

## All Summer in a Day

Short Story by Ray Bradbury

# What if your whole WORLD changed?



**ILLINOIS  
OBJECTIVES**

**READING STANDARDS**

1.6.19 Draw inferences about text

2.6.01 Identify elements of fiction

**KEY IDEA** People often become comfortable in the familiar world of their family, friends, and daily routines. However, people move and traditions change. When your world changes, whether by a little or a lot, it can have an impact on your life. In “All Summer in a Day,” a young girl feels lost in a new place.

**SKETCH IT** Think about the people, places, events, and ideas that are most precious to you. Create a sketch of your world, showing some of the things that make it a special place. How would you feel if any of these things disappeared?



## LITERARY ANALYSIS: SETTING

**Setting** is not only *where* a story takes place but also *when* it takes place. In **science fiction** stories, the setting is often the distant future. The imaginary world in which the characters live is based on real or possible scientific discoveries and inventions. This setting usually causes the events of the story to unfold in an unexpected way. As you read “All Summer in a Day,” look for clues that tell you when and where the story takes place.

**Review: Conflict**

## READING SKILL: MAKE INFERENCES

As a reader you are a detective. Details, events, and dialogue in a story are your clues. You put the clues together with your own knowledge to **make inferences**, or make guesses.

As you read “All Summer in a Day,” use an equation like the one shown to record the inferences you make about the characters’ feelings and their actions.

*Clues from the Story + My Knowledge = Inference*

*Margot is not part of the group. + Not being part of a group can make you feel sad. = Margot feels sad.*

**Review: Identify Cause and Effect**

## VOCABULARY IN CONTEXT

Ray Bradbury uses these words as he creates a world that is very different from ours. Complete each sentence with an appropriate word from the list.

<b>WORD LIST</b>	apparatus	resilient	slacken
	immense	savor	tumultuously

- The leaves shook \_\_\_\_\_, and we were scared.
- The \_\_\_\_\_ planet offered many areas to explore.
- The sturdy shelters are built to be \_\_\_\_\_.
- After the storm, the wind began to \_\_\_\_\_.
- The \_\_\_\_\_ used to open the hatch was broken.
- She sat quietly to \_\_\_\_\_ everything around her.

## Vivid Imagination

As a boy in Illinois, Ray Bradbury had a passion for adventure stories, secret code rings, and comic strips. He started writing fiction to create his own imaginary worlds.



Ray Bradbury  
born 1920

## Creative Genius

While some of Bradbury’s most famous stories are science fiction, he doesn’t think of himself as a science fiction writer. Instead, he thinks of himself as someone who simply writes what he sees, just “through a different lens.” Though he writes about future technology and space travel, Bradbury is a bit old-fashioned. He has never learned to drive a car, preferring to get around by riding a bicycle.

## Background

**Beyond Summer** When Bradbury wrote “All Summer in a Day” in 1954, very little was known about Venus. The mysterious planet lay hidden beneath a very heavy layer of clouds. Scientists learned a few years later that this dense cloud cover did not result in constant rain, as occurs in Bradbury’s story. Instead, the clouds appear to trap heat. The temperature at the surface of the planet is about 860°F, which is much too hot for rainfall.



### MORE ABOUT THE AUTHOR AND BACKGROUND

To learn more about Ray Bradbury and the planet Venus, visit the Literature Center at [ClassZone.com](http://ClassZone.com).

# ALL SUMMER IN A DAY

RAY BRADBURY

“**R**eady?”

“Ready.”

“Now?”

“Soon.”

“Do the scientists really know? Will it happen today, will it?”

“Look, look; see for yourself!”

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

It rained.

- 10 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<sup>1</sup> of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the school room of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives. **A**

## ANALYZE VISUALS

What words would you use to describe this photograph?

## **A** SETTING

Reread lines 7–18. What do the **details** suggest about where and when the story takes place?

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1. **concussion** (kan-kūsh'an): pounding.



"It's stopping, it's stopping!"

20 "Yes, yes!"

Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew that they thought they remembered a warmth, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they  
30 always awoke to the tattering drum,<sup>2</sup> the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forest, and their dreams were gone.

All day yesterday they had read in class, about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it:

"I think the sun is a flower,  
That blooms for just one hour."

That was Margot's poem, read in a quiet voice in the still classroom while the rain was falling outside.

40 "Aw, you didn't write that!" protested one of the boys.

"I did," said Margot. "I *did*."

"William!" said the teacher.

But that was yesterday. Now, the rain was **slackening**, and the children were crushed to the great thick windows.

"Where's teacher?"

"She'll be back."

"She'd better hurry, we'll miss it!"

They turned on themselves, like a feverish wheel, all tumbling spokes.

