Guided Practice

Model and Apply

- Review for students the **biographical approach**. Remind students that writers often reflect their own views in their writing.
- Read aloud for students the paragraph that begins, "I shivered . . ." Emphasize the following line spoken by McDunn, "For all our engines and so-called submarines, it'll be ten thousand centuries before we set foot on the real bottom of the sunken lands . . . ."
- Remind students of Bradbury's views about technology. Point out that McDunn does not see that the past and present are compatible. Tell students that this seems to be Bradbury's view, reflected in his story.
- Have students continue reading and find another example in the text that reflects Bradbury's view of technology.

SHORT STORY



The Fog Horn

by **Ray Bradbury**

Preparing to Read for this selection is on page 427.

Out there in the cold water, far from land, we waited every night for the coming of the fog, and it came, and we oiled the brass machinery and lit the fog light up in the stone tower. Feeling like two birds in the gray sky, McDunn and I sent the light touching out, red, then white, then red again, to eye the lonely ships. And if they did not see our light, then there was always our Voice, the great deep cry of our Fog Horn shuddering through the rags of mist to startle the gulls away like decks of scattered cards and make the waves turn high and foam.

"It's a lonely life, but you're used to it now, aren't you?" asked McDunn.

"Yes," I said. "You're a good talker, thank the Lord."

"Well, it's your turn on land tomorrow," he said, smiling, "to dance the ladies and drink gin."

"What do you think, McDunn, when I leave you out here alone?"

"On the mysteries of the sea." McDunn lit his pipe. It was a quarter past seven of a cold November evening, the heat on, the light switching its tail in two hundred directions, the Fog Horn bumbling in the high throat of the tower. There wasn't a town for a hundred miles down the coast, just a road which came lonely through dead country to

Selection Readability	
Easily Accessible **Accessible** Challenging	simple dialogue; chronological order; familiar genre
Lexile	**930**

Selection Summary

The narrator works with McDunn in a lighthouse. One night a mysterious sea monster appears, answering the Fog Horn's call. When McDunn turns off the Fog Horn, the creature destroys the lighthouse in a rage before returning to the deep forever.

the sea, with few cars on it, a stretch of two miles of cold water out to our rock, and rare few ships.

"The mysteries of the sea," said McDunn thoughtfully. "You know, the ocean's the most confounded big snowflake ever? It rolls and swells a thousand shapes and colors, no two alike. Strange. One night, years ago, I was here alone, when all of the fish of the sea surfaced out there. Something made them swim in and lie in the bay, sort of trembling and staring up at the tower light going red, white, red, white across them so I could see their funny eyes. I turned cold. They were like a big peacock's tail, moving out there until midnight. Then, without so much as a sound, they slipped away, the million of them was gone. I kind of think maybe, in some sort of way, they came all those miles to worship. Strange. But think how the tower must look to them, standing seventy feet above the water, the God-light flashing out from it, and the tower declaring itself with a monster voice. They never came back, those fish, but don't you think for a while they thought they were in the Presence?"

I shivered. I looked out at the long gray lawn of the sea stretching away into nothing and nowhere.

"Oh, the sea's full." McDunn puffed his pipe nervously, blinking. He had been nervous all day and hadn't said why. "For all our engines and so-called submarines, it'll be ten thousand centuries before we set foot on the real bottom of the sunken lands, in the fairy kingdoms there, and know *real* terror. Think of it, it's still the year 300,000 Before Christ down under there. While we've paraded around with trumpets, lopping off each other's countries and heads, they have been living beneath the sea twelve miles deep and cold in a time as old as the beard of a comet."

"Yes, it's an old world." Ⓐ

"Come on. I got something special I been saving up to tell you."

We ascended the eighty steps, talking and taking our time. At the top, McDunn switched off the room lights so there'd be no reflection in the plate glass. The great eye of the light was humming, turning easily in its oiled socket. The Fog Horn was blowing steadily, once every fifteen seconds.

"Sounds like an animal, don't it?" McDunn nodded to himself. "A big lonely animal crying in the night. Sitting here on the edge of ten billion years called out to the Deeps, I'm here, I'm here, I'm here. And the Deeps do answer, yes, they do. You been here now for three months, Johnny, so I better prepare you. About this time of year," he said, studying the murk and fog, "something comes to visit the lighthouse."

"The swarms of fish like you said?"

"No, this is something else. I've put off telling you because you might think I'm daft. But tonight's the latest I can put it off, for if my calendar's marked right from last year, tonight's the night it comes. I won't go into detail, you'll have to see it yourself. Just sit down there. If you want, tomorrow you can pack your duffel and take the motorboat in to land and get your car parked there at the dinghy pier on the cape and drive on

Ⓐ **Read and Discuss** What is McDunn describing?

