



Education Series



Young Audiences New York's Literature to Life Stage Presentation of

Fahrenheit 451

by Ray Bradbury

Educator Resource Guide



FOX CITIES
PERFORMING
ARTS CENTER

Where the Arts Come Alive!



Young Audiences New York's Literature to Life Stage
Presentation

Fahrenheit 451

Thursday, March 16, 2017

9:30 a.m.

Run Time: Approx. 60 minutes

Grades: 5-12

Dear Educator –

We are excited to welcome you to the 2016-17 Season, filled with engaging artistic and educational opportunities for you and your students. Join us as we celebrate the voices of community and culture that have the power to unite us all. As part of The Boldt Company Beyond the Stage Education Program, this resource guide will provide you with lesson ideas to prepare your students for the upcoming performance. Please feel free to adapt any of the activities in this guide to make them appropriate and meaningful to your students.

The performance you are attending will bring the Ray Bradbury classic to life via one actor who floats between characters in a haunting look at censorship in a modern world. The novel presents a frightening vision of the future where firemen don't put out fires, they start them to burn books. Take your students through a poignant exploration of censorships and civil disobedience with pre and postshow discussions to enhance students' understanding of how these themes have continued to exist in today's society.

We look forward to recognizing each unique voice and providing a platform for expression through the arts. From lesson ideas and professional development workshops to backstage tours, allow us to partner with you to provide students with exciting educational opportunities!

For questions contact the education sales department (920) 730-3726 or educationsales@foxcitiespac.com.

INSIDE THIS GUIDE

Welcome	3	Discover the Arts	7
Standards	4	In the Spotlight	9
About	5	Resource Room	12
Lesson Plans	6		

Community Partner



Series Sponsor



With additional support from



WELCOME TO THE FOX CITIES P.A.C.

We are in need of an audience – are you up for the part?

THEATER ETIQUETTE

- When entering the Fox Cities Performing Arts Center, remember to show respect for others by waiting your turn and speaking quietly.
- Remember that during the performance the live performers can see and hear you. Even the smallest sounds can be heard throughout the theater, so it is best to remain quiet so everyone can enjoy the performance.
- Applause is the best way to express how much you enjoyed the performance!
- Important things to remember:
 - Student backpacks, gum, drinks and food are not allowed in the theater.
 - Cell phones should be turned off and stowed.
 - Note that recording or taking photos in the theater is strictly prohibited; however, photos may be taken in the lobby.
 - It's a long way down – please do not drop items off balconies.



This study guide was created for you by the Education Team as a part of The Boldt Company Beyond the Stage Education program. To download copies of this study guide or to find additional resources for this performance or view past study guides please visit:

www.foxcitiespac.com/educators

Questions about your show reservation? Contact our education sales team at educationsales@foxcitiespac.com or call (920) 730-3726.

ENJOY THE SHOW!

INFORMATION FOR TEACHERS

Be prepared to arrive early – You should plan on arriving to the Center 30 minutes before the show. Allow for travel time, parking and trips to the restroom.

Know your needs – To best serve the needs of you and your students, please indicate in advance if you have individuals who require special services or seating needs upon making your reservation.

Seating – Seating is based on a number of factors including when the reservation is made, size of group, students' ages and any special seating needs.

DID YOU KNOW?

- The Thrivent Financial Hall has three orchestra lifts at the foot of the stage that can be operated independently. The three positions allow spaces for an orchestra pit below floor level. At floor level allows for additional seating and above floor level extends the stage.
- Over 146 miles of electrical wire is used in the Center.
- The Center has 25,250 feet of plumbing pipes running through it with a total of 230 plumbing fixtures, making way for four times the required restroom facilities.

WISCONSIN ACADEMIC STANDARDS

To assist you in your planning the Wisconsin Academic Standards that are most likely to connect with this performance are listed below.

ENGLISH LANGUAGE ARTS

READING/LITERATURE: Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves and of others.

ORAL LANGUAGE: Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

SOCIAL STUDIES

GEOGRAPHY: Students in Wisconsin will learn about geography through the study of the relationships among people, places and environments.

