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Fahrenheit 451 Essay Topics

Pick one of the following topics. Write an organized response that shows thoughtful reflection and an understanding of the text. Cite relevant and specific details. 3-6 paragraphs.

1. Explain why Bradbury chose Ecclesiastes to be the material that Montag would memorize. How does this expand on other themes within the novel? How might this be the right guide for Montag's further development?
2. Consider the symbolism of fire in the novel. Explore passages where fire significantly factors into the story. How does Montag's understanding of fire (and/or burning) change throughout the novel? At the end of the novel Granger looks at the fire and says, "poetic." (163). How does fire capture both destruction and renewal?
3. Mildred's leisure makes her suicidal. Faber argues for the leisure of digesting information. Beatty mocks how people "superorganize super-super sports." What is wrong with the concept of leisure in Montag's world? Does Bradbury succeed in establishing a new idea of leisure by the end of the novel? Why or why not?
4. Does Montag kill Beatty out of self-defense or to preserve something lost? Has Montag avenged the deaths of Mrs. Hudson and Clarisse? Can Montag justify murder in defense of books? Finally, do the extreme circumstances of Montag's world justify lawless behavior to preserve the freedom to read?
5. Near the novel's end, Granger tells Montag "the most important single thing we had to pound into ourselves is that we were not important." (p. 153) What does he mean? How does Granger's statement reflect a major theme of the novel?
6. Hands. Throughout the novel, Bradbury refers to Montag's hands acting, instead of his whole person. He also refers to Granger and the men in the forest this way. Why?

PSYCHOLOGICAL REPORT

Name: _____
 Age: _____
 Date of Birth: _____
 Test Date: _____
 School: _____
 Grade: _____
 Location: _____
 Supervisor: _____

Reason for Referral:

Background Information:

Assessment Questions:

- After some discussion with Client's aunt's family, the following questions emerged:
1. What is Client's usual level of ability?
 2. At what level is Client's name functioning in reading, writing, language and mathematics?
 3. What factors are interfering with Client's name's progress in school?
 4. How is Client's name functioning socially and emotionally?
 5. What is an appropriate educational placement for Client's name?
 6. How can Client's name's parents help Client's name at home?
 7. What additional assessment instruments are requested for Client's name?

Lack of these questions is discussed in text.

Assessment:

The results of the tests discussed below are presented in percentile ranks. Percentiles indicate how CLIENT's name performs relative to other North American children his/her age. For example, a score of 80 percent indicates that he/she did as well as or better than 80% of children his/her age. An average score is between the 50th and 51st percentiles. Although CLIENT's name was fully cooperative during the testing, he/she was somewhat shy and was very shy about revealing the verbal abilities he/she is capable of. In addition, it is not possible to report the scores reported below on slight underestimates of his/her current functioning.

COPY AND PASTE QUESTIONS AND ANSWER EACH ONE

Conclusion:

Granny

As I glanced past the lit Christmas tree in the window, I could see endless rain pouring down and splashing into the large puddles that now filled the road outside my grandparents' home. I shivered slightly and turned back to watch my grandmother sharpening her pencils with a razor blade and unpacking her watercolor paints and paintbrushes from their special travel box. She was wearing a loose lamb-wool cardigan that covered the top of her long, gently patterned skirt. Her lightly permed white hair was combed carefully across her head. I moved from the sofa to stand closer to her armchair and watched her rearrange the flower bouquet that she was commissioned to paint for her neighbor. I could smell a mix of the familiar waft of her Chanel N°5 perfume and the gentle but evident odor of her watercolors, but I couldn't pick out any flowery smells. I looked at the painting, which was nearly complete, and saw her penciled signature at the bottom. It read "B.E. Cartwright" in beautiful printing. The "B.E." stood for Barbara Eileen, although everyone called her Bobby.

