



### **Book title**

Fahrenheit 451

### **Author**

Ray Bradbury



### **Bibliographic information**

Printed in the United States in 1953 - Ballantine

### **Links (adaptations, reviews, full texts etc.)**

- Complete novel: <http://www.secret-satire-society.org/wp-content/uploads/2014/01/Ray-Bradbury-Fahrenheit-451.pdf>
- Complete Italian translation: [www.iisbachelet.it/biblioteca/Fahrenheit%20451.pdf](http://www.iisbachelet.it/biblioteca/Fahrenheit%20451.pdf)

### **Theme**

Dystopian society

### **Short summary**

Fahrenheit 451 is a story set in the 24th century, in a future American city, where the population is controlled and books are considered illegal. The main character, Guy Montag, is a fireman in charge of burning any book that is found. He is satisfied with his life, until he meets Clarisse McClellan who, unlike most of the population, is interested in learning and loves nature. This girl opens his eyes to the emptiness of his and other people's life: they spend their time watching television and listening to the radio on "Seashell Radio" sets attached to their ears. After a series of disturbing events, Montag's dissatisfaction increases, and he begins to read books that he has stolen. Montag is soon found out, and he must run away. During his escape he meets outlaws who preserve books by memorizing them before they are destroyed.

### **Why is the story appropriate for the targeted groups of RSP readers?**

The science fiction genre appeals to young readers as well as its simple and clear language does. Its themes are linked to the activity of reading and to books



### **What are the distinguished readers interests reflected by this book/story?**

The novel mirrors the students' interests in science fiction topics and contents

### **Why is this story motivational for the pupils?**

First because this novel is a science fiction book which deals with a visionary future whose nightmarish story can surprisingly be considered as forerunner of today's present reality. Moreover, it turns out to be a gripping story even for the most reluctant readers, while dealing with those objects that they most fear: books. Thus, RSP readers are forced to wonder what a world without books would be like, that is, an empty world without written thoughts, stories, poems ; they are also driven to ask themselves what could happen if someone forbade reading and even owning books. Would it be a beautiful and liberatory dream or a haunting nightmare?

### **Is there a historical, political, multi/inter cultural, migrant or similar context recognized in this book/story?**

In this book readers can easily find references to Nazi Book Burnings and to totalitarian governments.

### **Is there a principle of inclusion reflected in this book/story and does it promotes understanding of cultural diversities and heritage?**

No there isn't.

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## **METHODOLOGY**

### **Title of Activity**

Bums on the outside, libraries inside

### **Description of educational activity**

**Duration:** 5 hours

**Pupils' age:** 15-16

**Organization of the class of pupils:** individual, pair and group work

**The aim of the lesson:** We'll pass the books on to our children, by word of mouth, and let our children wait, in turn, on the other people" says one of the roamers to Montag, the protagonist, because he thinks it is precious and worth being remembered.

*Remembering entails passing on memory in order to prevent dust and oblivion from burying volumes.* Therefore, it could be meaningful and crucial to involve students in an performing workshop based on the texts selected by them so that they could rediscover the ancient/primordial long-lasting power and beauty of memory, which is frequently forgotten nowadays. And, meanwhile, getting to the aim of the activity, that is, helping students grasp and retain memory and knowledge, thus *preventing some sand from sifting through the sieve.*



### Support materials:

- selected passages from the book *Fahrenheit 451*, pp.166-180
- passages chosen by students

### Activities:

This activity should be suggested after reading the book

*Reader as bums on the outside, but libraries inside*

After carefully reading the final pages of the novel ( Montag and Granger's group), students will have to turn into book-people: they will memorise passages abridged from books, novels, essays, which they find extremely meaningful, and recite them in front of their classmates. This activity will be suggested monthly. This year each student is to learn two passages following the pattern bellow

#### First task (February)

Suppose you were a book-man: choose and memorise and act out an extract from the book you read or from a literary work you studied at school and impressed you most

#### Second task (February- March)

Imagine you were a book-man, choose and memorise and act out a passage from *Fahrenheit 451*

Final task: shoot a video on all students' reciting moments

At the end of the workshop, great importance will be given to **debriefing**: a moment devoted to reflection, reassembling and analysis of the activity, thus promoting the collective exchange of opinions, the detection of difficult problems and, finally, the results of the learning process.

**Evaluation and assessment method:** In order to evaluate the activity, students are asked:

1. to recite the selected passages

**Effect of the activity on RSP reading:** Making students aware of the reason why books should be treasured and passed on to future generations. They will also realize that individual and collective memory is a crucial and effective means to fulfil this purpose.

### Connection to curriculum

**Grade:** 2<sup>nd</sup> grade

**Scientific curriculum:** during the second year the study of literature is focused on

- improving oral and written skills and competences.
- improving reading skills, understanding and analysing, specifically, literary texts, but also devoting attention to non-literary texts and non-verbal languages.
- learning how to build up and understand the historical and cultural context regarding the texts

### Knowledge:



**PROJECT No - 2016-1-HR01-KA201-022159**  
**Handbook for reluctant, struggling and poor readers**

Funded by the  
Erasmus+ Programme  
of the European Union



- Recognising the context, the aim and the addressee of communication
- Using the different reading strategies
- Developing reading fluency
- Improving reading comprehension
- Improving reading personal pleasure

**Skills:**

- Dealing with different communicative situations
- Applying different reading strategies
- Singling out the different elements of communication
- Searching, finding and selecting information
- Expressing ideas and supporting arguments
- Selecting the appropriate media
- Reflecting on learning
- Learning by playing
- Drawing conclusions
- Asking clarifying questions
- Improving presentation before an audience
- Improving use of vocabulary, spelling, syntax and expression

**Bibliographic reference to be used during the activity**

Ray Bradbury  
Fahrenheit 451

**English version**

Publisher: Simon & Schuster - January 10th 2012, 60th anniversary edition, Hardcover  
ISBN: 1451673264 (ISBN13: 9781451673265)  
Page count: 251  
Year of issue: 1953  
Edition language: English

**Italian version**

Translator: [G. Monicelli](#)  
publisher: [Mondadori](#)  
Collana: [Oscar classici moderni](#)  
Edizione: 16  
Anno edizione: 2000  
Formato: Tascabile  
Pagine: 210  
EAN: 97888044877



### **Digital sources**

- <https://www.youtube.com/watch?v=A1AidcAxSLg>
- <http://www.letteratura.rai.it/articoli/ray-bradbury-e-fahrenheit-451/16059/default.aspx>

### **Results**

At the end of the activity, the students will be able to:

- choose the most meaningful books among those they have read
- select the most important parts according to their likes, the content and the meaning of the texts
- consider memory as a successful learning tool to favour a "new humanism" in a highly technological world

### **Recommendations**

Such a methodology, based on the selection and memorisation of the texts, encourages students to:

- treasure their experiences and their knowledge
- internalize the texts in a more permanent way
- practise reciting before other people
- be aware of their learning style
- turn traditional teaching activities into dynamic workshops