

Day 1 of “The Lottery”

Objective:	
<ul style="list-style-type: none"> • SWBAT identify the setting of “The Lottery” and explain how the setting helps establish the story’s initial mood. • SWBAT make predictions about the story’s future events using prior knowledge and textual evidence related to setting to explain their reasoning. <p><i>Culminating Objective (Day 4): SWBAT identify the theme of “The Lottery” and explain how the author uses symbolism of the lottery to develop this theme.</i></p>	
Culminating Focus Question:	
<input type="checkbox"/> What should students <i>ultimately</i> understand about the text’s theme(s)/meaning and how it was conveyed?	
<p>What warning does Jackson give readers about the dangers of tradition? How does she use symbolism to convey this theme?</p> <p>In your answer, make sure you:</p> <ul style="list-style-type: none"> • Clearly articulate Jackson’s warning • Identify at least one symbol used by the author and explain how it conveys her theme or warning to readers <p><u>Sample Student Response:</u></p> <p><u>Claim:</u> <i>In “The Lottery,” Shirley Jackson conveys a warning to readers through her theme by demonstrating that blind adherence to tradition can cause otherwise ordinary and seemingly “good” individuals to commit heinous acts.</i></p> <p><u>Possible Details:</u></p> <ul style="list-style-type: none"> • <i>The lottery happens every year, and no one questions its cruelty or takes a stand to stop it.</i> • <i>The Black Box symbolizes the townspeople’s adherence to tradition. It is old and decrepit, but they refuse to replace it because the townspeople don’t like to upset tradition.</i> • <i>The townspeople don’t know why they do the lottery beyond the fact that there used to be a saying that the lottery would bring heavy crops.</i> • <i>Even as Tessie is being stoned to death, she claims that the drawing itself is unfair; she never questions whether the lottery itself should occur.</i> 	
Key Points	Daily Assessment:
<input type="checkbox"/> What do students <u>need to know</u> about the literary element(s), device(s), or structure(s) within my objective? <input type="checkbox"/> Why is this knowledge <u>relevant and important</u> to the text’s meaning? <input type="checkbox"/> How will I make this information <u>concrete</u> to students? <input type="checkbox"/> How did I <u>apply this knowledge to understand the text?</u> What <u>skills and/or strategies</u> did I use, and how did I use them?	<input type="checkbox"/> What question will students answer to show that they have reached the daily objective and understood the text? <input type="checkbox"/> What will students do to show they have mastered the basic knowledge/skills within the objective?
<p>1) Setting is the physical location and time in which a story takes place. To identify setting, we must note the specific details the author provides concerning:</p> <ul style="list-style-type: none"> ○ The story’s location. ○ The time in which the action takes place. ○ The social environment of the characters, including the manners, customs, and moral values that govern their society. <p>2) While we often associate setting with “where” and “when,” it also has an emotional effect and can create a mood or atmosphere. Mood is the feeling that a text conveys to readers. Authors deliberately choose a setting and include specific details to conjure a certain reaction/feeling in their readers. Once I have identified the story’s setting, I can identify the mood by asking :</p> <ul style="list-style-type: none"> ○ What things, thoughts, or feelings do I typically associate these details with? 	<p>Setting can best be defined as:</p> <ol style="list-style-type: none"> A. The emotional effect or feeling that a text creates in a reader B. <u>The physical location, time, and social environment in which a story takes place.</u> C. The background information that is important to a text D. The steps a reader takes to use details to determine what may happen next in the story. <p>Mood can be defined as: <u>the feeling a text conveys to readers.</u></p> <p>What is the setting of “The Lottery?” What mood do these details establish, and what does this lead you to think about the lottery that’s about to occur? Use evidence from the text to support your answer.</p>

- If the setting is a decrepit, abandoned, and old building, I might feel tense or anxious since I've seen many scary movies where something bad happens in these types of locations.
- If the setting is a warm, sunny beach, I feel relaxed.
- Given this, what mood is the author trying to create?
 - If I'm feeling tense or anxious, I think the author is trying to create a mood of suspense or even fear.
 - If I'm feeling relaxed, I think the author is trying to create a mood of happiness and calm.