Think About/Talk About

Read With a Purpose Have students read the Read With a Purpose statement on p. 439. Then, tell them to consider the title and illustration on the previous page. Have students think about what they know about Bradbury's writing. For what might someone be waiting in a lighthouse? ***Possible response:*** *Someone might be waiting in a lighthouse for a ship to pass by.*

Comprehension

Ⓐ Read and Discuss

Possible response: *McDunn is describing the wonders and mysteries of the ocean.*

? Extend the Discussion

Mood How does Bradbury use McDunn to help set the mood of the story? ***Possible response:*** *McDunn talks about how lonely their lives are and about "the mysteries of the sea." This gives the story an eerie feel.*

Differentiating Instruction

English-Language Learners

As with previous Bradbury selections, "The Fog Horn" contains numerous metaphors and similes. As you read the selection with students, pause after each example of figurative language. Have students record the phrase or sentence in their **Reader/Writer Notebooks** and refer to the list as they read other works or write on their own.

Readers Gaining Proficiency

To help students read "The Fog Horn," teach the Say Something strategy. Write the following on the board:

- You can make a prediction.
- You can ask a question.
- You can make a comment.
- You can make a connection.

Tell students that after each paragraph they read they need to do one of the tasks listed on the board. Have students work in pairs to practice the strategy.

go hrw .com *For more information about the Say Something strategy, see this page in your* ***Interactive Teacher's Edition****.*

Guided Practice

Model and Apply

- Review for students the **biographical approach**. Tell students that writers often express their views through their characters.
- Read aloud the paragraph beginning, "No, Johnny, we're impossible . . . . " Point out that McDunn is saying that humans have changed much more than other animals have. Tell students that this view reflects Bradbury's view of technology—that human interaction has changed as a result of it, not necessarily for the better.
- Tell students to continue reading. Have them find an instance in the text that reflects one of Bradbury's views.



back to some little inland town and keep your lights burning nights. I won't question or blame you. It's happened three years now, and this is the only time anyone's been here with me to verify it. You wait and watch." B

Half an hour passed with only a few whispers between us. When we grew tired of waiting, McDunn began describing some of his ideas to me. He had some theories about the Fog Horn itself.

"One day many years ago a man walked along and stood in the sound of the ocean on a cold sunless shore and said, "We need a voice to call across the water, to warn ships. I'll make one. I'll make a voice like all of time and all of that fog that ever was; I'll make a voice that is like an empty bed beside you all night long, and like an empty house when you open the door, and like trees in autumn with no leaves. A sound like the birds flying south, crying, and a sound like November wind and the sea on the hard, cold shore. I'll make a sound that's so alone that no one can miss it, that whoever hears it will weep in their souls, and hearths will seem warmer, and being inside will seem better to all who hear it in the distant towns. I'll make me a sound and an apparatus and they'll call it a Fog Horn and whoever hears it will know the sadness of eternity and the briefness of life."

The Fog Horn blew.

"I made up that story," said McDunn quietly, "to try to explain why this thing keeps coming back to the lighthouse every year. The Fog Horn calls it, I think, and it comes. . . ."

"But—" I said.

"Sssst!" said McDunn. "There!" He nodded out to the Deeps.

Something was swimming toward the lighthouse tower.

It was a cold night, as I have said; the high tower was cold, the light coming and going, and the Fog Horn calling and calling through the raveling mist. You couldn't see far and you couldn't see plain, but there was the deep sea moving on its way about the night earth, flat and quiet, the color of gray mud, and here were the two of us alone

B **Read and Discuss** What is McDunn saying here?

Differentiating Instruction

Advanced Learners

Acceleration Have students consider the similarities between this selection and the two previous selections ("The Flying Machine" and "The Dragon"). Tell students to create a chart or other visual that outlines these similarities while also highlighting differences. Students should summarize their work and identify how the selections reinforce the text on the Meet the Writer page.

See **Resources for Teaching Advanced Students** for lesson plans and strategies for teaching advanced learners.

Learners with Diverse Needs

This selection is longer than the others in the Author Study. Help students understand the story by pointing out that it is told primarily through a dialogue between two men who work together in a lighthouse. (See the Cross-Curricular Connection on the following page for more information about lighthouses.) Students can take turns reading the dialogue between McDunn and the narrator.

