Close reading plan

The Lottery by Shirley Jackson

Tiffany Deitelbaum, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	"The Lottery" by Shirley Jackson	**Where to Access Text**	Jackson, Shirley. "The Lottery". *FullReads*. Web. 7 Apr. 2014. http://fullreads.com/literature/the-lottery/

Text Description

This text is a fiction short story that challenges students' thoughts about the idea of a "lottery" and the connotations that come with it. The story opens on June 27th as a small town gathers for the annual lottery. Villagers of a small town are gathering for the annual lottery while picking up rocks on their way. The lottery begins with each family drawing slips of paper. Once a family is chosen each family member then selects an individual slip to identify who is chosen. In the end of the story it becomes apparent that this lottery contradicts the popular belief that a lottery is a good thing and the brutality of this village tradition becomes clear. This classic short story builds suspense through a multitude of characters that will leave its readers at the edge of their seats.

Quantitative

Lexile and Grade Level	980 - Grade 8	**Text Length**	3773 words

Qualitative

Meaning/Central Ideas	**Text Structure/Organization**
Meaning and central idea of the text (blindly following traditions) is not explicitly given. Readers must draw inferences from the text as the story unfolds to reveal that winning this lottery is in fact not winning at all but losing.	- No graphics - No text features other than the title - Short story that follows a sequential order - Point of view from third person objective - Multiple characters

Prior Knowledge Demands	**Language Features**
Practical knowledge of what a lottery is will be needed. Analysis of how particular events, setting, and plot shape character development. No references to other texts.	Mostly contemporary and conversational. Some dialect unique to the villagers "...have me leave m'dishes in the sink", "to get on without you", and "so's we can go back to work".

Vocabulary

Tier Two Words (General academic vocabulary) *"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)*	**Tier Three Words (Domain-specific words)** *"[Tier Three words]…are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)*

Connecticut State Department of Education

• profusely	• interminably	• No Tier Three words
• paraphernalia	• petulantly	
• perfunctory	• stoutly	
• duly	• defiantly	

Potential Reader/Task Challenges

The topic of this story can be related to *The Hunger Games, which* is popular among this age group. Most students will be able to make connections to the society this story is grounded in. Some students may have trouble understanding what is going on because the lottery being performed is different than the connotation the word 'lottery' often brings to students. It is often associated with winning money or material things. The ending can also be difficult for some students as it implies a brutal end to the main character's life, which leaves students with questions about what happens to her.

Text-dependent questions		
Question	Standard alignment	Page of this document
How does Jackson create the dynamic character of Tessie by reveling contrasting aspects of her character from the beginning of the story to the end?	RL8.3	5
How does Shirley Jackson's word choice in "The Lottery" contribute to the tone of her work?	RL8.4	10
What details help build suspense throughout "The Lottery"?	RL8.6	13
What inferences can you draw about the differing viewpoints of Mrs., Delacroix, Mr. & Mrs. Adams, and Old Man about the lottery tradition?	RL8.1	17
What details in "The Lottery" are given that help the reader determine a theme?	RL8.2	22
Target Standards		

- RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL8.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL RL8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.

Question 1

Question #1	How does Jackson create the dynamic character of Tessie by reveling contrasting aspects of her character from the beginning of the story to the end?
Standard(s) covered:	RL8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Example response that meets standard	Look-fors
In "The Lottery" by Shirley Jackson, Tessie starts out being a cheerful woman but as the plot unfolds becomes frantic with worry. In the beginning of the story, she arrives late to the village square and cheerfully responds to Mr. Summers's acknowledgment of her arrival with a joke. She says nobody would want her to leave her dishes in the sink. The text also says, "Mrs. Hutchinson said grinning" (Jackson 2). People that are smiling are cheerful. In contrast to the end of the story as Tessie grows worried. When her family draws the black dot, she yells out that her daughter and son-in-law must also draw a slip of paper even when she knew that married daughters become part of the husband's family for this ritual. Then when none of the villagers seem to care or respond to her she says, "I tell you it wasn't fair" (Jackson 4). She claims that this process isn't right and she should get another chance because she is growing concerned that she may be picked. Ultimately, Tessie is introduced in the story as a cheerful responsible mother who ends up being a worried individual.	Accurately identifies two traits of Tessie showing how Tessie changes as a dynamic character Accurately gives evidence to support each trait Accurately gives a quote from the text to support each trait Transitional language is used to introduce examples Transitional language is used to sequence events Transitional language is used to introduce a shift or contrast in character development

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to analyze a character's development by connecting what the character does, says, and thinks.
Prior knowledge to review	Identify how characters respond to changes, as the plot is resolved. Analyze how particular elements of a story shape the characters and plot.