3) As readers, it's not enough to just note where and when the story takes place. By identifying the setting *and the mood it conjures*, we can make better predictions about what may happen in the text. To do this, I should ask myself:

- What is the setting, and the mood it conjures, leading me to think might happen?
 - I'm thinking something bad is going to happen to our main character.
 - I'm thinking that something good or maybe lucky will happen.
- What do I need to be aware of as I continue reading?
 - I'm going to be on my toes to see what might happen next... there will probably be some more clues about what catastrophe is about to occur.
 - I'm going to look for additional elements that indicate positive events will occur.

Sample Student Response:

"The Lottery" is set in a small, unnamed town on a summer day. The details in the text tell us that:

Possible Details:

- *It is the morning of June 27th.*
- *The day is clear and sunny.*
- *The flowers are blossoming profusely and the grass is green.*
- *All of the people in the village are gathered in the village square, and they gather here every year for the lottery.*
- *Because the people are always present for the lottery, it suggests that they place importance on tradition.*
- *While together, the townspeople seem to be relaxed and happy: the children are playing and laughing, the men are telling jokes, and the women are gossiping.*

These setting details help establish a mood of a relaxed excitement because the day is beautiful, all of the townspeople are present, and they seem happy and carefree.

Given the warm, sunny day and the sense of happy excitement of the townspeople, it's likely that the lottery is a fun, community event for the townspeople.

CONNECTION TO SUMMER ACHIEVEMENT GOAL:

In order to achieve growth on their institute assessment, my students will need to read various texts and discern how the author creates meaning. Setting is a key literary element across many texts that my students will have to be familiar with and interpret in order to comprehend and, in many cases, determine a text's theme. By focusing on setting and how it helps to establish the text's mood, as well as using this information to make predictions, students will begin to develop the habit of identifying and interpreting these key details in a text to increase their understanding. This is a critical life skill – as readers, my students will need to be aware of the different ways in which authors create and convey meaning to make sense of and analyze texts in high school, college, and beyond.

PRE-READING (25 min.)

Do you need to:

- Activate prior knowledge or build background knowledge to help students comprehend key ideas?
- Pre-teach unfamiliar vocabulary words that are important to the text's meaning?
- Introduce students to the knowledge, skills, and strategies important to the text?
- Connect students to important ideas from a previous lesson?

• **(4 min.) Students will silently complete the Do Now (below).**

Note: Students should write their responses on the structured note-taking handout included at the back of this plan, which you may choose to teach this lesson. If you do not choose to use the note-taking handout, be sure the Do Now is written on the board before the beginning of class.

1. After 10 hours on the job, the greeter at Wal-Mart gave everyone a perfunctory hello while mostly staring at his cell phone and reading text messages.

Based on the sentence above, what does the word perfunctory mean? Choose the correct answer below, and underline the words in the sentence that helped you determine its meaning.

- a. acting with enthusiasm and with energy
- b. done routinely with little interest or care
- c. acting with sadness and dismay
- d. done with anger toward others

2. What would you do if you won the lottery? List the first five things you would do with your winnings.

• **(4 min.) Pre-teach today's vocabulary.**

- Give the correct pronunciation for perfunctory so that students hear and read the word correctly. Then, begin by going over the Do Now to see how students defined the word based on the clues provided in the sentence.

"Today's vocabulary word is perfunctory, and it's pronounced per-FUNC-to-ry. Say it with me: per-FUNC-to-ry. (Students repeat proper pronunciation with teacher). Great. I need a volunteer to read the sentence on the Do Now for us. (Call on student to read sentence out loud.) Let's take a quick poll – hold up 1 finger if you choose A, 2 for B, 3 for C, and 4 for D."

- Review the word, its correct definition, and ensure students understand the specific context clues that suggested the word's meaning. Depending on student responses on the Do Now, you may want to do this in one of two ways:
 - If over half the class got the correct definition, have a student explain how they used clues in the sentence to determine the word's meaning. *"It looks like most of you choose letter (B) done routinely or with little interest or care, which is exactly right. Who can tell us what specific words or clues in the sentence helped you figure out the meaning?"*
 - If more than half the class got the wrong definition, show students how you used clues in the sentence to determine the word's meaning. *"It looks like we're all over the map on this one, so let me show you how I figured it out. I chose letter (B), because I thought perfunctory meant done routinely, with little interest or care. When I read the sentence, here's what stood out to me: when greeting customers at Wal-Mart, the greeter kept staring and playing with his cell phone. This suggested to me that he was bored and not really all that interested in saying a nice, friendly 'hello' to all of the customers walking through the door. In addition, the beginning of the sentence helped me confirm this. Since he'd been at the job for over 10 hours, I figured that he was likely tired and bored, and so he didn't have enthusiasm or energy. I didn't really have any evidence to show me that he was sad or angry, so I determined that perfunctory must mean to do something routinely or with little interest."*
- As a class, give students an opportunity to brainstorm 1-2 synonyms, antonyms and write these in the appropriate spot on their handout.
 - Possible synonyms: indifferent, cursory, routine, unconcerned
 - Possible antonyms: enthusiastic, thoughtful, spirited, zealous

