

Study Guide, Short Story 2: Ray Bradbury

1. Will people ever live on other planets? Why do you think we will or will not?
2. Does the weather influence your mood? Explain: what specific weather makes you feel good or bad?
3. Did you move as a child? What was that like?
4. Is it fair for children when their parents move to a different culture? What can be hard or easy for children when they are forced to move to an unfamiliar place?
5. Remember a time in your life when you felt different from those around you. What was that like? Tell me the time and place.
6. Have you ever been jealous of one of your peers? How did those feelings make you act towards what person?

Vocabulary for "All Summer in a Day"

List 1: You should know or be able to guess the meanings of these words. They are non-academic, ordinary English. For each word, try to:

- 1) Identify the part of speech
- 2) Translate into your first language, and
- 3) Give a synonym

intermixed	dimly	spell
peering	vital	tumultuously
gush	savage	wavering
concussion	blink	octopi
stunned	plead	squeak
blush	muffled	resilient
protested	apparatus	savor
slacken	repercussion	glance
spokes	tropical	wail
drench	tremor	stake
pattern	bronze	glance
		solemn

List 2: These are academic words. You should learn these words and their word families. Make a vocabulary card for each one if needed.

compound	insert
civilization	brief
consequence	seek
predict	suspend

Setting

Where and when does this story take place? Guess! What clues make you think so? Write a quotation (a few words is OK) from the story to support your guess.

Place: Indoors or outdoors?

Why?

What place?

Why?

What planet?

Why?

Time: What day?

Why?

What season?

Why?

In the past, present or future?

Why?

Characters

Main characters are the people who speak and affect the story the most. This story has ONE main character, but also a group of children who are like a main character. Caution: Avoid copying directly from the story.

Name: <i>Margot</i>	Name: <i>Other children</i>
This person is: (Description)	These kids are: (Description)
Their personality is: (Characterization)	The group's personality is:

Characterization

“Characterization” means the way the author shows the personality of each character. Look for actions, not just adjectives!

Look back at the “Characters” exercise. Choose one “personality” quality that you wrote for each person. Copy it here. First, explain your thinking: why do you feel this describes the person? Then, write a quote from the story that supports your choice. Be careful to include quotation marks. It’s OK to copy a phrase, but be sure the thought is complete.

Example:

Character & Personality Trait:	Why?	Supporting Quote:
<i>Margot</i>		

Character & Personality Trait:	Why?	Supporting Quote:
<i>William</i>		

Vocabulary: Circle the word that does not match the others in meaning.

1. concussion blow injury wail
2. octopi tree jellyfish squid
3. whisk tatting hammer drumming
4. frail thin weak glowing
5. echo muffle tremor rattle repercussion
6. avalanche tornado breeze volcanic hurricane
7. drench drown soak shower wither
8. gush dust trickle pour flow
9. speed slacken hesitate lessen suspend
10. wildly feverish excited shy hyperactive

Connotation: What emotion or idea is Bradbury trying to create with these repetitive sentences?

“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” (p 1).

A. Rain is boring	B. There are many varieties of rain
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“She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair” (p 2).

A. Rain is helpful to this child	B. Rain is bad for this child
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“So after that, dimly, dimly, she sensed it, she was different and they knew her difference and kept away” (p 2).

A. There is a problem, but it’s hard to understand clearly	B. Being different is a bad thing which makes children suffer
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“It was the color of rubber and ash, this jungle, from the many years without sun. It was the color of stones and white cheeses and ink, and it was the color of the moon” (4).

A. Black and white have many different shades	B. The jungle has died
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Based on the definitions learned in class, decide whether each quote is a simile or a metaphor.

_____	1. "The children pressed to each other like so many roses, so many weeds intermixed."
_____	2. "They were remembering gold or a yellow crayon or a coin large enough to build the world with."
_____	3. "They always awoke to the tating drum, the endless snaking of clear bead necklaces upon the roof."
_____	4. "They turned on themselves, like a feverish wheel, all fumbling spokes."
_____	5. "She was an old photograph dusted from an album, whitened away and if she spoke at all her voice would be a ghost."
_____	6. "It's like a penny."
_____	7. "It was a nest of octopi, clustering up great arms of fleshlike weed, wavering, flowering in this brief spring."

Connecting Information. Using what you learned about the Cold War in the video, as well as any other research you choose to do, discuss how the Cold War influenced the plot and themes of this short story. Write a short paragraph here, or attach your own paper.

Narrative Arc. Identify: Major conflict; development (SIX POINTS); the climax. Include two original Resolutions: one “happy,” one “sad.”

