OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): Olentangy Liberty HS
Classes/Grade Level(s): 9-12

ABOUT THE BOOK

Selection Title/Author: *Fahrenheit 451* / Ray Bradbury (1953)
Genre: Science Fiction/Dystopian
Lexile Reading Level: 890L

Total number of pages: 179

Book Summary (abbreviated, bulleted list or link to a book summary):	**Potentially Objectionable Content** (list all categories and at least one example, referenced with a page or chapter number):
Guy Montag is a fireman. His job is to destroy the most illegal of commodities, the printed book, along with the houses in which they are hidden. Montag never questions the destruction and ruin his actions produce, returning each day to his bland life and wife, Mildred, who spends all day with her television "family." But when he meets an eccentric young neighbor, Clarisse, who introduces him to a past where people didn't live in fear and to a present where one sees the world through the ideas in books instead of the mindless chatter of television, Montag begins to question everything he has ever known. *(Barnes & Noble Book Summary)*	***Occasional Drug Use/Overdose:*** **Mildred Montag takes 30 sleeping pills** ***Violence:*** **Montag burns Beatty alive at the end of the novel. (Part 3)** ***Suicidal References:*** **Woman lights a match that burns characters to the ground. (Part 1)**

Book Reviews (1-2 link(s)) *Note: teacher is not responsible for broken links*

GoodReads



ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): (To be completed by the teacher or team)

Students will have the opportunity to explore a dystopian text with focus on literary analysis, author's purpose, word choice and vocabulary, and theme as it relates to a cultural system lens. Analyzing this text will provide a perspective to a specific system (and the idea of censorship) that extends from the thinking through research that they covered first semester. Ultimately, a thematic analysis, mass media literacy, and cultural exploration will be a product of final assessment.

The novel also allows for synthesis as it examines censorship and the societal expectations placed on individuals. This ideology will connect to a variety of current events and articles that showcase the history of censorship through time.

The Ohio Department of Education ELA Standards (list priority standards *only and* abbreviations of the main ideas of the priority standards) Link to Ohio's ELA Standards

1. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
2. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
3. Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
4. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)

1. *Lord of the Flies*

SIGNATURES **(embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)**

Teacher: Sarah Sarat Date: 1/7/25

ELA Department Chair: Hannah Oswald Date: 1/7/25

Building Principal: MM SK Date: 1/13/25

District Curriculum Administrator: Elaine Ford Date: 1/21/26