Steps to achieve objective	Think aloud for direct instruction
1) Reread looking for a character's internal thinking and spoken words.	The question asks us to find words and phrases that help describe Tess. • The questions calls Tess a dynamic character, a character who changes over the course of the text. • It seems there are two parts to this questions so we should organize our thoughts into a T-chart so we have one side for the beginning evidence and one side for the end of the text. • The first time Tessie appears in the beginning of the story is when she arrives late to the village gathering. I need to reread that section. • Let me list some of the evidence that reveals aspects of her character in that particular section. • Mrs. Delacroix and Tess, "Both laugh softly." • She makes a joke about not leaving her dirty dishes in the sink. • The text says, "Mrs. Hutchinson said, grinning." Towards the end of the story you see Tessie change. I need to go back in the text and find when she starts to change • I know that Tess starts to change after her family gets the black dot. I need to go back to that section and reread it • After the Hutchinson family is selected Tess says, "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!" • She also says her daughter and son-in-law should take their chances in drawing a slip of paper too. • She says again, "It wasn't fair." • She tries to persuade the crowd and draw them in when they don't give in to her and says, "You didn't give him time enough to choose. Everybody saw that."
2) Ask yourself, "How does evidence inform my theory about the character?"	• Next, I need to review the evidence we gathered from the beginning and the end of the text about Tessie. • Under the beginning evidence, the words I'm going to highlight are "makes a joke" because it gives me a clue to a trait about Tess. • The word "grinning" is another clue that I can highlight. • Under the ending list, I see "it wasn't fair" which I will highlight. • The last phrase I will highlight is "everybody saw that" which also points to a description of what she is feeling.
3) Explain the reasons and evidence that support this point.	• This final step asks to analyze the words and phrases to determine the traits that are revealed based on her actions and words. • Based on the beginning words we highlighted, I'm going to list possible traits that match that evidence. • Making jokes and grinning connect with being happy, jovial, pleasant, humorous, and cheerful. • The trait that matches most closely to jokes and grinning is humorous; I will circle that one and cross off the rest. • Saying something isn't fair and trying to make the crowd believe they saw the unfairness too are associated with being unhappy, scared, hopeless, and worried. • The trait that matches most closely to being unfair and convincing others of your ideas is worried, I will circle that one.

Extension and practice
• If a student is having trouble coming up with possible traits that match the evidence, give them a list of possible traits or have them work in groups to brainstorm traits that match. • Students that easily identify matching traits for the evidence can work on finding more specific traits by using a thesaurus (book or internet) to look up the traits they came up with that would be similar.

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other fiction texts to teach analysis of a character. (RL8.3)	See more examples of how to teach character analysis (RL 8.3)
Objective: In this lesson you will learn to analyze a character's development by connecting what the character does, says, and thinks. 1. Reread looking for a character's internal thinking and spoken words. 2. Ask yourself, "How does evidence inform my theory about the character?" 3. Explain the reasons and evidence that support this point.	Analyze a Character's Thought, Actions, and Words http://learnzillion.com/student/lessons/2026 Tracking How a Character Changes http://learnzillion.com/student/lessons/1649

Connecticut State Department of Education

Lesson 1 "The Lottery" T-Chart template

How does Jackson create the dynamic character of Tessie by reveling contrasting aspects of her character from the beginning of the story to the end?

Tessie Hutchinson

Beginning	End

Lesson 1 "The Lottery" T-Chart Example

How does Jackson create the dynamic character of Tessie by reveling contrasting aspects of her character from the beginning of the story to the end?

Tessie Hutchinson

Beginning	End
• Mrs. Delacroix and Tess "both laugh softly" • She makes a joke about not leaving her dirty dishes in the sink • The text says, "Mrs. Hutchinson said, grinning" ~~happy~~ ~~jovial~~ ~~pleasant~~ (humorous) ~~cheerful~~	• After the Hutchinson family is selected Tess says, "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!" • She also says her daughter and son-in-law should take their chances too • She says again, "It wasn't fair" • She tries to persuade the crowd and draw them in when they don't give in to her and says, "You didn't give him time enough to choose. Everybody saw that." ~~unhappy~~ ~~scared~~ ~~hopeless~~ (worried)

