



2013 Middle School Institute

Michael Ann Effron – Starling STEM Middle School

Soon to Be... Starling STEM K-8!

Learn. Dream. Succeed.



Engage Your
**21st Century
Learners**

without
resorting
to

gimmicks

of the past



Feed Their Need to Socialize!

Engage students with rigorous, academic based opportunities to cooperate with peers, share ideas, and challenge each other.

Teach students how to do this in a safe and supportive environment where all ideas are welcomed.

Break down barriers of fear and indifference.



OUR

Mission Statement

Each student is:

- **highly educated,**
- **prepared for leadership and service, and**
- **empowered for success as a citizen in a global community.**

Learn. Dream. Succeed.



Columbus City Schools Student Success System

100% Student Success

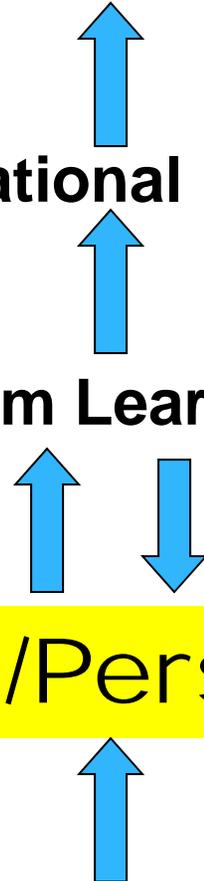
Organizational Excellence

Team Learning

Professional/Personal Mastery

Content Experts

Learn. Dream. Succeed.