POLITICAL SCIENCE AND CITIZENSHIP: Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.

BEHAVIORAL SCIENCES: Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

THEATER

PLAY READING AND ANALYSIS: Students in Wisconsin will attend live theater and read plays, be able to analyze and evaluate the play and articulate (create meaning from) the play's message for individuals and society.

RESEARCH AND ANALYSIS: Students in Wisconsin will research and analyze methods of presentation and audience response for theater, the interconnections of theater, community, other cultures and historical periods for use as general knowledge.



ABOUT THE SHOW

This classic American novel presents a frightening vision of the future: where firemen don't put out fires – they start them in order to burn books. One night while returning from work, Fireman Guy Montag meets his new neighbor: a teenage girl whose free-thinking ideals and liberating spirit cause him to question his life and his own perceived happiness.

This Literature to Life award winner was adapted for the stage and helped to launch the company's national literacy effort, Project 451. The show features sixty minutes of performance spanning the full breadth of this beloved American science fiction novel. In performance the actor tells the story from the perspective of the protagonist, Montag, and seamlessly transitions between the five other primary characters.

LESSON ONE: FIVE FREEDOMS

OBJECTIVE: Students will look at the freedoms found within the First Amendment.

MATERIALS

Poster Board

Drawing and writing utensils

OPENING DISCUSSION

Each year, the American Library Association Office for Intellectual Freedom records hundreds of attempts by individuals and groups to have books removed from libraries' shelves and from classrooms. Banned Books Week is an annual event celebrating the freedom to read. The concept draws national attention to the harms of censorship and its impact. It encourages readers to examine challenged literary works as it teaches the importance of First Amendment rights and the power of literature.

WARM UP

- Ask students to share what the First Amendment of the Bill of Rights is. Discuss what they know and then pass out a copy and read through it as a class.
- Ask students to determine what their five freedoms are based on the First Amendment and write down on the board (religion, speech, press, assembly, petition).
- Divide students into five groups and assign each group one of the freedoms.
- Pass out poster paper and drawing utensils to each group. Explain that each group will create a poster that represents their assigned freedom. It can be with words, images or a combination of both.
- Encourage each student to also represent how that freedom personally impacts them on their poster.
- Connect with each group to discuss their content and help them flesh out details as needed.



DID YOU KNOW?

A lot was happening in the world when Ray Bradbury was alive and writing. Turmoil with other countries was on the rise and the American people felt a lot of unrest. Following World War II, the United States and the Soviet Union were the world's strongest nations. They were called superpowers and each had different ideas about economics and government. They fought a war of ideas called the Cold War. The Soviet Union was a communist country in which the government controlled production and resources. Communism decides where people live and work. The United States is a capitalist country in which people and businesses controlled the production of goods. People decide where they live and work.

The Cold War began in Europe after World War II. The Soviet Union won control of Eastern Europe and controlled half of Germany and half of Germany's capital, Berlin. The United States, Britain, and France controlled western Germany and West Berlin. In June 1948, the Soviet Union blocked roads and railroads that led to West Berlin. The United States, Great Britain, and France flew in supplies. This was called the Berlin Airlift.

After World War II, Korea was divided into North and South Korea. North Korea became communist and South Korea was a capitalist country. North Korean army invaded South Korea. The United Nations sent soldiers to help South Korea and China sent soldiers to help North Korea. The war ended in 1953 and neither side won. Korea is still divided. The United States and the Soviet Union were in a nuclear arms race.

Source: www.eduplace.com

ACTIVITY

- Once the groups have finished their posters. Have them trade their completed poster with another group.
- Share with students that they are going to create tableaus based off their new poster. Define a tableau for students and discuss.
 - Explain to students that this activity comes from the term *tableau vivant* which means “living picture.”
 - In this activity, share that students will create a still picture, without talking, to capture and communicate the meaning of their assigned freedom.
 - They may use physical poses, gestures and facial expressions to share their meaning and what they think is the important message in their freedom.
- Have students work together to brainstorm ideas for their tableau.
 - Encourage students to incorporate various levels, expressions and gestures into their picture.
- After groups have had a few minutes to brainstorm, instruct them to go into a rehearsal phase. Have each group practice their tableau and make note of things they would like to change.
- Allow students five minutes to re-work their tableaus and share that once finished, they will perform their tableaus.
- Have each group perform their freedom tableau for each other.
 - Instruct each group to share one thing they appreciated and one thing they would enhance from their peer’s performance.