See **Differentiating Instruction** for lesson plans and strategies for teaching learners with diverse needs.



in the high tower, and there, far out at first, was a ripple, followed by a wave, a rising, a bubble, a bit of froth. And then, from the surface of the cold sea came a head, a large head, dark-colored, with immense eyes, and then a neck. And then—not a body—but more neck and more! The head rose a full forty feet above the water on a slender and beautiful dark neck. Only then did the body, like a little island of black coral and shells and crayfish, drip up from the subterranean.[1] There was a flicker of tail. In all, from head to tip of tail, I estimated the monster at ninety or a hundred feet.

I don't know what I said. I said something.

"Steady, boy, steady," whispered McDunn.

"It's impossible!" I said.

"No, Johnny, *we're* impossible. *It's* like it always was ten million years ago. *It* hasn't changed. It's *us* and the land that've changed, become impossible. *Us!*" C

It swam slowly and with a great dark majesty out in the icy waters, far away. The fog came and went about it, momentarily erasing its shape. One of the monster eyes caught and held and flashed back our immense light, red, white, red, white, like a disk held high and sending a message in primeval[2] code. It was as silent as the fog through which it swam.

"It's a dinosaur of some sort!" I crouched down, holding to the stair rail.

"Yes, one of the tribe."

"But they died out!"

"No, only hid away in the Deeps. Deep, deep down in the deepest Deeps. Isn't *that* a word now, Johnny, a real word, it says so much: the Deeps. There's all the coldness and darkness and deepness in a word like that."

"What'll we do?"

"Do? We got our job, we can't leave. Besides, we're safer here than in any boat trying to

1. **subterranean** (suhb tuh RAY nee uhn): underground.

2. **primeval** (pry MEE vuhl): of the earliest times; ancient.

C **Reading Focus** **Drawing Conclusions** What conclusions can you draw about Bradbury's views on humanity?

Think About/Talk About

Comprehension

B Read and Discuss

Possible response: *McDunn has been waiting for this time of year so he can tell about the "thing" that's come to the lighthouse before, and he is eager for verification of his story.*

C Reading Focus

Possible response: *Bradbury thinks that humanity has changed over time. McDunn's "were impossible" implies that the change has not improved humanity.*

? Extend the Discussion

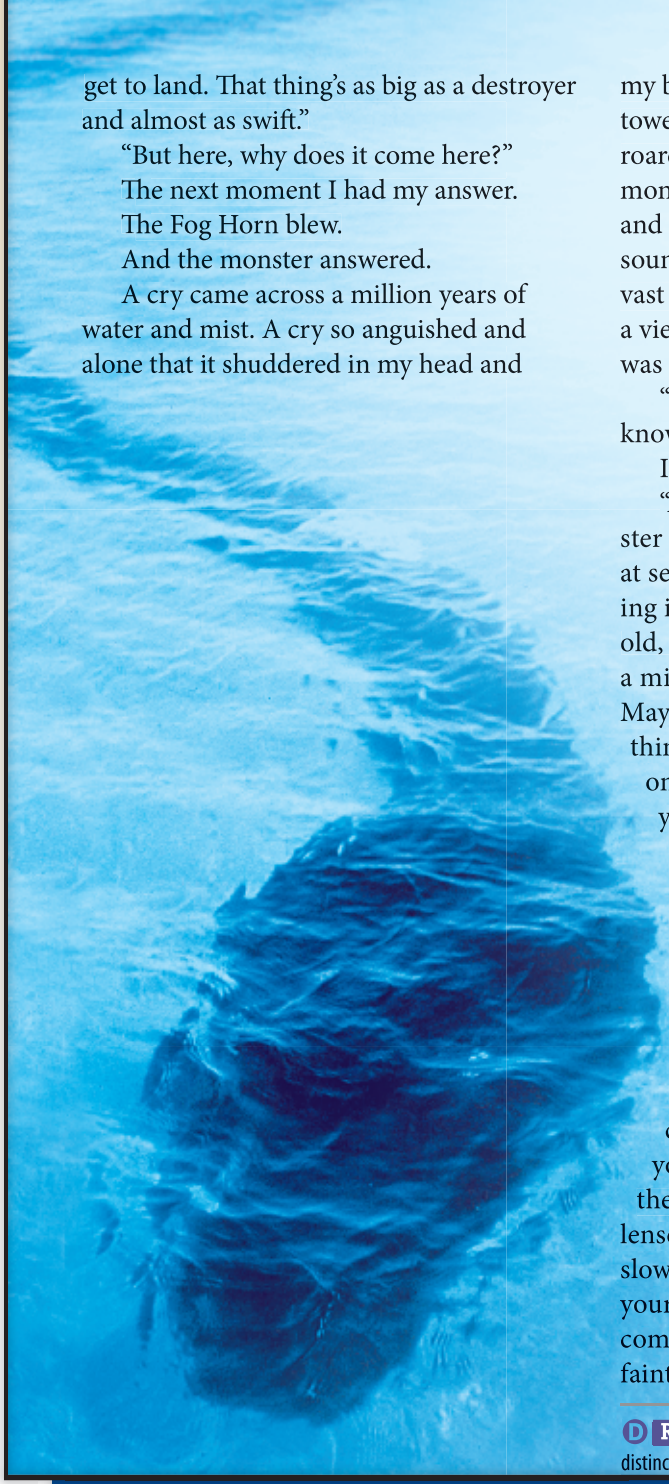
Mood Why does McDunn use the word *deep*, or some form of it, so often? What effect does it have on the mood of the story? ***Possible response:*** *By using the word* deep, *McDunn adds to the mystery of the creature and the mood of the story. The reader begins to think more about what is in the deepest part of the ocean. Perhaps there are strange creatures that live there.*

