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EXEMPLAR
Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 10

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Lesson 3: The Lottery as a Scenario for Problem Solving

Focus Standard(s): RL.10.2

Additional Standard(s): RL.10.1, RI.10.2, RL.10.3, W.10.2, W.10.7, SL.10.1,

Estimated Time: 4 days

Text(s): "The Lottery" by Shirley Jackson

Resources and Materials:
- Handout 1.2: Learning Targets for the Unit
- Handout 1.4: Research Paper Samples (A and B)
- Handout 2.1: Ideas to Remember About Problem Solving
- Anchor Chart
- "Analyzing Root Causes of Problems: The 'But Why?' Technique"

Lesson Target(s):

Students will show understanding of the following concepts:
- Authors express their own ideas/opinions about life through their writings, which are called themes. These themes (an author's ideas or opinions) can be expressed universally in many stories, despite the details or genre.
- The conflicts/problems authors and people encounter in real life can influence the plot, characters, topic, and themes of a text. Sometimes, characters will represent real people or types of people from the authors' lives, and these characters face the same problems that authors (or people they know) face.
- Development of the theme can be traced through the characters' a) responses to and b) dialogue (both inner and outer) about the problems they face in the story.
- The author uses other literary devices (e.g., symbols, allusions, figurative language) to refine the theme.
- Authors create a conflict/problem in their plot in order to advance their theme.
- By determining and analyzing the conflict/problem, the reader can better determine the topic/subject of the text, the central idea, and the theme.

- As multiple problems/conflicts emerge, multiple (or variations of) themes (or central ideas) may emerge.

Students will complete the following actions:
- Use examples to explain the difference between a theme and a central idea and other concepts about theme development.
- Explain how various characters' point of views contribute to the development of the problem and the theme.
- Use the conflict/problems and other details from the text to determine the theme.
- Trace the development of the theme by identifying specific details from the text.

Guiding Question(s):
- How does an author develop a theme?
- How can identifying the conflict/problem help the reader understand the theme?
- How can the reader apply both the process for theme identification and the theme itself to his/her life?

Vocabulary

Academic Vocabulary: • Conflict • Key Details • Theme • See this section in Lesson 1 and 2 for review of other words.	**Instructional Strategies for Academic Vocabulary:** ☐ See Activity 3.
In-ConTEXT Vocabulary: • See Activity 1. **Note:** Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4 AND L.4 in your grade level standards.	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Model the CPR context clue strategy. ☐ Use an Anchor Chart to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:	Instructional Strategies for Direct Instruction Text Vocabulary:
• See Activity 1. **Note:** Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.	☐ Introduce words with student-friendly definition and pictures ☐ Model how to use the words in writing/discussion ☐ Read and discuss the meaning of word in multiple contexts ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words ☐ Students act out the words or create movements/gestures to represent the meaning of the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Have students write about a time when they experienced a problem. Tell them it doesn't have to be a story that is very personal or hard to tell, unless they want to share it. Have them list what they learned about themselves, another person, or the world.

    Story:

    What I learned:

Have students who feel comfortable share examples and what they learned. Ask students the following questions:

- What details did you include to reveal the problem and tell the story? If you wrote more of a summary, what details do you need to help someone understand more about the problem and the story?
- Do you think anyone else has ever faced/will ever face this problem, even if it is in a different way?
- Can what you learned benefit others by helping them understand the problem better or by preventing the problem from happening?

- If you were to turn this into written story, what kinds of decisions would you make about the plot events and characters' responses to the events/problems, thoughts, and dialogue in order to help the reader "learn" the same idea you learned?

Use students' answers to the questions to discuss the following concepts about themes:
- Authors express their own ideas/opinions about life through their writings, which are called themes. These themes (an author's ideas or opinions) can be expressed universally in many stories, despite the details or genre.
- The conflicts/problems authors and people encounter in real life can influence the plot, characters, topic, and themes of a text. Sometimes, characters will represent real people or types of people from the authors' lives, and these characters face the same problems that authors (or people they know) face.

Understanding Lesson Purpose and Student Outcomes
Explain to students that they must practice problem solving to help them effectively complete their performance task, so they will analyze the problem and theme in a literary text to gain more insight into the topic of problem-solving.

Have students view the central idea section of **Handout 1.2: Learning Targets for the Unit**. Explain to them that they will learn all about themes, how they are different from central ideas, and how to develop a theme. Explain that they should use this sheet to monitor their comprehension and the completion of the lesson targets as they progress throughout the unit. Direct them to check off as they accomplish each target and to highlight the ones they do not think that they mastered.

Activity 1: Fluency and Vocabulary Practice
Provide students with individual copies of "The Lottery" by Shirley Jackson. Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.
Note: Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently. Provide a model read of just that sentence or section and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the **"Strategies for**

Teaching How to Determine Meaning from Context Clues" section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the "Instructional Strategies for Direct Instruction Text Vocabulary" listed in the vocabulary section above the instructional plan.

Activity 2: First Read

T: By identifying the events of a story, you can often trace how the theme develops over the course of the text. What happened in this story? You will read the story and draw thumb-nail sketches of what is happening in the story. Be sure to include important dialogue wherever necessary.

Have students read silently through "The Lottery" by Shirley Jackson, stopping periodically to draw thumb-nail sketches of what is happening in the story. Model an example of the first sentence if students are struggling.