Question 2

Question #2	How does Shirley Jackson's word choice in "The Lottery" contribute to the tone of her work?
Standard(s) covered:	RL8.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Example response that meets standard	**Look-fors**
Jackson uses vivid words throughout the story to set the tone. She begins with a feeling of peacefulness and ends with one of horror. The story opens on a, "clear and sunny day" (Jackson 1). Beautiful sunny days are associated with happy stories. It continues with, "the flowers were blossoming profusely and the grass was richly green" (Jackson 1). Again, Jackson is painting a picture of a pleasant place. As the story evolves and families take turns picking their slips of paper, Jackson describes the crowd as, "quiet, wetting their lips" (Jackson 3). The feeling the author is creating is no longer peaceful. For example, Tess's husband "forced the slip of paper out of her hand" (Jackson 5). At this point in the story, there is no peacefulness left. The villagers begin selecting stones, even her son Davy gets rocks to throw. In Tess's final moments the horror of what is taking place is shown when, "the villagers moved in on her" and finally, "they were upon her" (Jackson 5). Although the author does not say directly that Tess was stoned to death, her word choice about the villagers surrounding her leaves the reader with a clear image of the horror about to take place.	The opening statement clearly identifies an accurate tone from the text

Transitional language such as "for example" and "is shown when" are used to introduce examples

Transitional language like "the story opens" and "as the story evolves" are used to sequence events

Provides specific verbs and adjectives such as sunny, blossoming, richly green to support the tone of happy

Provides specific verbs and adjectives such as quiet, forced, moved in, and upon her to support the tone of horror |

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to analyze the impact of the author's word choice on tone by matching the author's images to the most appropriate tone word.
Prior knowledge to review	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL7.4)

10

Steps to achieve objective	Think aloud for direct instruction
1) Reread the text, looking for images.	• This question is asking to identify the tone of the story. • I remember that the tone of the text refers to the feeling that the author creates. • I need to go back to the text to find words that create images about the scenes taking place. • I can look for images the author created about the setting, characters, and events. • Images are pictures in your mind that the author creates by using descriptive language to help you understand what is happening.
2) List specific words and phrases that describe the tone.	• Now I can start listing some of the evidence I find from the text to reveal the tone of the story. • In the beginning of the story, I see it talks about a "clear and sunny day" and "flowers blossoming profusely and the grass was richly green." • Next in the story, you see the situation change. The crowd becomes, "quiet, wetting their lips" which shows that it is not as peaceful." • In the last scene, Bill "forced the slip of paper out of her hand" which shows a forcible action. • Even her small son Davy is handed rocks to throw. • Finally in the last scene, "the villagers moved in on her" and "they were upon her."
3) Ask yourself, "Which feeling words" match the evidence from the text and describe the tone?"	• When looking at this list of word and phrases the author selected, they can be grouped around a central feeling. This is called tone. • The story starts with a tranquil setting of a small quiet village • Once the lottery gets underway, the situation changes and the crowd becomes solemn, almost funeral like • In the last segment, the scene becomes scary • The beginning evidence with adjectives and adverbs like "sunny" and "richly green" and verbs like "blossoming" support a pleasant tone in which the reader feels good about the setting and what is going to happen • As the scene unfolds, words such as "quiet", "forced", "moved in on", and "upon her" paint a picture in the reader's mind of a horrific scene about to transpire

Extension and practice
• If a student is having trouble coming up with possible tone words that match the evidence, give them a list of possible tones or have them work in groups to brainstorm tones that match. • Additionally, students that easily identify an appropriate tone can be asked to make conjectures about how the story's tone would be different with certain words and phrases removed or changed.

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other fiction texts to teach the impact the author's word choice has on the tone of the text. (RL 8.4)	See more examples of how to teach identification of tone through word choice (RL8.4)
Objective: In this lesson you will learn how the author developed tone by analyzing the impact of words and phrases used throughout the text. 1. Reread the text, looking for images. 2. List specific words and phrases that describe the tone. 3. Ask yourself, "Which feeling words" match the evidence from the text and describe the tone?"	Determine the Impact of Words on Tone http://learnzillion.com/student/lessons/1996

Question 3

Question #3	What details build suspense throughout "The Lottery"?
Standard(s) covered:	RL8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.

Example response that meets standard	Look-fors
Suspense is about the anticipation of what is not known. In early stages of "The Lottery" there is a quick silence that comes over the villagers as Mr. Summers begins calling the families to come up and draw from the box. Next, the townspeople "grinned at one another humorlessly and nervously" (Jackson 3). Those words force the reader to wonder why the people would be stoic at the chance at winning the lottery. In addition, Mr. Adams is described as holding onto his slip tightly, moving quickly back to his spot, and then standing away from his family never looking at his paper. After several men have drawn the slip of paper Jackson describes the scene as, "men holding the small folded papers…turning them over and over nervously" (Jackson 3). At this point the suspense is built around an anxious crowd as the men wait holding a paper to decide their families' fate as well as the women like Mrs. Dunbar hoping they would speed up the lottery. Just when the reader thinks that this lottery ritual must be something bad Jackson keeps everyone guessing as, "there was a long pause, a breathless pause" (Jackson 4). Is that a signal of the villagers being excited to win something? It is quickly followed with Tessie's shouting protests including, "It wasn't fair" (Jackson 4). The gravity of the situation is secured as Tessie continues protesting. It becomes clear that winning in this lottery is not a good thing. The building of these events upon each other created suspense by continuing to keep the reader guessing what was going to happen next.	Clearly introduces the topic of building suspense