Finding Details What is the Fog Horn intended to do? What does McDunn think it also does? ***Possible response:*** *The Fog Horn is meant to alert ships that they are nearing land. McDunn thinks that the mysterious creature believes the lighthouse is calling to it.*

Guided Practice

Model and Apply

- Review for students the concept of **drawing conclusions**. Read aloud the paragraph that begins, "But the sound of the Fog Horn comes and goes . . . ." Then, tell students that McDunn says that the lighthouse looks like the sea monster. When he asks Johnny if he understands, the reader can conclude that McDunn is saying the sea monster thinks the lighthouse is another sea monster.
- **Turn-and-Talk** Have students reread these two pages. Then, have pairs reach conclusions about Bradbury's style, his motivations for writing, or something else about the story based on the information within it.



get to land. That thing's as big as a destroyer and almost as swift."

"But here, why does it come here?"

The next moment I had my answer.

The Fog Horn blew.

And the monster answered.

A cry came across a million years of water and mist. A cry so anguished and alone that it shuddered in my head and my body. The monster cried out at the tower. The Fog Horn blew. The monster roared again. The Fog Horn blew. The monster opened its great toothed mouth and the sound that came from it was the sound of the Fog Horn itself. Lonely and vast and far away. The sound of isolation, a viewless sea, a cold night, apartness. That was the sound. D

"Now," whispered McDunn, "do you know why it comes here?"

I nodded.

"All year long, Johnny, that poor monster there lying far out, a thousand miles at sea, and twenty miles deep maybe, biding its time, perhaps it's a million years old, this one creature. Think of it, waiting a million years; could *you* wait that long? Maybe it's the last of its kind. I sort of think that's true. Anyway, here come men on land and build this lighthouse, five years ago. And set up their Fog Horn and sound it and sound it out toward the place where you bury yourself in sleep and sea memories of a world where there were thousands like yourself, but now you're alone, all alone in a world not made for you, a world where you have to hide.

"But the sound of the Fog Horn comes and goes, comes and goes, and you stir from the muddy bottom of the Deeps, and your eyes open like the lenses of two-foot cameras and you move, slow, slow, for you have the ocean sea on your shoulders, heavy. But that Fog Horn comes through a thousand miles of water, faint and familiar, and the furnace in your

D **Reading Focus** **Drawing Conclusions** What is distinctive about Bradbury's style in this paragraph?

Cross-Curricular Connection

HISTORY: Lighthouses

Lighthouses originally served two purposes. Located along the coastline, they served as navigational aids in the days before Global Positioning Systems (GPS). In addition, they warned boats of dangerous areas, such as rocky coastlines. When the fog was too thick for the ships to see the light, the lighthouse keepers used a foghorn. Today, lighthouses that are still in operation are automated, and do not require a lighthouse keeper. Many lighthouses are no longer in use as ships have technology to help them safely travel from place to place.

Activity Have student pairs use the Internet to learn two interesting facts about lighthouses, such as the location and date of the first one in North America. Have partners share their facts with the class.

belly stokes up, and you begin to rise, slow, slow. You feed yourself on great slakes of cod and minnow, on rivers of jellyfish, and you rise slow through the autumn months, through September when the fogs started, through October with more fog and the horn still calling you on, and then, late in November, after pressurizing yourself day by day, a few feet higher every hour, you are near the surface and still alive. You've got to go slow; if you surfaced all at once you'd explode. So it takes you all of three months to surface, and then a number of days to swim through the cold waters to the lighthouse. And there you are, out there, in the night, Johnny, the biggest monster in creation. And here's the lighthouse calling to you, with a long neck like your neck sticking way up out of the water, and a body like your body, and, most important of all, a voice like your voice. Do you understand now, Johnny, do you understand?"