I moved back over to where I had been sitting, in front of the lightweight set of drawers that I was using as a hospital-on-wheels for my stuffed animals and dolls. Before settling down to her painting, Granny had cleared out the drawers for me and helped me wrap my little animals in the dry washcloths that I used as bandages and slings. I cradled my teddy bear, who suffered from a broken leg, in my arms and sang it a lullaby. My dulcet tones clashed somewhat with the Christmas carols that Granny had playing on her little portable boom box. She looked up from her painting, not to tell me to stop singing, but to ask how long I thought that Teddy's recovery would take. I answered that he was looking a lot better and would be able to leave the hospital soon. After expressing her great relief at this news, she pushed her little painting table away from her armchair and went into the kitchen to refill her teacup.

"Would you like anything, Tasha?" she asked me.

"Hm." I thought for a moment. "May I please have some chocolate milk?"

She got out the Nesquik powder and milk, fresh from the milkman that morning, and began with great care to mix the powder with a fork into a little bit of milk. She always started it like this to ensure that the drink had no lumps of powder in it, and then added the rest of the milk to make it exactly as I liked it. She came back into the living room and put my drink on the coffee table for me, watching kindly as I checked my doll's temperature. I placed my doll back into the blue, soft bed that Granny had made for him last summer and picked up my drink to sip while I watched Granny work.

As I watched, my mind drifted to think of my favorite of her paintings, one she had done as a study in preparation for a scene she was commissioned to paint. It was a picture of pigs in a farmyard, and the study was only half finished, so that the piglets in it were colored and the background was not. A few months before, I had seen it and told her I liked it, so she gave it to me, and it now hung on my wall at home.

I watched closely as Granny finished the subtle coloring of the flower petals and absently dipped her brush into her cup of tea and lifted her paint water to her mouth, realizing her mistake just before the murky liquid touched her lips. Granny laughed quietly and started to talk about the next trip that she and Pops, our grandpa, were planning to make to the Dales, their favorite part of the north of England. They went quite often with the art club to which



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 HELTS Band 9 Writing Task 2 Sample Answers

Topic 1: Increasing travels between countries enable people to learn different cultures or to increase tension between people from different countries?

Globalization is a catch-all term that refers to any activity that involves more than one country, for example, travel from one country to another. The dramatic increase in international travel in recent years has sparked controversy over the potential impact of the trend on individual countries, especially those in more remote areas of globalization. Some people are concerned that the arrival of new arrivals will prompt local hostility against visitors, instead of promoting their understanding of one another's cultural background. This notion should be rejected as not only are many facts in favor of the development between countries.

The fact is that the international travels would never bring conflict is noted in the fact that both visitors and locals are economically motivated. International travel opens up opportunities for business development throughout the world. Entrepreneurs are interested not only in the domestic market but also in the overseas market. Foreigners should learn the culture of a country before visiting over the local people. In any case, locals should show their hospitality to visitors as a exchange for their own. They share a view that acceptance of each other's cultural background is a necessary condition for cooperation.

Understanding a culture has other implications. Differences in social background, cultural values and religious belief might make the divergence of foreigners and local inhabitants as some tension inevitable; however, the higher interaction, the higher level of communication and understanding. Although, for example, one could consider superiority in their first. Now they have stronger relations with their western allies in many fields. In the initial stage, their divergence seemed inherent but over time, with better mutual understanding, they take the same position on many issues.

Undeniably, it is likely that in some ways, foreign visitors offend the local community with their manner regard for the local environment and conventions when they first arrive. However, it should be noted that most offense is accidental, rather than intentional. Instead, visitors display rules and conventions simply because they have no knowledge of them. This situation is expected to be improved with the passing of time when visitors from different countries increase their knowledge of a local culture.

According to the above analysis, we can observe that the increase in the international travel should not be taken as the cause of any conflict that arises between two countries. Alternatively, one should recognize its role in improving mutual understanding between two countries.

1. catch-all = all-encompassing
2. hostility = enmity = resentment
3. noted in = derived from = based on
4. entrepreneur = system = mogul = industrialist
5. discrepancy = disagreement = difference = divergence
6. for = enemy = rival

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