Then, have students use the word in a sentence. Though you will want to provide students with the opportunity to write their own sentences with future vocabulary words, you should to create a sentence together as a class for the first lesson.

"Let's write a sentence using the word perfunctory. To do so, I'd like someone to volunteer to explain an activity that they do in a perfunctory manner. (A student provides a suggestion; shift it into a sentence.) Great—let's write that down on our handout: "Because I wanted to find my cousins, I gave my grandmother a quick, perfunctory kiss before rushing to the basement to find them."

• **(4 min.) Use the second question on the Do Now to introduce students to the text.**

- Use this as an opportunity to activate prior knowledge and prepare students for reading (since generally, lotteries evoke pleasant experiences and conjure ideas of luck and winnings).

"All right, let's discuss the second question on your Do Now. It's your lucky day... you've just won the lottery. Who can volunteer to share what they would do with the winnings?" (Invite 2 students share. It is important that you limit student responses here to maintain pacing in this lesson.)

- Tie this back to the text that students' will read over the next several days, build quick background knowledge, and have students create an initial prediction based on the title of the story and what they know about lotteries from their real life experience. You may choose to have 1-2 students share their predictions.

"Today, we'll start reading a story titled, 'The Lottery.' It was written in 1948 and was extremely controversial... so much so that it was actually banned from being read in schools at one point. (If students ask why, respond by telling students that's something that they'll have to think about and gather evidence for as they read).

Before we begin, take a moment to jot down a prediction, or an educated guess, about what this story might be like given the title and what you know from your own life experience about lotteries. Jot your thoughts in a complete sentence on your handout."

- **(13 min.) Introduce students to the key points prior to reading the text.**

- Throughout this section, write notes on the overhead/ projector/ a poster so that students can follow along on their handout.

Key Point #1: Setting is the physical location and time in which a story takes place. To identify setting, we must note the specific details the author provides concerning:

- **The story's location.**
- **The time in which the action takes place.**
- **The social environment of the characters, including the manners, customs, and moral values that govern their society.**
- Introduce the 1st key point to tell students what literary element they'll focus on during the day's reading.

"Before we dive into the text today, we're going to start by talking about setting as one of the important elements that authors use to create meaning for us as readers."

Ask students to tell you what they know about setting or how they would define it, since this is a term they have heard before. Validate and correct their responses, making sure they write the following information on their handout:

- Setting is the (physical location) and (time) in which a story takes place.
- To identify setting, we must note the details the author provides concerning:
 - the story's (location)
 - the (time) in which the action takes place
 - the (social environment) of the characters, including the manners, customs, and moral values that govern their society

Key Point #2: While we often associate setting with "where" and "when," it also has an emotional effect and can create a mood or atmosphere. Mood is the feeling that a text conveys to readers. Authors deliberately choose a setting and include specific details to conjure a certain reaction/feeling in their readers. Once I have identified the story's setting, I can identify the mood by asking :

- **What things, thoughts, or feelings do I typically associate these details with?**
 - **If the setting is a decrepit, abandoned, and old building, I might feel tense or anxious since I've seen many scary movies where something bad happens in these types of locations.**
 - **If the setting is a warm, sunny beach, I feel relaxed.**
- **Given this, what mood is the author trying to create?**
 - **If I'm feeling tense or anxious, I think the author is trying to create a mood of suspense or even fear.**
 - **If I'm feeling relaxed, I think the author is trying to create a mood of happiness and calm.**
- Introduce the 2nd key point by working through an example.