21st Century Skills

Communication

Problem-Solving

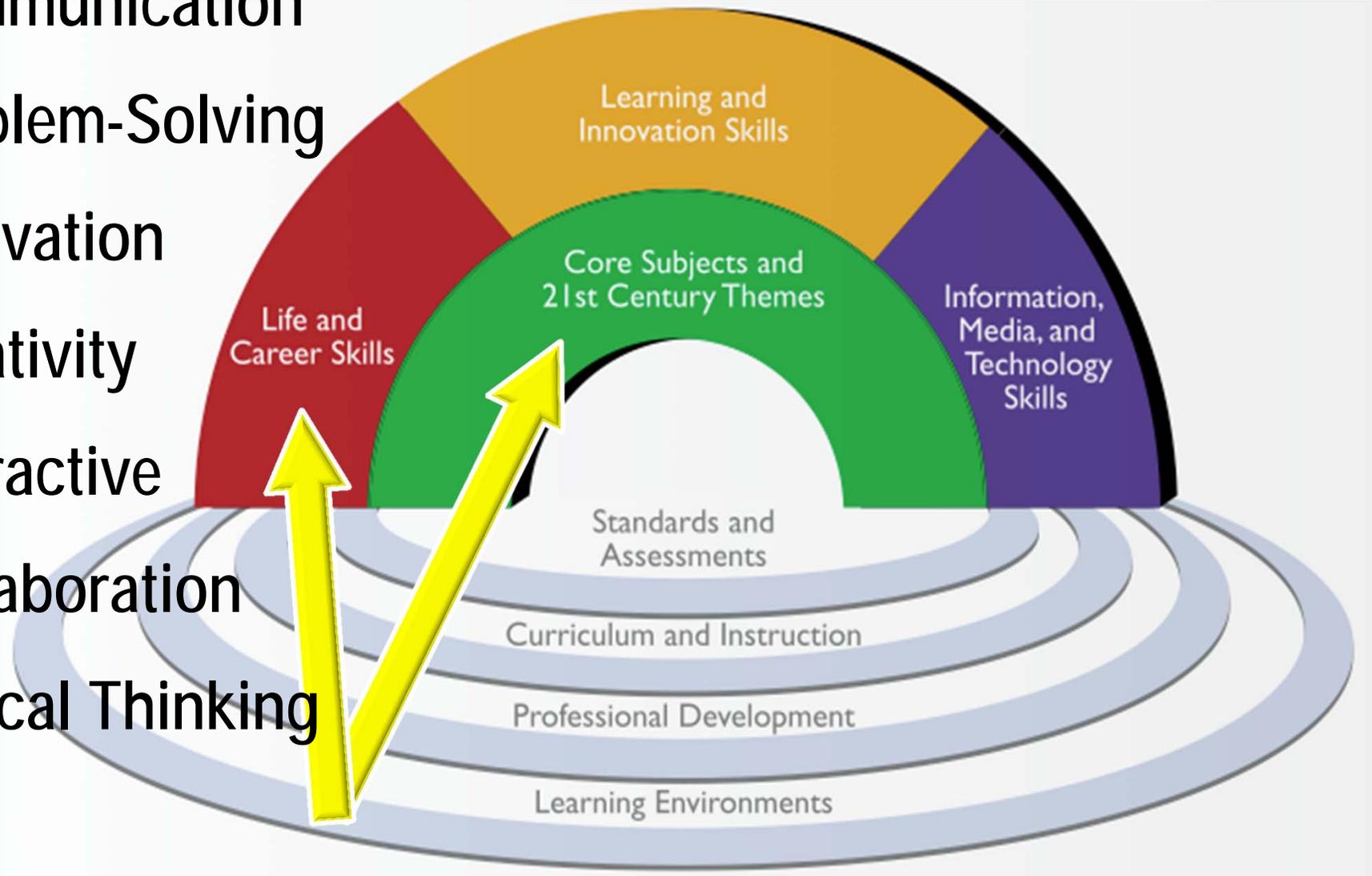
Innovation

Creativity

Interactive

Collaboration

Critical Thinking



Middle School Redesign Agreements

Small
Learning
Communities

Common
Planning
Time

Scheduling
with the
Adolescent
in Mind

Strong
Unified Arts
Program

Team Area
within
Building



RICA
reading
in the
content
area

What Must **ALL** Groups Know, Have in Place and Understand? Whole Group – Pairs – Small Groups

- ★ Students' succeed or fail—together.
- ★ Students help each other team members' success.
- ★ All are accountable to each other and the group.
- ★ Interpersonal and small-group skills are in place:
 - Communication
 - Conflict resolution
 - Decision making
 - Time management

Why Cooperative groups?

Organizing students in heterogeneous cooperative learning groups at least once a week has a significant effect on learning.

(Marzano, Pickering, & Pollock, 2001)

There may be **no other instructional strategy that simultaneously achieves such diverse outcomes** as cooperative grouping including: **achievement, time on task, motivation, transfer of learning**, and other benefits.

(Cohen, 1994a; Johnson, 1970; Johnson & Johnson, 1974, 1978, 1989, 1999a, 2000; Kohn, 1992; Sharan, 1980; Slavin, 1977, 1991)

Cooperative learning can be ineffective when support structures are not in place.

(Reder & Simon, 1997)

Required Skills for Successful Cooperative Learning

Whole Group – Pairs - Small Group

1. Forming Skills: Procedures, Taking turns, Quiet voices
2. Functioning Skills: Communication, Paraphrasing, Asking questions
3. Formulating Skills: Working with Information, Learning, Summarizing
4. Synthesizing Skills: Judgments, Reasoning, Integrating ideas

Forming Skills

Forming skills involve PROCEDURES

- quietly come together as a group,
- to stay with the group, to
- quickly attend to the task,
- use quiet voices, and
- take turns.

Functioning Skills

Functioning skills are what help the group develop and maintain an effective working relationship.

- **sharing ideas** and opinions,
- asking each other and the teacher for facts and **reasoning**,
- **giving direction to stay on task**,
- **encouraging participation** of other group members,
- expressing support and **acceptance of other** group members' ideas and contributions,
- **offering to explain** one's ideas, and
- **paraphrasing** one's own and others' ideas.

Formulating Skills

Formulating skills are cognitive skills which stimulate and develop the use of higher quality reasoning skills.

- the ability to **summarize ideas and material aloud**,
- seeking **accuracy** of these summaries,
- seeking elaboration by **relating material** to what is already known,
- **developing ways of remembering** information (mnemonic devices, for example),
- **checking other group members' understanding** by asking for verbalization of their reasoning processes, and
- **asking others to plan out loud**.

Synthesizing

Synthesizing involves skills necessary to dispute and reconceptualize material and conclusions. These skills are necessary in thinking more divergently about an issue and **arguing constructively** about differences.

- **criticize ideas while expressing respect** for the person with the idea,
- differentiate between group members' ideas and reasoning,
- **ask for rationalization** of ideas,
- extend other members' ideas by **adding one's own information**,
- **integrate differing ideas into a single position**,
- **generate more than one possible answer**, and
- check the group's work against the **original instructions and timelines**.

Teaching Social Skills

Teaching Math as a Social Activity
Learn, Discuss, and Summarize (pg. 112)



Focus Question:

What specific strategies and activities does Chris use to teach appropriate cooperative learning skills?

Please record your notes from the video which address this question in the first section of the “Learn, Discuss, and Summarize” graphic organizer.

