “They look at me with bright eyes and arrogant wonder. They are trying to save their lives.” ○ “Then there are the sullen and already defeated Indian kids who sit in the back rows and ignore me with theatrical precision.” ○ “‘Books,’ I say to them. ‘Books,’ I say. I throw my weight against their locked doors. The door holds. I am smart. I am arrogant. I am lucky. I am trying to save our lives.”

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Project paragraph 7 and read it aloud. Then highlight with a different color the different sentence types (simple, compound, complex, compound-complex) used in the paragraph. Ask students to identify any patterns they notice in the paragraph. This should prompt them to identify the repetition of “read.” Underline each time “read” appears in the paragraph. Discuss with students the rhetorical effect of the sentence patterns and repetition. Sample prompting questions: <ul style="list-style-type: none"> ○ What does Alexie claim in this paragraph? How does he establish and support that claim? (RI.9-10.1, RI.9-10.8) ○ How do the claim and structure of this paragraph build a central idea of the entire text? (RI.9-10.5) ○ How does this paragraph add to the overall effect of the essay? (RI.9-10.6) <p>Have students work with a partner to analyze the structure of another paragraph in the text in a similar way (e.g., paragraph 3, 4, 6, or 8). Have the pairs present their thoughts to the class and conduct a brief discussion based on questions similar to those above. Focus on Alexie’s writing style and its effect on them as readers.</p> <ul style="list-style-type: none"> • Project the first sentences of paragraph 7 (“I refused to fail. I was smart. I was arrogant. I was lucky.”) or the last sentences of the essay (“I throw my weight against their locked doors. The doors hold. I am smart. I am arrogant. I am lucky. I am trying to save our lives.”). Have students combine these sentences to create various types of phrases and clauses.¹⁹ (L.9-10.1a-b, L.9-10.2a) Substitute the combined sentences into the original paragraphs and read the revised paragraph aloud. Have students discuss the differences in meaning, interest, and effect. (RI.9-10.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a series of fishbowl discussions²⁰ based on these questions: <ul style="list-style-type: none"> ○ How does Alexie learn to read? What is the significance of the text he used to learn to read and his process? (RI.9-10.2, RI.9-10.3, RI.9-10.5) ○ What is the importance of the title and the image of “Superman”? (RI.9-10.2, RI.9-10.5) ○ How do the language Alexie uses throughout the text, the examples he provides, and the way he structures the text convey a central idea? (RI.9-10.2, L.9-10.5a-b)

¹⁹ Possible combined sentences: “I refused to fail because I was smart, arrogant, and lucky.” Or “I am smart, lucky, and arrogant, and even though I throw my weight against their locked doors to save our lives, the doors hold.”

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ What does Alexie value? How do you know? Determine and explain Alexie’s point of view based on the evaluation of his tone, claims, and evidence. What is Alexie’s purpose in writing this text? (RI.9-10.6) <p>Form two circles. Provide sufficient time for students to devise answers to the discussion questions and locate specific evidence, using the completed note charts and annotations as a starting point. Then have the inner circle discuss their answers to the questions for eight minutes using accountable talk,²¹ providing evidence for their ideas, and actively incorporating others into the discussion. (SL.9-10.1a-b, SL.9-10.4) While the inner circle discusses, students in the outer circle evaluate the point of view, reasoning, and use of evidence of a student in the inner circle. (SL.9-10.3) Have students in the outer circle record their thoughts using a platform like Today’s Meet.²² (W.9-10.6) After the eight-minute discussion, swap the inner and outer circles and repeat the process. Following the discussion, have the class review the recorded thoughts and reflect on the discussion by indicating how their thoughts were justified or qualified based on the reasoning or evidence of others in the discussion and how they could improve future discussions (e.g., incorporating others into the discussion, asking more questions, or making more connections between ideas). (SL.9-10.1c-d, SL.9-10.6)</p> <ul style="list-style-type: none"> ● Finally, ask students to select one of the following quotes: <ul style="list-style-type: none"> ○ “I refused to fail. I was smart. I was arrogant. I was lucky.” ○ “I read with equal parts joy and desperation.” ○ “Despite all the books I read, I am still surprised I became a writer.” ○ “I throw my weight against their locked doors. The doors hold. I am smart. I am arrogant. I am lucky. I am trying to save our lives.” <p>In a brief timed analysis,²³ have students interpret and explain the impact of the chosen quote in the context of the essay. (RI.9-10.5) Students should analyze how the quote develops or refines Alexie’s claims and contributes to development of his purpose and the central idea of the text. (RI.9-10.2, RI.9-10.4, RI.9-10.6, W.9-10.1a-e, W.9-10.10) Cite strong and thorough textual evidence, including direct quotations. (RI.9-10.1, W.9-10.9b, L.9-10.2b) Use grade-appropriate words and phrases, grammar, punctuation, and spelling, and incorporate sentences using phrases or clauses similar to the texts read so far in the unit. (W.9-10.4; L.9-10.1a-b; L.9-10.2a, c; L.9-10.6)</p>

