

Lit Circle Discussion of *Fahrenheit 451*

Name: Sydney Bailey Grade: 9th Mentor Teacher: Arlene Balczo	Date: February 28, 2020 School: William Mason High School
Activity Title & Description of activity:	<p>Lit Circle Discussion of <i>Fahrenheit 451</i></p> <p>*Inspired by Jim Burke*</p> <p>Students will be reviewing and clarifying what they have read so far in <i>Fahrenheit 451</i>. Then, they will be reading a new passage of <i>Fahrenheit 451</i> and discussing/analyzing the passage through different literary roles (verbal discussion, illustration, analyzation, summarization, and word clarification) in a group setting. This activity will require communication and group coordination.</p>
Class Description & Differentiation:	<p>This is an English I classroom with 27 Freshman students. There are 27 students in the classroom, with about a 2:1 ration of boys to girls. In the classroom, there are two English Language Learners, six students on a 504/IEP plan, multiple kids with ADD and ADHD, and a very culturally diverse classroom. (There is one student who is in a correctional facilitation, so he is currently gone for about a month).</p>
Standards (Common Core or Ohio State Standards):	<p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative</p>

	impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Instructional Objectives:	Students will analyze a text through differentiated roles of verbal discussion, illustration, illumination, summarization, and word clarification to understand the theme/main message of the text.
Materials:	Mini Whiteboards and markers <i>Fahrenheit 451</i> book, PDF , or Audio Book Powerpoint Directions (Slide 13) (project) Lit Circle Worksheet (printed copies dispersed)
Key Vocabulary:	Literature Circle Analyzation Discussion Director Illustrator Illuminator Summarizer Word Watcher
Procedures:	
<p>1. Introduction</p> <ol style="list-style-type: none"> There will be four quotes from <i>Fahrenheit 451</i> written on the middle whiteboard for all students to see. The students will be informed that each quote represents one of the four themes that the class has been discussing for the past couple of days. <ol style="list-style-type: none"> The four themes are as follows: Role of Technology, Censorship, Knowledge Vs. Ignorance, and Life Vs. Death. The teacher will pass out mini-whiteboards and whiteboard markers to each student. The students will then be asked to look at the first quote, "Come on, let's be cheery, you turn the 'family' on, now. Go ahead. Let's laugh and be happy..." The students will then take a moment to think about the quote and choose one of the four themes that this quote best represents/describes. They will write this theme down on their mini-whiteboards and flash the whiteboard up for the teacher/class to see. A short class discussion may follow. This cycle will repeat for the remaining three quotes. The students will be making meaning and identifying themes in the text through analyzation, prior 	

knowledge/reading of a text, and constructing responses. The teacher will be monitoring and giving guided feedback throughout.

- i. Quote #2: "Without even glancing at the title, Beatty tossed the book in the trash basket and lit a cigarette."
- ii. Quote #3: "This age thinks better of a gilded fool, than of a threadbare saint in wisdom's school!"
- iii. Quote #4: "He burnt the bedroom walls and the cosmetics chest because he wanted to change everything...everything that showed he has lived here in this empty house with a strange woman who would forget him tomorrow, who has gone and quite forgotten him already..."

2. Instruction

- a. The teacher will project slide 13 of the *Fahrenheit 451* 'Theme' presentation (see materials for link) and keep this projected for constant reference throughout the class period.
- b. The teacher will inform the students of the Lit Circle activity they will be participating in during class time while referencing the projected outline of the activity.
- c. The teacher will also inform the students of the materials they will need to complete this activity: Some form of the text *Fahrenheit 451*, a writing utensil and the Lit Circle Worksheet (which will be passed out at this time).
 - i. Students may choose their form of reading to appeal to their individualized learning abilities.

3. Lit Circle Activity

- a. The students will choose their own groups of 3-5 people (teacher may step in and aid if necessary) to complete the Lit Circle Worksheet (see materials for activity outline).
- b. Each student will be instructed to individually read pages 138-153 of the novel/pdf, pages 137-147 of the graphic novel, or listen to the audiobook beginning at 4:50:38.
 - i. The teacher will monitor and answer questions as necessary.
- c. Then, as a group, the students will choose what role they would like to take on for their part of the Lit Circle: Discussion Director, Illustrator, Illuminator, Summarizer, or Word Watcher (the teacher may step in and aid if necessary).
 - i. Each role is described in detail in the worksheet; however, detailed description may be given verbally to each group as well.
 - ii. One student *must* choose the role of discussion director, for this is a vital part of the activity succeeding in creating a rigorous learning opportunity.
 - iii. This allows for personal learning due to the choice students have for their role in the activity.
- d. Once roles have been chosen and divided, the students will begin to work on their role and prepare to share with their group their role objective (differs from role to role and is outlined for each role in the Lit Circle Worksheet packet). In each role,

the students will be asked to cite the text through quotes, references, paraphrasings, etc.

- i. The teacher will monitor and provide guided feedback as necessary.
- e. Once everyone in their group has finished working on their role at their own pace, the group members will share their analyzations, illustrations, illuminations, summarizations, or word clarifications with their group members to better understand the theme/main message of the text. This allows for a complete analysis of the text through the sharing of multiple different student perspectives and roles.
 - i. The teacher will monitor and provide guided feedback as necessary.
- f. The teacher will collect the group Lit Circle Worksheet packets at the end of the activity/class period and will assess them based on the evaluation criteria below.

Assessment and Evaluation Criteria

Formal Summative Assessment:

Student completion, analysis, and explanation of the text and relation to their chosen role in the Lit Circle. The total possible point value will be 15 points for the student's submitted worksheet.

A maximum of 5 points will be given for proper preparation of the role assigned to the student. This must include definite evidence of reading, analysis, reference, and connection of/to the text and thorough effort.

A maximum of 5 points will be given for the proper execution of the role assigned to the student. This must include the proper execution of the preparation, communication with fellow group members, a direct reference to the text, detailed explanation, and thorough effort.

A maximum of 5 points will be given for the review, retelling, or reflection of the role assigned/passage read. This must include a connection to the activity, evidence of self-assessment, reference to the passage read, slight analysis of the passage, and thorough effort.