
Using Ray Bradbury’s “All Summer in a Day” to Discuss Setting
6TH Grade English Language Arts – 45 minute class

CCSS RL 6.4:

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Central Focus:

The central focus of this lesson is to allow students creative freedom in how they represent the setting in the story by creating either a picture or a poem. Accompanying their creative piece, will be a quote from the text that served as an inspiration.

Specific Learning Objectives:

The specific learning objective of this lesson is to teach students how to draw connections between what they’ve read and what they eventually create. They’ll be asked to delve even deeper by explaining how the sentence or excerpt they’ve chosen advances the story.

Academic Language Demands:

The academic language demands of this lesson include: setting, quote, poem, acrostic poem, and sketch.

Procedure:

- 1) Allow students to check in and get settled down (2 minutes)
- 2) Go over presentation on setting. (7 minutes)
- 3) Discuss examples of art and poetry. (10 minutes)
 - a. Link #1:
 - i. *What’s the first image a depiction of?*
 - ii. *What about the second image. How does this one make the viewer feel? Is it similar to the way in which Bradbury makes his readers feel?*
 - b. Link #2:
 - i. *Looking over these various images, can anyone tell me which one is probably based off Bradbury’s story?*
 - ii. Navigate to each image that is guessed to reveal which story inspired it until a student has guessed correctly.
 1. *Why about this image made you realize it was based of Bradbury’s story? To all: Why did the artist choose to cover Margot’s eyes with rain clouds. What effect does this have on the viewer?*
 - c. Link #3:
 - i. Read all or part of the poem. *What do we notice about the structure of this poem? What part of the senses does the poem focus primarily on: sight, smell, taste, etc.? Right, the author focuses on the surroundings—or setting—in the poem.*

- d. Link #4:
 - i. *What way does this poem make you feel? Unlike the last poem, this one has a rhyme scheme—if you elect to write a poem, you can try either way!*
- e. Connection: *Artistic expression comes in all different forms. Bradbury’s writing is a form of art that inspired other forms of art. Now it’s your turn to create something that’s inspired by Bradbury’s story.*
 - i. Ask students to look through the text and pick out a sentence that describes the setting. (3 minutes)
 - a. It could be either the setting of Venus or the setting of Earth as Margot remembers it.
 - ii. Once they’ve found and written down their sentence, allow students time to work on their creative pieces. (20 minutes)
 - iii. Ask students to bring their work home with them, and work on their drawings/poems if unfinished, and their explanations connecting it to the text as a whole. (2 minutes)

Assessment:

Students will turn in their work which will be assessed on their ability to correctly locate the description of the setting in the story, and to then connect that to the action of the story as a whole.

Instructional Materials and Resources:

- PowerPoint on setting
- Hand outs
- Art Supplies
- Literature Books

Content Justification:

I chose “All Summer in a Day” by Ray Bradbury because although the text was written a long time ago, it’s still applicable to student’s lives. Kylene Beers presents a list of what students are looking for in books in her text *When Kids Can’t Read What Teachers Can Do*, “most readers are looking for characters who are their age or up to two years older” (287). The dynamics between students in a school setting is highlighted in this piece, which is a perspective my students can understand. Also, the main character could be considered a victim of bullying. Bullying is an important topic, especially in schools. Undoubtedly, readers feel empathy for Margot, thereby allowing students to understand how actions can affect others. If they’ve been bullied or have bullied in the past, they’ll come to understand through texts like this, that it has severely negative consequences. Further, this text transports readers to another world. Beers also states that, “if we listen, we’ll hear very specific criteria for what makes a book appealing to a reluctant reader” (283). I’ve been lucky enough to accompany my students to the library where they choose their own books, giving me the opportunity to discover what they love. From talking to my students, I’ve learned that many of them enjoy reading science fiction or fantasy. While the story is grounded in the reality of a classroom, it throws in the added intrigue of science fiction. Further, the examples of art and poetry based off Bradbury’s story allow students to make connections to the artistic component of this lesson. The models will fuel students’ own ideas when it is time for them to create a drawing or poem, giving them a clearer direction and purpose for the creative portion. Not only will this serve as inspiration, but it will also help students to realize there is a connection between various art forms: drawing, painting, and specifically for the English classroom, writing.

Pedagogy Justification:

I've chosen to give students the opportunity to express themselves creatively. Harry R. Noden discusses the artistry of writing in his book *Image Grammar: Teaching Grammar as Part of the Writing Process*, "The qualities of a writer's images—the details, colors, shapes, movement—derive from visual perception. An ineffective writer sees broad impressions that evoke vague labels; a powerful writer visualizes specific details that create a literary virtual reality" (3). By allowing students to sketch out what images the author creates in their minds, they will hopefully be able to internalize what good writing is and does. Not only will drawing help them visualize what is being described, it will also help to keep them engaged. Carlette Jackson Hardin describes the classroom management theory, Discipline with Dignity, in her book *Effective Classroom Management: Models and Strategies for Today's Classroom*, "Curwin and Mendler... suggest that when discipline problems occur, teachers should look at their own role in creating the problem. It may be that the problem is the result of how the teacher interacts with students or the way in which the teacher conducts the class" (101). Essentially, this theory asks the teacher to determine if a lesson is engaging for students. If a lesson is engaging enough, students will stay on task more easily, lessening the occurrence of behavioral issues. In this lesson sequence, students have been asked to do a lot of listening and writing, mostly in silence. For the final part of this lesson, I want to give them a little more freedom to express themselves in relation to the story to ensure the utmost engagement in class activities.

WORKSHEET

Name _____

Instructions: Pick out one or two sentences that describe the setting in “All Summer in a Day.” Once you’ve chosen your quote, create a drawing, a poem, or an acrostic poem inspired by the quote. Lastly, write a brief description that explains how your quote and picture/poem connect to the action of the story (something that happens).

QUOTE:



Write a brief explanation that connects your quote to the action (something that happens) in the story:

Works Cited

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Work Samples