Have students share by working together (possibly combine sets of pictures or revise one person's set) to create a storyboard of events of the story and the actions of the characters. Tell students to be sure to include important dialogue wherever necessary.

Activity 3: Second Read

Have students listen to the text read by an expert reader and conduct the following discussion with students as a whole group:

> T: Knowing the main characters and their "personalities" is key to identifying the theme. You can determine their personalities by looking at the dialogue, their actions, the way they respond to each other and events. Who were some of the main characters? List the names of the main characters and one adjective word or phrase to describe them.
> S: (Complete the actions and share with a partner and then the whole group.)
> T: What specific details from the text led you to know this? (Have some discussions about how the community can be a character in and of itself. Cite some other stories in which the community is a character.)
> S: (Answer the question and share with a partner and then the whole group.)
> T: Point of view of characters and the speaker is important in a story because it can reveal the problem (which will lead to the theme), especially if there are differing point of views. If people think differently about what's happening or about a topic, you can notice easily what the problem is. Also, these differences can often advance the plot. You can also determine point of

views from the same details that reveal their character. What did their dialogue, actions, and the way they responded to each other and the events reveal about the and their individual point of views and the community point of view?

Based on the point of views, what do you think the problem was? If you had to think of a phrase or sentence to identify/sum up the problem, what would it be?

S: (Answer the question and share with a partner and then the whole group.)

T: Now, based on our anchor text, do we really think that we have the real problem? What do you think the root of the problem is? In order to determine this, we can follow tips (from "Analyzing Root Causes of Problems: The 'But Why?' Technique") about determining root causes: Root causes are the basic reasons behind the problem or issue you are seeing in the community. Trying to figure out why the problem has developed is an essential part of the "problem solving process" in order to guarantee the right responses. Identifying genuine solutions to a problem means knowing what the real causes of the problem are.

Note: The "But why?" technique is one method used to identify underlying causes of a community issue. These underlying factors are called "root causes." The "But why?" technique examines a problem by asking questions to find out what caused it. Each time an answer is given, a follow-up "But why?" is asked. For example, if you say that too many people in poor communities have problems with alcoholism, you should ask yourself "but why?" Once you come up with an answer to that question, probe the answer with another "but why?" question, until you reach the root of the problem, the root cause. The "But why?" technique can be used to discover basic or "root" causes either in individuals or broader social systems:

Display the following text and read:

T: It can be used to find which individual factors could provide targets of change for your cause, such as levels of knowledge, awareness, attitudes, and behavior.

- Do people need more knowledge about nutrition?
- Do children need to learn refusal skills to avoid smoking?
- Do teenagers need to learn how to use contraceptives?

T: It can explore social causes. For example, it could help us determine why a certain neighborhood seems to have a higher rate of a specific problem. These social causes divide into three main sub-groups:

- Cultural factors, such as customs, beliefs, and values;
- Economic factors, such as money, land, and resources;
- Political factors, such as decision-making power

T: So, let's try the "But Why" Technique.

S: (Attempt the "But Why" Technique by writing down their responses each time they answer the question why and share with a partner and then the whole group.)

T: Based on this problem, what are possible themes of the text? What idea is the author trying to reveal to the reader? (e.g., Communities value tradition, even if they do not make sense or are harmful; Communities continue traditions, even when they do not know why they are doing it; Individual beliefs or desires do not matter if the beliefs or desires contrast the community or society's beliefs or desires; etc.)

S: (Answer the question and share with a partner and then the whole group.)

T: What evidence from your previous answers can you use to support your answer? Are there any other types of types of details, such as symbols, word choice, or other author decisions, from the text that can support this? (e.g., the black box as a symbol, the word choice, choosing to include both older and younger characters, etc.)

T: How is this different from the central idea? What would the central idea of the text be? (e.g., The people in the village value tradition, even if the tradition of the black box stoning is harmful; The people in the village continue the tradition of the black box stoning, even when they do not know why they are doing it; _____'s individual desires did not matter because her desires contrasted with the community's desires/traditions; etc.)

Activity 3: Problem-Solving Connection

T: The problems authors encounter in real life can influence the plot, characters, topic, and themes of a text. Sometimes, characters will represent real people or types of people from the authors' lives, and these characters face the same problems that authors (or people they know) face. So many times, literature gives us valuable insight into life.

T: Let's look at this story again from the perspective of problem solving. How did we determine the problem? How did we get to the root of the problem? Does this bring up any other questions or topics to research? What solutions should we propose?

Provide students with a new **Handout 1.4: Research Paper Samples** and have them practice coming up with possible solutions. Guide students by prompting them to think through whether they have gotten to the root of the problem, additional questions they may need to consider, what data and research are needed, how they would collect that data, how long it may take to solve the problem, and whether their solutions would actually help the problem or cause more problems?

Activity 5: Application to Performance Task
T: How can we apply what we learned about both the theme and the way in which determined the theme (i.e., identifying the problem and the root causes with the "But Why" technique) to our project?

Direct students to add ideas to their **Handout 2.1: Ideas to Remember about Problem Solving**.

Note: Students may need to be provided with an extra copy to continue adding.

Reflection and Closing
Have students reflect on how they accomplished learning targets on **Handout 2.1: Ideas to Remember about Problem Solving**.

Homework

No Homework

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org