After each of you has written your response I’ll ask you to turn to your group. Each of you will, in turn share your answer. If another member of your group mentions something you missed, add any information to the center section. When everyone in your group has shared, write a short summary to answer the initial question with the most important points.

MY Simple Rules for Social Skills

NO Shut Up

Apologize

NO Stupid

Apologize

NO Commenting by voice or

gesture on group choice – PERIOD!

Removed from

Activity

Cooperative Skills: A Direct Instruction Approach

(Step-By-Step)

1. Explain the skill.
 - a. Explain the purpose
 - b. Explain the importance
2. Model the skill.
 - a. Demonstrate the skill effectively
 - b. Demonstrate the skill ineffectively
 - c. Discuss similarities and differences (*create T-charts*)
 - d. Describe why one was preferable to the other (*write it*)
3. Practice and Role-Play
 - a. Students Role-Play
 - b. Feedback should be given by students and teachers
4. Students Reflect on the Feedback
 - a. Ask Questions
 - b. If Necessary – Practice More

Practice Whole Group Interaction

1. Class Posters

Objective: Summarize concepts, events, word meanings.

Procedure: This works best with several topics or words. Each student starts with an 8 ½ X 11 piece of paper. Have each write a topic or word on the top of the paper. Give students 10 seconds to begin illustrating the concept with symbols, the beginning of a picture or using words. Then pass the paper to the right. Every 15 seconds have them pass again. You can continue as long as you like. It does not have to get all the way around the room. Having several papers with the same topic allows you to compare the posters at the end. Or, group students with the same posters to discuss similarities and differences. You could have a class discussion about the positives and negatives of each, what to keep – maybe even have some students create one final poster for each concept for the class to display.

Practice Whole Group Interaction

2. Around the World

Objective: Summarize or review a lesson or concept.

Procedure: The goal is to create a sentence or short paragraph to answer a question or summarize a concept that was just discussed or taught. Each student can say one word to add to the sentence and the teacher or another student records it on the board. The turns work around the room in order. If students have notebooks this could be used as a way to take notes for the unit.

Practice Whole Group Interaction

3. Lesson BINGO

Objective: Students focus on the KEY points during a SHORT lecture.

Procedure: Prepare a BINGO sheet that has 3x3 boxes. In each box write one key piece of information (or “note”) from your lesson. Leave certain parts missing from each note (similar to guided notes) but not enough that the students won’t recognize the information. Number the key points so you can review them before starting –DO NOT number them in the order that you will be discussing them during the lecture! During the lesson students should fill in the BINGO card. Based on the level of your students you may need to go more slowly and give them hints when important information has been shared and needs to be written down. When the lecture is over have students work together as a class to complete the BINGO card with you.

Whole Group Activities

Teaching 21st Century Skills: *an ASCD ActionTool*

Tool (Activity)	Page
Big Ideas	62
Developing Consensus	87
Four Corners	96
Ground Rules for Teams	103
Learn, Discuss, and Summarize	112
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Whole Group Instruction

Utilizing Specific Grouping and Engagement Techniques
“The Lottery”



Read over the Summary

Engagement Strategies for Whole Group Direct Instruction:

1. Hands-Up (Formative Assessment)
2. Exit Tickets (Formative Assessment)
3. Character Reading

Small Group Strategies Integrated into Whole Group Direct Instruction:

1. Teacher vs. Student
2. Post-It “Notes”

In Pairs: Choose two (or more if you have time) of these strategies and list ways each could be applied in your classroom.

"The Lottery" (1948)

by Shirley Jackson

The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 2th. but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play. and their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix-- the villagers pronounced this name "Dellacroy"--eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather. surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

The lottery was conducted--as were the square dances, the teen club, the Halloween program--by Mr. Summers. who had time and energy to devote to civic activities. He was a round-faced, jovial man and he ran the coal business, and people were sorry for him. because he had no children and his wife was a scold. When he arrived in the square, carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called. "Little late today, folks." The postmaster, Mr. Graves, followed him, carrying a three- legged stool, and the stool was put in the center of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool. and when Mr. Summers said, "Some of you fellows want to give me a hand?" there was a hesitation before two men. Mr. Martin and his oldest son, Baxter. came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.

The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born. Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything's being done.