The Fog Horn blew.

The monster answered.

I saw it all, I knew it all—the million years of waiting alone, for someone to come back who never came back. The million years of isolation at the bottom of the sea, the insanity of time there, while the skies cleared of reptile-birds, the swamps dried on the continental lands, the sloths and saber-tooths had their day and sank in tar pits, and men ran like white ants upon the hills. E

The Fog Horn blew.

Last year," said McDunn, "that creature swam round and round, round and round, all night. Not coming too near, puzzled, I'd say. Afraid, maybe. And a bit angry after coming all this way. But the next day, unexpectedly, the fog lifted, the sun came out fresh, the sky was as blue as a painting. And the monster swam off away from the heat and the silence and didn't come back. I suppose it's been brooding on it for a year now, thinking it over from every which way."

The monster was only a hundred yards off now, it and the Fog Horn crying at each other. As the lights hit them, the monster's eyes were fire and ice, fire and ice.

"That's life for you," said McDunn. "Someone always waiting for someone who never comes home. Always someone loving some thing more than that thing loves them. And after a while, you want to destroy whatever that thing is, so it can't hurt you no more." F

The monster was rushing at the lighthouse.

The Fog Horn blew.

"Let's see what happens," said McDunn.

He switched the Fog Horn off.

The ensuing minute of silence was so intense that we could hear our hearts pounding in the glassed area of the tower, could hear the slow greased turn of the light.

The monster stopped and froze. Its great lantern eyes blinked. Its mouth gaped. It gave a sort of rumble, like a volcano. It twitched its head this way and that, as if to

E **Literary Focus** **Biographical Approach** What attitudes or beliefs of Bradbury's might be reflected in this interpretation of the monster?

F **Read and Discuss** What is McDunn explaining?

Reaching Reluctant Readers

To help students connect with the text, ask them if they have ever heard of the Loch Ness Monster, the sea creature that has been said to live in Loch Ness, a lake in Scotland. Explain that numerous "experts" as well as everyday people claim to have seen the monster, nicknamed "Nessie." Despite repeated attempts, however, her existence has not been confirmed.

Have students share their opinions on the existence of Nessie. Then, explain that the story "The Fog Horn" may remind students of the Loch Ness Monster, because a mysterious sea creature comes out of the deep ocean and is only seen by two men in a lighthouse.

Think About/Talk About

Comprehension

D Reading Focus

Possible response: *Bradbury compares a sound to "isolation, a viewless sea, a cold night, apartness." He compares a sound to a feeling or mood.*

F Read and Discuss

Possible response: *McDunn is explaining the sea monster's frustration at the lighthouse.*

Analysis

E Literary Focus

Possible response: *Bradbury's belief that technology should not develop at the expense of human interaction is reflected in the interpretation of the monster. The monster is lonely and seeks out the company of an animal like himself, only to find the lighthouse.*

? Extend the Discussion

Predicting Events Reread the paragraph that begins "'That's life for you,' said McDunn . . . ." What event might this foreshadow? ***Possible response:*** *The monster might destroy the lighthouse so that it will no longer be disappointed that the lighthouse is not a companion.*

Guided Practice

Model and Apply

- Read aloud the paragraph that begins, "It's gone away . . . ." Point out that McDunn says ". . . you can't love anything too much in this world . . . ." Tell students that this thought might reflect Bradbury's motivation for writing this story. Perhaps Bradbury has experienced great loss.
- **Turn-and-Talk** Have students read the rest of the story. In pairs, have them reach another conclusion about Bradbury's motivations based on the remainder of the story. ***Possible response:*** *Bradbury might have been motivated to write this story by the view that life is short. This view is reflected when McDunn says, "Waiting out there, and waiting out there, while man comes and goes on this pitiful little planet."*

seek the sounds now dwindled off into the fog. It peered at the lighthouse. It rumbled again. Then its eyes caught fire. It reared up, threshed the water, and rushed at the tower, its eyes filled with angry torment.

"McDunn!" I cried. "Switch on the horn!"

