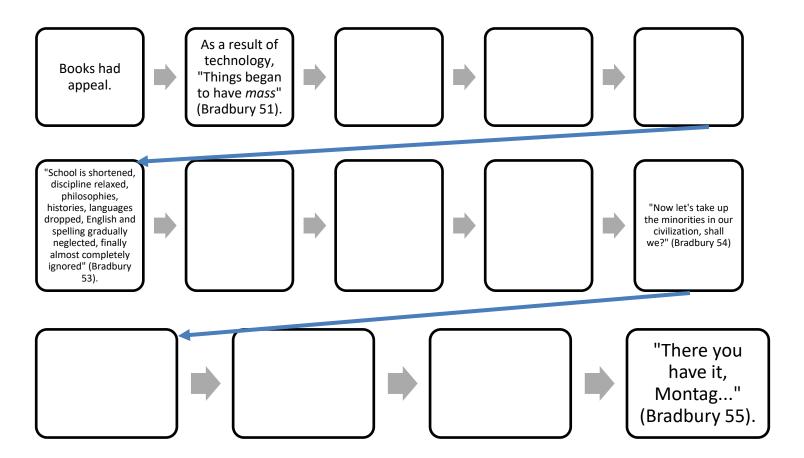
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Unit 2: The Novel

Fahrenheit 451: Beatty's Speech Analysis

"There you have it, Montag. It didn't come from the Government down. There was no dictum, no declaration, no censorship, to start with, no! Technology, mass exploitation, and minority pressure carried the trick..." (Bradbury 55).

Part 1 Directions: On pages 52-55, Beatty explains to Montag how books became banned. Fill in the boxes below to create a "timeline" using Beatty's "history of [the fireman's] profession." You do NOT need to use quotes, but please note the page number from which your point may be found.



Part 2 Directions: Answer the following questions.

- 1. What do you think the word "mass" means? (See p. 51 for context.) What information on that page helped you come to this conclusion?
- 2. Which of the topics mentioned in Beatty's speech (technology, mass exploitation*, or minority pressure) does your group believe is the most important factor that led to book banning in the novel? Why? (Come to a consensus!)

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^{*}mass exploitation: the majority of people were influenced/exploited by the few in power

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	Directions: As Beatty is telling Montag how bo er the questions below the quotes.	oks came to be banned, he say	s each of the following quotes.			
•	centuries or more" (Bradbury 52). "Whirl man's mind around about so fast under the centrifuge flings off all unnecessary, time "Why learn anything save pressing buttons, put the becomes one big pratfall, Montag; every	It of the nursey into the college and back to the nursery; there's your intellectual pattern for the past five turies or more" (Bradbury 52). hirl man's mind around about so fast under the pumping hands of publishers, exploiters, broadcasters that centrifuge flings off all unnecessary, time-wasting thought!" (Bradbury 52). hy learn anything save pressing buttons, pulling switches, fitting nuts and bolts?" (Bradbury 53). e becomes one big pratfall, Montag; everything bang, boff, and wow!" (Bradbury 53). e bigger your market, Montag, the less you handle controversy, remember that!" (Bradbury 55).				
1.	Although Beatty later says he "won't stomach entertainment" (58), does Beatty seem to ha response, specifically addressing Beatty's TO and imagery).	te books and/or this society in t	these quotes? Explain your			
2.	How is Beatty both Bradbury's "mouthpiece"	and his villain?				
	Directions: "Yes, but what about the firemen, What is the role of the fireman? (see p. 56 ar		he following questions:			
2.	According to pages 55-58, what does it mean	to be happy in the society pres	sent in <i>Fahrenheit 451</i> ?			
3.	According to Captain Beatty, how do books to	nreaten the pursuit of happines	ss?			

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Unit 2: The Novel		

Fahrenheit 451: Beatty's Speech Analysis
Parallel Societies

One feature of a dystopian novel is how strikingly parallel, or similar, the terrible society in the story is to our own world today.

Directions: Below are the main ideas (paraphrased) of Beatty's speech listed (mostly) in the order in which they appear.

- A. In what ways is our world like the world in the novel that Beatty describes? Give an example from today's society that exemplifies the main idea.
- B. Then, rank the main ideas listed below in order of "most true" (1) to "least true" (6) as the idea applies to our world today.
- C. Lastly, write a summative statement that may be the author's intended purpose in providing the parallel; in other words, write a "life lesson" the similarity between the book and today's world depicts.

Rank	Main Idea	Truth from Today's Society	Reason for Ranking	Lesson Revealed through Comparison
	Advancements made in technology			
	caused people to have less time and			
	patience for reading books.			
	School is a place where students are stuff			
	with facts, but they do not actually learn			
	anything. Learning is a mirage.			
	Society provides plenty of ways for			
	people to entertain themselves that are			
	more interesting than reading: vacations,			
	sports, TV/movies, clubs/parties, and			
	other areas of "solid entertainment."			
	To make a profit, companies and artists			
	stopped producing and selling anything			
	that could be potentially offensive to any			
	group.			
	The government gives people very little			
	choice, and rightly so: they do not want			
	to dissatisfy their constituents. They want			
	to keep the people "happy" by keeping			
	them ignorant of government affairs.			
	People care only about easy			
	pleasure/instant gratification and have			
	lost interest in knowledge.			

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