

There's No Place Like Home

Analyzing Imagery In Ray Bradbury's "There Will Come Soft Rains"

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Published by *K20 Center*

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Grade Level	10th – 12th Grade
Subject	English/Language Arts
Course	A.P. Literature and Composition, American Literature

Essential Question

How does imagery affect the mood and tone of a text?

Summary

In this lesson, students discuss smart houses and the impact of smart technology in society in small-group and whole-class discussions. Students then read Ray Bradbury's "There Will Come Soft Rains" and analyze the imagery throughout before writing a brief literary analysis. Next, students watch an interview with a realtor who discusses smart technology and its place in real estate. Students end the lesson by summarizing their learning.

Snapshot

Engage

Students use the Bell Ringer strategy as they watch a video about smart houses and discuss what makes a house a “smart house”.

Explore

Students use Chat Stations to discuss technology-related questions in small groups.

Explain

Students listen to Ray Bradbury’s There Will Come Soft Rains while pausing to discuss, highlight where they see imagery, and write a CER paragraph discussing the impact of imagery on mood and tone.

Extend

Students watch an interview with a realtor.

Evaluate

Students complete Two Stars and a Wish to summarize their learning

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 10)

10.3.R.4: Evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- sound devices (i.e., onomatopoeia, alliteration, assonance)
- irony (i.e., verbal, situational, dramatic)

10.3.W.3: Compose argumentative essays, reviews, or op-eds that:
- introduce precise, informed claims
- include a defensible thesis
- acknowledge counterclaims or alternate perspectives
- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use sentence variety and word choice to create clarity and concision
- use style and tone that suits the audience and purpose

Attachments

- Chat Stations Handout—There's No Place Like Home - Spanish.docx
- Chat Stations Handout—There's No Place Like Home - Spanish.pdf
- Chat Stations Handout—There's No Place Like Home.docx
- Chat Stations Handout—There's No Place Like Home.pdf
- Lesson Slides—There's No Place Like Home.pptx
- There Will Come Soft Rains Handout—There's No Place Like Home - Spanish.docx
- There Will Come Soft Rains Handout—There's No Place Like Home - Spanish.pdf
- There Will Come Soft Rains Handout—There's No Place Like Home.docx
- There Will Come Soft Rains Handout—There's No Place Like Home.pdf

Materials

- There's No Place Like Home Lesson Slide Show
- Chat Station handout (cut, 1 half-sheet per student)
- "There Will Come Soft Rains" handout (1 per student, stapled)
- Chart Paper or Big Sticky Notes (5 sheets)
- Highlighters (1 per student)
- Chart Markers
- Copy Paper or Notebook Paper (1 per student)
- Pens/Pencils
- Projector/Internet Access

10 minutes

Engage

Teacher's Note: Cross-Curricular Learning

Introduce the historical context related to Ray Bradbury's "There Will Come Soft Rains" through cross-curricular collaboration. Pair this lesson and story with one of the following social studies lessons:

- Are We MAD?
- On Pins And Needles
- The Curtain Falls

Display **slide 1**. Next, review the lesson objectives and essential questions on **slides 2** and **3.**

Transition to **slide 4** and watch the video A Day in the Life of a Smart Home.

Embedded video
https://youtube.com/watch?v=909Nn9_hrlM

Using the Bell Ringer strategy, invite students to answer the following questions on a sheet of notebook paper:

- What makes a house a "Smart House"?
- Would you want to live in a smart home? Why or why not?

Allow students 3-5 minutes to answer the questions. Next, facilitate a brief discussion by inviting 2-3 students to share their answers.

25 minutes

Explore

Transition to **slide 5** and review the directions for the Chat Stations strategy. Distribute the **Chat Stations** handout and divide students into groups of 2-3

Next, transition to **slide 6** to review the Chat Station norms. Assign each group a chat station. Using the Chat Stations questions, students will discuss their responses within their groups and write one takeaway on their Chat Station handout. Allow students 3-5 minutes at each station or adjust time as needed.

Teacher's Note: Lesson Preparation

Prior to teaching this lesson, prepare Chat Stations by cutting the Chat Station handout to half-sheets and writing/numbering the following questions on 5 big stickies using chart markers:

1. Many science fiction movies present a dark vision of the future. Are you optimistic or pessimistic about the future of humanity?
2. What are the advantages and disadvantages of technology?
3. Can Smart technologies be too smart? Why or why not?
4. What kind of technology are you most excited about? What do you wish could be created?
5. Which current technologies make your life easier and which ones make it harder?

Place posters around the room prior to class starting and allow enough space between stations. The amount of chat stations may need to be doubled to reduce group sizes in larger classes.

35 minutes

Explain

Hidden Slides

Slide 8 shows a brief summary of facts about Ray Bradbury. It is not essential to show this slide, but discuss the dates of when the story was published would allow students to examine how historical perspectives shape literature. Many believe that the atomic bombing of Hiroshima is what ended WWII in 1945. As the Cold War started in 1947, Americans were on edge and lived in fear of what the future could look like. Ray Bradbury used these events and these fears as inspiration for his works. Ray Bradbury describes this in his own words, "I don't try to describe the future. I try to prevent it."