Accurately develops the topic by giving multiple examples and quotes as evidence to support the building of suspense such as the repetition of the word nervous, lottery participants being anxious, and protests by the winner

Explains each of the supporting details connection to suspenseful anticipation

Uses appropriate transitions to introduce and sequence examples such as "next", "in addition", and "after".

Provides an accurate concluding statement |

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how an author creates suspense by paying attention to the clues the author gives to readers.
Prior knowledge to review	Explain how an author develops the point of view of narrator or speaker in the text. (RL6.6) Analyze how an author develops and contrasts the point of view of different characters or narrators in a text. (RL7.6)
Steps to achieve objective	**Think aloud for direct instruction**
1) Notice the portions of the text that reference something bad might happen.	• The question asks how suspense is built into the story. • I know that suspense is about the uncertainty of what is coming next. • The connotation often associated with a lottery is winning a prize or money. • Let's look at the section when the drawing of the slips of paper begins. • When the lottery begins the once jovial crowd changes and becomes more subdued. • It makes me wonder why people wouldn't be happy about the possibility of winning something. •
2) Highlight the evidence that has you wondering what will happen next.	• In the section when the lottery first begins I can highlight how the author describes the scene as, "a sudden hush fell on the crowd." • When reading this, one can tell that the crowd believes this to be important because it is silent. • Another piece of evidence that I can highlight is when they start to go up one by one to get the slips of paper and, "they grinned at one another humorlessly and nervously." • Someone that is grinning without being happy is forcing their smile. • I continue to wonder what will happen next as I highlight when Mr. Adams holds his paper "firmly by one corner as he turned and went hastily back to his place in the crowd where he stood a little apart from his family." • Then Jackson describes the men "holding the small folded papers" and "turning them over and over nervously." • Soon after that we see that maybe people do want to win when Mrs. Dunbar says, "I wish they'd hurry." Or people could be excited as when it said, "there was a long pause, a breathless pause." • Finally our fears are confirmed that something bad will happen as Tessie starts shouting, "It isn't fair!"
3) Ask, "How does this evidence show suspense?"	• When I look over the highlighted evidence it makes you wonder why someone wouldn't be happy about winning the lottery. • The author keeps the reader guessing if the villagers want to win or not.

	• Suspense is built by making the reader wonder what the outcome of this lottery will be. • In the end the suspense is heightened, as our main character Tess is alone in her belief this is all unfair and wrong.

Extension and practice
• If students are having difficulty identifying evidence as suspenseful or not it may be helpful for students to use a T-chart with suspenseful evidence on one side and non-suspenseful evidence on the other. Non-examples of suspenseful events can be helpful in eliminating answer choices that may be wrong. For example non-example can be, "He made a note on the list he was holding." Another non-example could be, "There goes my old man." • For additional support ask students to find evidence to support how Jackson was withholding specific details about the lottery until the end. They can list questions that a reader would have about clues given, such as, why were the boys picking up rocks? Or why was Mr. Watson not drawing for his family? No reason was given for him like the explanation for Mr. Dunbar not drawing because of his broken leg.

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other works of fiction to analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor. (RL8.6)	See more examples of how to teach identifying suspense (RL8.6)

Objective: In this lesson you will learn how to identify suspense by examining the thoughts, actions, and words of characters.

