

Do I Dare Disturb the Universe?

English 10

Mr. Coia

Wed 2/2 (Thurs 2/3)

- Q8 #1: "Write what the world would be like without books."
- Introduction to new unit
- Review words 31-35
- Begin reading *Fahrenheit 451*
- Collect metaphors (5 per section)
- Read part one and questions

HW: read and questions (1-14)

Fri 2/4 (Mon 2/7)

- Q8#2: "What is the future going to be like? What inventions do you think will be around to make our lives more interesting?"
- Share metaphors
- Discussion on first half of Part One
- Reading time

HW: Finish Part One and questions for part one

Tues 2/8 (Wed 2/9)

- Q8 #3: "Do you think that television is making people more or less intelligent?"
- Quiz on 1-35
- Part One Due/Questions
- Discussion
- Reading time (**Part 2 due next class**)

HW: finish reading and questions for part two; collect five more metaphors

Fri 2/11 (Mon 2/14)

- Q8#4: "This is a different take on Q8#1. If all books were banned and reading was illegal, how would your life change?"
- **Part Two due today**
- Review words 36-40
- Share metaphors
- Discussion

Tues 2/15 (Wed 2/16)

- Q8#5: "Write about a positive experience that you had with reading and books. Think about a time when you believed that an idea from a book changed you."
- Quiz on words 1-40
- Reading/discussion
- Ray Bradbury video

Thurs 2/17 (Fri 2/18)

- Review words 41-45
- Library visit
- Research on book challenging and book banning in schools

HW: Assignment from library visit; finish novel and questions

Name: _____

Tues 2/22 (Wed 2/23)

- **Finish F451 for today's class**
- Quiz on book and words 1-45
- Bring all 15 metaphors
- All questions are due
- Discussion on novel
- What does reading have to offer? What does it have that scares people?
- Begin *Pleasantville*

Thurs 2/24 (Fri 2/25)

- Review words 46-50
- Finish watching *Pleasantville*
- Write essay comparing themes of F451 and film

HW: Type essay (400-500 words)

Mon 2/28 (Tues 3/1)

- Quiz on 1-50
- Read "Love Song of Alfred Prufrock"
- Work on poem interpretation chart
- Discussion on poem
- Turn in chart
- Check out *Chocolate War*

HW: Read chapters 1-10; chapter titles

Wed 3/2 (Thurs 3/3)

- Review words 51-55
- *Chocolate War* discussion
- Character discussion (Jerry, Goober, Archie, Brother Leon)

HW: Read chapters 11-20; chapter titles

Mon 3/7 (Tues 3/8)

- Quiz on 1-55
- *Chocolate War* discussion
- Writing from different POVs (Jerry and Archie)

HW: Read chapters 21-30; chapter titles

Wed 3/9 (Thurs 3/10)

- Review words 56-60
- *Chocolate War* discussion
- Create poster representing Jerry's locker poster.

HW: Read chapters 31-end; chapter titles

Fri 3/11 (Mon 3/14)

- ***Chocolate War* finished by today**
- Quiz
- Poem in Two Voices (Jerry and Montag)

(turn over for more dates)

Tues 3/15 (Wed 3/16)

- "Freaks and Geeks" episode
- Work on Showcase paper

HW: Type Showcase paper

Thurs 3/17 (Fri 3/18)

- **Showcase paper due**
- Unit test
- Vocab 1-60 test

Content Standards for this Unit:

Reading

E1b.1: makes and supports warranted and responsible assertions about the texts;

E1b.3: draws the text together to compare and contrast themes, characters, and ideas;

E1b.4: makes perceptive and well developed connections;

E1b.5: evaluates writing strategies and elements of the author's craft.

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1: restates or summarizes information;

E1c.2: relates new information to prior knowledge and experience;

E1c.3: extends ideas;

E1c.4: makes connections to related topics or information.