"Setting is much more than just the "where" or the "when" – setting can also have a huge impact on a story. For example, raise your hand if you've recently watched a scary movie? (Students raise hands.) I

hate scary movies... there's always that one scene, you know, where the main character is all alone, at night, when no one else is around, and they make a crazy decision to go wander around in a dark, run-down, abandoned house. They start playing the scary music, and you just know that the killer is lurking there behind the door. Think about it... What feelings or reactions does that dark, empty house create?" (Solicit a student response. Students will likely say that they would feel tense or nervous that something bad will happen. Have students write this feeling in the appropriate spot on the handout.)

Have students fill out the following information on their handout:

- While we often associate setting with the “where” and “when,” there is also an emotional effect of setting because the setting can (create a mood or an atmosphere). A story's mood is (the feeling that a text conveys to its readers).

Reinforce the 2nd key point by working through another example.

“Now consider a different example. Do you think I would have felt differently if the character was just strolling down a bright sunny beach during the day with people all around? How might my reaction have been different? (Students will likely say that they'd feel more relaxed and less worried that something bad was about to happen. Have students write this feeling in the appropriate spot on their handout.) Exactly...so in this case the setting makes us feel something different.”

Show the process for identifying mood. Students should take notes on their handout.

- Once I have identified the story's setting, I can identify the mood by asking myself:
 - What (things), (thoughts), or (feelings) do I typically associate these details with?
 - Given this, what (mood is the author trying to create)?

Use the same examples to work through this process.

“Let's think back to our old, run-down, abandoned house. That setting made me feel tense and anxious. I think the author is trying to build a mood of suspense and fear.

Now let's think back to our warm, sunny beach. How did that setting make you feel? (Have a student respond; he/she will likely say that it made him/her feel calm and relaxed.) What mood is the author trying to create?" (Students should say that the author is trying to build a mood of happiness and tranquility. Have them write these in the appropriate spots on their handout.)

Key Point #3: As readers, it's not enough to just note where and when the story takes place. By identifying the setting and the mood it conjures, we can make better predictions about what may happen in the text. To do this, I should ask myself:

- **What is the setting, and the mood it conjures, leading me to think might happen?**
 - I'm thinking something bad is going to happen to our main character.
 - I'm thinking that something good or maybe lucky will happen.
- **What do I need to be aware of as I continue reading?**
 - I'm going to be on my toes to see what might happen next... there will probably be some more clues about what catastrophe is about to occur.
 - I'm going to look for additional elements that indicate positive events will occur.
- Introduce the 3rd key point. Students should continue filling out their handout.
 - To use setting and mood to make predictions, I should ask myself:
 - What is the (setting), and the (mood) it conjures, (leading me to think might happen)?
 - What do I need to be aware of as I continue reading?

Illustrate using setting and mood to make predictions with the same examples. Have students fill out the appropriate slots on their handout:

“Let's think back to our old, run-down, abandoned house:

- *The setting made us feel tense and anxious.*
- *We know the author is trying to build a mood of suspense and fear.*
- *This makes us think something bad is going to happen to the main character – like maybe they're going to get hurt or killed.*
- *As I continue reading, I should look for other clues that disaster is imminent.*

Now let's think back to our warm, sunny beach:

- *The setting made us feel calm and relaxed.*
- *We know the author is trying to build a mood of happiness and tranquility.*
- *What does this make you think might happen? (Students will likely say that it makes them think something nice or lucky is going to happen – maybe the main character will fall in love.)*
- *What should you be looking for as you continue to read? (Students should say they will look for other clues that things are going well.)*

Great work! Now it's time to take what we've just talked about, and use it to better understand our story for the next few days: "The Lottery."

DURING READING (50 min.)

Consider:

- What places within the text are most important for reaching the day's objective and comprehending the text's meaning?
- What must students know and be able to do with the text to reach the day's objective and how will you support them?
- What methods will you use to ensure students are actively thinking and engaging with the text to reach the objective and comprehend?
- How will students do the reading?

- **(1 min.) Give students context and set a purpose for the reading.**

- Explain what students should focus on and why.

"As we read today, we're going to pay close attention to the details and descriptions that the author provides on the setting, and use these details to identify the mood, or how the author may want us to feel from reading these details.

I'm going to start by reading the first paragraph out loud. As I do, think about the specific details the author includes that help reveal the time and place. Remember, we're looking for specifics – knowing it's a cold, dark, dreary winter night conjures a different feeling that just knowing that it's winter.