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²² <https://todaysmeet.com/>

²³ <https://www.tcc.fl.edu/Current/Academics/LearningCommons/Second%20Floor%20Documents/TOP%20TEN%20TIPS%20FOR%20TIMED%20WRITINGS.pdf>

TEXT SEQUENCE	TEXT USE
<p>LESSON 3:</p> <p>“The Hearth and the Salamander,” from <i>Fahrenheit 451</i>, Ray Bradbury (until Beatty’s visit to Montag’s home)</p> <p>“Barter,” Sara Teasdale (Poem)</p>	<p>TEXT DESCRIPTION: The first part of the novel establishes the setting of the story, introduces main characters, and shows Montag beginning to think independently and question the role of firemen. “Barter” presents a similar perspective to that of Clarisse from <i>Fahrenheit 451</i>. It illustrates the importance of noticing the world around you and the idea of trading in one moment of beauty and emotion for a lifetime without either.</p> <p>TEXT FOCUS: Students trace the development of Montag’s character and Clarisse’s role in the text. “Barter” provides additional support for Clarisse’s point of view in contrast to Montag the rest of society in <i>Fahrenheit 451</i>.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read <i>Fahrenheit 451</i> aloud. Have students summarize the actions of the main character. Have students independently read “Barter” and analyze it with a partner. Students discuss and write about key themes, posting their reflections in an online discussion forum.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud the first section of <i>Fahrenheit 451</i> as students follow along with a printed copy. Then have students summarize the first section with a partner. (RL.9-10.2) • Have students trace the development of Montag’s character over the course of the text by using a graphic organizer with the following columns: (1) Montag’s actions or interactions with other characters significant to the plot, (2) the results of his actions and whether those results were positive or negative, and (3) a lesson that can be learned from those actions and their results. Students must note the page number for each action and result that they refer back to at a later time. Students should maintain this chart for the entirety of the unit. Be sure they begin it in a journal so that they can easily access it. Throughout the unit, have students periodically pair up to compare organizers and revise and refine the listed actions and evidence. For this first section of the text, ask students to focus on Montag’s interactions with Clarisse. (RL.9-10.1, RL.9-10.2, RL.9-10.3) • Have students read “Barter” independently. (RL.9-10.10) • Using TP-CASTT,²⁴ have students determine how Teasdale uses words and phrases with figurative and connotative meanings to develop meaning and convey a theme of “Barter.” (RL.9-10.1, RL.9-10.2, RL.9-10.4, L.9-10.4a, L.9-10.5a-b, L.9-10.6) • Conduct a discussion in which students use the graphic organizer and their notes from the TP-CASTT exercise to do the following:

