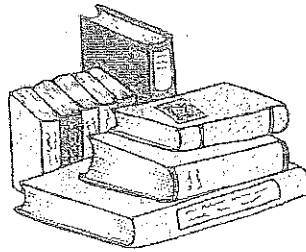


Name: _____

Date: _____

Humanities

Fahrenheit 451: Literary Memory Essay



The American author J.D. Salinger once wrote, "What really knocks me out is a book that, when you're all done reading it, you wish the author that wrote it was a terrific friend of yours and you could call him up on the phone whenever you felt like it". Ray Bradbury, author of *Fahrenheit 451*, would certainly have agreed with Salinger's statement. In *Fahrenheit 451*, Bradbury asserts the value of books and warns against the dangers of our society becoming overly dependent on technology.

Essay assignment: Develop your connection to Bradbury's themes in *Fahrenheit 451* by composing a personal narrative essay in which you describe a literary memory, or a memory involving books, that is important to you.

There are several different ways of approaching this essay. Perhaps you may wish to consider:

- Describe one of your favorite books from childhood. Why is this book important to you? What specific memories do you have that involve this book?
- Describe the process of learning how to read. How did you feel when you learned how to read? What memories do you have of the process?
- Describe any reading routines you may have had when you were younger. Did you read with someone who is important to you? What memories do you have of this experience?
- Describe your favorite place to read. Why is this setting important to you? What memories do you have of this location?

When you write your narrative, be sure to consider:

- **Organization:** Is there a beginning, middle, and end throughout the essay? This essay should be three paragraphs. The first paragraph will provide background information, the second paragraph will describe the actual literary memory, and the final paragraph will describe the influence the literary memory has had on you.
- **Creativity and Style:** Does the essay use rich vocabulary and incorporate ample sensory details?
- **Effort:** Is the narrative a thoughtful essay that demonstrates evidence of time and revision?

Pre-Writing Activities

Part I: Review the Elements of a Personal Narrative

To write an effective narrative, you should include these elements.

Setting- Place and time-where is it? Be sure your reader can see where the action is taking place.

Persona- What are some characteristics about you that you want your reader to understand? How do you want your readers to perceive you? Describe your behavior in order to convey these points.

Tone and voice- How do you want readers to feel? Through voice and tone, you can help readers share your reactions to the experience you are creating.

Imagery- Appeal to the senses of your reader through the use of descriptive language.

Plot- Establish the plot by a casual linking of events. One event should lead to another.

Theme: What is the overall message of your narrative? This should be developed throughout the body of your narrative.

Part II: Develop Your Use of Sensory Details

You have probably noticed that meaningful stories are rich in sensory detail. It is through sensory details that narratives come to life for the reader. In this exercise, you will practice your ability to incorporate sensory details into your writing by composing "show me" sentences. These short, descriptive writings are filled with adjectives that appeal to your senses. "Show me" sentences will appeal to you sense of sight, sound, smell, taste, and touch.

Telling Sentence	"Show Me" Sentences
The old man stood in the field and relaxed as the sun set.	<i>The grass caressed his feet and a smile softened his eyes. A hot puff of air brushed against his wrinkled cheek as the sky paled yellow, then crimson, and within a breath, electric indigo.</i>
The calzone is delicious.	
She sat on the porch and watched the rain.	
The restaurant bustled with activity.	

Part III: Answer Pre-Writing Questions

Topic

1. Can you recall specific details about the action, scene, and people? Begin writing those details now.
2. Can you tell what happened from beginning to end? Begin writing those details now.

Sensory Details

3. Imagine your literary memory as if it were a photograph or videotape. Write down what you are "seeing".
4. Sounds: What do/did you hear as you study your memory of this event. Quiet or noisy?
5. Smells, tastes and textures. Are there any that are important to the story? If so, make a list and provide details.
6. Recalling key people: List those who played more than a casual role in the story. Describe these people. Recreate conversations as needed.

Recalling Your Feelings at the Time

7. What was your first response to the event? What did you think? How did it make you feel? What did you do? Describe those actions.

Exploring Your Present Perspective ("RFS")

8. Looking back, how do you feel about this event? Do you understand it differently now than then? Explain.

Remember that the key to a strong narrative is to "show" rather than "tell". A good narrative reveals rather than explains. It provides the reader with the actual experience, not just outlines of events. Imagine that this memory is unfolding before you, step by step.