Slide 12 features sentence starters as additional support but is hidden and can be used as needed.

Transition to **slide 9** and distribute the **"There Will Come Soft Rains"** handout and highlighters. Review the Stop and Jot strategy directions and set-up.

Teacher's Note: Stop and Jot Set-Up

The Stop and Jot can be done on a new sheet of notebook paper or the same sheet used during the Bell Ringer. If using the optional **Stop and Jot** handout, disregard the Stop and Jot set-up directions and delete the first two steps on slide 9.

Teacher's Note: Audio versus Short Story

Most audio versions of the short story "There Will Come Soft Rains" have slightly altered text. As the students are following along it is recommended that you inform your students that the text will not be read verbatim, but that the meaning and context are the same. If you choose you can use a video that has exact in wording.

Next, transition to **slide 10** and review highlighting directions. Invite students to read along as the audio of the video 'There Will Come Soft Rains' plays and highlight everywhere they see imagery. As they read the story, pause the audio for students to complete the Stop and Jot strategy to summarize the reading and respond to questions. Allow at least 3-5 minutes for them to stop and jot and participate in discussion. Adjust this time as needed.

Embedded video

https://youtube.com/watch?v=P142xPtua-c

Use the following list to pause the video and give students the time to stop and jot responses on their handout.

Stop and Jot 1: 2:34

Stop and Jot 2: 3:25

Stop and Jot 3: 4:39

Stop and Jot 4: 7:41

Stop and Jot 5: 10:07

Stop and Jot 6: 11:22

Stop and Jot 7: 14:57

Stop and Jot 8: end of video

After the reading, display **slide 11** and review the modified Claim, Evidence Reasoning (CER) instructional strategy. Instruct students to write a paragraph using the CER format and answering the following question:

- How does the imagery in the story affect the mood and tone of the story?

The examples of imagery that students highlighted in the story will be used as evidence to support their claim.

Allow students at least 10-15 minutes to complete this assignment. The modified CER increases the level of rigor but can be adjusted as needed.

20 minutes

Extend

Transition to **slide 13** and explain to students they will watch an interview with a realtor who discusses their job, educational path, and the impact smart technology has had on the real estate market. Show the video K20 ICAP - There's No Place Like Home. Discuss with the students what they think about a career as a realtor and the future of smart homes.

10 minutes

Evaluate

After watching the interview, transition to **slide 14** and invite students to complete the Two Stars and A Wish instructional strategy. This can be done on the same sheet of notebook paper from earlier or a new one. Invite them to answer the following:

- What were two things you learned from the interview and/or today's lesson?
- What is one thing you wish to learn more about this profession?

Technology Option

Try an interactive version of Two Stars and a Wish. Using this link you can create an online version of the instructional strategy Two Stars and a Wish. Once you click the link, follow the directions: type in the two questions from the activity and provide the students with the join code or QR code.

Resources

Are we mad? K20 LEARN | Are We MAD? (n.d.). https://learn.k20center.ou.edu/lesson/222

K20 Center. (n.d.). Bell Ringers and Exit Tickets. Strategy. https://learn.k20center.ou.edu/strategy/125

K20 Center. (n.d.).Chat Stations. Strategy. https://learn.k20center.ou.edu/strategy/944

K20 Center. (n.d.).Claim, Evidence, Reasoning (CER). Strategy. https://learn.k20center.ou.edu/strategy/156

K20 Center. (n.d.). Stop and Jot. Strategy. https://learn.k20center.ou.edu/strategy/168

K20 Center. (n.d.).Two Stars and a Wish. Strategy. https://learn.k20center.ou.edu/strategy/83

On pins and Needles. K20 LEARN | On Pins and Needles. (n.d.). https://learn.k20center.ou.edu/lesson/2079

The atomic bombs that ended the Second World War. Imperial War Museums. (n.d.). https://www.iwm.org.uk/history/the-atomic-bombs-that-ended-the-second-world-war#:~:text=%E2%80%9CThe%20atomic%20bombings%20of%20Hiroshima,%2C%20English%2C%20and%20Japanese%E2%80%9D.

The curtain falls. K20 LEARN | The Curtain Falls. (n.d.). https://learn.k20center.ou.edu/lesson/2139

YouTube. (2015, November 14). *'there will come soft rains' - ray bradbury || scifi short story*. YouTube. https://www.youtube.com/watch?v=P142xPtua-c

YouTube. (2019, July 1). *A day in the life of a smart home*. YouTube. https://www.youtube.com/watch?v=909Nn9_hrIM

YouTube. (2023b, August 1). K20 ICAP - No Place Like Home. YouTube. https://www.youtube.com/watch?v=y-ZO260qcpM