1. Notice the portions of the text that reference something bad might happen.

2. Highlight the evidence that has you wondering what will happen next.

3. Ask, "How does this evidence show suspense?"

Question 4	
Question #4	What inferences can you draw about the differing viewpoints of Mrs., Delacroix, Mr. and Mrs. Adams, and Old Man about the lottery tradition?
Standard(s) covered:	RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Example response that meets standard	**Look-fors**
Although the characters in "The Lottery" have differing perspectives on having a lottery each year, one inference that can be drawn is that the lottery is a tradition. Once Mr. Summers begins calling families up to draw their slip, some villagers talk about the practice of having a lottery. Mrs. Delacroix says, "Seems like there's no time at all between lotteries any more" (Jackson 3). For her, the lottery comes around too quickly. She is not thrilled about it being lottery time again so soon. Mr. and Mrs. Adam bring up that other villages are discussing giving up the lottery and some villages already gave it up. It is clear that they too are not sure about continuing the tradition of a lottery. Old Man Warner has some strong feelings against those that want to give up this age old tradition calling them fools. As well as saying that "listening to young folks, nothing's good enough for them" (Jackson 3). He has strong beliefs that if this tradition is given up bad things will happen. He references the old saying, "Lottery in June, corn be heavy soon." (Jackson 3) He is fearful that giving up the lottery will cause them to have a bad harvest. Even though, Mrs. Delacroix and the Adams appear to be uneasy about the practice of a lottery today they see Old Man Warner's point that it is a tradition in their village.	Clearly introduces the topic of identifying inferences drawn from characters differing view points Accurately develops the topic by giving multiple examples and quotes as evidence to support multiple character's view points Explains inferences that can be drawn from the evidence based on what Mrs. Delacroix, Mr. and Mrs. Adams, and Old Man Warner say Uses appropriate transitions to introduce and sequence examples such as "once", "although", and "as well as". Provides an accurate concluding statement

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will learn how to identify point of view by comparing dialogue between characters.
Prior knowledge to review	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL6.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn the text. (RL7.1)
Steps to achieve	**Think aloud for direct instruction**

objective	
1) Reread where the characters talk about the lottery.	• I need to find a section of the story that multiple characters discuss the lottery. • I remember that once the drawing of the slips began some of the men and women had a conversation about it. • I need to find that section and reread it to find who was talking about the lottery and what they were saying.
2) Create a Venn diagram to help organize the information.	• This step tells us to create a chart to organize the information found in the text. • Let's make a chart that helps us look for information in a systematic way about each characters view of the lottery. • During the drawing Mrs. Delacroix, Mr. Adams, Mrs. Adams, and Old Man Warner discuss the lottery. • We can make a triple Venn diagram to record what they say in the outer portion of the circles to show the different ideas they have about the lottery. • Mrs. Delacroix says, "seems like there's no time at all between lotteries any more" and "seems like we got through with the last one only last week." • Let's record that evidence in the upper left section of the circle for Mrs. Delacroix because it is something only she said and is different than the words others used about the lottery. • Mr. Adam's says over in the north village they're talking of giving up the lottery" and his wife chimes in with "some places have already quit the lottery." • I need to write these quotes in the upper right circle for Mr. and Mrs. Adams because nobody else said this, just them. • Old Man Warner has a lot of ideas about the lottery villages getting rid of the lottery like, "pack of crazy fools", "listening to young folks, nothing's good enough for them", "want to go back to living in caves", and "there's always been a lottery." • The evidence for Old Man Warner should go in the center circle in the lower portion to indicate only Old Man Warner made these statements.
3) Ask, "What do these differing perspectives tell us about the values of the characters?	• Now that we have some evidence about how the villagers feel about the lottery we can begin to draw some inferences. • I remember that inferences mean to find out what conclusions can be drawn from the details. • Mrs. Delacroix talks about how short the time feels now between the lotteries which reflects how she doesn't like having it. • The Adams talk about other places giving up the whole tradition. It is clear that they too are not sure about continuing the tradition of a lottery or it can be inferred they too want to give it up. • Both Mrs. Delacroix and the Adams comments make it appear that they are uneasy about the lottery themselves. • Old Man Warner thinks those that give up the lottery will not be better off. • He references an old saying, "Lottery in June, corn be heavy soon". It reflects his belief that the tradition must continue or they will not have a good harvest. • From all of their perspectives it is clear that the lottery is a tradition that has been in their lives for as long as they can remember, but some of them think it should be stopped, while others think that it would be foolish to discontinue it – which reveals the characters' personal values to us. Some value tradition and fear change while others think that progress is needed and the tradition is inhumane.

18

Extension and practice
• If students are not comfortable with the Venn diagram or it appears to confuse them students can highlight evidence they find instead, make a list, use sticky notes or another chart. • Students that have difficulty identifying inferences that can be concluded from the evidence may benefit from having a whole class or small group discussion about how students in the class feel about the lottery. They should have to include at least one example of why they agree or disagree with it.

What next?	
For additional practice, with students or for students' independent work, apply this to other fiction to cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL8.1)	See more examples of how to teach drawing inferences from the text (RL8.1)
Objective: Identify point of view by comparing dialogue between characters. 1. Reread where the characters talk about the lottery. 2. Create a Venn diagram to help organize the information. 3. Ask, "What do these differing perspectives tell us about the values of the characters?"	Cite textual; evidence to support inferences drawn from the text http://learnzillion.com/student/lessons/2015 Make inferences using textual evidence http://learnzillion.com/student/lessons/1493

"The Lottery" Lesson 4 Venn diagram Template

What inferences can you draw about the differing viewpoints of Mrs., Delacroix, Mr. and Mrs. Adams, and Old Man about the lottery tradition?

