

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor:

Date:

Class:

Literary Elements: Character, Plot, Setting, and Theme

Workshop 3 Lesson 4

STANDARDS

CCSS.RL.6-8.1, 2, 3, 5, 10; SL.6-8.1; CA ELD: Part I.A.1, 2, 6.a, b

HEADS UP

Word Count | 3,377

Lexile Measure | 1080L

Qualitative Measure | M2

As students prepare to read Shirley Jackson's "The Lottery," a short story about a sleepy town that's not quite what it seems, it will be important for them to analyze the interaction of setting, character, plot, and theme. Understanding these key story elements will help them reflect on and synthesize ideas about the text during this *extended whole-group lesson*.

Background knowledge—Tell students that author Shirley Jackson was born in 1916 and spent much of her life living in the New England area. Although Jackson published several novels, she was known primarily for her short stories—many of which featured horror-themed plots. "The Lottery" was written in 1948 for *The New Yorker* magazine.

Engage—Share a newspaper article or news report about a lottery winner in your community or state. Discuss people's attitudes toward lotteries and how they make people behave.

Socio-emotional—Although the events of "The Lottery" are fictional, some students may find the realistic characters and setting disturbing. Explain that many of Jackson's readers felt the same way—in fact, as students will discover later in the Workshop, *The New Yorker* magazine received more letters about the story than anything they had published before that—or since!

Materials

Real Book pp. 132–133

OBJECTIVES

Primary Goals

- **Literacy Goal:** Identify setting, character, plot, and theme in a short story.
- **Language Goal:** Use academic language, such as *setting*, *character*, *plot*, and *theme*, to respond to questions about literary elements in a short story.

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** [Analyze Character](#), [Analyze Plot](#), [Analyze Setting](#)
- **Extend:** [Analyze Theme](#)
- **Language:** [Collaborative Discussion Prompt](#)

[Get Resources](#)

WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

Display the Do Now.

 (ritual) As part of her pre-game **ritual** the basketball player _____.

(e.g., takes three shots from the foul line; hugs each of her teammates)

Share Responses

Have students share their responses.

 What is a ritual that is a part of your life?


 A ritual that is a part of my life is _____.

(e.g., I eat a bowl of cereal every morning for breakfast; I go for a long bike ride every weekend)

SHARE TODAY'S GOALS

Primary Goals

 **Literacy Goal:** Identify setting, character, plot, and theme in a story.

 **Language Goal:** Use academic words, such as *setting*, *character*, *plot*, and *theme*, to answer questions about literary elements in a story.

TEACH LITERARY ELEMENTS: SETTING, CHARACTER, PLOT, AND THEME

Introduce Literary Elements

Introduce students to the four literary elements.

Over the next several lessons, we're going to read a dystopian short story called "The Lottery." One way to better understand a short story is by analyzing four important elements of the text: setting, characters, plot, and theme.

- Introduce setting by reading aloud the description of setting.

If setting is where and when the story takes place, where and when does "The Lottery" take place? (the town square; on a summer morning)

- Introduce characters by reading aloud the description of characters.

In the description of characters in "The Lottery," the townspeople are mentioned as a group. In this story, the townspeople act as one character in many ways. How might all the people of one town act as one character? (The townspeople might take many of the same actions.)

- Introduce plot by reading aloud the description of plot.

A lottery is a game in which people buy tickets and hope that their ticket will be chosen so they can win a prize. In this description of the plot, the lottery is the problem the characters face. How might a lottery cause a problem?

- Use **Think (Write)-Pair-Share** to have students briefly discuss and share their responses.

 **A lottery might cause a problem because _____.**

(e.g., winning the lottery might be a bad thing; maybe there is a penalty for "winning" the lottery)

- Introduce theme by reading the description of theme.

We're going to have to think very carefully about the theme of "The Lottery" as we read because the author won't tell us the theme directly.

Make It Relevant *I usually think of a lottery as something fun or positive. However, this lottery causes a problem for the characters. Also, the description of the theme mentions that it could be dangerous. I wonder how this lottery might be different from others that I know about. Let's read to find out.*

Read the Text

Read aloud the text.

Use **Modeled Fluent Reading** to scaffold fluent reading as you read aloud the entire text on pages 134–149.

