

# Template - Lesson Plan – Backwards by Design

<b>Subject/Grade: ELA A10</b>		<b>Lesson Title: The Lottery</b>		<b>Teacher: Miss Brooke Sali</b>	
<b>Stage 1: Identify Desired Results</b>					
<b>Outcome(s)/Indicator(s):</b>					
CR A10.1 -Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:					
<ul style="list-style-type: none"> <li>● identity (e.g., Foundational Stories);</li> <li>● social responsibility (e.g., Destiny and Challenges of Life); and</li> <li>● social action (agency) (e.g., Human Existence).</li> </ul>					
a. View, listen to, read, and respond to First Nations and Métis resources and other texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, language, social structures, and decision making).					
j. Discuss ways in which texts convey, challenge, or support and affirm individual and community values and behaviours.					
<b>Key Understandings: ('I Can' statements)</b>			<b>Essential or Key Questions:</b>		
I can view, listen to, read, and respond to other texts that reflect diverse personal identities, worldviews, and backgrounds.			Just because things have always been done that way, does it make it right?		
I can discuss ways in which texts convey, challenge, or support and affirm individual and community values and behaviors.			When did you realize that something was not quite right about the lottery? What tipped you off?		
<b>Prerequisite Learning:</b>					
Students are finishing the Mysteries of Life unit and are moving onto the Challenges of Life					
<b>Instructional Strategies:</b>					
Drama and Roleplay to confirm understanding of the events in the story. Group Discussion to explore themes in the story.					
<b>Stage 2: Determine Evidence for Assessing Learning</b>					
Formative - informal - teacher will gauge understanding of the story through discussion, roleplay, and an exit ticket.					
Students will fill out an exit ticket asking: Must traditions always be followed, even if they are harmful? Can you think of any traditions that are harmful in today's world?					
<b>Stage 3: Build Learning Plan</b>					
<b>Set (Engagement):</b>		<b>Length of Time: 5 minutes</b>		<b>Materials/Resources:</b>	
Introduce myself again				Class set of The Lottery by Shirley Jackson <a href="#">Exit Ticket</a>	
Ask each student what their favourite thing to read is.				Oscar Award 2 pieces of scrap paper per students Pens/Pencils	
Today we are going to read and then have a discussion of one of my favourite short stories, that I first read when I was your age.				<b>Possible Adaptations/ Differentiation:</b>	
<b>Development:</b>		<b>Length of Time: 50 minutes</b>			
Students will read the Lottery in its entirety on their own. This should take about 20-25 minutes				If there is not enough time, the drama component can be skipped.	

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Once students have finished their reading, tell them that we will be acting out the Lottery, and to get into groups of 3 or 4 as families. Elect a head of household to draw for their family. The family that draws the paper with the black dot, will each draw again as individuals. After the family reveals who has gotten the paper, tell the other students to get out 2 pages of scrap paper and crumple them up. On the count of three we will re-enact the ending of the story.

Vote on the Oscar

Discussion Questions:

Are you surprised by the ending? Why or why not? Do you think that this is a good place for the story to end?

When did you realize that something was not quite right about the lottery? What tipped you off?

Just because things have always been done that way, does it make it right? How can traditions present challenges into the lives of people?

- ex: bullfighting, child marriage, birth of son preference, corporal punishment.
- even something as simple as daylight savings time

The villagers don't know why they have to kill a member of their community each year, and no one questions the necessity of it either. They just do it because it is something that's always happened, and this mindless continuation of tradition, rather than the ritual itself, is perhaps the most horrifying aspect of the story. How does this kind of socialization happen? What techniques does the village use to ensure people's conformity?

- old man Warner's fear tactic as an authority figure as the oldest man
- including the children so they feel it is normal
- Leadership in organising the lottery
- Public stoning as an intimidation tactic: Not only is the public execution a scapegoating ritual, but it also is an implicit threat of violence to the other community members. It suggests that if this society is capable of killing without a valid reason, it will most definitely kill if there is a reason, discouraging any potential townspeople from enacting reform and quitting the lottery

What can this lottery represent?

- This could be anything that people do simply because it is what they have always done, whether that be daylight savings time or encouraging girls to like pink. The consequences of these practices are much less severe than the lottery's, but the key takeaway is that these things exist because our society is reluctant to abandon tradition, just like the townspeople in "The Lottery" are.

**Learning Closure:**

**Length of Time: 5 minutes**

Ask students to fill out an exit ticket asking what they think:

Students who require it can listen to the story being read aloud on [Youtube](#)

**Management Strategies:**

Faster readers can begin to read the story again and notice the use of foreshadowing, and make note of their observations now that they understand the outcome of the lottery.

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Must traditions always be followed, even if they are harmful? Can you think of any traditions that are harmful in today's world?	
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<b>Stage 4: Reflection</b>	
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After reading students were confused about the story and in the future be prepared to do a little explaining. Students felt that they had a better understanding of the story after acting it out. Wait time was especially important with this discussion, as students needed a few seconds to think about the questions before responding. Discussion with this story was a bit weak, but the exit tickets showed great understanding and insight on the topic.	
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