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Humanities

***Fahrenheit 451* Expository Essay: The Significance of Beatty and Faber**

In Ray Bradbury’s novel *Fahrenheit 451*, Bradbury illustrates a war-ridden dystopia where books are banned. In keeping with the quality of dystopic novels being about “both today and tomorrow”, the futuristic society represents Bradbury’s 1950s-era fear of books being replaced by technology.

**Essay assignment:** Evaluate the speeches given by Beatty and Faber and analyze them in the context of the following question: How does Ray Bradbury use *Fahrenheit 451* to both warn against the danger of allowing the significance of books to decline and to assert the value of the written word?

*Sample Main Idea and Developmental Ideas:*

In the *Fahrenheit 451* Ray Bradbury both warns against the danger of allowing the significance of books to decline and asserts the value of the written word (MI). Specifically, speeches given by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (DI #1) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (DI #2) convey Bradbury’s social criticisms and personal ideology.

**Format: Four-Paragraph Essay**

1. **Introduction**
2. **Developmental Paragraph #1**: How does Bradbury use Beatty’s speech to warn against the danger of allowing the significance of books to decline? What elements of society is Bradbury criticizing? Remember, even though Beatty *appears* to dislike books, Bradbury uses him to convey powerful messages pertaining to social criticism.
3. **Developmental Paragraph #2**: How does Bradbury use Faber’s speech to assert the value of books? Consider why Faber thinks books are important and what factors he considers to be essential in order to interact with literature in a meaningful way. Bradbury also uses Faber to convey powerful messages about his own personal beliefs concerning books.
4. **Conclusion**

MI: In *Fahrenheit 451* Ray Bradbury warns against the danger of allowing the significance of books to decline and asserts the value of the written word (MI).

Specifically, speeches given by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (DI #1) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (DI #2)

convey Bradbury’s social criticisms and personal ideology.

**Developmental Idea #1**

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*How does this character’s speech warn against the danger of allowing books to decline? What is Bradbury suggesting through the speech?*

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| DD #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DQ:  Main Analysis Point: |
| DD #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DQ:  Main Analysis Point: |

**Developmental Idea #2**

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*How does this character’s speech assert the value of books? What is Bradbury suggesting through the speech?*

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| DD #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DQ:  Main Analysis Point: |
| DD #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DQ:  Main Analysis Point: |