

## Grade 7: Unit 7

# Fahrenheit 451: Whole Class Novel Seminars

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## Seminar 2: Whole Class Novel

### What Does Success Look Like?

Scholars envision the setting and characters Bradbury introduces. They examine the inner shift Montag begins to experience after speaking with Clarisse.

### Seminar 2: *Fahrenheit 451*: Part 1 (pages 1–18)

#### Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

#### Launch — 2 minutes

- Tell scholars that today they will begin reading *Fahrenheit 451*, a gripping dystopian novel about a fireman who begins to question the rules of his society.

## Read and Discuss 1 — 30 minutes

### Read:

- **Play Audiobook (Chapter 1, 00:28–02:10):** Part 1, pages 1–2 (stop at the page break)

### Discuss:

- Scholars discuss the following question in pairs: What is Bradbury describing in the novel’s second paragraph? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How do the metaphors in paragraphs 2–4 show that “it was a pleasure to burn” (paragraph 1)?

### Read:

- **Play Audiobook (Chapter 1, 02:11–13:44):** Part 1, pages 2–7

### Discuss:

- Scholars discuss the following question in pairs: What does the conversation between Montag and Clarisse reveal about the novel’s setting? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Bradbury characterize Clarisse McClellan?

## Write — 10 minutes

### Write an essay of no more than 200 words:

- What does the interaction between Montag and Clarisse on pages 4–7 reveal about Montag? Justify your argument with at least **two** concrete pieces of evidence from the text.

## Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

## Read and Discuss 2 — 25 minutes

### Independent Reading (15 minutes):

- Part 1, pages 8–18

### Discuss:

- Scholars discuss the following question in pairs: How does the episode of Mildred’s overdose develop the setting of *Fahrenheit 451*? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Bradbury describe the pumping machine? What is the effect of this description?

### Exit Ticket — 8 minutes

**Write an essay of no more than 200 words:**

- How does the conversation with Clarisse affect Montag? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Homework

- Read *Fahrenheit 451*: Part 1 (pages 19–28).
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## Seminar 3: Whole Class Novel

### What Does Success Look Like?

Scholars analyze how Bradbury juxtaposes different perspectives on the value of books. They recognize the emptiness in Guy and Mildred's marriage.

### Seminar 3: *Fahrenheit 451*: Part 1 (pages 29–45)

### Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How is Clarisse different from other members of society in *Fahrenheit 451*? Then build excitement for today's reading and discussion.

### Read and Discuss 1 — 30 minutes

#### Read:

- **Play Audiobook (Chapter 1, 54:08–1:01:18):** Part 1, pages 29–32 (stop at the page break)

#### Discuss:

- Scholars discuss the following question in pairs: What is the most important duty of the firemen in *Fahrenheit 451*? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is the significance of Montag using the line "once upon a time" (page 31)?

#### Read:

- **Play Audiobook (Chapter 1, 1:01:19–1:08:37):** Part 1, pages 32–37 (stop at the page break)

**Discuss:**

- Scholars discuss the following question in pairs: What does Montag mean when he says, “this woman was spoiling the ritual” (page 34)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What similes and metaphors does Bradbury use to describe books in this scene? What is the effect of this figurative language?

**Write — 10 minutes**

**Write an essay of no more than 200 words:**

- How is the woman’s point of view on books different from Captain Beatty’s? Justify your argument with at least **two** concrete pieces of evidence from the text.

**Wrap-up — 5 minutes**

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

**Read and Discuss 2 — 25 minutes**

**Independent Reading (15 minutes):**

- Part 1, pages 37–45 (stop at the page break)

**Discuss:**

- Scholars discuss the following question in pairs: Why does Montag begin to cry on page 41? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Bradbury characterize Guy and Mildred’s marriage?

**Exit Ticket — 8 minutes**

**Write an essay of no more than 200 words:**

- Why does Montag describe Mildred as an “empty woman” (page 41)? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 4: Whole Class Novel

### What Does Success Look Like?

Scholars recognize the shift in perspective that Montag undergoes following the woman's suicide and his encounters with Clarisse. Scholars analyze Captain Beatty's philosophy on happiness and his condemnation of literature.

#### **Seminar 4: *Fahrenheit 451*: Part 1 (pages 45–65)**

##### **Do Now — 10 minutes**

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

##### **Launch — 2 minutes**

- Build excitement for today's reading and discussion by telling scholars that they will discover a crucial secret Montag has been keeping.

##### **Read and Discuss 1 — 35 minutes**

###### **Read:**

- **Play Audiobook (Chapter 1, 1:22:28–1:29:00):** Part 1, pages 45–49

###### **Discuss:**

- Scholars discuss the following question in pair: How does the woman's suicide change Montag's point of view on books? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Montag mean when he says, "We need not to be let alone. We need to be really bothered once in a while" (page 49)? Why does he say this to Mildred?

###### **Read:**

- **Play Audiobook (Chapter 1, 1:29:01–1:49:57):** Part 1, pages 50–60

###### **Discuss:**

- Scholars discuss the following questions in pairs: According to Captain Beatty, how did media change over the years (pages 51–52)? Why did it change? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: Why does Captain Beatty believe that a book is "a loaded gun" (page 56)?

##### **Write — 10 minutes**

###### **Write an essay of no more than 200 words:**

- According to Captain Beatty, why are firemen important to "our happy world as it stands now" (page 59)? Justify your argument with at least two concrete pieces of evidence from the text.

### Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

### Read and Discuss 2 — 20 minutes

#### Independent Reading (10 minutes):

- Part 1, pages 61–65

#### Discuss:

- Scholars discuss the following questions in pairs: What does Montag reveal to Mildred? How does she react? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: What is the mood at the end of Part 1? How does Bradbury establish this mood?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- How has Montag changed since the novel's opening pages? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 5: Whole Class Novel

### What Does Success Look Like?

Scholars analyze Montag's reaction to reading the stolen books. Scholars explain Faber's reasoning for the unpopularity of books in this dystopian world.

### Seminar 5: *Fahrenheit 451*: Part 2 (pages 67–88)

### Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Build excitement for today's reading and discussion by telling scholars that they will see Montag grapple with the value of literature as he begins to read the stolen books.

### Read and Discuss 1 — 30 minutes

**Read:**

- **Play Audiobook (Chapter 2, 0:00–7:48):** Part 2, pages 67–71 (stop at the page break)

**Discuss:**

- Scholars discuss the following questions in pairs: Why is Montag interested in reading the books? Why does Mildred resist reading? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: How is Faber different from others in this society?

**Read:**

- **Play Audiobook (Chapter 2, 7:50–15:59):** Part 2, pages 71–76 (stop at the page break)

**Discuss:**

- Scholars discuss the following question in pairs: Why does Montag recall the episode from his childhood involving the sieve and the sand? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is the mood on pages 75–76? How does Bradbury create this mood?

**Write — 10 minutes****Write an essay of no more than 200 words:**

- How does Montag feel as he rides the subway on pages 73–76? Why does he feel this way? Justify your argument with at least two concrete pieces of evidence from the text.

**Wrap-up — 5 minutes**

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

**Read and Discuss 2 — 25 minutes****Independent Reading (15 minutes):**

- Part 2, pages 76–88 (stop at the page break)

**Discuss:**

- Scholars discuss the following question in pairs: According to Faber, what is missing from this society? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Faber mean when he says that books “show the pores in the face of life” (page 79)?

## Exit Ticket — 8 minutes

### Write an essay of no more than 200 words:

- According to Faber, why are books hated and feared? Justify your argument with at least **two** concrete pieces of evidence from the text.

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# Seminar 6: Whole Class Novel

## What Does Success Look Like?

Scholars examine how Mrs. Bowles and Mrs. Phelps represent the shallow values of their dystopian society. Scholars also analyze how Captain Beatty uses his own literary knowledge against Montag.

## Seminar 6: *Fahrenheit 451*: Part 2 (pages 88–106)

### Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Build excitement for today’s reading and discussion by telling scholars that they will see how Captain Beatty uses his knowledge of books against Montag.

### Read and Discuss 1 — 30 minutes

#### Read:

- **Play Audiobook (Chapter 2, 40:21–50:12):** Part 2, pages 88–93

#### Discuss:

- Scholars discuss the following question in pairs: How does Bradbury characterize Mildred’s friends? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How do Mrs. Bowles and Mrs. Phelps reflect the values of this society?

#### Read:

- **Play Audiobook (Chapter 2, 50:13–59:10):** Part 2, pages 94–98

#### Discuss:

- Scholars discuss the following question in pairs: How do the women react to Montag’s poetry reading? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why is “The Sea of Faith” a fitting poem for *Fahrenheit 451*?



### Write — 10 minutes

#### Write an essay of no more than 200 words:

- Based on pages 88–98, what do Mildred’s friends value most? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

### Read and Discuss 2 — 25 minutes

#### Independent Reading (15 minutes):

- Part 2, pages 99–106

#### Discuss:

- Scholars discuss the following in pairs: Interpret Beatty’s dream (pages 103–104). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous exercise, ask: Why does Faber warn Montag that Captain Beatty is “slippery” (page 103)?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- What does Beatty mean when he says, “What traitors books can be! You think they’re backing you up, and they turn on you. Others can use them, too, and there you are, lost in the middle of the moor” (page 104)? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Homework

- Read *Fahrenheit 451*: Part 3 (pages 107–115, stop at the page break).

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## Seminar 7: Whole Class Novel

### What Does Success Look Like?

Scholars analyze Montag’s shifting outlook on his situation as he flees the city. Scholars explain how Bradbury uses language to heighten the tension and anxiety of Montag’s escape.

### Seminar 7: *Fahrenheit 451*: Part 3 (pages 115–138)

### Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why does Montag think to himself, “You always said, don’t face a problem, burn it. Well, now I’ve done both” (page 115)? Then build excitement for today’s reading and discussion.

### Read and Discuss 1 — 35 minutes

#### Read:

- **Play Audiobook (Chapter 3, 16:26–23:35):** Part 3, pages 115–119 (start at the page break; stop at the page break)

#### Discuss:

- Scholars discuss the following question in pairs: Why does Montag think Beatty wanted to die? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Montag decide to go to Faber’s house?

#### Read:

- **Read Aloud (15 minutes):** Part 3, pages 119–130

#### Discuss:

- Scholars discuss the following question in pairs: Why does Montag refer to his attempt to flee as a “carnival” (page 128)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Reread paragraph 3 on page 121. What is the tone of this paragraph? What moves does Bradbury make to establish this tone?

### Write — 10 minutes

#### Write an essay of no more than 200 words:

- What does Montag mean when he says, “God it was all there. It’s a wonder it didn’t show on me, like fat” (page 125)? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

### **Read and Discuss 2 — 20 minutes**

#### **Independent Reading (10 minutes):**

- Part 3, pages 130–138

#### **Discuss:**

- Scholars discuss the following question in pairs: On page 134, Montag says that “he knew why he must never burn again in his life.” What is the reason? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Bradbury portray nature in this scene?

### **Exit Ticket — 8 minutes**

#### **Write an essay of no more than 200 words:**

- What might the river symbolize? Justify your argument with at least two concrete pieces of evidence from the text.