Writing

E2e: The student produces a **persuasive essay** that:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2: develops a controlling idea that makes a clear and knowledgeable judgment;

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.5: excludes information and arguments that are irrelevant;

E2e.6: anticipates and addresses reader concerns and counter-arguments;

E2e.7: supports arguments with detailed evidence, citing sources of Information as appropriate;

E3b: The student **participates in group meetings**, in which the student:

E3b.1: displays appropriate turn-taking behaviors;

E3b.4: responds appropriately to comments and questions;

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6: gives reasons in support of opinions expressed;

E3b.8: employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

E5a.6: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;

E5a.7: interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism;

Checklist for Assignments for this Unit

Fahrenheit 451 assignments

- **Questions for Part One, Two, Three** **40 points**
-
- **Metaphors** For each of the three parts, you will collect five metaphors that Bradbury uses to give life to his writing style. Simply write down the complete metaphor and include the page number. You will have 15 at the end of the book. **15 points**
-
- **Quick 8's** You'll have the first eight minutes of class to get your mind jumpstarted to think and write. Please include the topic, Q8 number, and date before you begin your entry. **25 points**
-
- **Library visit assignment** We will do some research on current books that are in the process of being banned by school districts. Mrs. Meier will lead you in an assignment on this.
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- **Pleasantville essay** You will type a 450-word connection between F451 and the film. Look at the technology, attitudes, people, reading, etc. **30 points**
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"Love Song of Alfred Prufrock"

- Poem reading, underlining/highlighting
- Poem chart

Chocolate War assignments:

- **Chapter Titles:** Robert Cormier did not give his chapters titles. Let's pretend that he left that to you. If you were to give each of the 39 chapters titles, what would they be? Be sure that they somehow represent the crux of the chapter. Type these up and be prepared to defend your answers. **20 points**
-
- **Locker Poster:** Jerry had a locker in his poster that inspired/tormented him in regards to his place in the universe. It's your turn to have one of these of your own. With magazine pictures, drawing, photos, etc., create your own masterpiece that represents this question, "Do I dare disturb the universe?" **20 points**

Unit assignments

- **Showcase paper** Your topic is this: "How is reading a universe-disturbing act?" Bring in our study of *Fahrenheit 451*, *Chocolate War*, and book banning. (Unlike other Showcase papers, you may use the first person "I" on how reading has changed you. **50 points**
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- **Poem in Two Voices** You will construct a poem that shows the connections between Jerry and Guy **10 points**
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- **Test** This will be a comprehensive test on the elements that we covered through the unit. **50 points**
-

Showcase #3
50 points
Due 3/17 (3/18)

Be sure that you follow the Showcase paper format

How is reading a universe-disturbing act?

Other ideas to consider: what is in books that cause some to be afraid? What does reading offer to us? How has reading changed you? What would the world be like without books?

Here's how you will be graded on this paper:

Showcase Paper Scoring Guide

Includes an effective thesis statement in bold

0 1 2 3 4 5

Introduction sets the stage for the topic, starts broad ends with the thesis

0 1 2 3 4 5 6 7 8 9 10

Contains three main points, each points back to the thesis

0 1 2 3 4 5

Contains strong transitions between paragraphs and ideas

0 1 2 3 4 5

Reflects study of this unit

0 1 2 3 4 5

Overall paper has a strong conviction on the topic of reading

0 1 2 3 4 5

Grammar and structure is at an 10th grade level

0 1 2 3 4 5

Reflects a week's worth of work

0 1 2 5

Follows Showcase format

0 1 3 5

(I'll give you a copy of this to attach to your paper)

Do I Date Disturb the Universe? Unit

English 10
Mr. Coia
Fahrenheit 451 Questions

Name: _____

Part 1: The Hearth and the Salamander

1. Explain Juan Ramon Jimenez’s quotation at the start of the book: “If they give you ruled paper, write the other way.”

2. Define *hearth*.

3. Explain the two meanings of the line, “He turned the corner.” (5)

4. What is the significance of the phoenix in mythology? (6)

5. Describe what we know about Clarisse. List several adjectives to describe her.

6. Why would Clarisse say, “I’m not afraid of you at all.” Why would people be afraid of firemen? What is the fireman’s job? (7)

