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| **Lesson Title**: The Lottery by Shirley Jackson  **Grade Level**: 10th  **Teacher**: Ariel Gonzalez | | | | **Subject Area: 🗹READING 🞏LITERATURE □GrAMMAR**  **Phase: ☑**Before **🗹**During **🗹**After  **Concept(s):**  Make Inferences, Analyze symbols and themes, Tone, Character Development, Denotation and connotation  **Time Allocation: 90 min.** | | |
| **STANDARDS** | | | | | | |
| **LISTENING**  ▣**Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.**  ▣10. L.1 Listen and collaborate with peers during social and academic interactions in class, group,  and partner discussions in read- alouds, oral presentations, and a variety of grade-  appropriate topics.  ▣ a. Ask relevant questions, add relevant information, and paraphrase key ideas.  □ b. Follow turn‐taking and show consideration by concurring with others in discussions.  □ c. Listen and respond during a read aloud from a variety of fiction and nonfiction texts to  show comprehension, generalize, relate to character and setting, and make connections from personal experience.  ▣ d. Listen, respond to, and analyze complex instructions and statements; apply and clarify  instructions and directions; answer and formulate closed and open-ended questions.  **SPEAKING**  ▣ **Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences**  ▣ 10.S.1 Contribute to class, group, and partner discussions by following turn‐taking, asking relevant  questions, concurring with others, adding relevant information, and paraphrasing key ideas  from read texts or presentations/discussions/performances.  ▣ **Evaluate information and determine appropriate responses to answer questions effectively.**  ▣10.S.2 Respond orally to closed and open-ended questions.  ▣ a. Memorize, analyze, and follow increasingly complex instructions and directions.  ▣ b. Describe, explain, support, discuss, and synthesize  information.  □ c. Answer and formulate closed and open-ended questions.  □ **Contribute to social, academic, college, and career conversations using accurate and**  **appropriate language.**  □ 10.S.3 Use a growing set of academic words, content‐specific words, synonyms, and antonyms to  tell, retell, explain and analyze stories and experiences with increasing precision and  differences in meaning.  ▣ **Provide, justify, and defend opinions or positions in speech.**  ▣10.S.4 Reach an agreement or persuade others in conversations using learned phrases and  creative or original responses.  ▣ **Adjust language choices according to the task, context, purpose, and audience.**  □10.S.5 Describe, explain, and evaluate text, self, and world experiences, express thoughts and  opinions to discuss current events, concepts, themes, characters, plot, and conflict  resolution.  ▣ a. Make predictions and inferences, as well as draw conclusions from listening to a  variety of texts, performances, and multimedia sources.  ▣ b. Adjust language choices according to purpose, task, and  audience.  □ **Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.**  □ 10.S.6 Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to  support ideas.  **READING:**  ▣ **Read critically to make logical inferences, and cite specific textual evidence to**  **support conclusions drawn from the text.**  ▣ 10.R.1 Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts,  events, cultural identity, genre, and processes, supplying textual evidence and  connections/relationships to support analysis and conclusions. Recognize fact vs. opinion  and fiction vs. nonfiction as well as facts/supporting details from the texts.  □ **Determine main ideas or themes of a text and analyze their development; summarize the**  **key supporting details and ideas**  □ 10.R.2  □ L. Determine a theme or main idea of a literary text and how it is conveyed through  particular details.  □ a. Provide a summary of the text distinct from personal opinions or judgments  □ I. Determine a main idea of an informational text and how it is conveyed through  particular details; provide a summary of the text distinct from personal  opinions or judgments.  □ **Analyze how and why individuals, events, or ideas develop and interact over the course of a**  **text.**  □10.R.3  □ L. Describe how a particular story’s or drama’s plot and setting unfolds in a series of  episodes as well as how the characters respond or change as the plot moves toward a  resolution.  □a. Distinguish character traits (internal and external).  □I. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and  elaborated in an informational text (e.g., through examples or anecdotes).  □a. Interpret cause and effect relationships.  ▣ **Interpret words and phrases as they are used in a text, including determining technical,**  **connotative, and figurative meanings, and analyze how specific word choices shape meaning**  **or tone.**  10.R.4  ▣L. Determine the meaning of words and phrases as they are used in a literary text, including  figurative and connotative meanings; analyze the impact of a specific word choice on  meaning and tone.  ▣I. Determine the meaning of words and phrases as they are used in an informational text,  including figurative, connotative, and technical meanings.  □ **Analyze the structure of texts, including how specific sentences, paragraphs, and larger**  **portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the**  **whole.**  10.R.5  □ L. Analyze how a particular sentence, chapter, scene, or poem fits into the overall structure of a  literary text and contributes to the development of the theme, setting, plot, and elements of  poetry.  □ I. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall  structure of an informational text and contributes to the development of the setting and ideas.  □**Assess how point of view or purpose shapes the content and style of a text.**  10.R.6  □ L. Explain how an author develops the point of view of different characters, the narrator, or  speaker in a literary text.  □I. Determine an author’s point of view or purpose in an informational text and explain how it is  conveyed.  ▣ **Integrate and evaluate content presented in diverse media and formats.**  10.R.7  □L. Compare and contrast the experience of reading a story, drama, or poem to listening to or  viewing an audio, video, or play of a literary text, including contrasting what they “see” and  “hear” when reading the text to what they perceive when they listen or watch using English  subtitles.  ▣ I. Integrate information presented in different media or formats (e.g., visually, data) as well as  in words to develop a coherent understanding of a topic or issue.  □ **Delineate and evaluate an author’s argument through evidence specified in a text.**  □10.R.8 Search and evaluate the argument and specific evidence in a text, distinguishing claims  that are supported by reasons and evidence from claims that are not, including, but not  limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.  □ **Compare and contrast two or more authors’ presentations of similar themes or topics.**  10.R.9  □ L. Compare and contrast literary texts in different forms or genres (e.g., stories and poems;  historical novels and fantasy stories) in terms of their approaches to similar themes and  topics.  □I. Compare and contrast one author’s presentation of events with that of another (e.g., a  memoir written by and about the same person) in informational texts.  ▣**Read and comprehend complex literary and informational texts independently and proficiently.**  □10.R.10 Read and comprehend a variety of literature, including stories, dramas, and poetry, and  informational texts (e.g., history/social studies, science, and technical texts) of appropriate  complexity.  **WRITING:**  ▣ **Write arguments to support point of view using valid reasoning and sufficient evidence.**  ▣10.W.1 Justify opinions or persuade others by providing textual evidence or relevant background  knowledge with moderate support on a variety of personal, social, and cultural topics,  current events, etc.  □a. Express and clarify viewpoints and opinions, take and defend positions.  □**Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.**  □10.W.2 Write informational texts to examine and analyze topics and convey ideas independently  using appropriate text organization.  □**Write literary texts to develop real or imagined experiences or events using effective**  **technique, details, and structure.**  □10.W.3 Write paragraphs, short essays, and literary texts using transitional words and other  cohesive devices to better organize writing that develop real or imagined experiences or  events, using literary elements like narrative structure, theme, mood, plot, setting, moral,  etc.  ▣ **Develop and strengthen writing as needed by using the writing process (planning, drafting,**  **revising, editing, rewriting, or publishing).**  ▣10.W.4 Develop and strengthen writing as needed by planning, drafting, revising, editing, use  editing marks, rewriting, and publishing.  □**Conduct research projects of varying lengths based on focused questions to demonstrate**  **understanding of the subject.**  □ 10.W.6 Conduct short research projects to write a report that uses several sources to build  knowledge through investigation of different aspects of a topic.  ▣ **Draw evidence from literary or informational texts to support analysis, reflection, and**  **research.**  ▣10.W.7 Draw evidence from literary or informational texts to support analysis, reflection, and  research.  ▣ **Write routinely over short and extended time frames for a variety of tasks, purposes, and**  **audiences.**  ▣10.W.8 Write routinely for short and extended time frames (time for research, reflection, and  revision) for a variety of discipline- specific tasks, purposes, and audiences. This includes,  but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their  qualities.  **LANGUAGE:**  ▣ **Demonstrate command of the conventions of English grammar and usage.**  ▣ 10.LA.1 Demonstrate command of the conventions of English grammar.  □ a. Explain the function of phrases and clauses and apply  correctly.  ▣ b. Choose among simple, compound, complex, and  compound-complex sentences when  speaking and writing.  ▣**Apply English conventions using appropriate capitalization, punctuation, and spelling.**  ▣10.LA.2 Demonstrate command of the conventions of English capitalization, punctuation, and  spelling.  □ a. Use punctuation to separate a series of adjectives (e.g., It  was a fascinating, enjoyable  movie.).  ▣ b. Spell correctly.  ▣ **Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and comprehension.**  ▣ 10.LA.3 Use knowledge of language and its conventions when writing, speaking, reading, or  listening.  ▣ a. Choose language that expresses ideas clearly, recognizing subject-verb agreement and  eliminating wordiness and redundancy.  □**Determine or clarify the meaning of unknown words and phrases by using context clues,**  **analyzing meaningful word parts, and consulting reference materials.**  □ 10.LA.4 Determine or clarify the meaning of unknown and multiple- meaning words and phrases  based on appropriate reading and content, choosing flexibly from a variety of strategies.  □ a. Use context clues to help determine the meaning of a word  or phrase.  □ b. Use common Greek or Latin affixes and roots correctly (e.g.,  "ex," "inter," "anti," "micro”).  □ c. Consult reference materials (e.g., dictionaries, glossaries,  thesauri), both print and digital,  to find the pronunciation of a word or determine or clarify its precise meaning or its part  of speech.  ▣ **Demonstrate understanding of figurative language, word relationships, and variation in**  **word meanings.**  □10.LA.5 Demonstrate understanding of figurative language, word relationships, and variation in  word meanings.  □ a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  □ b. Distinguish among the connotations (associations) of words with similar denotations  (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).  □ **Accurately use a variety of social, academic and content-specific words and phrases**  **sufficient for reading, writing, speaking, and listening at the college and career-readiness**  **level.**  □10.LA.6 Accurately use a variety of social, academic, and content-specific and content area words  and phrases; gather vocabulary knowledge when considering a word or phrase important  to comprehension or expression. | | | | | | |
| **TERMINAL OBJECTIVES** | | | **DEPTH OF KNOWLEDGE** | | | |
| **CONCEPTUAL**  The students will write ideas or concepts pertinent the story. | | | ☑Recall □Skill/Concepts □Strategic thinking □Extended thinking | | | |
| **ATTITUDINAL**  The students will share their letter with their peers. | | | □Recall □Skill/Concepts ☑Strategic thinking □Extended thinking | | | |
| **PROCEDURAL**  Provided with a handout, the students will write their opinion on a question provided. | | | □Recall ☑Skill/Concepts ☑Strategic thinking □Extended thinking | | | |
| **ASSESSMENT AND EVALUATION** | | | | | | |
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| **MATERIALS** | | | | | | |
| **Handouts:**   1. Quiz on “The Lottery” 2. Writing assessment sheet. | **Technology:**  **🞏**Overhead **❒**Television  **🞏**SMARTBoard | | **☑**Projector  **❒**CD player  **☑** Laptop | | **Websites:** | |
| **Language Function** | **Grouping of Students** | | | | **Prior Knowledge** | |
| **☑Expressive**  **❒Phatic Communion**  **☑Informative**  **❒Directives** | **☑ Whole class**  **❒Small groups**  **❒Pairs**  **☑Individual** | | | | **Prior knowledge of the elements of the plot and character.** | |
| **Differentiated Learning** | |
| For students with any type of disability, the teacher will provide personal assistance, if needed. | |
| **Instructional Model** | | | | | | |
| **❒** Audio-lingual  **☑** Communicative Approach  **☑** Computer Assisted  **❒** Cooperative Learning  **❒** Debate  **☑** Demonstration  **❒** Direct Method  **☑** Discovery | | **☑** Discussion  **❒** Fish Bowl  **❒** Game  **☑** Guided Discovery  **☑** Guided Reading  **❒** Harkness Method  **❒** Lecture  **❒** Literary Circles | | | | **☑** Peer Coaching  **❒** Problem Based  **☑** Responding to literature  **❒** Role Play  **❒** Thematic  **☑** Writing Process  **❒** Whole Language  **☑ Other:** Indirect Method |
| **Procedure** | | | | | | |
| **Presentation of Vocabulary and/or related material** | | | | | | |
| The teacher will first take attendance of the class. The teacher will then give a quiz on the short story. The teacher will give a brief presentation of the author of this story Shirley Jackson. The teacher will include in the presentation date of birth and relevant information about the author. The teacher will present the students with vocabulary words from the story.  Vocabulary words:   1. assembled - gathered 2. boisterous - rowdy, loud 3. reprimands - punishment, repercussions 4. surveying - viewing 5. reluctantly - unwillingly 6. jovial - jolly, joyful 7. scold - a person who is constantly scolding or reprimanding with loud and abusive speech 8. paraphernalia - personal belongings, items associated with a specific activity 9. shabbier - fallen into disrepair 10. perfunctory - performed merely as a routine duty 11. interminably - unending 12. disengaged - to free from attachment 13. petulantly - with unreasonable irritation 14. stoutly - bulky in figure 15. daintily - delicately, in a lady-like fashion 16. defiantly - boldly resistant or challenging   17.Profusely: Plentfully, in a freely available way.  