Mrs. Delacroix   **Mr. & Mrs. Adams**
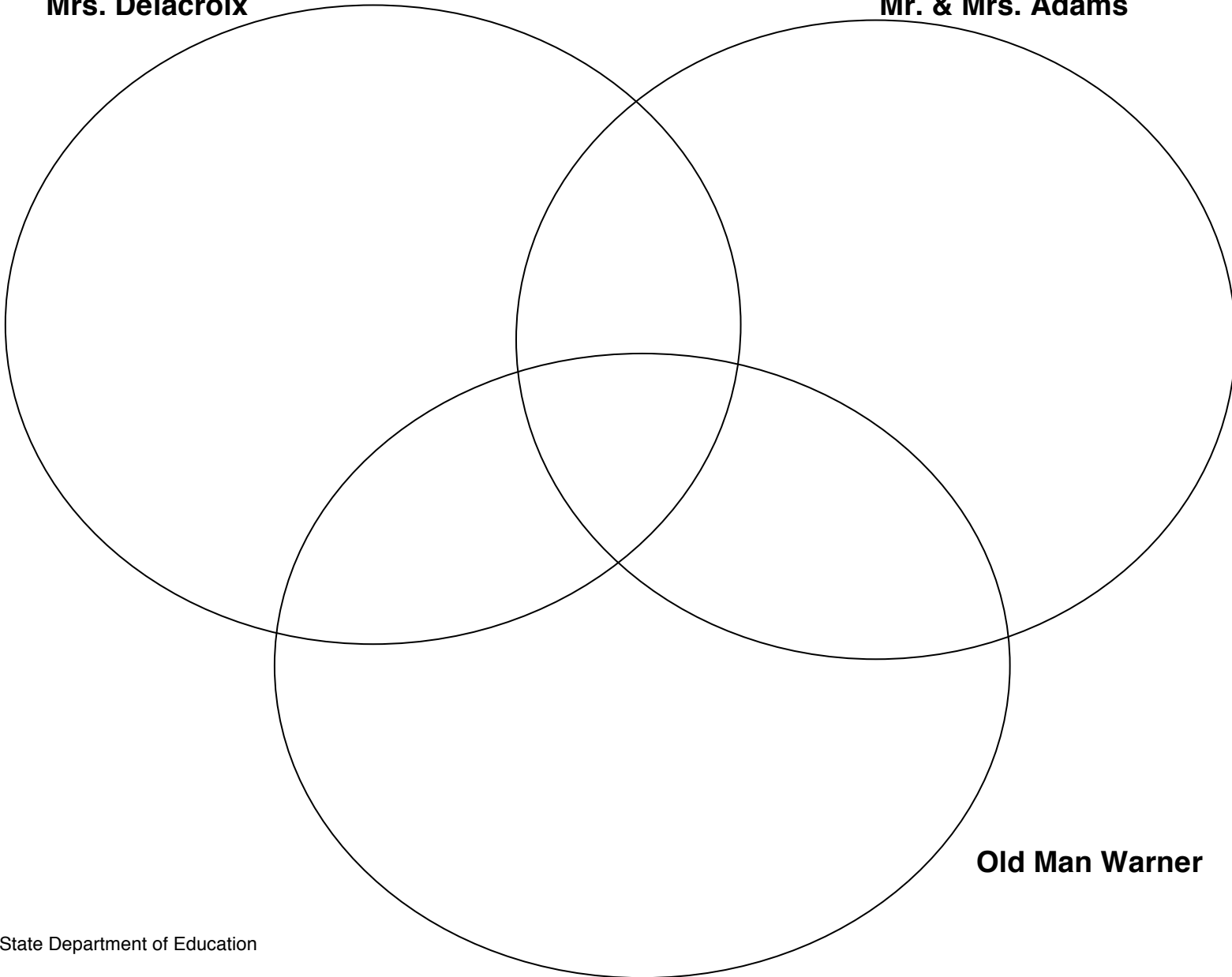
