All Summer in a Day by Ray Bradbury

Pane \_\_\_\_\_\_\_\_\_ Metaphor

Explain how “summer” can serve as a metaphor for childhood, freedom, or happiness. You may use your own interpretation if these three do not appeal to you.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Length of time | Seen by children as… | Necessary because… | Behavior of children during… | Behavior of children without… |
| Summer (literally) as a season |  |  |  |  |  |
| Summer as a metaphor for \_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |

In a paragraph of five to seven sentences, answer the following questions: How does this metaphor of summer help to portray the behavior of the children of Venus and of Margot? Why is understanding this behavior important to the message of the story?

Learning Targets:

I can explain metaphorical meaning or connotative meanings of key terms in narrative writings.

I can understand figurative language used by an author and explain its impact on the meaning of the story.

ELACC7L5: Demonstrate understanding of figurative language, word relationships, and nuances of word meanings.

ELACC7RL4: Determine the meaning of words and phrases as they are used in text, including figurative and connotative meaning.

Examples of answers:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Length of time | Seen by children as… | Necessary because… | Behavior of children during… | Behavior of children without… |
| Summer (literally) as a season | 11 weeks or in the story, one day | Time of no school, freedom, no responsibility, playing | Going to school all year would be difficult, executive skills of play, time to be a child | Silly, swimming, playing, being a little lazy, exploring, vacation with family | Regimented, restrained, ordered |
| Summer as a metaphor for childhood | 12 years or no childhood in very bad situations | Time to learn, play, depend on adults, have fun, grow | Learn to play, create, plan, work together, think, gain responsibility | Dependent, happy, earning trust and responsibility, young, silly | Responsible, serious, lost |

Paragraph:

Children need the joy and freedom of summer and summer vacation. The children deprive Margot of her one chance to experience that joy, warmth, and freedom as a child on Venus. After being in the sun, knowing how uplifting the sun can be, and experiencing the happiness that playing in the sun can bring, they realize just how cruel they have been to Margot. They live the perfect childhood for a few hours in one day when the sun shines. They take away Margot’s chance to have that childhood experience. Seven years to anyone is a long time, but to a child it can seem like almost forever. Sometimes, the hurt that people cause cannot be alleviated today, or tomorrow, or ever. Perhaps the children of Venus even deprive themselves of happy memories of the day because of their behavior. For some of them, that day will always carry feelings of guilt and regret. Childhood is a time when children should be happy. When children bully each other, are cruel toward others, are mean, or are just insensitive, they steal the sunshine from others and cause their childhoods to be times of darkness and isolation.

Pane \_\_\_\_\_\_\_\_ Setting

Bradbury creates a setting by describing or even just mentioning some aspects of his Venus that are different from what people experience on Earth. List two quotes beside each term that indicate how life on Venus is extremely different.

1. Underground

a.

b.

1. Forests/Jungles

a.

b.

1. Rain

a.

b.

Write a description of Bradbury’s Venus based on the quotes you have selected. How does this setting impact the behavior of the characters and advance the plot of the story?

Learning Targets:

ELACC7W3b: Use narrative techniques such as…description, to develop experiences, event, and /or characters.

I can recognize the use of description by the author as a method of developing a setting with specific characteristics.

I can pull descriptive phrases used throughout a story and write a brief, accurate description of a setting.

ELACC7RL3: Analyze how particular elements of a story or drama interact (how settings shape the characters or plot)

I can explain how the setting of the story causes characters to think or behave in particular ways that are significant to the plot of the story.

Possible Answers:

1. Underground
2. “the children were crushed in the great, thick windows”
3. “she would play no games with them in the echoing tunnels of the underground city”
4. Forests/Jungle
5. “A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again.”
6. “…and stood in the great jungle that covered Venus, that grew and never stopped growing, tumultuously, even as you watched it. It was a nest of octopi, clustering up great arms of fleshlike weed, wavering, flowering in this brief spring. It was the color of rubber and ash, this jungle, from the many years without the sun.”
7. Rain
8. “It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands.”
9. “They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches, everywhere and forever.”

Write a description of Bradbury’s Venus based on the quotes you have selected. How does this setting impact the behavior of the characters and advance the plot of the story?

Venus is covered in heavy jungle that is not green, but is neutral in color. People live underground because the rain is so heavy and destructive. The rain pounds overhead and the sound is prevalent and loud. The sun is seen only one day each seven years. The children are not allowed to play outside because of the danger from the rain except on this one day. When they are jealous of a child who has seen the sun and is different because she has lived on Earth, they lock her away in a closet. She misses her time in the sun, which was a miraculous time for the other children.

Pane \_\_\_\_\_\_\_\_ Character Sketch

As you reread the story, use three different colors of highlighters to mark direct and indirect characterization by the author of Margot (pink), William (blue), and the children of Venus (green). Copy the significant sections of the quotes from the story or paraphrase them and place them in the correct pocket. After you have at least five comments from the story in each pocket, write a character sketch of Margot, William, or the children of Venus.

Pockets go here:

Character Sketch:

Learning Targets:

ELACC7W3b: Use narrative techniques such as…description, to develop experiences, event, and /or characters.

I can write a character sketch based on indirect and direct characterization throughout a story.

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I can use textual evidence to support my analysis of a character.

Children of Venus

William

Margot

Cut out the pockets and glue them (side edges and bottom only!) onto the chart.

Pane \_\_\_\_\_\_\_\_ Point of View

Complete the epiphany poem from the point of view of Margot, William, or the children of Venus. Be prepared to support your ideas with evidence from the story.

(Copies of the epiphany poems are provided.) Your teacher will tell you whether you can complete one poem as a group, one poem individually, or all poems as a group.

Learning Targets:

ELACC7W3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

I can use context clues to develop an understanding of a character’s point of view.

I can convey my understanding of a character’s point of view by completing an epiphany poem based on a character’s perspective that is consistent with the character’s personality and point of view in the story.

ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

I can base my recognition that different characters have contrasting points of view on contextual evidence.

Margot:

My name is Margot, and I have lived on Venus \_\_\_\_\_\_\_\_\_\_\_\_. To me the sun is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The other children think that I am

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but I know that I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When they

are mean to me, I think to myself \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but I let them think

that I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. One guy is particularly mean to me, but

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He has the idea to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What they do to me is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and I will always feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

William:

My name is William, and I have lived on Venus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. To me the sun is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The other children think that I am

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but I know that I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I

think Margot is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I want to hurt her

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. My time in the

sun is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When I remember

Margot, I feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; I will handle those feelings

by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Living on Venus is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The children of Venus

We are the children of Venus, and we have lived on Venus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Our parents are   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. To us the sun is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

and we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We think Margot is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and William is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

We follow William because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Our time in the sun is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When we remember Margot, we feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Living on Venus is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Pane \_\_\_\_\_\_\_\_\_ Prediction based on evidence

“There was talk that her father and mother were taking her back to Earth next year…”

As “All Summer in a Day” ends, Margot’s future is not known. Create a T-Chart listing both evidence from the story and your own perceptions based on the text of the story.

Remaining on Venus

Moving back to Earth

Write a forty word response and explanation to the question: Will Margot’s family take her back to Earth? Make sure that your response reasonably follows both the intent and text of the story.

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

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Learning Targets:

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I can use textual evidence to make inferences about the story.

ELACC7W3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

I can write a conclusion that logically follows both the purpose and text of a story.

Pane \_\_\_\_\_\_\_\_ Reflection of Learning

After reading “All Summer in a Day,” completing the windowpane assignments, participating in conversations about the story, and viewing the work of your peers, you are now ready to reflect on learning. What have you learned or confirmed about yourself as a person and as a writer by completing these tasks? What could be a theme that you take and apply to your life from the story/stories that you have read?

Learning Targets:

ELACC7W3: Write narratives to develop real …experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

I can write a narrative of my learning experience with the Narrative Window Pane Activity.

My narrative:

Effective Feedback Directions:

1. The teacher will collect all of the windowpane charts and redistribute them among the class groups.
2. The teacher will guide the groups to provide effective feedback for each panel.

Metaphor Window Pane: How closely does the metaphor for summer that is presented align with the story? Can you see through the response that the metaphor is reasonably applied to both character actions and story intent?

Setting Window Pane: How strongly does the evidence selected for each element support the significance of the element to the setting? How accurately does the response relate how the setting affects the behavior of the characters and the plot of the story?

Character Sketch Window Pane: How strongly does the evidence selected for each character or group of characters contribute to the overall perception of the character? How impactful and aligned to the details in the story are the descriptive elements in the character sketch?

Point of View Window Pane: How strongly do the comments in the epiphany poem/poems align to the details and purpose of the story? How insightful and impactful are these comments?

Conclusion Window Pane: How strongly does the evidence selected and ideas offered support the choice of ending? How reasonably does the proposed conclusion align with the details and intent of the story?

Reflection Window Pane: How well does the narrative address what was learned and/or confirmed through the experience about the participant as a person and as a writer? How effective are the details offered in supporting the participant’s insights and conclusions?

1. After the groups have an opportunity to give feedback, the windowpane charts are returned to their creators to make any changes before the charts are given to the teacher for feedback.
2. The teacher collects the revised copies of the windowpane charts and uses the same effective feedback questions to assess the charts and give teacher feedback.
3. The posters should be displayed around the room; allow students to do a gallery walk of appreciation.