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Compare and contrast Clarisse and Montag. ○ Compare Clarisse’s point of view with the speaker’s point of view in Teasdale’s poem. ○ Explain how Montag’s interactions with Clarisse affect him. ○ Answer these questions: What does Clarisse <i>symbolize</i> in <i>Fahrenheit 451</i>? How does Bradbury establish a <i>dichotomy</i> between Clarisse and Montag? ○ Determine the significance of that dichotomy. (RL.9-10.3; SL.9-10.1a, c-d) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Develop a virtual community for students to share and document the connections, thoughts, questions, and answers throughout the unit. Use a flexible and dynamic online platform (e.g., Edmodo,²⁵ Ning,²⁶ Mural.ly,²⁷ Blendspace,²⁸ Padlet²⁹) that allows students to link, post, comment, and create a space for collaboration. (W.9-10.6) Have students make their first post in response to the following prompt: “Select a quotation from any of the texts we have read so far in the unit that best describes your opinion of reading. Post the quotation and your reasons for selecting it. Locate a quotation posted by a peer and comment on how it compares to the quotation you selected.” (RL.9-10.1, RI.9-10.1, W.9-10.9a-b) • Have students write a narrative essay in which they develop an early reading memory. Students should use words, phrases, and sentences modeled after the language and structure of the essays read in the unit. Use the following prompt: “In Douglass’s and Alexie’s essays, we learn the details of how each became a reader. Likewise, we witness Montag’s first reading experience in <i>Fahrenheit 451</i>. We each have a story about learning to read. Whether your experience is positive or negative, your story is unique. In a multi-paragraph narrative essay, tell the story of your memorable reading experience, modeling the style and structure after the texts we’ve read in class. Make use of vivid word choice, imagery, figurative language, transitional statements, and varying sentence structures.” (W.9-10.3a-e; W.9-10.4; W.9-10.5; W.9-10.10; L.9-10.1a-b; L.9-10.2a, c; L.9-10.6) • Prompt students to post excerpts from their narrative essays on the virtual community for peers to compare to their own personal experiences. (W.9-10.6)

²⁵ <https://www.edmodo.com/>

²⁶ <http://www.ning.com/>

²⁷ <https://mural.ly/>

²⁸ <https://www.blendspace.com/>

²⁹ <http://padlet.com/>

TEXT SEQUENCE	TEXT USE
<p>LESSON 4:</p> <p>“The Great Imagination Heist,” Reynolds Price</p> <p>The remainder of “The Hearth and the Salamander,” from <i>Fahrenheit 451</i>, Ray Bradbury</p>	<p>TEXT DESCRIPTION: “The Great Imagination Heist” and <i>Fahrenheit 451</i> both describe how technology has usurped human creativity. Price’s solution is for students to do more reading. This section of <i>Fahrenheit 451</i> contains Beatty’s speech about how reading and books became outlawed. Irony and suspense are developed during this section because readers know that Montag is hiding books, and they can assume that Beatty is also aware.</p> <p>TEXT FOCUS: Students read the chapter and article in pairs to determine the tone of “The Great Imagination Heist” and Beatty’s speech to Montag. (RL.9-10.4, RL.9-10.10, RI.9-10.4, RI.9-10.10) Students examine how Price develops a central idea in “The Great Imagination Heist” by tracing how he makes connections between claims, examples, sentences, and paragraphs. Students continue to complete the graphic organizer begun in Lesson 3, this time focusing on Montag’s interactions with Mildred and Beatty in <i>Fahrenheit 451</i>. Have students identify Montag’s realizations and changing motivations. Students analyze how the conflicts affect the development of the plot and themes in the text. (RL.9-10.2, RL.9-10.3) For Beatty’s speech and “The Great Imagination Heist,” students assess whether Beatty and Price use valid and sufficient reasoning and evidence. Students determine a purpose for each and evaluate the effectiveness of both Beatty’s and Price’s language, structure, and devices to advance their respective purpose. (RI.9-10.6, RI.9-10.8, SL.9-10.3) Students continue to post thoughts, questions, answers, striking quotations, and reflections on the virtual community. (W.9-10.6)</p>
<p>LESSON 5:</p> <p>“The Sieve and the Sand,” from <i>Fahrenheit 451</i>, Ray Bradbury</p> <p>“You Have Insulted Me: A Letter,” Kurt Vonnegut, Jr.</p>	<p>TEXT DESCRIPTION: In this section of <i>Fahrenheit 451</i>, Montag questions his wife’s values and emotions and then visits Faber. There, Montag seeks help with understanding what he is reading. Faber talks with Montag and tries to explain that what Montag is seeking is meaning, not just what is found in books. Faber agrees to help Montag confront Beatty and try to end the meaningless existence they are currently living. “You Have Insulted Me: A Letter” provides students with an author’s perspective in relationship to the topic of censorship/book burning. This is a letter written by an author in response to his books being burned.</p> <p>TEXT FOCUS: Montag’s transformation continues to provide opportunities to discuss the power of literacy and the importance of stories. Students focus on rereading Faber’s speech, summarizing it, and then determining a theme based on the word choice and figurative language. (RL.9-10.2, RL.9-10.4, L.9-10.5a-b) Students read the rest of the chapter independently or in pairs and focus on summarizing the events and tracing Montag’s development as a character using the graphic organizer begun in Lesson 3. (RL.9-10.3, RL.9-10.10) Conduct a discussion in which students use their notes throughout the text to compare and contrast the influences that various characters have on Montag, and contrast Montag’s changing point of view with that of other characters. Students explore Vonnegut’s purpose for his letter by focusing on word choice, tone, and structure, including how he presents and develops his ideas and makes connections between different sentences and paragraphs. (RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.10) Students continue to post thoughts, questions, answers, striking quotations, and reflections on the virtual community. (W.9-10.6)</p>

