

Lesson Plan

“The Lottery” Shirley Jackson

Summary

1. Subject(s): Language Arts
2. Topic or Unit of Study: Short Stories: Imagination and Comparing Interpretations
3. Grade/Level: 9-12
4. Objective:

Students will read the short story [“The Lottery”](#)

Students will practice visualizing words they hear/read

Students will read the illustrated version of the story and the film version and make comparisons.

Students will design a comic that explores the themes of the story, including breaking from tradition and outdated systems

5. Time Allotment: 3-4 1-hour sessions
6. Standards
 - a. CC.1.3.7.G

Implementation

Learning Context

As school begins, students go back to their normal routine. This lesson is meant to not only expand vocabulary and interpret literature, but also to explore the themes within the story. It asks us to question the systems in which we live, and discuss what could or should change and how.

Procedure

- a. Anticipatory Set

Teacher has students watch the following video and discuss:

[BEFORE YOU GO TO SCHOOL. WATCH THIS || WHAT IS SCHOOL FOR? \(2023\)](#)

b. Direct Instruction

a. Reading session 1

- i. Teacher puts following words on board and chooses own method to practice (practice sentences, matching, etc)
 1. assembled – gathered
 2. boisterous – rowdy, loud
 3. reprimands – punishment, repercussions
 4. surveying – viewing
 5. reluctantly – unwillingly
 6. jovial – jolly, joyful
 7. scold – a person who is constantly scolding or reprimanding with loud and abusive speech
 8. paraphernalia – personal belongings, items associated with a specific activity

ii. Reading Session 2

1. shabbier – fallen into disrepair
2. perfunctory – performed merely as a routine duty
3. interminably – unending
4. disengaged – to free from attachment
5. petulantly – with unreasonable irritation
6. stoutly – bulky in figure
7. daintily – delicately, in a lady-like fashion
8. defiantly – boldly resistant or challenging

b. There are 8 full pages in this story, so aim for reading 4 pages each day.

- i. As you read, you should also stop and ask students the following
 1. What is happening?
 2. What characters do we meet?
 3. What do they look like in your mind?
- ii. After reading 4 pages each page, Break down what characters have appeared, and have each student draw ONE character (they can choose, but ALL characters should be drawn) and a small description beneath of the character and how they are involved in the story (2-3 full sentences)
- iii. Students should present their drawings to the entire class and everyone can discuss how they may have pictured the **character** differently
- iv. **Show** students the illustrated version of the book and have them explore the differences they see in their head versus the artists' interpretation.

- v. Ask students what they think the point of this activity is (hint: that we all have different brains and interpret things differently)
- c. Guided Practice
 - a. After reading the entire story Teacher may choose to have students read independently or read aloud to class). Students will watch the film, the teacher may pause occasionally to ask what will happen next (in order to gauge comprehension of the story)
 - i. [Audio:The Lottery](#)
- d. Check for Understanding
 - a. On the board, the teacher will draw 3 columns or a Venn Diagram and will discuss what is similar and different about the illustrator's and filmmaker's interpretations of the film
- e. Independent Practice
 - a. As a group, break up into small groups. Students should decide what the most important scenes were
- f. Closing
 - a. Final discussion about how this book and all the activities relate back to the first video, what are the themes??
 - i. OPTION A: Then as a group, kids must create a skit to act out in front of their peers (an ORIGINAL skit that can be based off of their life, not the story). After the skit, the viewers must discuss how it touched on the themes in the story
 - ii. Option B: Students work in pairs to create an illustrated graphic novel based on this story with a changed original ending they create
 - iii. OPTION C: Students write a small paragraph/story discussing a personal story/opinion that relates to the short story. This may be handwritten or typed, whatever makes the student more comfortable (BONUS: Have them include at least one new vocabulary word in the writing)

Differentiated Instruction

- a. Visual Learners- The illustrated graphic novel helps with this
- b. Auditory Learners- The story should be read aloud
- c. Kinesthetic Learners- The acting activity covers this
- d. ESL Students- Give ESL students the illustrated version from the beginning
- e. At-risk Students- Allow for discussion about how this relates (freer, less restrictive group discussion)
- f. Advanced Learners allow them to plan and develop their own activity to share with the group



Materials & Resources

- a. Instructional Materials:
 - a. [THE LOTTERY A Graphic Adaptation by Miles Hyman](#)
 - b. [BEFORE YOU GO TO SCHOOL, WATCH THIS || WHAT IS SCHOOL FOR? \(2023\)](#)
 - c. [Amazon:Shirley Jackson's "The Lottery": The Authorized Graphic Adaptation](#)
- b. Resources:
 - a. [Shirley Jackson's "The Lottery" to Teach Vocabulary](#)
 - b. And all links above



February 2023