As I read, underline any words that help you understand the setting of the story better."

- **(5 min.) Read Paragraph #1 aloud to students; stop to identify the setting details and to consider questions 1-3 on the note-taking handout.**

- By reading the first paragraph aloud, you can stop students and guide them through identifying setting details by underlining them on the overhead/ projector and describing what these details lead them to think and feel. Students will do such reading and thinking with greater independence later in the text.

The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th, but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

- Stop here to pull out setting details with students, making sure to engage students in the process. You should prompt students by asking questions and use the overhead/ projector to underline and show them the specific details that help you identify setting and mood.

"So I've only read one paragraph, but I've already noticed a lot of important details related to the setting. Let's look back at the paragraph. What details about the time and place stood out? Raise your hand if you can tell us something about where or when the story takes place. (Students respond; if no students have hands up, prompt students with more specific questions: What time of year is it?)

Great, we know it's morning and it's summer time. I'm going to underline these details, and I'd like you to do the same on your copy of the text. So we know it's summer time, but the author also gives us even more detail – how does she describe the day? What other details can you find? (Students respond; ensure students note that it's clear and sunny; not only is the grass green, but it's richly green and flowers are blooming with a profuse smell. Students should mark their text by underlining as you model and underline these key details on the overhead/ projector.)

Knowing these the details is part of what I've got to do, but it's not all... the author includes these specific details to help build a mood or conjure certain thoughts and feelings in me as a reader. So, I ask myself: What things, thoughts, or feelings do I typically associate with these words and details?

- How does a warm, clear summer day make you feel? (Students respond; make sure students identify that the setting details make us feel more carefree, uplifted, and energized; if it's helpful, have students compare how a warm summer day might make them feel with a cold, dreary, rainy winter day).
- What do blooming flowers and green grass make you think? (Students respond; make sure students associate the grass and flowers with life and energy – things are in bloom.)

So now I ask myself, given this, what mood is the author trying to create? Based on what you all just described, I think the author's creating a carefree, joyful mood. It's summer time, and all of the details suggest that things are bright and happy in this little town. I'll use this to help me make a prediction. Once I know the mood, that can help me think about what may happen next. Take a minute to revisit your prediction that you wrote before we started reading. Jot down any changes or additions you want to make." (Give students 30 seconds to do this, and then call on 1-2 students to share. At this point, students predictions likely haven't changed much at this point in time, since most probably stated that lotteries are generally pleasant, which is consistent with the initial mood of the text.)

- **(3 min.) Give directions for partner reading of Paragraphs #2 and #3 and set a purpose for reading.**

"While the author provided some great details about the setting—and specifically, the time and location—in the first paragraph, she'll continue to build with more descriptions in the next two paragraphs. You'll work with a partner to read the next section of text—paragraphs 2 and 3 (show students these paragraphs on the overhead/ projector)—and to identify the setting details and the mood of the text. Be sure to identify details related to the social circumstances of the townspeople in particular: How do they interact with one another? What kind of people are they?

First, I'll explain the directions for reading with your partner. Row 1-2 will work together; if you're in Row 1, when I'm done giving direction, you'll slide your desk to the person next to you in Row 2 (not now!). Rows 3-4 will work together; if you're in Row 3 you'll slide your desk to the person next to you in Row 4 (not now!). Rows 5-6 will work together; if you're in Row 5 you'll slide your desk to the person next to you in Row 6 (not now!).

When reading with your partner, you should each take turns reading a paragraph aloud; if you are not reading, you should follow along with the text. After you have finished reading, you'll have 2-3 minutes to quietly discuss and write your answers to questions 4- 6. When discussing with your partner, you should use a quiet voice that's appropriate for conversation. You will not get to pick your partner today; depending on how well you do, you may earn the privilege of picking your partner on future days. However, remember our class rules: we are respectful of everyone.

Before we start, I need a volunteer to explain how you should read with your partner and what details you should pay attention to as you read." (Student shares; validate or provide clarification on how students should partner read).

- **(9 min.) Students read Paragraphs #2 and #3; then, they respond to questions 4-6 on their handout.**
 - As students read, walk around to monitor student practice and behavior. Redirect any students who are off task, and look for students who may need additional reading support. When students finish reading, they should answer questions 4-6 on their note-taking handout.