The teacher will give the students a sheet in which they will respond to the question, how does tradition influence the villagers’ behavior?.The teacher will then tell the students to open their books on page 25 to analyze the story “The Lottery”. In the first page of the story, the teacher will tell the students that they can draw conclusions from the setting, characters, and plot based on information and details in the text. The teacher will have the students read the first paragraph and have them tell the class what they can infer from the text. The teacher will ask the students about the tone and will explain to the students that the tone is the attitude of the narrator towards setting characters and action in the story. The students will be asked to describe the tone found on page 25, What can they infer about the villagers and what are the details of the lottery itself. The teacher will the guide the students to discuss the different way the author develops characters in the story. Ask the students to describe Mr. Summers based on the responsibilities he has and the way other people react to him. The teacher will ask the students to describe how the writer of this story uses the actions of men, women, boys, and girls to discriminate among the groups. The teacher will explain that a symbol is something that represent something else such as an a idea or theme. The students will discuss what the box symbolizes in the story. The teacher will present examples of symbolism in the story. These symbols include background information necessary to understand the story and symbolism found in the names of the characters of the story. The teacher will tell the students that words and phrases can be used to determine the meaning of a word. Sometimes there has to be a larger text in order to determine the meaning of a text. The students will read lines 100-104 from the collections book and will explain what it means to talk interminably. Colloquialisms will be explained. The students will read lines 105-115 and explain what they can tell us about the characters.  The teacher will then have the students read lines 191-204 and cite evidence of how Mr. Warner feels about the lottery. The teacher will ask the students how would they feel about the lottery?. The students will describe Mr. Hutchinson behavior and reaction from the other villagers. The teacher will read lines 237-242. The students will examine the discussion of households and families. The students will explain what Mr. Summers means when he distinguishes between family and household. The teacher will ask the students to read lines 285-306 and list any other ways Tessie could have behaved defiantly in this situation. The students will examine lines 300-306 to find any connotation examples in the text. They will explain how it affects the reader’s understanding of the setting, characters, and events. The teacher will use lines 310-321 to explain to the students what situational irony is. The teacher will ask the students to explain what they expected would happen in the story before reading it.  Questions for the story:  How do the commonplace details of life and the folksy language contribute to the impact of the story? Why had Jackson chosen common people for her characters? Could she have chosen characters from other levels of sophistication with the same effect? What is the irony of the trite dialogue and casual tone of this story?  2. What seems to have been the original purpose of the lottery? What do people believe about it?  3. Is it important that the original paraphernalia for the lottery had been lost? What do you suppose the original ceremony was like? Why have some of the villages given up this practice? Why hasn't this one?  4. What is the significance of Tessie's final scream, "It isn't fair, it isn't right"? What aspect of the lottery does she explicitly challenge; what aspect goes unquestioned?  5. How many hints of the seriousness of the occasion can you find in the early parts of the story? (for this question, underline in your story places where foreshadowing occurs). From which characters do you get the best indication of what is to follow?  6. Some critics insist that the story has an added symbolic or allegorical dimension. Do you agree? If so, what is Shirley Jackson trying to tell us about ourselves?  7. Is the lottery a collective act of murder? Is it morally justified? Is tradition sufficient justification for such actions? How would you respond to cultures that are different from ours that perform "strange" rituals? | | | | | | |
| **What is the guided practice.** | | | | | | |
| The students will write a revised response in the handout that was handed out at the beginning of class. The students will discuss how is their point of view different after discussing the story. | | | | | | |
| **Seat Work** | | | | | | |
| After discussing the story, they can write a letter as if they were Bill Hutchinson to Mr. Summers, telling him that a change in the tradition is needed. The students will cite from the story evidence that supports their decision. The students will give their letter to the teacher. The students can share their letter if they wish. | | | | | | |
| **Closure** | | | | | | |
| For this part of the class, the students will write a different ending for the story and share it with the class. | | | | | | |
| **Homework** | | | | | | |
| **Read the story “The brief case” in the collections book.** | | | | | | |
| **Reflection:** | | | | | | |