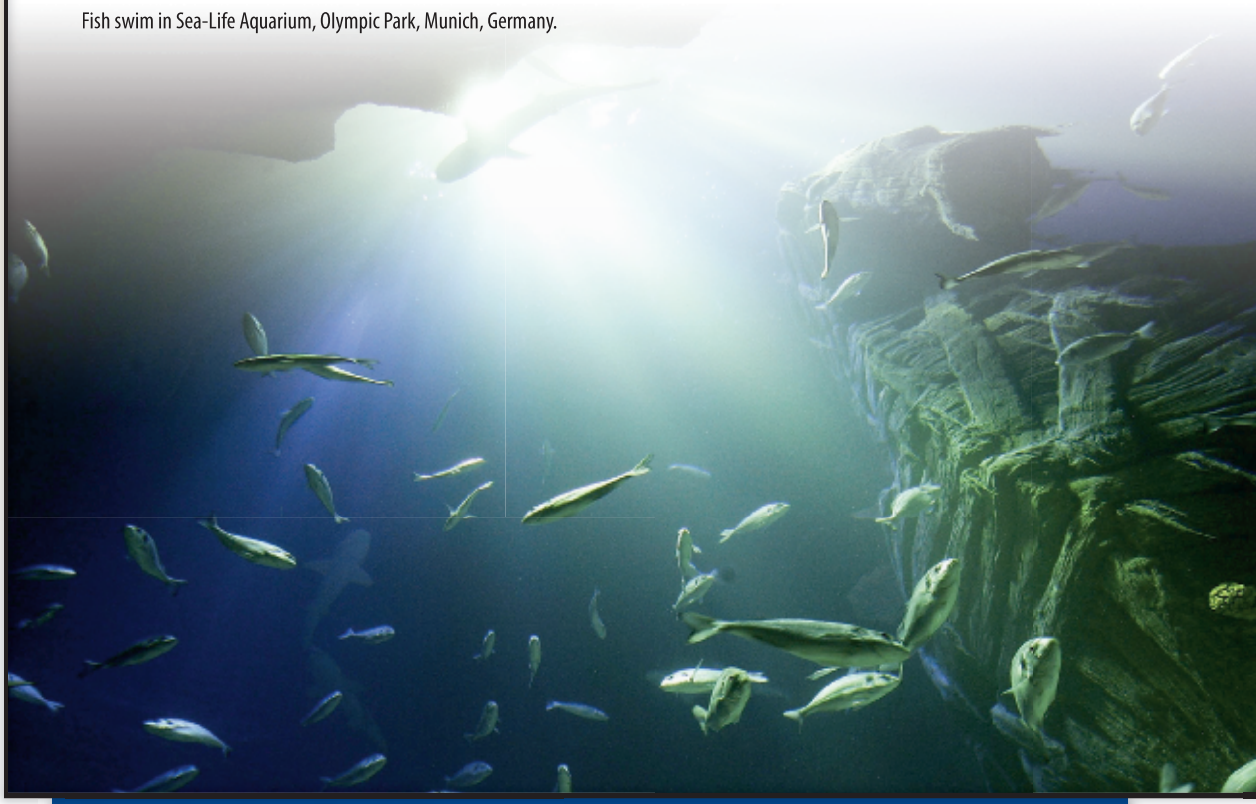
McDunn fumbled with the switch. But even as he flicked it on, the monster was rearing up. I had a glimpse of its gigantic paws, fishskin glittering in webs between the finger-like projections, clawing at the tower. The huge eyes on the right side of its anguished head glittered before me like a caldron into which I might drop, screaming. The tower shook. The Fog Horn cried; the monster cried. It seized the tower and gnashed at the glass, which shattered in upon us.

McDunn seized my arm. "Downstairs!"

The tower rocked, trembled, and started to give. The Fog Horn and the monster roared. We stumbled and half fell down the stairs. "Quick!"

We reached the bottom as the tower buckled down toward us. We ducked under the stairs into the small stone cellar. There were a thousand concussions as the rocks rained down; the Fog Horn stopped abruptly. The monster crashed upon the tower. The tower fell. We knelt together, McDunn and I, holding tight, while our world exploded.

Fish swim in Sea-Life Aquarium, Olympic Park, Munich, Germany.



Developing Oral Fluency

Model reading the page aloud by reading with appropriate expression. When you finish reading, ask students to describe the emotions you conveyed as you read and how your emotions changed as you read. In this excerpt, the fear and anxiety builds and then drops off after the incident. The noise is thundering, then silent, except for the sound of the sea and the wailing sea monster.

Paired activity Have students work with a partner. Each partner should take a turn reading the page with appropriate expression. When a student mispronounces a word or is unable to read a word, the partner should provide assistance. Then, have the other partner take a turn reading.

Then it was over, and there was nothing but darkness and the wash of the sea on the raw stones.

That and the other sound.

"Listen," said McDunn quietly. "Listen."

