



**Literacy Design
Collaborative**

The Lottery

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In this module middle school students analyze the classic short story *The Lottery* by Shirley Jackson. After a multiple readings of the text, students apply their understanding of literary elements to analyze Jackson’s story in a Paideia seminar. Then students write an analysis of the impact of Jackson’s word choice on the tone of *The Lottery*.

Targeted Common Core State Standards are **RL6.7** and **W6.9**.

NOTE: This module is designed to teach and assess the Core Content College and Career Readiness Anchor Standards identified in the LDC standards as well as those for “Speaking and Listening” including a formal and rigorous dialogue about concepts and ideas. Common Core “Reading” and “Writing” standards are practiced and assessed around the Paideia Seminar discussion. If you are not trained in leading Paideia (Socratic) Seminars, you can still teach this module by replacing the Seminar in Cluster 3 with another discussion-based strategy. In addition to this module, you will need the LDC/Paideia Packet.

Big Ideas/Values: Tradition, Human Nature, Family, Conformity

GRADES

6

DISCIPLINE

 **ELA**

COURSE

 **ELA-- Study of
Literature**

Section 1: What Task?

Teaching Task

Task Template 21 - Informational or Explanatory

How does Shirley Jackson's choice of words and phrases in "The Lottery" impact the tone of the story? After reading "The Lottery" by Shirley Jackson, write essay in which you analyze the impact of word choice on the story's tone, providing examples to clarify your analysis.

D 8

Include citations.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Focus

RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1.d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.e

Establish and maintain a formal style.

W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.9

Focus

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9.a

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast 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").

W.6.9.b

Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Texts

The Lottery by Shirley Jackson

The text is available online or in different anthologies/textbooks. Lexile: 1130 Qualities: Includes the use of a variety of literary devices

Adler, Mortimer J. and Charles Van Doren. (1972). How to Read a Book. New York: Simon and Schuster.

Teacher Resource

Ritchhart, Church, and Morrison. Making Thinking Visible (2011).

Teacher Resource

Davis, Judy and Sharon Hill. (2003). The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions. Portsmouth, NH: Heinemann.

Teacher Resource

National Paideia Center (2010). Teaching Thinking Through Dialogue. 2nd Edition.

Teacher Resource

Roberts, Terry and Laura Billings. (2011). Teaching Critical Thinking: Using Seminars for 21st Century Literacy. New York: Eye on Education.

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

In the short story “The Lottery”, a small community continues to practice traditions and rituals that may have once had meaning, but no longer serve a meaningful purpose. The author, Shirley Jackson, uses setting, symbol, and characterization to highlight her view of these traditions in the society.

Extension

Discuss traditions that may exist within the school or community setting, especially those that may no longer serve a purpose. Write a letter to the appropriate person/people (i.e. student council, school principals) articulating why it may be appropriate to phase out those traditions whose purposes are no longer relevant.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process for Paideia Seminar

ACTIVE READING: INSPECTIONAL READING : Ability to identify structural components of the seminar text.

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING: ANALYTICAL READING: Ability to analyze for demands set in the writing prompt.

Dialogue Process (Paideia Seminar)

PRE-SEMINAR PROCESS: Ability to reflect on personal communication habits and select appropriate speaking and listening goals.

SEMINAR: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Socratic seminar or other discussion-based strategy.

POST-SEMINAR PROCESS: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions

Writing Process

NOTE-TAKING : Ability to select important facts and passages for use in one's own writing.

INITIATING THE TASK: Ability to establish a claim and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

