



# A Stone's Throw Away: The Dangers of Tradition

## The Lottery



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<b>Grade Level</b>	9th Grade	<b>Time Frame</b>	155 minutes
<b>Subject</b>	English/Language Arts	<b>Duration</b>	2–3 class periods
<b>Course</b>	American Literature		

### Essential Question

How does Shirley Jackson's short story "The Lottery" demonstrate the possible dangers of tradition?

### Summary

In this lesson, students explore the theme of tradition by reading Shirley Jackson's short story, "The Lottery," and an accompanying article, "The Dangers of Tradition." As students develop their own beliefs concerning the value and possible dangers of tradition, they share their opinions with their peers and petition for a new school tradition or the removal of an old one.

### Snapshot

#### Engage

Students participate in a Word Cloud, watch a YouTube clip from "My Lottery Dream Home," and respond with a [Commit and Toss](#).

#### Explore

Students read or listen to "The Lottery" and take notes using the [Tip of the Iceberg](#) strategy.

#### Explain

Students read "The Dangers of Tradition," and continue the Tip of the Iceberg strategy.

#### Extend

Students use the [Fold the Line](#) strategy to engage in a discussion about tradition.

#### Evaluate

Students create a [One-Pager](#) to petition for a new school tradition or the removal of an old one.

## Standards

*Oklahoma Academic Standards: English Language Arts (Grade 9)*

**9.3.R.7:** Analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

## Attachments

- [Lesson Slides—A Stone's Throw Away.pptx](#)
- [The Dangers of Tradition—A Stone's Throw Away - Spanish.docx](#)
- [The Dangers of Tradition—A Stone's Throw Away - Spanish.pdf](#)
- [The Dangers of Tradition—A Stone's Throw Away.docx](#)
- [The Dangers of Tradition—A Stone's Throw Away.pdf](#)
- [The Lottery by Shirley Jackson—A Stone's Throw Away - Spanish.docx](#)
- [The Lottery by Shirley Jackson—A Stone's Throw Away - Spanish.pdf](#)
- [The Lottery by Shirley Jackson—A Stone's Throw Away.docx](#)
- [The Lottery by Shirley Jackson—A Stone's Throw Away.pdf](#)
- [Tip of the Iceberg—A Stone's Throw Away - Spanish.docx](#)
- [Tip of the Iceberg—A Stone's Throw Away - Spanish.pdf](#)
- [Tip of the Iceberg—A Stone's Throw Away.docx](#)
- [Tip of the Iceberg—A Stone's Throw Away.pdf](#)

## Materials

- Lesson Slides (attached)
- Tip of the Iceberg (attached; one per student)
- "The Lottery" (linked; one per student)
- "The Lottery" (print copy; attached; one per student)
- "The Dangers of Tradition" (linked; one per student)
- "The Dangers of Tradition" (print copy; attached; one per student)
- Internet connectivity
- Tablet or laptop
- Pens/pencil
- Crayons/colored pencils/markers (for One-Pager)
- Paper (for One-Pager)

35 minutes

# Engage

## Teacher's Note: Lesson Preparation

Before the lesson, queue up a [Collaborative Word Cloud](#) such as [Mentimeter](#) to share out with students so they can participate in the Engage activity.

Introduce the lesson by displaying the title **slide 2** from the attached **Lesson Slides**.

Display **slides 3-4**. Review the essential question and the learning objective.

Display **slide 5**. Explain the [Tip of the Iceberg](#) strategy to the class. Distribute or share digitally the attached **Tip of the Iceberg** handout. Direct students to fill out the top of the iceberg above the waterline with words that come to mind when they hear the word "lottery."

Display **slide 6**. Let students know they will be using the notes they just took to create a Word Cloud. At this time, share the link to the [Collaborative Word Cloud](#) generator that you set up earlier with the class. As students type in their examples, guide them to make the observation that the larger the word in the cloud, the more consensus the class has on what "lottery" means to them as a group. *Are there any words that surprise you? Stick out to you? Make you wonder?*

Display **slide 7**. Show the clip from "My Lottery Dream Home."

## Embedded video

<https://youtube.com/watch?v=kSmZ6G2eHwE>

Encourage students to add any new thoughts to their Tip of the Iceberg handout as they watch.

Display **slide 8**. Introduce students to the [Commit and Toss](#) instructional strategy. Distribute small strips of paper and ask them to jot down anonymously the one thing they would want in their lottery dream home. Once they are done writing, ask students to crumple up their responses and toss them across the room or into an empty box. Have students choose one and read it aloud, or you can read a few responses to the class.