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play, and their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix-- the villagers pronounced this name "Dellacroy"--eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather, surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their husbands. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

- **(3 min.) Discuss the setting details students identified, as well as their answers to questions 4-6 on the note-taking handout.**

- Have a few students share out and check student understanding, making sure that students underlined details similar to the ones above and that they associate the townspeople, like the village itself, with a generally pleasant mood given the setting details.

- **(1 min.) Help students set a new purpose for reading and prepare them for key details that will be important to the text's meaning.**

- Explain what students should focus on as you read aloud.

"You may continue to note things about the setting and townspeople that help establish and build the mood. Continue to underline these details in your text so that you can use them to help you predict and discuss the text with others. But, before we continue, remember that setting is just one thing the author is doing to build meaning. As I read the next few paragraphs aloud, we'll get some important information about the town's lottery and what it's all about. So, as you read, be on the look out for details about the town's lottery. When you finish reading, you and your partner will answer these four questions on your handout(show students the questions)."

- **(5 min.) Read Paragraphs #4-7 aloud to students.**

The lottery was conducted--as were the square dances, the teen club, the Halloween program--by Mr. Summers who had time and energy to devote to civic activities. He was a round-faced, jovial man and he ran the coal business, and people were sorry for him because he had no children and his wife was a scold. When he arrived in the square, carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called. "Little late today, folks." The postmaster, Mr. Graves, followed him, carrying a three- legged stool, and the stool was put in the center of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool, and when Mr. Summers said, "Some of you fellows want to give me a hand?" there was a hesitation before two men. Mr. Martin and his oldest son, Baxter, came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.

The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born.

Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything's being done. The black box grew shabbier each year: by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

Mr. Martin and his oldest son, Baxter, held the black box securely on the stool until Mr. Summers had stirred the papers thoroughly with his hand. Because so much of the ritual had been forgotten or discarded, Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations. Chips of wood, Mr. Summers had argued, had been all very well when the village was tiny, but now that the population was more than three hundred and likely to keep on growing, it was necessary to use something that would fit more easily into the black box. The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them in the box, and it was then taken to the safe of Mr. Summers' coal company and locked up until Mr. Summers was ready to take it to the square next morning. The rest of the year, the box was put away, sometimes one place, sometimes another; it had spent one year in Mr. Graves's barn and another year underfoot in the post office and sometimes it was set on a shelf in the Martin grocery and left there.

There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make up--of heads of families, heads of households in each family, members of each household in each family. There was the proper swearing-in of Mr. Summers by the postmaster, as the official of the lottery; at one time, some people remembered, there had been a recital of some sort, performed by the official of the lottery, a perfunctory, tuneless chant that had been rattled off duly each year; some people believed that the official of the lottery used to stand just so when he said or sang it, others believed that he was supposed to walk among the people, but years and years ago this part of the ritual had been allowed to lapse. There had been, also, a ritual salute, which the official of the lottery had had to use in addressing each person who came up to draw from the box, but this also had changed with time, until now it was felt necessary only for the official to speak to each person approaching. Mr. Summers was very good at all this; in his clean white shirt and blue jeans, with one hand resting carelessly on the black box, he seemed very proper and important as he talked interminably to Mr. Graves and the Martins.

- **(1 min.) Give directions for Think-(Write)-Pair-Share to students.**

- Explain expectations for Think-(Write)-Pair-Share

"When you are with your partner, you'll have 5 minutes to quietly discuss your answers to four questions. When discussing with your partner, you should use a quiet voice that's appropriate for conversation. You'll discuss the following questions (show students where these questions are on their handout); we'll share out as a whole class after a few minutes, so jot your thoughts down on your handout so that you are ready to discuss."

- **(5 min.) Students engage in Think-(Write)-Pair-Share, responding to questions 7-10 on the handout.**

- Give students 5 minutes to answer the following questions on their handout with their partner. As students answer the questions, circulate and assist any students who are having trouble finding details from the portion of the text that they just read.