CLOSING DISCUSSION

Ask students what they learned about their freedoms. After leading a discussion, ask students to share what they know about censorship. Ask, how does this impact their freedoms?

Discover the Arts

“And what, do you ask, does writing teach us? First and foremost, it reminds us that we are alive and that it is a gift and a privilege, not a right. We must earn life once it has been awarded us. Life asks for rewards back because it has favored us with animation. So while our art cannot, as we wish it could, save us from wars, privation, envy, greed, old age, or death, it can revitalize us amidst it all.” – Ray Bradbury.

Writing is a one-dimensional art form that creates a multi-dimensional reality in the mind of the reader. Other art forms such as visual, audio, or a combination of both, are naturally able to show more and thus have more control over the communication process and the spectator. Writing, and as a result reading, doesn’t have multidimensional abilities other than how evocative it can become through words. So it can be the most boring, senseless, one-dimensional word blur or it can be the most inciting, seducing and liberating agent for one’s imagination.

Ray Bradbury created many worlds and influenced many readers through the words he wrote. How is this similar to other artists? Do you think writers are artists?

LESSON TWO: CENSORSHIP

OBJECTIVE: Students will explore and discuss the meaning of censorship and its impact.

OPENING DISCUSSION:

What were the five freedoms mentioned in the First Amendment? How does the freedom of speech connect to the freedom we have to read? Are they connected? The performance we will see, *Fahrenheit 451* explores the impact that censorship can have.

WARM UP

- Pass out a unlabeled list of 10-15 books selected from a censored or banned book list.
- Ask students to look through the lists and see if they can identify why the books are listed.
- Explain that all the books included on this list have been censored/banned. Discuss what this means.
- Next, write on the board “challenged.” Share that a challenge is an attempt to remove or restrict materials, based upon the objections of a person or group.
 - Banning is the complete removal of these materials.
 - Challenges do not simply involve a person expressing a point of view; rather, they are an attempt to remove material from the curriculum or library, thereby restricting the access of others.
- Share with students that “Fahrenheit 451” is on the banned books list, ironically, because one of the books that eventually gets banned and burned in the story is the Bible.

DID YOU KNOW?

Ray Bradbury was investigated by the FBI during the 1950s, with government agents interviewing his peers and putting him under surveillance before concluding that despite being critical of the US government in his writing, the celebrated writer was never a member of the Communist party.

“Raymond Douglas Bradbury, a freelance science fiction, television and motion picture scenario writer . . . Has been described as being critical of the United States Government,” the FBI wrote on June 8, 1959, before laying out its issue with Bradbury’s classic collection of short stories, *The Martian Chronicles*. The stories “were connected by the repeated theme that earthmen are despoilers and not developers”, according to the FBI.

Bradbury did not help his own cause by taking out an advertisement in the Daily Variety in 1952, in which, according to the FBI documents, he wrote: “I have seen too much fear in a country that has no right to be afraid. I have seen too many campaigns in California, as well as in other states, won on the issue of fear itself, and not on the facts. . . I do not want any more lies, any more prejudice, any more smears. I do not want intimations, hearsay or rumor. I do not want unsigned letters or nameless telephone calls from either side, or from anyone.”

Sam Weller, Bradbury’s biographer, describes the FBI investigation in his book *The Bradbury Chronicles*. “I remember distinctly his response when I visited him and presented him with the files, he beamed ear to ear and dismissed it with a wave of his hand and laughed and he said, ‘I’ll be, I’ve had nothing to hide over the years – what are they going to investigate. What a bore.”