7. Describe the billboards in this world. Why are they like this? (9)

8. What is the attitude of the operators? What does this tell us about their job? (15)

9. Explain Guy and Mildred’s marriage. Give textual evidence to support your idea.

10. Read the raindrop passage of 17-18. How is Bradbury using this to give us information about Montag?

11. What is Mildred’s script? (20)

12. How is Clarisse older than Mildred? (23)

13. Define *olfactory system*. (25)

14. On page 27, there is a second mention of something that is hidden. What is your guess of what it could be?

15. Explain what occurs at Clarisse's school. What are the problems with this place? (29)

16. What are some of the ways that this society has fun? (30)

17. Why is this line significant: "People don't talk about anything"? (31)

18. When did the first firehouse begin? (34)

19. What went wrong when Montag responded to the fire call at the woman's house? (39)

20. What is the three-walled television? Who are the "aunts" and "uncles"?

21. Define *parlor*.

22. Explain in detail Beatty's opinion of technology's effect on society. What is wrong with his culture? (57-60). This is a significant part of the story.

23. What is meant by noncombustible data? (61). What is the noncombustible data of today?

24. According to Clarisse, what is the problem with porches? (63)

25. What does Montag beg Mildred to do at the end of this chapter? (67-68). How does she respond?

Part Two: The Sieve and the Sand

1. Define *sieve*.

2. Mildred cries, "Why should I read? What for?" (73). In your opinion, how would you answer her?

3. Who is Faber? (74)

4. What is this chapter titled as such? How is his adult life reflecting the incident with his cousin? (78)

5. What does Faber say about books and magic? (82-83)

6. What three things are missing, according to Faber? (83-85)

7. Faber laments that "the public has stopped reading on their own accord." What are the modern-day distractions that cause you to stop reading? (87)

8. What are your thoughts on the conversation of the three women regarding death, war, children, and politics. Keep Faber's thoughts in your mind as you read and respond. (94)

9. Other than wanting them to go home, what more is Montag instructing the women to do in this passage? What does he want them to do and why? (101)

10. What is meant by the "terrible tyranny of the majority"? (108)

11. Where is the next fire to be held?

Part three: Burning Bright

1. Explain why you think that Beatty allowed Montag to keep books.

2. Beatty has Montag burn differently on this job. How is it and why? (116)

3. Explain what happens to Beatty. (119)

4. What is Montag's near-death experience? (119)

5. How does he feel about Milly when he is on the run? (142)

6. What does the newscast reveal to Montag? Why does the t.v. present this? (148)

7. Explain the secret society that Montag finds. What is peculiar about them? Why are they here? (152)

8. Granger tells a story about his grandfather. What is the purpose of this? (155)

9. What is the difference between the phoenix and the man according to Granger? (163).

10. What book would you be? Why?

11. Explain what is hopeful about the end of this story.

A Poem in Two Voices
Do I Dare Disturb the Universe? Unit
English 10 Mr. Coia

First Stanza

I am

I wonder

I hear

I see

I want

I am

Second Stanza

I pretend

I feel

I touch

I worry

I cry

I am

Third Stanza

I understand

I say

I dream

I try

I hope

I am

Two Voice Poem from *The Outsiders*

I am a greaser, a hood, a person

I wonder if I will live to see another day

I hear yelling, gunshots and screaming

I see fights killings and other horrible things

I want to be normal

I am a greaser, a hood, a person

I am a soc, a prep, a big shot

I wonder what will happen tomorrow

I hear greasers yelling for mercy

I see them bruised and cut up

I want to be normal

I am a soc, a prep, a big shot

Another Example

I am Darry

I wonder if I'll ever go to college

I hear the greasers and fuzz fighting it out

I see the pain in my brothers eyes

I want for Pony to grow up successful

I am a greaser

I am Ponyboy

I wonder who I really am

I hear the name "greaser" to many times

I see myself turning into a hood

I want something better than this life

I am not sure of myself

This poem should clearly show the similarities/differences between characters

Writing Formally

Thesis Statements and Beyond

Mr. Coia

Thesis statements act as the skeleton of your writing. Consider a thesis statement as the bone structure to hold up your writing, to provide structure and the ability to stand up. It is a road map to show the reader where you are going and how you are going to get there.

