

<b>TEXT OVERVIEW: “The Lottery”</b>
<b>The quick scoop:</b>
Genre: Fiction, horror Author: Shirley Jackson Background: (from Shmoop.com) “‘The Lottery’ caused major controversy when it was first published in the June 26, 1948 issue of <i>The New Yorker</i> . Shirley Jackson's implicit critique of the brutality underlying the rituals and values of America's small towns outraged magazine readers, many of whom cancelled their subscriptions. The anonymous, generic village in which “The Lottery” is set, in addition to the vicious twist the story gives to a common American ritual, enhance the contemporary reader's uneasy sense that the group violence in the story could be taking place anywhere and everywhere, right now. Jackson's skillful warping of a popular pastime has become an American classic, establishing her position as one of the great American horror writers.” Summary: A town tradition to hold a lottery each year comes to a chilling and startling conclusion when the reader discovers that the winner is stoned by the community.

<b>THE FRAMEWORK:</b>	
<b>What do I need to know about this text to reach the student outcomes?</b>	
<b>What is the author trying to convey?</b>	
Jackson develops several themes through “The Lottery,” that lead a reader to question both human nature and the impact that society can have on an individual’s thoughts and actions. Specifically, you will focus on the following theme with students: <ul style="list-style-type: none"> <li>By blindly adhering to rituals and the way things have always been done, seemingly “good” citizens in an ordinary town can commit astonishing acts of selfishness and wickedness—and we are capable of doing the same.</li> </ul>	
<b>How does the <i>author</i> create meaning?</b>	<b>What must a <i>reader</i> do to get meaning?</b>
<p>The <b>setting</b> of “The Lottery” is a bright, carefree summer day in a bucolic and seemingly ordinary town, which prides itself in its civic activities and traditions, including an annual lottery. The setting evokes a pleasant <b>mood</b>.</p> <p>However, Jackson uses <b>irony</b> to create a surprise ending that leaves a lasting impact on a reader. While the setting and mood make the lottery seem like a happy occurrence, in reality, the opposite is true. The winner of the lottery is stoned to death by the townspeople. Jackson uses <b>foreshadowing</b> to hint at the shocking ending by revealing the characters’ increasing nervousness as the event draws near.</p> <p>Jackson also uses <b>symbolism</b> to reveal the <b>theme</b> of the text. The lottery and its paraphernalia represent an outdated tradition that people ultimately cling to, even if its significance/ necessity isn’t apparent and its effect is devastating. In addition, the lack of solid place (town isn’t named, people have common names) suggest that <i>we are</i> these townspeople, capable of this wickedness.</p>	Students should <b>make predictions</b> based on details in the text. The text’s setting and initial mood combined with students’ prior knowledge of civic activities in a typical town should lead students to predict initially that the lottery is a pleasant, civic event. However, as the text continues, students should notice the specific details that foreshadow that something seems strange about the town lottery, and use this to predict that something sinister may occur.

<b>STUDENT OUTCOMES:</b>	
<b>What should students know, understand, and be able to do through this text?</b>	
<b>Culminating Question:</b>	<b>Sample Student Response:</b>
<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"> <li>Clearly articulate Jackson’s warning</li> <li>Identify at least one symbol used by the author and explain how it conveys her theme or warning to readers</li> </ul>	<p>The student response should:</p> <ul style="list-style-type: none"> <li>Make a claim in response to the question.</li> <li>Provide evidence from the text that explains the symbolism of the lottery/people, and how that developed the story’s theme. Details that students might include (not all are necessary):</li> </ul> <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"> <li><i>The lottery happens every year, and no one questions its cruelty or takes a stand to stop it.</i></li> <li><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></li> <li><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></li> <li><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></li> </ul>
<b>Correlating Objectives:</b>	
<ul style="list-style-type: none"> <li><b>Day 1:</b> <ul style="list-style-type: none"> <li>SWBAT identify the setting of “The Lottery” and explain how the setting helps establish the story’s initial mood.</li> <li>SWBAT make predictions about the story’s future events using prior knowledge and textual evidence related to setting to explain their reasoning.</li> </ul> </li> <li><b>Day 2:</b> SWBAT identify details within the townspeople’s words and actions that foreshadow that the town’s lottery may not be as pleasant as it first seemed and, based upon the new details they identify, continue to make predictions about the story’s future events. (<i>Vocabulary word to pre-teach: soberly</i>)</li> <li><b>Day 3:</b> <ul style="list-style-type: none"> <li>SWBAT continue identifying details within the townspeople’s words and actions that foreshadow that the town’s lottery may not be as pleasant as it first seemed and, based upon the new details they identify, continue to make predictions about the story’s future events.</li> <li>SWBAT discuss the impact of the story’s surprise ending and explain why the story’s ending is both ironic and predictable. (<i>Vocabulary word to pre-teach: defiantly</i>)</li> </ul> </li> <li><b>Day 4:</b> SWBAT identify the theme of “The Lottery” and explain how the author uses symbolism of the lottery and townspeople to develop this theme.</li> </ul>	