

PRESENT & EVALUATE



HAPPINESS
IS
COMPLIANCE



WORK
BUILDS
OUR
FUTURE



OBEY.
DON'T
THINK.



“ How does our use of **propaganda** reveal what Bradbury wants the reader to understand about **power** and **control**? ”

COMFORT
IS
SAFETY



Lesson & Language Objectives

OVERALL PROJECT-BASED LEARNING	TODAY'S LESSON OBJECTIVE	LANGUAGE OBJECTIVE
<p>I will design an original propaganda system from the perspective of Beatty's government, using two or more propaganda techniques to intentionally control a specific belief and suppress one of Faber's missing ingredients – then write a four-paragraph analysis connecting my design choices to Bradbury's message about what a society loses when it chooses comfort over thought.</p>	<p>I will synthesize my understanding of propaganda by evaluating my peers' propaganda systems using the unit's analytical framework – identifying technique, controlled belief, hidden truth, and connection to Bradbury's message – then participate in a structured discussion and complete a 'Become the Book' final task. E2.4(F) · E2.4(G) · E2.4(H) · E2.5(C) · E2.5(I) · E2.5(J) · E2.6(A) · E2.7(E) · E2.7(F) · E2.8(A) · E2.8(D) · E2.8(G)</p>	<p>I will use the stems "This system effectively/ineffectively controls the belief that..." and "This system reveals that Bradbury wants the reader to understand..." in written gallery walk notes and in whole-class synthesis discussion, moving between evidence from the design and evidence from the novel. 2(B) · 2(E) · 3(E) · 3(G) · 4(F)</p>

NEXT...

GALLERY WALK + PEER EVALUATION PROTOCOL



★ FOR **EACH SYSTEM** YOU VIEW, COMPLETE THE FOLLOWING IN YOUR NOTEBOOK. ★

1

WHAT TECHNIQUE IS USED?



★ Name the propaganda technique specifically — not just 'propaganda.'

★ Complete the stem:
This system shapes the **belief** that _____.

2

WHAT BELIEF IS BEING CONTROLLED?



★ Complete the stem:
This system shapes the **belief** that _____.

3

WHAT TRUTH IS HIDDEN?



★ What would citizens see if they could think past the system's message?

4

IS IT EFFECTIVE?



★ Does the technique work for this audience?
Use specific **evidence** from the design.

5

CONNECTION TO THE NOVEL?



★ How does this connect to how Beatty or the government maintains control?
Name a specific **scene** or **passage**.

6

WHAT DOES BRADBURY WANT THE READER TO UNDERSTAND?



★ What does this system reveal about **power** — not just in F451, but in the **real world**?

UNIT SYNTHESIS — THE BIG PICTURE.

“ It was a pleasure to burn... but you never thought about it anymore.” ”

— Guy Montag / Ray Bradbury, *Fahrenheit 451*



FINAL DISCUSSION QUESTIONS:

1



How did creating your own system change how you read Beatty's speeches in the novel?

- ★ What did you **understand** about propaganda after building it that you did not understand before?

2



What makes propaganda effective — and what makes people resistant to it?

- ★ Connect your answer to both the **novel** and the **real world**. Use specific examples from each.

3



Where do you see propaganda techniques being used TODAY — in media, advertising, or politics?

- ★ Name a specific example. Identify the **technique**, the **controlled belief**, and the **hidden truth**.

Unit Complete.

Fahrenheit 451 PBL: Propaganda, Power & Control.

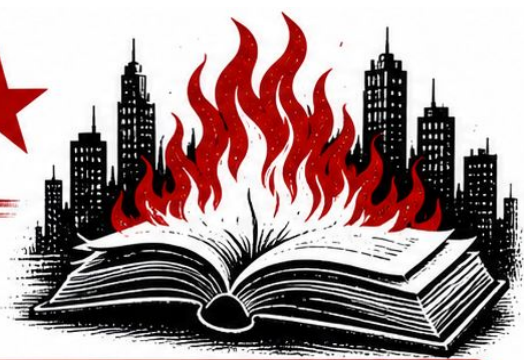
STANDARDS ADDRESSED ACROSS THIS UNIT — 39 Standards • 7 Strands



ORAL LANGUAGE	E2.1(A) Discourse + Listening	E2.1(B) Complex Instructions	E2.1(C) Presentation	E2.1(D) Collaborative Discussion					
VOCABULARY	E2.2(A) Technical Vocabulary	E2.2(B) Denotation + Connotation							
COMPREHENSION	E2.4(A) Purpose for Reading	E2.4(B) Generate Questions	E2.4(E) Text-to-World Connections	E2.4(F) Inference + Evidence	E2.4(G) Key Ideas	E2.4(H) Synthesis Across Texts	E2.4(I) Monitor Comprehension		
RESPONSE	E2.5(B) Written Response	E2.5(C) Evidence + Commentary	E2.5(D) Paraphrase + Summarize	E2.5(E) Notetaking + Annotation	E2.5(F) Academic Vocabulary	E2.5(G) Explicit + Implicit Meaning	E2.5(H) Register + Voice	E2.5(I) Regiset + Adjust	E2.5(J) Defend + Challenge
LITERARY ELEMENTS + GENRE	E2.6(A) Theme + Characterization	E2.6(B) Complex Characters	E2.7(A) World Literature	E2.7(E) Argument Structure	E2.7(F) Multimodal Texts				
AUTHOR'S CRAFT	E2.8(A) Author's Purpose	E2.8(D) Language for Effect	E2.8(E) Literary Devices — Irony	E2.8(F) Diction + Syntax	E2.8(G) Rhetorical Devices				
COMPOSITION + INQUIRY	E2.9(A) Planning	E2.9(B)(i) Organizing Structure	E2.9(B)(ii) Depth + Commentary	E2.9(C) Revision	E2.9(E) Publishing	E2.10(B) Informational Writing	E2.10(C) Argumentative Writing		



★ BECOME THE BOOK ★



You are writing to a student who will read *Fahrenheit 451* next year.

They think it is old, slow, and irrelevant. They are already planning **not to care**.

1 CHOOSE ONE SENTENCE FROM THE NOVEL.

The sentence you would memorize if all other copies were destroyed.
Not the most famous one — the one that is truest to what you now understand.

2 WRITE: WHY THIS SENTENCE?

Connect it to the propaganda system you designed. How does it reveal what your system was trying to hide? What does Bradbury want the reader to understand because of it?

3 WRITE: WHY DOES IT MATTER NOW?

Where do you see this sentence's truth in the real world TODAY?
Be specific — name the **technique**, the **controlled belief**, and the **hidden truth**.

Dear Future Reader, _____

The sentence I would carry is...



You may **NOT** use the words:

interesting • **important** • **good**

Find more precise language — earn your words.