Margot stood alone. She was a very frail girl who looked as if she had  
50 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. She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost. Now she stood, separate, staring at the rain and the loud wet world beyond the huge glass.

"What're *you* looking at?" said William.

Margot said nothing.



Exploration of Venus began with a "flyby" spacecraft from the Soviet Union in 1961 and another from the United States in 1962. Since then, orbiting spacecraft and robotic equipment have provided pictures and information about conditions on Venus.

**slacken** (släk'ən) v. to slow down or lessen

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2. **tattering drum**: a continuous, soft, beating sound.

“Speak when you’re spoken to.” He gave her a shove. But she did not move; rather, she let herself be moved only by him and nothing else.

They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games, her lips barely moved. Only when they sang about the sun and the summer did her lips move, as she watched the drenched windows.

And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was, when she was four, in Ohio. And they, they had been on Venus all their lives, and they had been only two years old when last the sun came out, and had long since forgotten the color and heat of it and the way that it really was. But Margot remembered. **B**

“It’s like a penny,” she said once, eyes closed.

“No it’s not!” the children cried.

“It’s like a fire,” she said, “in the stove.”

“You’re lying; you don’t remember!” cried the children.

But she remembered and stood quietly apart from all of them and watched the patterning windows. And once, a month ago, she had refused to shower in the school shower-rooms, had clutched her hands to her ears and over her head, screaming the water mustn’t touch her head. So after that, dimly, dimly, she sensed it, she was different and they knew her difference and kept away. **C**

There was talk that her father and mother were taking her back to Earth next year; it seemed vital to her that they do so, though it would mean the loss of thousands of dollars to her family. And so, the children hated her for all these reasons, of big and little consequence. They hated her pale, snow face, her waiting silence, her thinness and her possible future.

“Get away!” The boy gave her another push. “What’re you waiting for?”

Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

“Well, don’t wait around here!” cried the boy, savagely. “You won’t see nothing!”

Her lips moved.

“Nothing!” he cried. “It was all a joke, wasn’t it?” He turned to the other children. “Nothing’s happening today. *Is it?*”

They all blinked at him and then, understanding, laughed and shook their heads. “Nothing, nothing!”

**B CONFLICT**

What is the conflict between Margot and her classmates?

**C MAKE INFERENCES**

Why does Margot refuse to take a shower?

“Oh, but,” Margot whispered, her eyes helpless. “But, this is the day, the scientists predict, they say, they *know*, the sun . . .”

100 “All a joke!” said the boy, and seized her roughly. “Hey, everyone, let’s put her in a closet before teacher comes!”

“No,” said Margot, falling back.

They surged about her, caught her up, and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. They heard her muffled cries. Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived. **D**

“Ready, children?” She glanced at her watch.

110 “Yes!” said everyone.

“Are we all here?”

“Yes!”

The rain slackened still more.

They crowded to the huge door.

**T**he rain stopped.

It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first, gone wrong with the sound **apparatus**, thus muffling and finally cutting off all noise, all of the blasts and repercussions and thunders, and then, secondly, ripped  
120 the film from the projector and inserted in its place a peaceful tropical slide which did not move or tremor. The world ground to a standstill. The silence was so **immense** and unbelievable that you felt that your ears had been stuffed or you had lost your hearing altogether. The children put their hands to their ears. They stood apart. The door slid back and the smell of the silent, waiting world came in to them.

The sun came out. **E**

It was the color of flaming bronze and it was very large. And the sky around it was a blazing blue tile color. And the jungle burned with sunlight as the children, released from their spell, rushed out, yelling, into the  
130 summer-time.

“Now, don’t go too far,” called the teacher after them. “You’ve only one hour, you know. You wouldn’t want to get caught out!”

But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.

“Oh, it’s better than the sun-lamps, isn’t it?”

**D CAUSE AND EFFECT**

What happens to Margot as a result of the other children’s dislike of her?

**apparatus** (ăp’ə-răt’ēs)  
*n.* a device or set of equipment used for a specific purpose

**immense** (ĭ-měns’)  
*adj.* extremely big; huge

**E SETTING**

Reread lines 115–126. What do the children learn about their world when the sun comes out?



“Much, much better!”

They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, **tumultuously**, even as you watched  
140 it. It was a nest of octopuses, clustering up great arms of flesh-like weed, wavering, flowering in this brief spring. 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. **F**

The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them, **resilient** and alive. They ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag, but most of all they squinted at the sun until tears ran down their faces, they put their hands up at that yellowness and that amazing blueness, and they breathed of the fresh fresh air and listened and listened  
150 to the silence which suspended them in a blessed sea of no sound and no motion. They looked at everything and **savored** everything. Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles. They ran for an hour and did not stop running. **G**

And then—

In the midst of their running, one of the girls wailed.

