

A Stone's Throw Away: The Dangers of Tradition

The Lottery

Margaret Salesky, Lindsey Link, Ryan Rahhal
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Grade Level	9th Grade	**Time Frame**	155 minutes
Subject	English/Language Arts	**Duration**	2–3 class periods
Course	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 Collaborative 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" by Shirley Jackson and take notes using the Tip of the Iceberg strategy.

Explain

Students read "The Dangers of Tradition" by Bakari Bosa 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

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
SYN301: Make straightforward comparisons between two passages

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 handout (attached; one per student)
- The Lottery by Shirley Jackson handout (attached; one per student; print one-sided)
- The Dangers of Tradition handout (attached; one per student, print one-sided)
- Small strips of paper (one per student)
- Crayons, colored pencils, or markers
- Blank paper (one per student)

Preparation

Before beginning this lesson, create a Collaborative Word Cloud activity such as Mentimeter that can be share out with students. Have your chosen Collaborative Word Cloud queued before beginning the Engage portion of the lesson.

35 minutes

Engage

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

Display **slides 3–4**. Introduce the essential question and the learning objective.

Display **slide 5**. Explain the Tip of the Iceberg strategy to the class. Distribute 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

Display **slide 9.** Distribute **The Lottery by Shirley Jackson** handout to each student. 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.

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.

30 minutes

Explain

Display **slide 10.** Distribute **The Dangers of Tradition** handout. 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 turn to their partner 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**. Ask students to form a single line based on how strongly they agree with the prompt, using a scale from 1 (strongly disagree) to 5 (strongly agree). Once everyone is in place, have the student at one end "fold the line" by walking to face the student at the opposite end. The rest of the line should follow, pairing off as they go. Each student should now be facing a classmate with an opposing viewpoint. If there is an odd number of students, form one group of three. Instruct students to discuss the prompt with their partner or group.

Display **slides 13–15**. Have students repeat the procedure outlined above 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 features a sample of the project students will be creating. The labeled diagram highlights how the example meets each of the assignment criteria. As you advance through the slide, each requirement will appear one at a time, allowing you to explain and emphasize the key elements of the student 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 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. Pass out a sheet of blank paper to each student and provide them with markers or crayons. Provide students time to work on their One-Pagers. If possible allow students to share their work or hang it up to display.

Resources

- Bosa, B. (2019). The dangers of tradition. *CommonLit*. https://www.commonlit.org/en/texts/fyc-the-dangers-of-tradition
- 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