The black box grew shabbier each year: by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

Mr. Martin and his oldest son, Baxter, held the black box securely on the stool until Mr. Summers had stirred the papers thoroughly with his hand. Because so much of the ritual had been forgotten or discarded, Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations. Chips of wood, Mr. Summers had argued, had been all very well when the village was tiny, but now that the population was more than three hundred and likely to keep on growing, it was necessary to use something that would fit more easily into the black box. The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them in the box, and it was then taken to the safe of Mr. Summers' coal company and locked up until Mr. Summers was ready to take it to the square next morning. The rest of the year, the box was put away, sometimes one place, sometimes another; it had spent one year in Mr. Graves's barn and another year underfoot in the post office, and sometimes it was set on a shelf in the Martin grocery and left there.

There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make up--of heads of families, heads of households in each family, members of each household in each family. There was the proper swearing-in of Mr. Summers by the postmaster, as the official of the lottery; at one time, some people remembered, there had been a recital of some sort, performed by the official of the lottery, a perfunctory, tuneless chant that had been rattled off duly each year; some people believed that the official of the lottery used to stand just so when he said or sang it, others believed that he was supposed to walk among the people, but years and years ago this part of the ritual had been allowed to lapse. There had been, also, a ritual salute, which the official of the lottery had had to use in addressing each person who came up to draw from the box, but this also had changed with time, until now it was felt necessary only for the official to speak to each person approaching. Mr. Summers was very good at all this; in his clean white shirt and blue jeans, with one hand resting carelessly on the black box, he seemed very proper and important as he talked interminably to Mr. Graves and the Martins.

Just as Mr. Summers finally left off talking and turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. "Clean forgot what day it was," she said to Mrs. Delacroix, who stood next to her, and they both laughed softly. "Thought my old man was out back stacking wood," Mrs. Hutchinson went on. "and then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running." She dried her hands on her apron, and Mrs. Delacroix said, "You're in time, though. They're still talking away up there."

Mrs. Hutchinson craned her neck to see through the crowd and found her husband and children standing near the front. She tapped Mrs. Delacroix on the arm as a farewell and began to make her way through the crowd. The people separated good-humoredly to let her through: two or three people said, in voices just loud enough to be heard across the crowd, "Here comes your, Missus, Hutchinson," and "Bill, she made it after all." Mrs. Hutchinson reached her husband, and Mr. Summers, who had been waiting, said cheerfully. "Thought we were going to have to get on without you, Tessie." Mrs. Hutchinson said, grinning, "Wouldn't have me leave m'dishes in the sink, now, would you, Joe?," and soft laughter ran through the crowd as the people stirred back into position after Mrs. Hutchinson's arrival.

"Well, now." Mr. Summers said soberly, "guess we better get started, get this over with, so's we can go back to work. Anybody ain't here?"

"Dunbar." several people said. "Dunbar. Dunbar."

Mr. Summers consulted his list. "Clyde Dunbar." he said. "That's right. He's broke his leg, hasn't he? Who's drawing for him?"

"Me. I guess," a woman said. and Mr. Summers turned to look at her. "Wife draws for her husband." Mr. Summers said. "Don't you have a grown boy to do it for you, Janey?" Although Mr. Summers and everyone else in the village knew the answer perfectly well, it was the business of the official of the lottery to ask such questions formally. Mr. Summers waited with an expression of polite interest while Mrs. Dunbar answered.

"Horace's not but sixteen vet." Mrs. Dunbar said regretfully. "Guess I gotta fill in for the old man this year."

"Right." Sr. Summers said. He made a note on the list he was holding. Then he asked, "Watson boy drawing this year?"

A tall boy in the crowd raised his hand. "Here," he said. "I'm drawing for my mother and me." He blinked his eyes nervously and ducked his head as several voices in the crowd said thin#s like "Good fellow, lack." and "Glad to see your mother's got a man to do it."

"Well," Mr. Summers said, "guess that's everyone. Old Man Warner make it?"

"Here," a voice said. and Mr. Summers nodded.

A sudden hush fell on the crowd as Mr. Summers cleared his throat and looked at the list. "All ready?" he called. "Now, I'll read the names--heads of families first--and the men come up and take a paper out of the box. Keep the paper folded in your hand without looking at it until everyone has had a turn. Everything clear?"

The people had done it so many times that they only half listened to the directions: most of them were quiet. wetting their lips. not looking around. Then Mr. Summers raised one hand high and said, "Adams." A man disengaged himself from the crowd and came forward. "Hi. Steve." Mr. Summers said. and Mr. Adams said. "Hi. Joe." They grinned at one another humorlessly and nervously. Then Mr. Adams reached into the black box and took out a folded paper. He held it firmly by one corner as he turned and went hastily back to his place in the crowd. where he stood a little apart from his family. not looking down at his hand.

