

Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Fahrenheit 451* consists of instructional material for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

Pre-Reading Activities and Discussion Questions (cont.)

11. Have you read any science-fiction books or seen any films that are in this genre? Did any of them create an imaginary world or predict the future for humanity? How much of these books or films were based upon present knowledge in order to predict the future?
12. What is propaganda, and how do governments use this technique to manipulate the opinions of their people? What kinds of propaganda do we face from government, private companies, schools, and the media?
13. Does the medium of television encourage creative thought or passive thinking? Give examples of specific television programs to support your opinion. In what ways could a government use television to manipulate the lives of its citizens?
14. Does the computer and the internet encourage creative thought or passive thinking? Give examples of specific apps and programs to support your opinion. In what ways might a government use the internet to manipulate the lives of its citizens or its enemies?

Part I — The Hearth and the Salamander (cont.)

II. Use the context to determine the meaning of the underlined word in each of the following sentences. Then compare your answer with a dictionary definition.

1. She mourned for her dead mother.

Your definition _____

Dictionary definition _____

2. Her sad expression reflected her melancholy mood.

Your definition _____

Dictionary definition _____

3. In letters to the local newspaper, people complained about the odious smell coming from the recycling plant.

Your definition _____

Dictionary definition _____

4. The band director addressed the cacophony in the music room by raising her hands for silence.

Your definition _____

Dictionary definition _____

5. The serenity of the old hotel relaxed us after the long trip.

Your definition _____

Dictionary definition _____

6. There are laws which prohibit the exploitation of children as laborers.

Your definition _____

Dictionary definition _____

7. The teacher's explanation clarified the difficult instructions.

Your definition _____

Dictionary definition _____

8. The ritual of cleansing one's hands is performed before prayers are spoken.

Your definition _____

Dictionary definition _____

9. The carpenter had a proclivity for working with wood even after he retired.

Your definition _____

Dictionary definition _____