Name: _____

Date: _____

Literary Memory Essay Graphic Organizer

To organize your narrative, break it down into three paragraphs. Remember that the first paragraph will provide background information, the second paragraph will describe the actual literary memory, and the final paragraph will describe the influence the literary memory has had on you.

**Paragraph #1:
Describe
Background/
Exposition**

Describe the setting of the memory. How old were you? What were the circumstances surrounding the memory?

**Paragraph #2:
Describe
the literary
memory itself**

Describe the memory itself. What were the significant moments? This paragraph should be the longest.

**Paragraph #2:
Continued**

**Paragraph #3:
Resolution**

Describe the influence of the literary memory. How has it impacted you?

Name: _____

Date: _____

Personal Narrative Self Editing Sheet

Apply the following checklist to your rough draft.

I. MLA and Formatting

- a. _____ Is your essay in Times New Roman font, size 12?
- b. _____ Is your name, my name, the class name and the date (day month year) written in the top left-hand corner?
- c. _____ Do you have a header in the top right-hand corner that includes your last name and the page number?

d. Write the title of your narrative here: _____

It should not be bolded, italicized, or underlined!

Does it reflect the theme of your narrative and engage the reader? If not, revise.

II. Structure

- a. _____ Label the **background** of your narrative
- b. _____ Label the **key details** of your narrative
- c. _____ Label the **resolution** of your narrative

What is the **theme** (the message you wish to impart to the reader) of your narrative? Write it here: _____

→ If you cannot identify any of these elements, incorporate them into your narrative.

III. Grammar/Punctuation/Style/Diction

1. Varying the first word of a sentence

- a. _____ Underline the first word of every sentence.
- b. _____ If you use the same word to start a sentence more than once per paragraph, circle them and draw lines to connect them. (Rule: you should only use a word once per paragraph at the beginning of a sentence)
- c. _____ Fix the sentences in your draft

2. Vary sentence structure

- a. _____ Check the sentences. Make sure that there are not more than two sentences in a row that have the same sentence structure.
- b. _____ If you find more than two with the same sentence structure, **fix the sentences in your draft** to vary sentence structure.

3. Repetition

- a. _____ Circle the words that are used more than once. (Rule: try to use "important" words only once per page)
- b. _____ Replace the words / fix the sentences in your draft.

4. Commas

- a. _____ Circle every comma. Does it need to be there?
- b. _____ Add commas that are missing

IV. Sensory Details

Locate the passages in your narrative that use imagery to appeal to the five senses. You should have at least one passage for each of the five senses. Once you have located and underlined the passages, complete the chart below.

➔ If you cannot identify any of these elements, incorporate them into your narrative.

Sense	DQ from your narrative
Sight	
Hearing	
Taste	
Smell	
Touch	

Literary Memory Essay Rubric

Mr. Haflic

Teacher: ~~Mr. Haflic~~

Name: _____

	4	3	2	1
Introduction	The introduction is inviting. It grabs the reader's attention and compels him/her to read further. Engaging lead/hook.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Content	There is one clear, well-focused main idea. Author uses dialogue, action, and description to "show not tell" the story.	Main idea is clear but the supporting information is general. More detail needed to "show not tell" the story.	Main idea is somewhat clear but there is a need for more supporting information. Author mostly tells the story instead of showing it.	The main idea is not clear. There is a seemingly random collection of information.
Organization	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Voice	The writer seems to be writing from knowledge or experience. The author develops his voice through word choice and sentence structure creating interest for the reader.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. Evidence of emerging voice engaging the reader.	The writer relates some of his own knowledge or experience, but it adds no personal interest to the topic through word choice or sentence structure.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Conclusion	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." The "so what" of the narrative is creative and original.	The conclusion is recognizable and ties up almost all the loose ends. The "so what" a bit cliché.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Conventions	Writer makes no errors in grammar or spelling that distract the reader from the content of the essay.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content of the essay.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content of the essay.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content of the essay.
MLA/Elements of the Writing Process	Assignment is in MLA format and all elements of the writing process are included.	1-2 mistakes in MLA format; some elements of the writing process may be missing.	3-4 mistakes in MLA format; some elements of the writing process may be missing.	Numerous mistakes in MLA format. Many elements of the writing process are not present.