



"THERE WILL COME SOFT RAINS"

Subject: English | Current: 2010 | Grade: 9-12

Day: 1 of 1

1 Purpose

To explore the impact of technology on nature and humankind in the aftermath of a nuclear holocaust and to consider future implications of technological advancements.

2 Duration Of Lesson

50-60 minutes (1 lesson)

3 Objectives

- Students will be able to define and identify the literary element of "theme" within a poem and short story.
- Students will be able to define and identify the literary element of "irony" within a short story.
- Students will be able to analyze two forms of literary text to form and defend an interpretation.
- Students will evaluate the effects of recent/current technologies advances on nature and humankind.
- Students will hypothesize about future technological advances and their potential effects on nature and humankind.

4 Standards & Benchmarks

ENGLISH/LANGUAGE ARTS

NINTH GRADE

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (URL at end of lesson), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

9.3



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Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic. (Core Standard) **9.3.2**

Compare works that express a universal theme and provide evidence to support the views expressed in each work. **9.3.5**

Early Intermediate (Level 2): Identify the author's asserted idea and some details to understand overall theme with simple spoken sentences. **9.2.8**

Advanced (Level 4): Examine and critique an author's asserted idea and its supporting details to demonstrate impact on theme of text. **9.2.16**

Fluent English Proficient (Level 5): Explain the significance and purpose of most commonly used literary elements and techniques (e.g., figurative language, imagery, allegory, irony, symbolism). **9.3.15**

TENTH GRADE

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (available online at <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>) illustrate the quality and complexity of the materials to be read by students. At Grade 10, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres. **10.3**

Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author's presentation of the theme or topic. (Core Standard) **10.3.2**

Compare works that express a universal theme and provide evidence to support the views expressed in each work. **10.3.5**

Fluent English Proficient (Level 5): Explain the significance and purpose of most commonly used literary elements and techniques (e.g., figurative language, imagery, allegory, irony, symbolism). **10.3.15**

ELEVENTH GRADE

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (available online at <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>), which illustrate the quality and complexity of the materials to be read by students. At Grade 11, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres. **11.3**

Beginner (Level 1): Rehearse and recite simple poems. **11.3.1**



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Analysis of Grade-Level-Appropriate Literary Text:

11.3.2

- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim
- Beginner (Level 1): Identify the beginning, middle, and end of simple poems and literary works and express nonverbally (e.g., pointing, pictures, lists) or with simple words and phrases.

Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both. (Core Standard)

11.3.3

Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.

11.7.2

Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be").

11.7.20

TWELFTH GRADE

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

12.3

Analysis of Grade-Level-Appropriate Literary Text: Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

12.3.2

Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

12.3.3



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Organization and Delivery of Oral Communication: Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect. (Core Standard)

12.7.2

Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*).

12.7.20

Indiana Department of Education. (n.d.). Indiana Standards and Resources: English/Language Arts. Retrieved from <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

5 Vocabulary

----- The following terms will be used in this lesson.

- **Capillaries:** A thin vessel connecting to arteries and veins.
- **Irony:** The use of words to convey a meaning that is different from its literal meaning.
- **Paranoia:** An exaggerated distrust or irrational suspiciousness of others.
- **Psychopathic:** Relating to or affected with a social personality disorder.
- **Quiver:** To shake with a slight movement.
- **Radiation poisoning:** Illness caused by the exposure to radiation.
- **Silhouette:** An outline that appears dark against a background that is light in color.
- **Sublime:** Supreme; inspiring awe.
- **Theme:** A topic of discussion

6 Materials

----- "There Will Come Soft Rains" (poem) by Sara Teasdale;
"There Will Come Soft Rains" (short story) by Ray Bradbury, large chart paper.



7 Procedures/ Methods

A. Introduction

On the board/overhead, the following statements will be written:

- Technology will be the salvation of humankind.
- Technology will be the destruction of humankind.

Students will individually pick the statement that they believe to be most true and complete a fast write in which they explain/support the assertion they selected. (5-8 minutes)

Teacher will facilitate a brief discussion/sharing of the students' thinking in response to the fast write assignment (5-8 minutes)

B. Development

In small groups (3-5 students), students read the Sara Teasdale poem, "There will come soft rains" and discuss the question: "How does the poet imagine nature would respond to the eradication of humankind?" (5-8 minutes) Teacher solicits answers in full group discussion (5 minutes)

C. Practice

Teacher (and/or students) read aloud Ray Bradbury's short story, "There Will Come Soft Rains." After discussing the short story (teacher focuses questions to elicit student thinking regarding the theme(s) and irony present in the short story), students (in whole group format) complete a chart comparing/contrasting the post-humankind images in the poem versus the short story. (approximately 20-25 minutes)

D. Independent Practice

Not applicable for this lesson.

E. Accommodations (Differentiated Instruction)

For ELL students, the poem could be accessed in the student's own language if possible. For students who have difficulty comprehending abstractions, a study guide for the poem and story could be prepared. For High ability/gifted students, other works with the same theme could be compared.

Multiple Intelligences (verbal, interpersonal, visual, logical) are addressed in this lesson



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F. Checking For Understanding

Participation in whole group discussions, monitoring small group work.

G. Closure

Based upon the activities of the class, students return to their initial fast writes. Did their thinking change? If so, how? If not, why not? (5-8 minutes)

This lesson could then lead into a series of lessons teaching the expository structure of problem/solution.

Career in Homeland Security: Instructional Systems Specialist (URL at end of lesson); Combating Terrorism (URL at end of lesson), Customs and Border Patrol (<http://www.dhs.gov/files/bordersecurity.shtm>), Secret Services (<http://www.secretservice.gov/>), CIA (<https://www.cia.gov/>), FBI (www.fbi.gov)

8 Evaluation

----- Compare/contrast chart.

Exit ticket responding to the following questions:

- What is the theme(s) of Sara Teasdale's poem
- What is the theme(s) of Ray Bradbury's short story?
- What is ironic about Bradbury's short story? (5-8 minutes)

9 Teacher Reflection

----- Written by teacher after teaching the lesson.

10 Resources & Media

- www.raybradbury.com
- "There Will Come Soft Rains" section of the 1979 made-for-TV film, *The Martian Chronicles*.
- *Weird Fantasy* (Vol. 1, No. 17). (1996, October). Graphic story.
- *Applicable Life after People* episode if available/appropriate.
- (http://www.dhs.gov/xabout/careers/gc_1240512546017.shtm);



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- Combating Terrorism (http://www.dhs.gov/xabout/careers/content_multi_image_0014.shtm#3)
- Customs and Border Patrol (<http://www.dhs.gov/files/bordersecurity.shtm>)
- Secret Services (<http://www.secretservice.gov/>)
- CIA (<https://www.cia.gov/>)
- FBI (www.fbi.gov)
- "There Will Come Soft Rains" (poem) by Sara Teasdale;
"There Will Come Soft Rains" (short story) by Ray Bradbury, large chart paper

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