45 minutes

## Explore

### Teacher's Note: Lesson Preparation

Prior to the Explore phase, prepare "The Lottery" and "The Dangers of Tradition" for distribution. You may choose to print copies for each student or distribute the links to them via Internet-enabled devices like phones or laptops. The print copies are linked in the Materials section. These resources are provided by CommonLit, so you'll need to sign up for a free subscription to access them.

Display **slide 9**. Distribute or share digitally Shirley Jackson's short story, "[The Lottery](#)." Direct students to fill out the waterline portion of their Tip of the Iceberg handout with new thoughts about tradition as they read.

Once students have completed the reading, have them partner up with someone sitting close to them and share what they thought of the story and how it changed (or did not change) their viewpoints on tradition. Ask a few students to share out with the whole class if they are comfortable.

30 minutes

## Explain

Display **slide 10**. Distribute or share digitally the article, "[The Dangers of Tradition.](#)" Direct students to fill out the portion below the waterline in their Tip of the Iceberg handout with new thoughts about tradition as they read.

Once students have completed the reading, have them partner up with someone sitting close to them and share what they thought of the reading and whether or not it provided any new insights on traditions to them. Ask a few of students to share out with the whole class if they are comfortable.

Tell students that they are going to use what they learned from "The Lottery" and "The Dangers of Tradition" to help them justify their responses in the next activity.

15 minutes

## Extend

Display **slide 11**. Introduce students to the [Fold the Line](#) strategy and explain to them that they will be engaging in a discussion about tradition.

Display the first prompt on **slide 12**. Direct students to line up according to how much they agree with the prompt on a scale of 1 to 5. After they have lined up, instruct the student at the end to "fold the line" by walking to face the student at the beginning of the line. Have the rest of the line follow the leader, pairing up with the next classmate in line. Each student should be standing across from the classmate who was standing at an opposite position in the line. If there is an uneven number, create one group of 3. Instruct students to discuss the prompt with their partners.

Display **slides 13-15**. Have students repeat the procedure for each prompt.

30 minutes

## Evaluate

Display **slide 16**. Share the [One-Pager](#) instructional strategy with students. Explain to them that they will be creating a One-Pager petitioning for a new school tradition or the removal of an old one.

Display **slide 17**, which illustrates an example of what the students will create. The labeled diagram demonstrates how the student example meets the criteria. Each criterion will appear as you continue to advance the slide to allow you to point out each necessary element of the student's work sample.

- Title of the proposed new tradition or old one you want removed
- Border around the page that includes one major belief you now hold about tradition
- Image representing the new tradition or the old one you want removed
- Three (3) or more questions with the answers included
- A statement arguing for your new tradition or against an old one

Display **slide 18** for students while they are working on their One-Pager. The slide shows both the example and the criteria.

## Resources

- Bosa, B. (2019). The dangers of tradition. *CommonLit*. <https://www.commonlit.org/en/texts/fyc-the-dangers-of-tradition>
- Fermin, San. (2018, Aug 6). *San Fermin Pamplona-Navarra* [Digital Image]. Unsplash. <https://unsplash.com/photos/LjrszMj1RJc>
- HGTV. (2017, Jan 4). *My lottery dream home with David Bromstead Ep. 1 Preview* | My Lottery Dream Home | HGTV [Video]. YouTube. <https://www.youtube.com/watch?v=kSmZ6G2eHwE&t=5s>
- Jackson, S. (1948). The lottery. *CommonLit*. <https://www.commonlit.org/en/texts/the-lottery>
- K20 Center. (n.d.). Collaborative Word Clouds. Strategies. <https://learn.k20center.ou.edu/strategy/103>
- K20 Center. (n.d.). Commit and Toss. Strategies. <https://learn.k20center.ou.edu/strategy/119>
- K20 Center. (n.d.). Fold the Line. Strategies. <https://learn.k20center.ou.edu/strategy/171>
- K20 Center. (n.d.). One-Pager. Strategies. <https://learn.k20center.ou.edu/strategy/72>
- K20 Center. (n.d.). Tip of the Iceberg. Strategies. <https://learn.k20center.ou.edu/strategy/67>
- K20 Center. (n.d.). Mentimeter. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/645>
- Webb, S. (2017, May 15). *Mixed stones* [Digital Image]. Unsplash. [https://unsplash.com/photos/xgAcJZRk9\\_8](https://unsplash.com/photos/xgAcJZRk9_8)