"We waited a moment. And then I began to hear it. First a great vacuumed sucking of air, and then the lament, the bewilderment, the loneliness of the great monster, folded over and upon us, above us, so that the sickening reek of its body filled the air, a stone's thickness away from our cellar. The monster gasped and cried. The tower was gone. The light was gone. The thing that had called to it across a million years was gone. And the monster was opening its mouth and sending out great sounds. The sounds of a Fog Horn, again and again. And ships far at sea, not finding the light, not seeing anything, but passing and hearing late that night, must've thought: There it is, the lonely sound, the Lonesome Bay horn. All's well. We've rounded the cape.

And so it went for the rest of that night.

The sun was hot and yellow the next afternoon when the rescuers came out to dig us from our stoned-under cellar. G

"It fell apart, is all," said Mr. McDunn gravely. "We had a few bad knocks from the waves and it just crumbled." He pinched my arm.

There was nothing to see. The ocean was calm, the sky blue. The only thing was a great algaic stink from the green matter that covered the fallen tower stones and the shore rocks. Flies buzzed about. The ocean washed empty on the shore.

The next year they built a new lighthouse, but by that time I had a job in the little town and a wife and a good small warm house that glowed yellow on autumn nights, the doors locked, the chimney puffing smoke. As for McDunn, he was master of the new lighthouse, built to his own specifications, out of steel-reinforced concrete. "Just in case," he said.

The new lighthouse was ready in November. I drove down alone one evening late and parked my car and looked across the gray waters and listened to the new horn sounding, once, twice, three, four times a minute far out there, by itself.

The monster?

It never came back.

"It's gone away," said McDunn. "It's gone back to the Deeps. It's learned you can't love anything too much in this world. It's gone into the deepest Deeps to wait another million years. Ah, the poor thing! Waiting out there, and waiting out there, while man comes and goes on this pitiful little planet. Waiting and waiting."

I sat in my car, listening. I couldn't see the lighthouse or the light standing out in Lonesome Bay. I could only hear the Horn, the Horn, the Horn. It sounded like the monster calling.

I sat there wishing there was something I could say. H

G **Read and Discuss** What has happened?

H **Reading Focus** **Drawing Conclusions** Have your impressions about Bradbury's attitude toward technology changed?

Think About/Talk About

Comprehension

G Read and Discuss

Possible response: *It is as if there is a conversation between the creature and the Fog Horn, so that when the man switches off the Fog Horn, the monster becomes furious and strikes at the lighthouse, causing the tower and the men to fall. After the tower falls, the creature stays with it throughout the night, sending out the sounds of the Fog Horn.*

H Reading Focus

Possible response: *My impression is that Bradbury is not totally opposed to technology. His concern is that as people use technology they unintentionally cause harm. Often, completely unaware of the harm they have caused.*

Check for Understanding

Monitor Students' Progress Guide the class in answering these comprehension questions.

1. What does the sea creature represent? [*It represents the past.*]
2. How long does the narrator estimate the creature is? [*The narrator estimates that the creature is ninety or a hundred feet long.*]
3. How does the present impact the past in this story? [*The present seems to exist unaware of the past. The past seems doomed.*]

SKILLS FOCUS **pp. 452–453**

Literary Skills
- Analyze a story using a biographical approach to literary criticism.

Reading Skills
- Draw conclusions.

Vocabulary Skills
- Use academic vocabulary appropriately.

Review

Independent Practice

Reading Focus

Answers:

1. *The main characters are two knights. They try to kill what they think is a dragon.*
2. *It hears the Fog Horn and thinks the sound is coming from a similar, lonely animal.*
3. *The angry monster destroys the lighthouse because it is not making the same noise anymore.*
4. *Those from the past are harmed.*
5. *Students may conclude that technology has the power to destroy.*

Literary Focus

Possible Responses:

6. *The descriptions refer to a headlight and steam.*
7. *Responses should be supported with evidence from the text and Bradbury's writing style.*
8. *Other sea creatures have become extinct while the sea monster remains. Those who earn their living from the sea often do not return to their loved ones. For both, sadness seems eternal.*
9. *Both stories explore technology's negative impact. In "The Dragon," the two knights fight their "dragon" in vain. In "The Fog Horn," the men witness the sad plight of the monster as it tries to befriend the Fog Horn.*

Applying Your Skills

The Dragon / The Fog Horn

Respond and Think Critically

Reading Focus

Quick Check

1. Who are the main characters in "The Dragon"? What problem do they face?
2. In "The Fog Horn," why is the monster drawn to the fog horn?
3. What happens after McDunn switches off the fog horn? Why does it happen?

Read with a Purpose

4. In these selections, what happens when people and creatures from the past encounter modern technology?

Reading Skills: Drawing Conclusions

5. In your chart, fill in more information from the selections. Then, in the third column, draw some conclusions about Bradbury's writing.