Adapt Procedures Although you usually use more interactive Building Reading Fluency routines to read aloud to students, use Modeled Fluent Reading to read aloud the entire text in order to focus on students' enjoyment of this classic short story. Encourage students to listen attentively in order to appreciate the language and narrative of this riveting story.

- Keep students engaged.
- As you read aloud the story, stop after pages 137, 143, and 149 to ask students to quickly review the plot of the previous section and ask any important clarifying questions they may have.

Identify Literary Elements

Review the Literary Elements chart.

Now that we've read the entire story once, we can reflect on the literary elements from this story.

- Quickly review the definition of *setting*, *character*, *plot*, and *theme*.
- Direct students' attention to the chart on the bottom of page 132 of the *Real Book*.
- Model how to complete the Literary Elements chart.

All of the words and phrases in the word bank either relate to the setting, character, plot, or theme in "The Lottery." The first phrase is June 27th, the date the story takes place. I know that setting refers to where and when a story takes place, so I will write June 27th on the first line under Setting.

- Guide students to complete the chart with a partner.

As students work, circulate and offer assistance as needed.

FORMATIVE ASSESSMENT	
LITERACY GOAL: Identify setting, character, plot, and theme in a short story. Observe Review students' literary elements chart and gauge whether they meet the literacy goal by correctly identifying the text elements.	
Monitor Progress	Adapt Instruction/Strategies
Nearly There Students are able to identify the setting, characters, and plot, but may have difficulty identifying the theme.	<p><i>Remember that the theme refers to an important message that the author wants us to understand about her writing. Let's look through the phrases in the Literary Elements word bank to identify which words tell us about the message that the author might be trying to tell us.</i></p> <p><i>How do you know that conformity belongs in the theme column?</i></p>
Not Yet Students may be unable to identify the setting, characters, plot, or theme of "The Lottery."	<p>Guide students to answer questions about each literary element in the word bank to determine which column it belongs in by asking these questions:</p> <p>Setting: <i>Does _____ (literary element) describe the time or place that the story happens?</i></p> <p>Character: <i>Does _____ (literary element) describe a person or people in the story?</i></p> <p>Plot: <i>Does _____ (literary element) describe an action or event in the story?</i></p> <p>Theme: <i>Does _____ (literary element) describe an important message that the author is trying to share?</i></p> <p>You may also wish to relate the literary elements to students using a story that is very familiar to them, such as a familiar children's story, or even a popular movie.</p>
On Track Students identify the setting, characters, plot, and theme.	

- Review the literary elements.
- After students complete the chart, guide students to share their responses with the whole group.

Provide a question and frames to guide their responses. *How did you know that _____ (literary element) is an example of _____ (setting, character, plot, or theme)?* (For example, How did you know that Mr. Summers is a character?)

 I know that _____ is an example of (setting/character/plot/theme) because _____.

FORMATIVE ASSESSMENT

LANGUAGE GOAL:

Use academic language, such as *setting*, *character*, *plot*, and *theme*, to respond to questions about literary elements in a short story.

Observe

Listen to students' responses during the discussion of literary elements and gauge their understanding of the terms.

Monitor Progress

Nearly There

Students identify the correct literary element, but may not be able to explain how they made their choice.

Adapt Instruction/Strategies

Use questioning to lead students to elaborate:

You identified the correct literary element. Look at the chart on page 132. How can you use the definition of (setting/character/plot/theme) to help you frame your response?

You put the term in the correct column. How did you know which literary element it referred to?

Guide students to use the frame to respond:

I know that _____ is an example of (setting/character/plot/theme) because _____.

Not Yet

Students may not use correct literary terms or may demonstrate confusion about the word meanings.

Provide a quick visual reference for the literary elements:

character = a person

setting = a place

plot = an event or something that happened

theme = a message or big idea

Guide students to use the response frame above. If they are hesitant when expressing themselves, cue them by pointing to the visual reference.

On Track

Students identify the correct literary element and explain how they made their choice.

WRAP UP

Reflect

Guide students to answer the Wrap Up question with a partner.

 **What is one thing you read about today that you would like to know more about?**

 **One thing I learned today that I would like to know more about is _____. I'm particularly interested in this because _____.**