INITIAL DRAFT AND DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that is on task.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT RESPONSE AND DISCUSSION Write a short response to the following question- "What would you do if you won a lottery?"	Written response addresses prompt	<ul style="list-style-type: none"> Students free write in response to the prompt individually. Ask volunteers to share and facilitate short discussion, noting trends and similarities in what students wrote.
15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	BULLETED LIST In your own words, what are the important features of a good response to this prompt?	No Scoring	<ul style="list-style-type: none"> Share examples of types of compositions students will produce (either from past students or from professional writers). Identify or invite students to identify key features of examples. Read and discuss rubric and RL6.4 to clarify expectations. Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
Reading Process for Paideia Seminar				
25 mins	ACTIVE READING: INSPECTIONAL READING: Ability to identify structural components of the seminar text.	LABELING TEXT AND INITIAL READ Label parts of the text by numbering the paragraphs of the text. First reading of text	Text is numbered correctly.	<ul style="list-style-type: none"> Each student has a copy of the printed text-encourage students to write on the text as they read. Read the story aloud for students. See Adler & Van Doren, pp. 31-44. <ul style="list-style-type: none"> Adler, Mortimer J. and Charles Van Doren. (1972). <i>How to Read a Book</i>. New York: Simon and Schuster
15 mins	ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST Circle words you don't understand or words that are essential to the text. In your notebook, list circled words definitions, and (if appropriate) notes on connotation in this context.	Lists words and provides accurate definitions.	**This will be on-going while reading the text <ul style="list-style-type: none"> Students share the words they selected, post for all to see. Possibilities include: Profusely, boisterous, surveying, jovial, scold, paraphernalia, perfunctory, disengaged, chickweed, daintily Share definitions of terms listed Students should add definitions and any additional words they want to include on their individual vocabulary lists.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<p>ACTIVE READING: ANALYTICAL READING: Ability to analyze for demands set in the writing prompt.</p>	<p>SENTENCE-PHRASE-WORD</p> <p><i>Underline or highlight:</i></p> <p>1) A sentence that captures the central idea and/or is meaningful to understanding the text</p> <p>2) A phrase that demonstrates powerful language- author's craft</p> <p>3) A single word the author chose that you found particularly effective</p>	<p><i>Selects and underlines a sentence, word, and phrase.</i></p>	<ul style="list-style-type: none"> • Students read the text to themselves (2nd read). • Complete the Sentence-Phrase-Word underlining/highlighting. • In small groups, students share, discuss, and record their choices. • Students explain why they chose their sentences, phrases, and words. • In a whole group discussion, reflect by identifying commonalities, themes, central ideas, and what might not have been captured in their choices. • See <i>Making Thinking Visible</i> by Ritchhart, Church, and Morrison, pp. 207-213
Dialogue Process (Paideia Seminar)				
15 mins	<p>PRE-SEMINAR PROCESS: Ability to reflect on personal communication habits and select appropriate speaking and listening goals.</p>	<p>SELF-ASSESSMENT</p> <p><i>Based on the list of Speaking and Listening behaviors, note in writing a goal for your personal participation in the upcoming dialogue.</i></p>	<p><i>Chooses appropriate individual process goal based on past seminar performance</i></p>	<ul style="list-style-type: none"> • Teacher should identify a collection of appropriate speaking and listening goals for the group. • Students select what they will work on individually and note it in writing on the Seminar Process Assessment sheet (see attachment). • The group participation goal is discussed and posted where all can see. • See <i>Speaking and Listening Rubric</i> and sample "Seminar Process Assessment" <p>Resources:</p> <p>Paideia Participant Reflection</p> <p>Pre Seminar Steps</p> <p>Paideia Rubric</p>
<p>Additional Attachments:</p> <p> Paideia Home Page</p>				
40 mins	<p>SEMINAR: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Socratic seminar or other discussion-based strategy.</p>	<p>PAIDEIA SEMINAR</p> <p><i>Participate in the Seminar and focus on your goals.</i></p>	<p><i>Paideia Seminar Rubric</i></p> <p>Paideia Seminar Rubric</p>	<ul style="list-style-type: none"> • Teachers should be familiar with the Process step of Paideia Seminar including: definition and purpose for having the dialogue, role and responsibility of facilitator and participants, steps to guide personal and group process goals. • Also see <i>Teaching Thinking Through Dialogue</i> for examples of pre- and post-seminar process "scripts" embedded in sample seminar plans. <ul style="list-style-type: none"> ◦ National Paideia Center (2010). <i>Teaching Thinking Through Dialogue</i>. 2nd Edition. <p>Resources:</p> <p>Seminar Questions</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	<p>POST-SEMINAR PROCESS: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions</p>	<p>SELF-ASSESSMENT <i>Reflect back on your participation goal and write a short reflective response on your seminar performance in detail.</i></p>	<p><i>Writes in detail about seminar participation</i></p>	<ul style="list-style-type: none"> ● Have a few representative students share their goal for speaking and listening and their performance. Likewise, may ask the entire goal to reflect on the entire dialogue process, i.e. the group effort. I ● In whatever format is preferred, both individual and group reflections should be archived for reference at the beginning of the next Seminar. ● See Teaching Thinking through Dialogue, pages 44-48. <p>Resources:</p> <p>Post Seminar Steps</p> <p>Paideia Participant Reflection</p> <p>Paideia Seminar Rubric</p>
Writing Process				
15 mins	<p>NOTE-TAKING : Ability to select important facts and passages for use in one's own writing.</p>	<p>FREE WRITE AND NOTES <i>Write as much as you can about the task question.</i></p> <p><i>Think about:</i></p> <ul style="list-style-type: none"> ● What you heard during seminar ● Ideas from the text ● You own ideas 	<p><i>Identifies relevant elements.</i></p>	<ul style="list-style-type: none"> ● Review the writing task with students ● Students free write about each of the three topics (what they heard during seminar, ideas from the text, and their own ideas), focusing on ideas that relate to the writing task.
20 mins	<p>INITIATING THE TASK: Ability to establish a claim and consolidate information relevant to task.</p>	<p>OPENING PARAGRAPH <i>Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition</i></p>	<ul style="list-style-type: none"> ● Writes a concise summary statement or draft opening. ● Provides direct answer to main prompt requirements. ● Establishes a controlling idea. 	<ul style="list-style-type: none"> ● Offer several examples of opening paragraphs. ● Ask class to discuss what makes them strong or weak. ● Students review their openings in small groups or pairs and work together to make them clearer or stronger- use rubric.
20 mins	<p>PLANNING: Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p>OUTLINE/ORGANIZER <i>Create an outline based on your notes and opening paragraph; sequence the key points you plan to make in your composition and note your supporting evidence.</i></p>	<ul style="list-style-type: none"> ● Creates an outline or organizer. ● States controlling idea. ● Uses evidence from text read earlier. 	<ul style="list-style-type: none"> ● Provide and teach one or more examples of outlines or organizers. ● Invite students to generate questions in pairs about how the format works, and then take and answer questions.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	INITIAL DRAFT AND DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	DRAFT <i>Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</i>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on-track. Students should refer to their outlines. Focus on structure and flow of ideas about the text.
1 hr	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	MULTIPLE DRAFTS <i>Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</i>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Model useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues and to score initial draft with LDC Rubric Students should then create subsequent drafts (number dependent upon student needs) that improve upon earlier editions.
30 mins	EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT <i>Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.</i>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
5 mins	COMPLETION: Ability to submit final piece that is on task.	FINAL WORK <i>Turn in your complete set of drafts, plus the final version of your piece</i>	<i>Demonstrates that composition is on task and ready for evaluation.</i>	<i>Celebrate!</i>

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided