

Name: _____

Date: _____

Hour: _____

ALL SUMMER

IN A DAY

RAY BRADBURY

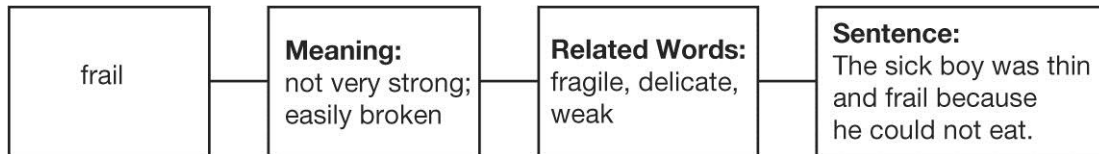
Narrative/Sabella

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from “All Summer in a Day” -

vital, consequence, surged, savored.

Example



vital			
consequence			
surged			
savored			

Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the concept of each vocabulary word.

1. frail

- A) The old dog slowly pulled himself up off the floor and hobbled to the water bowl.
- B) Although Gloria had been very sick with a virus, she felt as good as ever a week later.

2. vital

- A) Before taking a long road trip, Dean checked his car's oil, brakes, tires, and transmission.
- B) Betty packed snacks and a novel for the trip to the beach.

3. consequence

- A) More than anything, Lisa wanted to go to college, so she knew she had to get good grades in high school.
- B) Karate lessons and gymnastics were just two of many activities that Dylan enjoyed on weekends.

4. surged

- A) The crowd of people waited for a glimpse of the championship team returning from the tournament.
- B) With the starting bell, the horses thundered out of the gates and onto the track for a race that was sure to be close.

5. savored

- A) The students enjoyed their field trip to the museum but happily got on the bus to return home.
- B) Allison begged her parents to stay one more hour so she could continue to watch the polar bears swim and play.

Activity 3: Changing Contexts

Each vocabulary word from “All Summer in a Day” is used at least once in the following paragraph. Fill in each word where it best fits the context.

***You may use words MORE than once.**

Example Helen’s health was of great consequence to her parents.

frail vital consequence surged savored He
le

n was a (6) _____ child, who seemed to catch every
passing cold and flu bug. Though Helen thought that her illnesses were of little (7)
_____, her parents worried about her. They believed it was (8)
_____ that she get more exercise and breathe fresh country air.
Helen’s parents decided to send her to a summer camp. There she (9)
_____ the chance to play in the forest and swim in a lake. Still,
Helen and the other children missed their parents and felt that it was (10)
_____ to communicate with them. On the day that the parents
visited, the children (11) _____ forward, anxious to tell them about

their experiences at the camp. Helen's parents (12) _____ seeing
Helen looking so strong and healthy.

Questions

1. Read this sentence from the story. **"The children pressed to each other like so many roses, so many weeds intermixed, peering out for a look at the hidden sun."** The sentence is an example of—

- A metaphor
- B simile
- C hyperbole
- D allusion

2. The real reason for the children's prejudice against Margot was:

- A her skin color.
- B her foreign-sounding speech.
- C her behavior.
- D her history and opportunities (jealousy).
- E they thought she cheated on her poem.

3. Margot's "biggest crime" was that—

- A she had come to Venus only five years before and remembered the sun.
- B her parents were taking her back to Earth the following year.
- C she thought that she was better than the rest of the children.
- D she would not play with the rest of the children.

4. Read this sentence from the story. **"But then they always awoke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests."**

The phrase *clear bead necklaces* is an example of—

- A simile
- B alliteration
- C hyperbole
- D metaphor

5. The children on Venus are affected by the weather in all of the following ways EXCEPT—

- A they live in an underground city.
- B they use sun lamps.
- C they only saw the sun every seven years.
- D they are still allowed to play outside.
- E they play in the tunnels.

6. Which of the following is NOT a simile about the sun?

A like a blushing face

B how like a lemon it was

C it was the color of flaming bronze and
it was very large

D it's like a penny

7. Why are the students on Venus?

A as an experiment to see the effects of sunlight

B because their parents are rocket people

C to get a better education

D to form a new race of people

E to wait seven years for the next Earth shuttle

8. The arrival of the sunlight was first made clear by—

A Margot's muffled cries and her beating on the door.