Everyone stopped.

The girl, standing in the open, held out her hand.

“Oh, look, look,” she said, trembling.

They came slowly to look at her opened palm.

**tumultuously**

(tōō-mŭl'chōō-ēs'lē)

*adv.* in a wild or disorderly way

**F SETTING**

What is unusual about the plants on Venus?

**resilient** (rĭ-zĭl'yənt) *adj.*

flexible and springy

**savor** (sā'vər) *v.* to take great pleasure in

**G CAUSE AND EFFECT**

Reread lines 144–153. How do the children react to the change in the weather?

160 In the center of it, cupped and huge, was a single raindrop.  
She began to cry, looking at it.  
They glanced quickly at the sky.  
“Oh. Oh.”

A few cold drops fell on their noses and their cheeks and their mouths.  
The sun faded behind a stir of mist. A wind blew cool around them. They  
turned and started to walk back toward the underground house, their  
hands at their sides, their smiles vanishing away.

A boom of thunder startled them and like leaves before a new hurricane,  
they tumbled upon each other and ran. Lightning struck ten miles away,  
170 five miles away, a mile, a half-mile. The sky darkened into midnight in  
a flash.

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.

“Will it be seven more years?”

“Yes. Seven.”

Then one of them gave a little cry.

“Margot!”

“What?”

180 “She’s still in the closet where we locked her.”

“Margot.”

They stood as if someone had driven them, like so many stakes, into  
the floor. They looked at each other and then looked away. They glanced  
out at the world that was raining now and raining and raining steadily.  
They could not meet each other’s glances. Their faces were solemn and  
pale. They looked at their hands and feet, their faces down.

“Margot.”

One of the girls said, “Well . . . ?”

No one moved.

190 “Go on,” whispered the girl.

They walked slowly down the hall in the sound of cold rain. They  
turned through the doorway to the room, in the sound of the storm and  
thunder, lightning on their faces, blue and terrible. They walked over to  
the closet door slowly and stood by it.

Behind the closet door was only silence.

They unlocked the door, even more slowly, and let Margot out.  H

**H MAKE INFERENCES**

How might the children  
feel toward Margot now  
that they too have seen  
the sun?



READING STANDARD  
1.6.19 Draw inferences about text

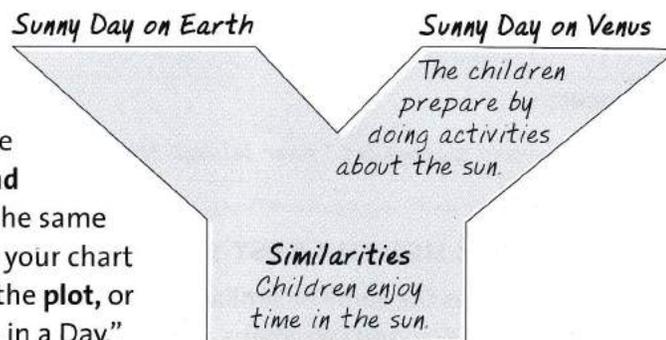
## Comprehension

1. **Recall** How often does the sun shine on Venus?
2. **Clarify** Why is Margot the only child who remembers the sun?
3. **Summarize** What happens to Margot while the teacher is out of the classroom?

## Literary Analysis

4. **Make Inferences** Review the inferences that you recorded as you read the story. Were any of your ideas wrong or incomplete based on what you learned later on in the story? Adjust your equations as needed.
5. **Identify Cause and Effect** A cause-and-effect relationship occurs when one event causes another event to happen. What events in the story and prior to the story lead to Margot's unhappiness?

6. **Analyze Setting** Think about what happens on a sunny day in your **world**. How would that day be different from the one in the story? Use a Y chart to **compare and contrast** which details might stay the same and which might be different. Use your chart to explain how the setting affects the **plot**, or sequence of events, in "All Summer in a Day."



7. **Examine Conflict** An **external conflict** is a struggle between a character and an outside force. An **internal conflict** happens when a character is at odds with his or her feelings. Reread lines 182–196. Are the children facing an external or internal conflict as they walk to the closet and unlock the door for Margot?
8. **Draw Conclusions** Considering what you know about Margot, how do you think she will respond to the other children when they open the closet door? Give examples from the story to support your answer.

## Extension and Challenge

9.  **SCIENCE CONNECTION** Venus and Earth have often been referred to as "twin planets." Research Venus and Earth to learn more about their similarities and differences.



### RESEARCH LINKS

For more on Venus and Earth, visit the **Research Center** at [ClassZone.com](http://ClassZone.com).