Biographical Information	Details from Selection	Conclusions
distrusts new technology	emperor destroys flying machine	

Literary Focus

Literary Analysis

6. **Interpret** Now that you know the dragon's real identity, what do the following descriptions in "The Dragon" refer to: (1) his "unlidded yellow eye"; (2) "his breath like white gas"?
7. **Analyze** Which of these messages do you think Bradbury conveys in "The Dragon"? Explain.
   - Our machines are as powerful as the mythical dragons of old.
   - It is heroic to fight against monsters, even when those monsters are not real.
   - People of earlier times would see our lives as full of terrifying dangers.
8. **Extend** Connect McDunn's statement "the sadness of eternity and the briefness of life" (page 446) to the creature's agony. How does the anguish the monster suffers relate to those who earn their living from the sea and those who wait for the seafarers to return home?

Literary Skills: Biographical Approach

9. In his interview with James Hibberd (page 429), Bradbury expresses his impressions of technology and human civilization. Explain how these concerns are reflected in "The Dragon" and "The Fog Horn." (For help organizing your thoughts, see your responses to question #5.)

Writing Focus

Think as a Reader/Writer

Use It in Your Writing Bradbury uses a string of **similes,** or comparisons using *like* or *as,* to help you imagine the sound of a fog horn (page 446). In a short paragraph, describe a different sound, using as many similes as you can think of. Read your description aloud to a partner, and see if he or she can guess what the sound is.

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Some students may struggle with describing a sound through similes. Instead, have them describe other characteristics of an object they choose (size, shape, color, texture, etc.) using as many similes as they can think of.

COMPARING TEXTS

Wrap Up

Author Study: Ray Bradbury

Writing Focus

Think as a Reader/Writer

Biographical Analysis After reading the stories in this group, you now know that many of Bradbury's stories reflect his fascination with human society, monsters, and fantasy and reality. His stories also concern the costs and benefits of modern civilization, and the positive and negative effects of technology.

Write a three-paragraph essay in which you consider the messages in Bradbury's stories and how those messages reflect his own attitudes.

- In the essay's first paragraph, introduce your topic and state what you see as Bradbury's main concerns.
- In the second paragraph, write about how Bradbury's concerns are reflected in the short stories you have read. Support your ideas by citing details from the texts.
- In the last paragraph, draw a conclusion about how Bradbury's ideas relate to his fiction.

Evaluation Guidelines	
	An effective essay contains—
✓	a clearly stated topic
✓	main ideas that are supported with details
✓	a clear and logical organization
✓	a thought-provoking conclusion

What Do You Think Now? Bradbury shares his ideas through writing. What other ways can we share our ideas and beliefs with the world?

CHOICES

As you respond to the Choices, use these **Academic Vocabulary** words as appropriate: distinctive, establish, impact, impression.

REVIEW

Write an Essay

Timed Writing What do you think about Bradbury's ideas about technology and its impact on human beings and society in general? Do you share his point of view, or do you have a more positive view of the development of technology? Write an essay in which you express your opinion. Include at least two examples from your knowledge or experience that will support your claim.

CONNECT

Create a Graphic Story

Partner Activity Choose another short story by Bradbury or a short story in this book. With a partner, design a graphic version of the story. Most graphic stories are created by a writer and an artist working together. The writer usually divides the story into panels and creates a script. Then, the artist takes over and illustrates the story. You and your partner can share the writing and illustrating or split the tasks.

EXTEND

Paint an Online World

TechFocus Using painting software, create a fantasy world of your own. Will your world exist in the past, future, alternate present, or an imaginary universe? What will your setting look like? Who will live there—people, animals, robots? What impression will it make on visitors? Share your fantasy world with others.

Independent Practice

Choices

Review: Timed Writing 40-50 minutes

- Students should agree or disagree with Bradbury's view.
- Essays will include two examples.

Connect: Homework
Create a Graphic Story

- Students will work with a partner to design a graphic story.
- Students will take on the role of artist or writer.

Extend: Homework
Paint an Online World

- Paintings should demonstrate careful planning.
- The fantasy world can exist in the past, future, alternate present, or in an imaginary universe.

Assess

Collection 4 Resources, Selection Test, p. 33

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

To reteach the **biographical approach**, see **Reteaching Lessons**, p. 977N.

ThinkCentral Online Remediation

What Do You Think Now?

Have students review each selection and consider the beliefs and ideas Bradbury shares with readers. Tell students to write their responses in their Reader/Writer Notebooks.

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Students may have difficulty identifying examples of Bradbury's concerns in his stories. Instead, have students write an essay summarizing Bradbury's beliefs about technology's effects on humankind.