“All Summer in a Day”

Outcome: CR 10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary and informational texts.

Questions: How do fantasy and science fiction prepare us to handle the challenges that tomorrow will bring?

**Before**:

* What is the difference between tone and mood? (see website)
* Journal: Is it possible for humans to exist in other places in our universe? Describe what the world would be like using imagery.

**During**: Reading Strategy Check

What is your impression of this story? How does it make you feel as a reader?

Can you make a connection to this story?

**After**:

1. Bradbury provides a vivid description of life on Venus. Describe the setting and how it affects the mood. Why does the author begin the story this way?
2. In the beginning of the story, “the children were pressed to each other like so many roses, so many weeds, intermixed peering for a look at the hidden sun” through the window. How do these words by the author convey tone?
3. Reread the paragraph beginning with “Margot stood apart”. What does the reader learn about Margot’s character? What does the author imply about Margot’s character?
4. Reread the paragraph beginning with “Margot stood alone.” Bradbury states, “She was an old photograph”. What can the reader infer about how the other students view Margot based on the metaphor?
5. The phrases, “Aw, you didn’t write that!” and “What’re you looking at?” are the first responses that William utters to Margot. Why does William have these reactions?
6. What evidence shows that it is vital for Margot to return to earth even though it may result in the loss of thousands of dollars to her family?
7. Consequence in the context means “importance”. The levels of importance vary. Bradbury states, "and the children hated Margot for all the big and little consequences”. Some were not very important reasons while one was especially an important reason to the children. What are these “big and little consequences?”
8. Bradbury states," the students surge about her" to shove Margot into the closet. What motivates them to do this act?
9. Bradbury carefully chooses his words. Connotation means the emotional feeling attached to a word. What is the connotation of the words surge, bore and protesting as used in the text?
10. During the short story, the author states that the students are “smiling”. What theme can be inferred by the students’ wicked smiling?
11. Compare how the children walk away from the door when they push Margot into the closet with how the children walk back to the closet to let her out at the end.
12. Why are the children able to empathize with Margot at the end of the story?