TEXT SEQUENCE	TEXT USE
<p>LESSON 6:</p> <p>“Burning a Book,” William Stafford</p>	<p>TEXT DESCRIPTION: “Burning a Book” connects to the idea of book burning and tells about what is lost when books are burned, but also explores the tragedy of books that are kept safe but are never read.</p> <p>TEXT FOCUS: Students read “Burning a Book” and use an analysis strategy (e.g., TP-CASTT³⁰) to understand the figurative language and determine a theme. (RL.9-10.2, RL.9-10.4, L.9-10.5a-b) Students may require assistance as they explore the meaning of the poem because the figurative language makes determining the central idea of the text more challenging. Working in pairs or collaborative groups would support students in reading and analyzing this text. (RL.9-10.10) Students write a brief timed analysis in response to the following prompt: “Determine a theme of ‘Burning a Book’ and explain how it is conveyed. Does the theme affirm or contradict a theme of <i>Fahrenheit 451</i>?”</p>
<p>LESSON 7:</p> <p>“Burning Bright,” from <i>Fahrenheit 451</i></p> <p>Original Cover Art from <i>Fahrenheit 451</i>, Joseph Mugnaini</p>	<p>TEXT DESCRIPTION: The last section of <i>Fahrenheit 451</i> chronicles Montag’s complete change. He burns Beatty and escapes the city after warning Faber, who helps Montag find a group of homeless intellectuals hiding in the woods. War is declared, and life as Montag once knew it is destroyed. The leader of the group welcomes Montag to a new life and explains that they are mentally storing great books that have been destroyed so they can help humanity be revived from the ashes. The book cover illustration provides additional support for this chapter, as it depicts a man made of book pages.</p> <p>TEXT FOCUS: The end of <i>Fahrenheit 451</i> presents various archetypes and contains many examples of symbolism, so while students may read the text, they will need support in understanding the meaning.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the final text and summarize the section. Students analyze the writing devices used in the text. Students analyze the cover art and, through discussion, deepen their understanding of the text.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read the last chapter of <i>Fahrenheit 451</i> in pairs or collaborative groups. • Have each group summarize the section, focusing on the characters’ interactions and the plot. (RL.9-10.2) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • As a class, have students discuss the following prompt: “Describe the significance of Beatty’s final interaction with Montag. What is the significance of the allusion to and quote from <i>Julius Caesar</i>? How does Montag’s reaction to Beatty illustrate the degree of his transformation?” (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.9)

³⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Review <i>dichotomies</i> and <i>symbolism</i>, and define <i>archetypes</i>. (L.9-10.6) Have students determine how Bradbury uses these devices to develop the last section of <i>Fahrenheit 451</i>. What is the significance of these devices in developing a theme of the text? (RL.9-10.2, L.9-10.5a) • Show Joseph Mugnaini’s cover art. Have students reread the scene as Montag meets Granger and the travelers. Have them highlight or underline different related quotes and descriptions³¹ from “Burning Bright.” (RL.9-10.1) Then have students determine how man is symbolized in the cover art and the text, and identify what is emphasized or absent in each. (RL.9-10.7) Prompt students to evaluate in writing whether the cover art is an effective illustration of Bradbury’s words and a theme he conveys and post their response on the virtual community. (RL.9-10.2, W.9-10.6, W.9-10.9a, W.9-10.10) • Have students continue to complete the graphic organizer about Montag’s character begun in Lesson 3. In this particular section, prompt students to focus on Montag’s interactions with Granger and the other travelers. (RL.9-10.1, RL.9-10.2, RL.9-10.3) • Conduct a discussion in which students use the graphic organizer to analyze how the theme of the novel is shaped and refined through the details of Montag’s transformation. (SL.9-10.1a-d, SL.9-10.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students work with a partner to select another literary element or device (e.g., symbolism, imagery, another character). Have the pairs examine the use of the element or device throughout the text, noting how it is introduced and developed and contributes to the development of a theme of <i>Fahrenheit 451</i>. (RL.9-10.2, RL.9-10.3, RL.9-10.5, L.9-10.5a-b) Prompt each pair to post the selected element or device and their analysis with evidence on the virtual community. (RL.9-10.1, W.9-10.6, W.9-10.9a, W.9-10.10) • Conduct a Socratic seminar³² focused on one or more of the following questions. See a video³³ of a Socratic seminar based on similar topics. (SL.9-10.1a-c, SL.9-10.4, SL.9-10.6) <ul style="list-style-type: none"> ○ Who is the culprit in <i>Fahrenheit 451</i>—the society or the government?

³¹ Sample quotations and descriptions: “The Book of Ecclesiastes would be fine. Where was it?’ ‘Here,’ Montag touched his head.” And “I am Plato’s Republic. Like to read Marcus Aurelius? Mr. Simmons is Marcus.” And “We are all bits and pieces of history and literature and international law, Byron, Tom Paine, Machiavelli, or Christ, it’s here.” “Chapter One of Thoreau’s Walden in Green River, Chapter Two in Willow Farm, Maine.” “Don’t judge a book by its cover,’ someone said.”

³² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³³ <http://videolibrary.louisianabelieves.com/library/10th-grade-ela-lesson-on-citing-evidence>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ In his 2013 introduction to <i>Fahrenheit 451</i>, Neil Gaiman states, “Fiction is a lie that tells us true things, over and over.” Do you agree? What “true things” does <i>Fahrenheit 451</i> tells us over and over? ○ In his 2013 introduction to <i>Fahrenheit 451</i>, Gaiman also states, “This is a book about caring for things. It’s a love letter to books, but I think just as much, it’s a love letter to people...” Do you agree or disagree? Why? • Following the seminar, have students reflect in writing on the quality of the seminar: How has your thinking changed as a result of this seminar? (SL.9-10.1d) What was done well? How can we improve?
<p>LESSON 8:</p> <p><i>Fahrenheit 451</i>, Ray Bradbury</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 9:</p> <p>“Reading Books Is Fundamental” from <i>The New York Times</i>, Charles M. Blow</p>	<p><u>TEXT DESCRIPTION:</u> “Reading Books Is Fundamental” describes the author’s first memory of buying a book and the importance of reading and that memory. It is an appropriately complex text for grade 9. (RI.9-10.10)</p> <p><u>TEXT FOCUS:</u> This essay is similar to essays read in Lessons 1 and 2 and to the themes presented in <i>Fahrenheit 451</i>.</p> <p><u>MODEL TASKS</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 10:</p> <p>“The Country That Stopped Reading” from <i>The New York Times</i>, David Toscana</p> <p>“The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains,” Leo Widrich</p> <p>“Video Games and the Future of Storytelling” from <i>Big Think</i>, Salman Rushdie</p>	<p><u>TEXT DESCRIPTION:</u> These articles present real-life connections to the themes of <i>Fahrenheit 451</i>.</p> <p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>