Questions on the handout:

- What do we know about when the lottery was started? *We don't know an exact year, but we can infer that it's been going on for a long time. The black box that they use had been being used even before the oldest man in town was involved in the lottery.*
- What things have changed over time? *The townspeople use paper instead of woodchips. They no longer do the recital or chant.*

- What things have remained the same? *They still make lists for families that participate, they still use the black box (that has pieces of the original black box), they still swear in the headmaster.*
- How do the townspeople feel about making changes to the lottery? How do you know? *They don't like it. They don't like talking about replacing the black box.*

- **(4 min.) Discuss the questions as a whole group to ensure that students have the key ideas.**

"These paragraphs just told us a lot of important information about the lottery, so let's make sure that we are clear about what's happening in this town. I need a volunteer to read the first question and share their answer."

- Call on students to read each question and share their answer. Prompt students to explain what in the text helped them determine the answer. Ensure that all students understand the following:
 - The lottery started a long time ago.
 - While some things have changed, the townspeople like the tradition and are weary of changes (as evidenced by their feelings about the black box).
 - Ask students: Do we know why the townspeople do the lottery? Ensure that students understand that at this point, we know that the lottery is important to the people, but we don't know why they do it.

- **(2 min.) Re-establish students' focus and purpose for reading Paragraphs #8 and #9.**

- Reinforce partner expectations for reading by highlighting what students did well during the last partner reading, or re-set expectations by re-explaining directions for how students should partner read.

"You'll read two more paragraphs of the text today before we wrap up. As you read, I want you to think about the story's setting and what you know about the town's lottery, and look for details that help you understand how the people might feel about the lottery. Underline any details that clue you into how the people feel so that you can use that to help refine your predictions and discuss the story with others. Then, when you finish reading, you and your partner will discuss and answer these two questions on your handout before we share out as a whole group." (Show students the questions that they'll answer on the handout.)

- Read questions aloud:
 - Based on these, what is the general attitude of the townspeople as they wait for the lottery to begin?
 - What specific evidence in the text helped you determine this?

- **(8 min.) Students read Paragraphs #8 and #9; then, they respond to questions 11 and 12 on their handout.**

- Students continue reading in partners with the Paragraph #8, which starts "Just as Mr. Summers..." through right before the lottery starts at the end of Paragraph #9. As students read, walk around to monitor student practice and behavior. Redirect any students who are off task, and look for students who may need additional reading support. When students finish reading, they should answer questions 11 and 12 on their note-taking handout.

Just as Mr. Summers finally left off talking and turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. "Clean forgot what day it was," she said to Mrs. Delacroix, who stood next to her, and they both laughed softly. "Thought my old man was out back stacking wood," Mrs. Hutchinson went on. "and then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running." She dried her hands on her apron, and Mrs. Delacroix said, "You're in time, though. They're still talking away up there."

Mrs. Hutchinson craned her neck to see through the crowd and found her husband and children standing near the front. She tapped Mrs. Delacroix on the arm as a farewell and began to make her way through the crowd. The people separated good-humoredly to let her through: two or three people said, in voices just loud enough to be heard across the crowd, "Here comes your, Missus, Hutchinson," and "Bill, she made it after all." Mrs. Hutchinson reached her husband, and Mr.

Summers, who had been waiting, said cheerfully. "Thought we were going to have to get on without you, Tessie." Mrs. Hutchinson said, grinning, "Wouldn't have me leave m'dishes in the sink, now, would you. Joe?," and soft laughter ran through the crowd as the people stirred back into position after Mrs. Hutchinson's arrival.

- **(4 min.) Lead a short class discussion to check student understanding.**

- Call on students to read each question and share their answer. Prompt students to explain what in the text helped them determine the answer.
- Ensure that all students understand that people generally seem excited and ready for the lottery to begin, as evidenced by the joking that takes place in the last few paragraphs as well as Tessie running to make it in time for the lottery to begin.

POST READING (15 min.)

Consider:

- What ideas or parts of the text should students focus on to clarify, summarize, and extend their understanding?
- How will this prepare them to answer the daily focus question (and, if applicable, set them up for tomorrow's lesson)?
- When will students complete their daily assessment and how long will this take?

- **(7 min.) Connect students back to the daily objective and give student an opportunity to reflect on their reading.**

- Give students 3-5 minutes to revisit their initial predictions. After students have written their predictions down, call on a few students to share their predictions and prompt them to give specific rationale, using the text, for why they think this will happen.

