



# “The Lottery”, Shirley Jackson

By: Lamont Moore

Director of Testing, Accountability, Gifted Education, and Title III; Ed.D. in Educational Leadership, Gardner-Webb University, NC

Language Arts  
Grades 9-12



## Introduction

Students will create storyboards to re-tell “The Lottery” by Shirley Jackson and explore the concept of conformity. Students will also engage in group reflection about conformity, tradition, and the impacts of both on a community.

## Learning Objectives

Students will:

- ([CCSS.ELA-Literacy.SL9-10.1.D](#)) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- ([CCSS.ELA-Literacy.SL9-10.4](#)) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Materials Needed

- Access to internet/computers/laptops
- Storyboard template (electronic or by hand)
- Access to the text: [“The Lottery” by Shirley Jackson](#)

## Procedure

1. Prior to the lesson it will be important to discuss the concept of conformity. Engage in a mini-lesson on the topic. The mini-lesson should define the concept and provide examples and non-examples for the students. You may also choose to utilize this video link to provide background knowledge for this concept.
2. Allow the students a moment to make connections to the concept of conformity and share personal experiences in which they have had with conformity with a peer. Allow for a few students to share their personal connections with the class and use these examples to begin the polling the students regarding their thoughts on the pros and cons of conformity.
3. Have the students read “The Lottery” by Shirley Jackson. Prior to starting you may want to provide them with a context for the short story and share biographical information about the author.

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4. After reading the text, allow the students to work in small groups to reflect on what they read. The students are to discuss the following questions with their peers:
  - How is the concept of conformity evident in this short story?
  - How do traditions serve the community?
  - Should traditions be revisited or eliminated? If so when and how?
5. Take a moment to reconvene the class and provide an opportunity for the students to share how they answered the discussion questions.
6. As an independent activity, have the students create storyboards for “The Lottery” from the perspective of a character of their choice. These storyboards will re-tell the story from that particular character’s perspective. As the students are creating their storyboards, be sure to circulate to monitor their work and challenge them to use details from the story to justify how they are creating their storyboards.
7. Provide time for the students to present their storyboards and explain their logic for design.

## Evaluation

The storyboards themselves will serve as a means to evaluate the level of understanding of the students. You may create a rubric to evaluate the storyboards. If you create a rubric, be sure to evaluate how well the students captured the character’s perspective, the organization of the storyboard in terms of sequence, attractiveness of the work and clear presentation of the storyboard. Your rubric should be shared with the students prior to them starting the storyboard. You may also assign an exit ticket that asks them the following questions:

- What is conformity?
- When is conformity beneficial to society?
- When is conformity detrimental to society?