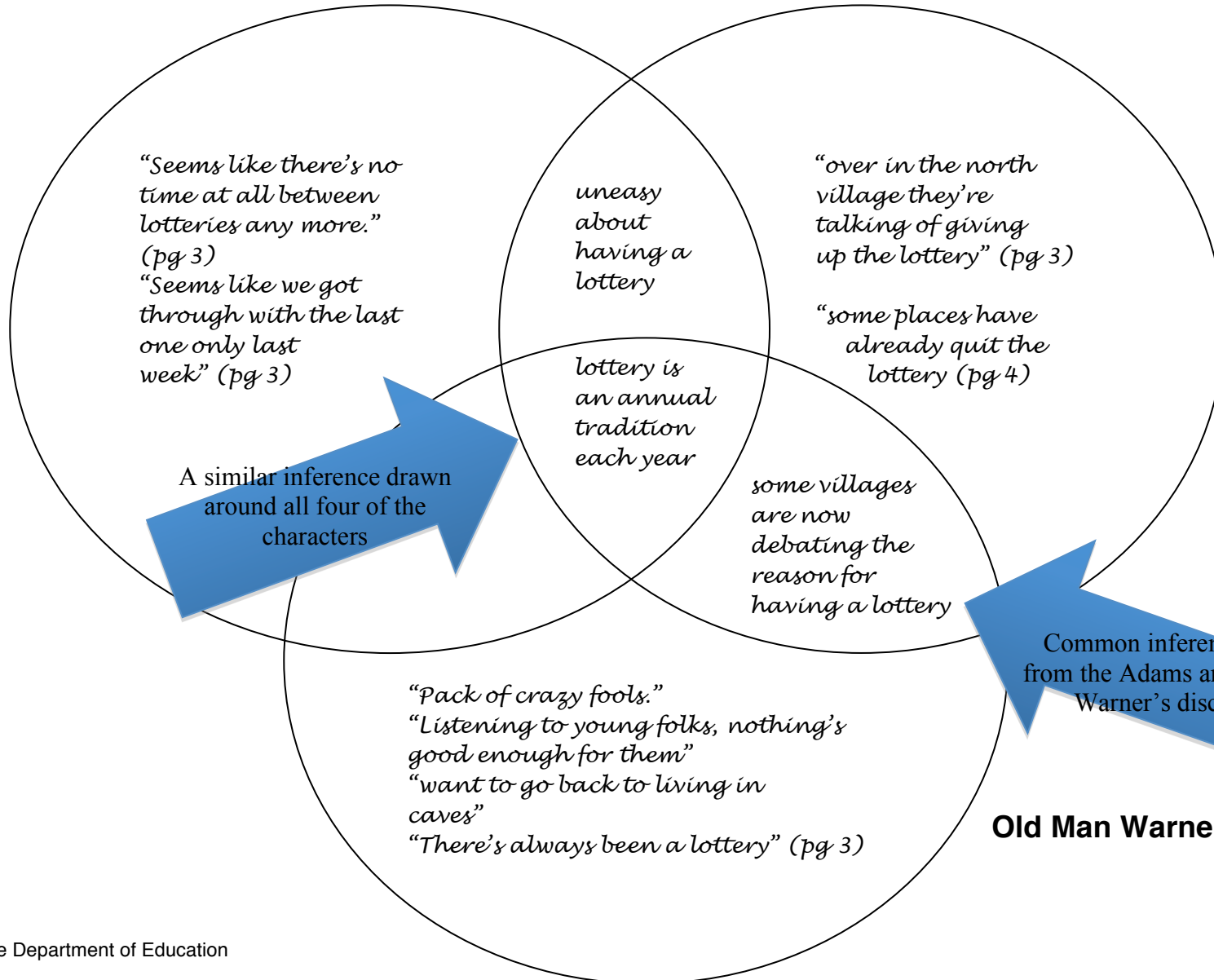**Old Man Warner**

