Introduction:
The central character in a work of literature is called the **protagonist**. The protagonist usually initiates the main action of the story and often overcomes a flaw, such as weakness or ignorance, to achieve a new understanding by the work's end. The protagonist's journey is enriched by encounters with characters who hold differing beliefs, so authors often include different character types in their works.

For example, a protagonist could be either a hero or an antihero. A **hero** is a protagonist who acts with great honor or courage. An **antihero** is a protagonist lacking these qualities. Instead of being dignified, brave, idealistic, or purposeful, the antihero may be cowardly, self-centered, or weak.

Another character type, a **foil**, has traits that contrast with another character's (often the protagonist's) and highlight important features of that character's personality. The most important foil, the antagonist, opposes the protagonist, barring or complicating his or her success.

Directions:
Mildred and Clarisse are characters that could be considered foils. Review what you have read in Part 1, your annotations, and the class discussions, and look for occasions when Mildred and Clarisse are acting as foils.

Prompt:
Analyze how Bradbury develops Montag's character through his interactions with Clarisse & Mildred. Use specific textual evidence to support your analysis (Don't forget quotation marks and page numbers!). Your response must be typed, no more than 2 pages (one-sided), and in MLA style.

> Guiding Questions:
> How do Mildred and Clarisse's differences develop Montag's character? How do they bring out dramatic responses from Montag? How do they lead Montag toward self-realization? How does Montag's relationship to them change?

FOCUS STANDARDS:

RL.1.3
Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
W.3.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING STANDARDS:

RL.1.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.2.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.