Enough with the metaphors. Let's look at some examples:

Poor thesis:

Technology is everywhere today.
Modern America uses technology in many different ways.

Getting better:

There are problems in the current technology that we use.

Good thesis:

Technology in the 21st century is impeding progress by limiting job opportunities, moving students away from traditional books, and adding to the entertainment obsession.

Poor thesis:

Martin Luther King, JR. was a civil rights leader.

Getting better:

Martin Luther King, JR. changed the civil rights movement.

Good thesis:

Martin Luther King, JR. gave the modern-day African-American movement life by bringing the issue to popular attention, becoming a respectable figurehead, and by incorporating religion into a social message.

Poor thesis:

People are crazy to ban books in schools.

Getting better:

Schools should keep *Huckleberry Finn* in schools because it teaches kids a lot.

Good thesis:

Huckleberry Finn is a novel that must remain in schools because it offers a realistic picture of 19th century life in the South with its portrayal of slavery, dialect, and poverty.

A Generic Structure for Your Papers

(Whether History, English, or Health class)

I. Introduction

- Include a hooking statement to draw your audience into your subject (do NOT begin your paper with a question!).
- This paragraph will give your reader necessary background to your topic.
- Start off general, then narrow as you continue in this paragraph(s).
- End the paragraph with your thesis statement. (**For the purposes of this assignment, put your entire thesis statement in bold text**)
- After your introduction, the reader will understand your topic along with exactly what you are setting out to prove, display, showcase in this paper.

II. First main point

- Begin with a transitional statement (“As we begin to explore...” or “The first example of...is” or “America has not always been as wealthy as it is today.”)
- Move into explaining how this point supports what you are showing in your thesis)
- Support 1 _____
- Support 2 _____
- Support 3 _____
- Here you are giving solid examples, quotations, and logical connections that help further your thesis
- By the end of this main point, the reader will clearly see how your first point adds to proving your thesis

III. Second main point

- Begin with a transitional statement (“The second example of...is” or “Not only is America____, it is also...”)
- Move into explaining how this point supports what you are showing in your thesis)
- Support 1 _____
- Support 2 _____
- Support 3 _____
- Here you are giving solid examples, quotations, and logical connections that help further your thesis
- By the end of this main point, the reader will clearly see how your second point adds to proving your thesis

Thanks, Mrs. Crowe, for your outline

IV. Third main point

- Begin with a transitional statement (“The final example of...is” or “However, not all is hopeless for the new country”)
- Move into explaining how this point supports what you are showing in your thesis)
- Support 1 _____
- Support 2 _____
- Support 3 _____
- Here you are giving solid examples, quotations, and logical connections that help further your thesis
- By the end of this main point, the reader will clearly see how your third point adds to proving your thesis

V. Conclusion

- Link together the strengths of your argument
- Restate your thesis in a clever way. Do not simply copy exactly
- Leave the reader a final thought that will bring a sense of closure to this piece.
- The reader should feel that it is completed. If the reader turns to see if there is another page, you haven’t done your job properly.

Words and Phrases to Avoid in Formal Writing:

- I, Me, my, mine
- You
- Basically
- A lot
- Clichés that you would say to your friends
- If you think about it

Above all, bring something **new and interesting** to the educated community. If this sounds like an encyclopedia entry, you need to find a way to put your **own voice** and **power** into your **creation**.