B The silence.

C The smell of the outside world when the door slid back.

D The flaming bronze color and the blue sky.

E The warmth of the sunlight.

9. Who wrote the poem, "I think the sun is a flower/That blooms for just an hour"?

A the teacher

B the class leader

C Margot

D William

10. When the little boy pushes Margot and asks her what she is waiting for, Bradbury writes that "what she was waiting for was in her eyes." What was in her eyes?

A longing

B hurt

C anger

D acceptance

11. When the children lock Margot in the closet—

- A it was a harmless, childish prank.
- B the children intended for her to miss the sun.
- C some children protested Margot's treatment by the other children.
- D they had NO idea what Margot would be missing.

12. The main conflict in the story is—

- A the children versus Margot (external conflict).
- B the continual rain on Venus (external conflict).
- C Margot's mood swings (internal conflict).
- D The parents' desire to return to Earth (internal conflict).

13. Why is Margot going back to Ohio?

- A her parents will make thousands more dollars there
- B the other children hate Margot
- C Margot is depressed on Venus and her parents are worried
- D Venus will be destroyed

14. The author states, "It had been raining for seven years," which indicates—

- A that the author is lying.
- B that this is an autobiography.
- C that the story is fantasy.
- D that the story will have a happy ending.

15. Although the story is set on another planet, what is the MOST important in making the setting familiar to its readers?

- A being in a classroom
- B listening to unending rain
- C waiting for a brief hour of sunlight
- D having dreams about a awaited event

16. Bradbury set this story on Venus to show that—

- A people behave differently in a new situation.
- B teachers do not always check carefully on their students.
- C waiting greatly increases the appreciation of an event.
- D cruelty to others can happen anywhere and anytime.

17. Read this sentence from the story. “Margot was a very frail girl...an old photograph dusted from an album.” The description indicates—

- A Margot is undernourished.
- B Margot lacks liveliness and vitality.
- C Margot feels colorless.
- D Margot is old for her age.
- E Margot dresses in an old-fashioned way.

18. Which point of view is this story told from?

- A first person
- B second person
- C third person omniscient (all knowing)
- D third person limited

19. a. How do you feel about what the other children do to Margot in “All Summer in a Day”?

I feel _____
_____.

b. What do you think she does when they let her out?

When they let her out, I think she _____

_____.

20. Why do you think the children lock Margot in the closet when they know how much the sun means to her?

I think the children lock Margot in the closet because _____

_____.

21. When the children remembered that Margot was still in the closet, they “looked at each other and then looked away...Their faces were solemn and pale. They looked at their hands and feet, their faces down.” What do these details tell you about how they feel?

These details tell me they _____

_____.

22. a. What do you think the title of Bradbury's story means?

I think the title means _____

b. Do you think it's a good title? Why or why not?

I think the title is _____ because _____

23. What do you think now about outsiders(people who don't fit in/are different) and the groups who pick on them?

I think outsiders _____
_____ and the groups who pick
on them are _____

24. Would you volunteer to be a colonist on a distant planet? Explain.

I would/ would not volunteer to be a colonist on a distant planet because _____

25. Bradbury's ending leaves some questions unanswered. Do you think he should have shown what happens when Margot gets out of the closet, or do you like the story as it is?

a) I think Bradbury should have shown what happens when Margot gets out of the closet because

OR

b) I like the story as it is because _____

IN YOUR OWN BRAIN:

What is the weather like on Venus and how long has it been that way?

Who lives on Venus?

When did the sun last shine?

What does Margot's poem reveal about the sun?

How has living on Venus affected Margot?

What is unusual about the city's exact location?

When was the only time Margot participated in classroom activities? Why?

What is Margot's biggest crime?

Why is Margot's family considering moving back to Earth? What is keeping them from it?

Why did the kids hate Margot?

What happened to the weather when it changed and how long did it last?

How did the geography of Venus change when the sun came out? (think growth)

How do they children feel when they realize what they did to Margot and how can you tell?

You do not need to write answers for the questions not numbered. Instead, review them mentally and be prepared to discuss them with the class in detail and share your opinions, supports, and wonderings.