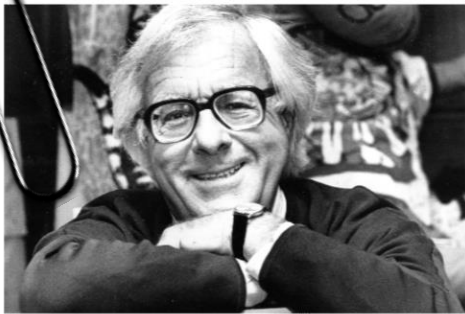
Source: www.theguardian.com

ACTIVITY

- Ask students to close their eyes and imagine that books are not longer allowed to exist. In fact, the printing of material will be illegal. Explain that they would be punished for reading, possessing or looking at print material.
- Instruct students to turn and share with the person next to them how that would make them feel.
- Share that we know the story of “Fahrenheit 451” is told from Montag’s perspective. How did Montag feel about books being burned? How about Mildred or Faber? Think of how the story may have been told from another’s point of view.
- Watch the quick 60 Second recap of “Fahrenheit 451” www.youtube.com/watch?v=9Z2iyC54qfo
- Discuss with students how stories have four main areas within the plot. The exposition, the conflict, the climax and the resolution.
- Pass out the Plot Handout (p.10) and walk through the story of “Fahrenheit 451” using this map.
 - Brainstorm the rising and falling action within the story.
- Once completed, instruct students to pick one character and summarize the plot from his or her point of view. Making sure to address how his or her life was impacted by censorship.

CLOSING DISCUSSION

Ray Bradbury wrote “Fahrenheit 451” in the 50s. How does this story still have relevancy today? What warning can we take from this author and his prediction of the future?



In the Spotlight

Ray Bradbury, American novelist, short story writer, essayist, playwright, screenwriter and poet was born August 22, 1920 in Waukegan, Illinois. He graduated from Los Angeles high school in 1938. Although his formal education ended there, he became a “student of life,” selling newspapers in L.A. street corners from 1938 to 1942, spending his nights in the public library and his days at the typewriter. He became a full time writer in 1943, and contributed numerous short stories to periodicals before publishing a collection of them, *Dark Carnival*, in 1947.

Ray was one of the those rare individuals whose writing changed the way people think. His five hundred published works – short stories, novels, plays, screenplays, television scripts and verse – exemplify the American imagination at its most creative. Once read, his words are never forgotten. His best-known and most beloved books are masterworks that readers carry with them over a lifetime. His timeless, constant appeal to audiences young and old has proven him to be one of the truly classic authors of the 20th Century and the 21st.

ELEMENTS OF FICTION

ELEMENTS OF FICTION

ELEMENTS OF FICTION

Climax

the peak of action and conflict

Falling Action

the portion of the story where the conflict decreases

Resolution

the outcome of the conflict

Rising Action

the portion of the story where the conflict increases

Conflict

a struggle between opposing forces that drives the action of the story

Exposition

the introduction of the characters and the basic situation



Classroom Conversations

Don't let this experience end with the drop of the curtain. Keep the conversation going with your students and reflect on the performance that you just attended. Here are a few questions to get the conversation started!

- How did the actor portray the various characters in the story? Was it easy or difficult to follow his transitions?
- What important message will you take away from this story?
- Which moment do you remember most from the performance? What was happening?
- How was this performance different from others shows you have seen?
- Describe how the performer used his voice. How did he change their voices to create different characters? Which was most memorable?
- If you were going to tell a friend about the performance, how would you describe it in one sentence?



BOOKS

"Fahrenheit 451" by Ray Bradbury

"1984" by George Orwell

"The Giver" by Lois Lowry

WEBSITES

Arts Edge – free digital resource for teaching and learning in, through and about the arts

www.artsedge.kennedy-center.org

This educator resource guide is created as part of The Boldt Company Beyond the Stage Education Program.

THANK YOU TO OUR SERIES SPONSORS FOR MAKING THIS PERFORMANCE POSSIBLE!



Community Partners



Our sponsors love to hear from you! Mail or drop off cards, letters or pictures to the Center and we will share with them.

Fox Cities Performing Arts Center
Education Department
400 W. College Avenue
Appleton, WI 54911