"The Lottery" Lesson 4 Venn diagram Example

What inferences can you draw about the differing viewpoints of Mrs., Delacroix, Mr. and Mrs. Adams, and Old Man about the lottery tradition?

Teacher Note: Although middle grade students may be familiar with Venn diagrams a triple Venn may be new to them. Students often have only used a Venn for simple compare and contrast concepts. The use of a Venn to organize their ideas for drawing inferences from the gathered evidence may also be new to them.

Mrs. Delacroix

Mr. & Mrs. Adams

"Seems like there's no time at all between lotteries any more." (pg 3)
"Seems like we got through with the last one only last week" (pg 3)

uneasy about having a lottery

"over in the north village they're talking of giving up the lottery" (pg 3)

"some places have already quit the lottery (pg 4)

lottery is an annual tradition each year

A similar inference drawn around all four of the characters

some villages are now debating the reason for having a lottery

Common inference drawn from the Adams and Old Man Warner's discussion

"Pack of crazy fools."
"Listening to young folks, nothing's good enough for them"
"want to go back to living in caves"
"There's always been a lottery" (pg 3)

Old Man Warner

Question 5	
Question #5	What details in "The Lottery" are given that help the reader determine a theme?
Standard(s) covered:	RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Example response that meets standard	**Look-fors**
The author uses character, tone, and suspense to show the theme in "The Lottery" that conforming to traditions can be detrimental to society. Even though some townspeople make attempts at questioning the tradition they ultimately stand by and silently watch their neighbor be selected as a scapegoat for the rest of them. Jackson uses the characters to reveal the uncertainty of the villagers about continuing the tradition. An example of this is when Mrs. Delacroix talks about how fast the lottery comes around. She says, "Seems like we got through with the last one only last week" (Jackson 3). It expresses her uneasiness with this tradition, yet at the end of the story she selects a large stone to participate in the killing of Mrs. Hutchinson. As the story unfolds the tone is set in that it is just another day with children happily running around and their mothers standing around watching and talking. They have done this so long they look at it like just another day and that in the end they will murder one of their own. The suspense builds at the end to further reveal the theme as the Hutchinson family draws the black dot and Tessie begins protesting. At one point she tries to include her married daughter and son-in-law in the family drawing. Mr. Summers reminds her that married daughters draw with their spouse's family and says, "You know that as well as anyone else" (Jackson 4). Before that Mr. Summers was joking with Tessie about being late but now appears to have no empathy for her as he continues on with the brutal tradition. The idea of absentmindedly following a horrible tradition is further illuminated when Old Man Warner, whose nickname represents the survival of this tradition as he has not been selected to die 77 times, recounts the idea that, "There's always been a lottery" (Jackson 3). Consequently this society is reluctant to reject this outdated practice even when following the crowd has devastating consequences like having a bad harvest.	Clearly identifies a theme such as conforming to an old tradition even if harmful or persecution against innocent people

Accurately develops the topic by giving multiple examples and quotes as evidence such as how fast the lottery seems to happen, nervousness of continue the tradition, playing by the rules, and past practices

Uses appropriate transitions to introduce and sequence examples such as "even though", "ultimately", "as well as" and "consequently".

Provides concluding statement to sum up the ideas about the theme |

	If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:
Objective	In this lesson you will learn how to determine the theme of a story by identifying reoccurring details in the text.
Prior knowledge to review	Determine a theme or central idea of text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL6.2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL7.2)
Steps to achieve objective	**Think aloud for direct instruction**
1) Notice when the author repeats words or phrases.	• The question asks us to determine a theme using evidence from the text. • I remember that the theme is the message or lesson the author is trying to convey to the reader. • I need to find sections of the text that have similar ideas repeated. • I remember the section in which the lottery rituals and materials is described repeated the idea of traditions I can reread that. • There is discussion about how often the lottery takes place. • Delacroix says how fast the lottery comes around. She says, "Seems like we got through with the last one only last week." • She isn't happy about how fast the time seems to go by between the lotteries each year.
2) Highlight the words or phrases that identify the main lesson.	• I can highlight this evidence to indicate it is one of the main areas of focus for the story as her and the other characters begin sharing how they feel and what they've heard about the lottery. • The author talks in several places about traditions and rituals. • Mr. Summers corrects Mrs. Hutchinson when she tries to have her married daughter and son-in-law including in the final family drawing of the black dot. • This idea emphasizes the rules that have been handed down over the years that all the villagers should know. • Old Man Warner's enforces the tradition when he says, "There's always been a lottery."

3) Ask, "What message is the author trying to teach?"	• All of the highlighted sentences have a common idea because they are referring to the tradition of the lottery. • There are some parts of the lottery that have been stopped altogether in this village. • I wonder if that means that this village wants to stop it too. • However, this would be a false assumption because even Mrs. Delacroix who appears to be on friendly terms with Mrs. Hutchinson as she speaks amiably to her when she arrives late is the one picking up a large rock to kill her own friend. • The evidence implies that even if some disagree with the practice of the lottery they will still continue doing it because it is a tradition.

Extension and practice
 • Students that are stuck on ideas of theme can be given a list of possible theme words as a starting point to creating a theme statement. • For students struggling for possibly theme statements it may be helpful to have small groups brainstorm possible ideas and hear what others have said. • Another scaffold could be to give a student a list of 5 possible themes and have them search for evidence to support one of them.

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to fiction to determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL8.2)	See more examples of how to teach theme (RL8.2)
Objective: Determine the theme of a story by identifying reoccurring details in the text. 1. Notice when the author repeats words or phrases. 2. Highlight the words or phrases that identify the main lesson. 3. Ask, "What message is the author trying to teach?"	Determine the theme of a story and analyze its development http://learnzillion.com/student/lessons/1984 Determine the central idea http://learnzillion.com/student/lessons/1651