"All Summer in a Day"

1. On page 68, 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?

For seven years it has been raining, heavy gushes of water, thick grey clouds, and rocket people live underground, lightning and thunder, trees crushed under the rain.

The mood is gloomy, depressing, rocket people are kind of cold hearted/blooded.

2. In the beginning of the story, on page 68, "the children are pressed to each other like so many roses, so many weeds, intermixed peering out for a look at the hidden sun" through the window. How do these words by the author convey tone? Why does the author create this tone?

Describing the children like roses and weeds tangled together while they are trying to see the hidden sun, the author is trying to convey a tone of meanness because kids are pushing and shoving. The kids are rude because they are pushing each other.

The author tries to create this tone because the kids do not remember the sun and so they are not very friendly and kind of cold.

3. Reread line 21 on page 70 beginning with "Margot stood apart". What does the reader learn about Margot's character? What does the author imply about Margot's character?

The reader learns that Margot is different than the other students because she remembers the sun and the others do not.

4. Reread line 49 on page 70 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?

Based on the metaphor, the reader can infer that Margot was once happy when there was sun in her life, but now that she hasn't seen the sun for years, she is washed away like an old photograph. She is no longer happy and longs to see the sun.

5. On page 70, "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?
William has that reaction because he is jealous of Margot because he knows that she remembers the sun and he doesn’t.

6. On page 71, 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?

The evidence that shows that it is vital for Margot to return to earth, even though it will be expensive, is the way she is described and how the other children treat her. For example it says “She was a 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.” This evidence shows that Margot cannot adapt to her new home on Venus and needs to go back to earth. Also, the other children are not nice to her. In the text it says “They edged away from her, they would not look at her.” When William was bullying her, the other students did not care and let it happen. Margot needs to go back to earth because she cannot get used to life on Venus.

7. On page 71, 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?”

The “big and little consequence” refers to Margot looks, which she cannot help (little consequence) and the big consequence refers to Margot being able to go back home to earth. The other children are very jealous of this.

8. On page 72, Bradbury states,” the students surge about her” to shove Margot into the closet. What motivates them to do this act?

The students are motivated to shove Margot into the closet because their jealousy and lack of understanding gets to their head. They also let William play with their thoughts in influencing them to doubt that the sun is coming out.

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 on page 72?

The connotation of the words surge, bore, and protesting portray the emotions of hostility, violence, and hatred the students feel toward Margot.
10. On page 72, the students are “smiling”. What theme can be inferred by the students’ wicked smiling?

The theme that can be inferred from the students’ wicked smiling is jealousy can make people do horrible things.

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. See pages 72 and 74.

In the beginning, the children push Margot into the closet hastily and violently. At the end, the children were hesitant and ashamed of their actions and walked slowly to the closet.

12. Why are the children able to empathize with Margot at the end of the story on page 74?

The children are able to empathize with Margot at the end of the story because like Margot, they now know how wonderful the sun is. They realized they took away Margot’s greatest joy and they feel ashamed of themselves.

13. The children have lived without the sun for 7 years. Why did "a boom of thunder startle them"? What is the BEST answer? (p.74)

A. It shocks them back to the reality of their situation.
B. It makes them realize that lightning is dangerous.
C. They were afraid of the rain.
D. The thunder made them sad

14. Differences between people often cause conflict. How does Margot contribute the conflict she is having with the other children? (p.70 and throughout the story)

Instead of Margot defending herself and trying to make the best out of her situation, she remains silent and does not defend herself. She quietly stands by as William and the other kids make fun of her and push her around. She could have told the teacher, defended herself, and stood up for what she believes in, instead of standing by and letting the other kids pick at her.