"Before we started reading today, you made a prediction about this text based on the title, and then based on the initial setting details that helped you discern the mood. Now, you have an even greater understanding of the townspeople and their lottery. Take a moment now to revisit your prediction and either refine it or change it in the appropriate spot on your handout. As you do this, make sure that you base your thinking on specific evidence from the text. So, for example, if you think that Tessie's family may benefit from the lottery, you should point to specific evidence in the text that leads you to think this."

- **(8 min.) Give students directions to answer the daily focus question and complete the daily assessment.**

Name: _____

Do Now

1. After 10 hours on the job, the greeter at Wal-Mart gave everyone a perfunctory hello while mostly staring at his cell phone and reading text messages.

Based on the sentence above, what does the word perfunctory mean? Choose the correct answer below, and underline the words/phrases in the sentence that helped you determine its meaning.

- a) acting with enthusiasm and energy
- b) done routinely with little interest or care
- c) acting with sadness and dismay
- d) done with anger toward others

2. What would you do if you won the lottery? List the first five things you would do with your winnings.

- a) _____

- b) _____

- c) _____

- d) _____

- e) _____

Vocabulary

Perfunctory (per-FUNC-to-ry) means: _____

<u>Synonyms</u>	<u>Antonyms</u>

Use perfunctory in a sentence:

_____.

Pre-Reading Prediction

Make a prediction about what "The Lottery" will be about. Explain why you made the prediction you did.

Pre-Reading Notes

- Setting is the _____ and _____ in which a story takes place. To identify setting, we must note the details the author provides concerning:
 - the story's _____.
 - the _____ in which the action takes place.
 - the _____ of the characters, including the manners, customs, and morals of their society.
- While we often associate setting with the "where" and "when," there is also an emotional effect of setting because
the setting can _____.
A story's mood is _____.
- Once I have identified the story's setting, I can identify the mood by asking myself:
 - What _____, _____, or _____ can I associate these details with?
 - Given this, what _____?
- To use setting and mood to make predictions, I should ask myself:
 - What is the _____ and the _____ it conjures, leading me to think _____?
 - What do I need to be aware of as I continue reading?

Example #1	Example #2
<u>Setting:</u> <p style="text-align: center;">An old, run-down, abandoned house</p>	<u>Setting:</u> <p style="text-align: center;">A warm, sunny beach</p>
<u>How It Makes Me Feel:</u> 	<u>How It Makes Me Feel:</u>
<u>Mood Created By Author:</u> 	<u>Mood Created By Author:</u>
<u>Prediction:</u> 	<u>Prediction:</u>

During-Reading Notes

After reading Paragraph #1, we'll answer the following questions together:

1. How does a warm, clear summer day make you feel? What do blooming flowers and green grass make you think?

2. What mood does Jackson create?

3. Does this mood cause you to alter your prediction? If so, how?

After reading Paragraphs #2 and #3, answer the following questions with your partner:

4. What things, thoughts, or feelings do you typically associate with the setting details you underlined?

5. Is this consistent with the mood we uncovered from the first paragraph? Why or why not?

6. Does the mood in these paragraphs drive you to modify your initial prediction? If so, how?

Think-(Write)-Pair-Share for Paragraphs #4-#7: Before you discuss with a partner, write your thoughts to the questions below.

- 7. What do we know about when the lottery was started?

- 8. What things have changed over time?

- 9. What things have remained the same?

- 10. How do the townspeople feel about making changes to the lottery? How do you know?

After reading Paragraphs #8 and #9, answer the following questions with your partner.

- 11. Based on the last two paragraphs, what is the general attitude of the townspeople as they wait for the lottery to begin?

- 12. What specific evidence in the text helped you determine this?

Revisit your prediction. What do you think will happen as we continue reading? Be as specific as you can, and be sure to ground your prediction in details from the text.

Exit Ticket for Day 1 of “The Lottery”

Name: _____

1. (Circle One) Setting can best be defined as:

- E. The emotional effect or feeling that a text creates in a reader.
- F. The physical location, time, and social environment in which a story takes place.
- G. The background information that is important to a text.
- H. The steps a reader takes to use details to determine what may happen next in the story.

2. Mood can be defined as: _____.

3. What is the setting of “The Lottery?” What mood do these details establish, and what does this lead you to think about the lottery that’s about to occur? Use complete sentences and evidence from the text to support your answer.