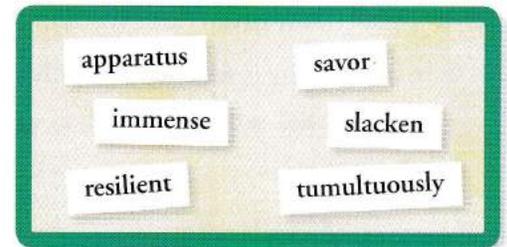
Venus Earth

# Vocabulary in Context

## VOCABULARY PRACTICE

For each set, choose the word that differs most in meaning from the other words.

1. (a) prepare, (b) appreciate, (c) enjoy, (d) savor
2. (a) appliance, (b) device, (c) apparatus, (d) operator
3. (a) slacken, (b) lessen, (c) decrease, (d) enlarge
4. (a) enormous, (b) immense, (c) gigantic, (d) distant
5. (a) tumultuously, (b) carefully, (c) thoughtfully, (d) cautiously
6. (a) elastic, (b) nervous, (c) flexible, (d) resilient



## VOCABULARY IN WRITING

Pretend that you are one of Margot's classmates. What did you think would happen when the sun came out? Write a paragraph explaining your ideas, using two or more vocabulary words. You could start like this.

### EXAMPLE SENTENCE

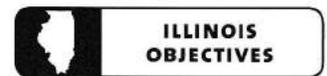
I thought the rain would slacken, but I never believed that it would really stop.

## VOCABULARY STRATEGY: USE THE BEST SYNONYM

A **synonym** is a word that has the same or similar meaning to another word. Common words like *big* have many synonyms. However, not all of them mean exactly the same thing. In this story, for example, the word *immense* gives a more detailed sense of the setting than the common word *big* would give. In a **thesaurus** (a book or electronic tool used to find synonyms) or synonym finder, *immense* might be grouped with words like *enormous*, *gigantic*, *huge*, and *massive*.

**PRACTICE** Choose the synonym from the box that best fits the meaning of each sentence. Use a dictionary or thesaurus if you need help.

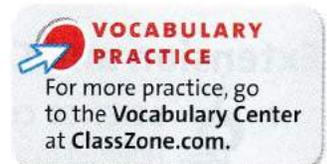
1. The \_\_\_\_ poster did not fit into the small frame.
2. The \_\_\_\_ theater easily held the 600 students.
3. Fields of wheat stretched for miles across the \_\_\_\_ plains.
4. The \_\_\_\_ package was hard to lift.



READING STANDARD  
1.6.05 Use synonyms and antonyms to define words

### Synonyms for *big*

hefty  
oversized  
spacious  
vast



# Reading-Writing Connection

Explore the influence of setting in “All Summer in a Day” by responding to these prompts. Then complete the **Grammar and Writing** exercise.

WRITING PROMPTS	SELF-CHECK
<p><b>A. Short Response: Write a Letter</b> How might Margot see her <b>world</b> on Venus? Write a <b>one-paragraph letter</b> from Margot to her grandparents on Earth describing her new home.</p>	<p><b>An engaging letter will . . .</b></p> <ul style="list-style-type: none"><li>• be consistent with details from the story</li><li>• use words and phrases that create a vivid description</li></ul>
<p><b>B. Extended Response: Analyze Science Fiction</b> “All Summer in a Day” is considered <b>science fiction</b>. Reread the definition of science fiction on page 63. Then write <b>two or three paragraphs</b> that use details from the story to clearly explain why the story is an example of science fiction.</p>	<p><b>A logical response will . . .</b></p> <ul style="list-style-type: none"><li>• include a clear opening statement</li><li>• use specific examples to support your explanation</li></ul>

## GRAMMAR AND WRITING

**USE COMMAS CORRECTLY** Be sure to put **commas** in the correct place when writing **dates, addresses, and letters**. Follow these guidelines:

- **In dates:** Use a comma between the day and the year. Use a comma after the year if the sentence continues.
- **In addresses:** Use a comma between the city or town and the state or country. Use a comma after the state or country if the sentence continues.
- **In letters:** Use a comma after the greeting of a casual letter and after the closing word before the signature in a casual or business letter.

*Original:* We landed on Venus on March 21 3044 after months of travel.

*Revised:* We landed on Venus on March 21, 3044, after months of travel.

**PRACTICE** Rewrite the letter and add the missing commas.

Dear Grandma and Grandpa

I miss you. Mom and Dad say that I might return to Akron Ohio next year. The spacecraft leaves on May 10 3050. I can't wait to see you both.

Love  
Margot

For more help with commas, see page R49 in the **Grammar Handbook**.

**WRITING STANDARD**  
3.6.11 Use commas correctly