

Reading – ELA10RL1/ELA10RL3

Expectation: Students will be able to read Shirley Jackson’s “The Lottery” and identify evidence that represents the horror genre and be able to use that evidence as a basis for interpretation.

Ideas for evidence include: diction/connotation, foreshadowing, symbolism, colloquialism, setting, tone, imagery

Writing – ELA10W2/ELA10W3; ELA10C1/ELA10C2

Expectation: Students will be able to produce expository writing to convey information and ideas from a primary source. In doing so, the student will clarify and defend his/her claims with precise and relevant evidence, integrating quotations into the written text while maintaining the flow of ideas.

The student’s writing will also demonstrate understanding and control of the rules of the English language as well as demonstrate an understanding of manuscript form.

Directions: For each of the questions provided below, respond with ideas and appropriate evidence from the text. Your responses should be thorough enough that your response is at least 150 words long. You must respond to all questions.

Listening & Speaking – ELA10LSV1

Expectation: The student participates in student-to-student group verbal interactions. In doing so, the student is expected to ask relevant questions, respond to questions with appropriate and relevant information, and give reasons to support opinions expressed.

Directions: The class will partake in a mature discussion about Shirley Jackson’s “The Lottery” on the date scheduled above. The discussion will center on the questions provided below, but students may certainly ask other pertinent questions as a way of extending the conversation. Students will be assessed not only on their ability to contribute thoughtfully to the conversation but also the etiquette demonstrated in the group setting. It is very important that everyone is respectful of others’ ideas.

Socratic Circle questions (<u>pick 3</u> of the 6 questions below to respond to)

1. What sort of message (themes) might the author be illustrating? Think about the message the story may be implicating in terms of democracy, religion, tradition, or even the fragility of family loyalties.
2. The setting takes place in a small, seemingly “peaceful” town. How does the setting contrast with the plot and characters? How do these elements of the story create interest and contradiction?
3. Upon rereading the story, what hints does the author give us that all is not what it appears to be? Give examples of foreshadowing.
4. Which elements from the absence and presence motifs exist in this story? Give examples as evidence.
5. Choices regarding character names are often a tool used by authors to suggest deeper meanings. Look at the names of the characters in “The Lottery.” How might Jackson be using the names for a greater purpose? (the most difficult one is Mrs. Hutchinson...but here’s a hint...Google is your friend)
6. Is the lottery a collective act of murder? Is it morally justified? Is tradition sufficient justification for such actions? How would you respond to cultures that are different from ours that perform "strange" rituals?