"Allen." Mr. Summers said. "Anderson.... Bentham."

"Seems like there's no time at all between lotteries any more." Mrs. Delacroix said to Mrs. Graves in the back row.

"Seems like we got through with the last one only last week."

"Time sure goes fast.-- Mrs. Graves said.

"Clark.... Delacroix"

"There goes my old man." Mrs. Delacroix said. She held her breath while her husband went forward.

"Dunbar," Mr. Summers said, and Mrs. Dunbar went steadily to the box while one of the women said, "Go on. Janey," and another said, "There she goes."

"We're next." Mrs. Graves said. She watched while Mr. Graves came around from the side of the box, greeted Mr. Summers gravely and selected a slip of paper from the box. By now, all through the crowd there were men holding the small folded papers in their large hand, turning them over and over nervously. Mrs. Dunbar and her two sons stood together, Mrs. Dunbar holding the slip of paper.

"Harburt.... Hutchinson."

"Get up there, Bill," Mrs. Hutchinson said. and the people near her laughed.

"Jones."

"They do say," Mr. Adams said to Old Man Warner, who stood next to him, "that over in the north village they're talking of giving up the lottery."

Old Man Warner snorted. "Pack of crazy fools," he said. "Listening to the young folks, nothing's good enough for them. Next thing you know, they'll be wanting to go back to living in caves, nobody work any more, live that way for a while. Used to be a saying about 'Lottery in June, corn be heavy soon.' First thing you know, we'd all be eating stewed chickweed and acorns. There's always been a lottery," he added petulantly. "Bad enough to see young Joe Summers up there joking with everybody."

"Some places have already quit lotteries." Mrs. Adams said.

"Nothing but trouble in that," Old Man Warner said stoutly. "Pack of young fools."

"Martin." And Bobby Martin watched his father go forward. "Overdyke.... Percy."

"I wish they'd hurry," Mrs. Dunbar said to her older son. "I wish they'd hurry."

"They're almost through," her son said.

"You get ready to run tell Dad," Mrs. Dunbar said.

Mr. Summers called his own name and then stepped forward precisely and selected a slip from the box. Then he called, "Warner."

"Seventy-seventh year I been in the lottery," Old Man Warner said as he went through the crowd. "Seventy-seventh time."

"Watson" The tall boy came awkwardly through the crowd. Someone said, "Don't be nervous, Jack," and Mr. Summers said, "Take your time, son."

"Zanini."

After that, there was a long pause, a breathless pause, until Mr. Summers, holding his slip of paper in the air, said, "All right, fellows." For a minute, no one moved, and then all the slips of paper were opened. Suddenly, all the women began to speak at once, saying, "Who is it?," "Who's got it?," "Is it the Dunbars?," "Is it the Watsons?" Then the voices began to say, "It's Hutchinson. It's Bill," "Bill Hutchinson's got it."

"Go tell your father," Mrs. Dunbar said to her older son.

People began to look around to see the Hutchinsons. Bill Hutchinson was standing quiet, staring down at the paper in his hand. Suddenly, Tessie Hutchinson shouted to Mr. Summers. "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!"

"Be a good sport, Tessie." Mrs. Delacroix called, and Mrs. Graves said, "All of us took the same chance."

"Shut up, Tessie," Bill Hutchinson said.

"Well, everyone," Mr. Summers said, "that was done pretty fast, and now we've got to be hurrying a little more to get done in time." He consulted his next list. "Bill," he said, "you draw for the Hutchinson family. You got any other households in the Hutchinsons?"

"There's Don and Eva," Mrs. Hutchinson yelled. "Make them take their chance!"

"Daughters draw with their husbands' families, Tessie," Mr. Summers said gently. "You know that as well as anyone else."

"It wasn't fair," Tessie said.

"I guess not, Joe." Bill Hutchinson said regretfully. "My daughter draws with her husband's family; that's only fair. And I've got no other family except the kids."

"Then, as far as drawing for families is concerned, it's you," Mr. Summers said in explanation, "and as far as drawing for households is concerned, that's you, too. Right?"

"Right," Bill Hutchinson said.

"How many kids, Bill?" Mr. Summers asked formally.

"Three," Bill Hutchinson said.

"There's Bill, Jr., and Nancy, and little Dave. And Tessie and me."

"All right, then," Mr. Summers said. "Harry, you got their tickets back?"

Mr. Graves nodded and held up the slips of paper. "Put them in the box, then," Mr. Summers directed. "Take Bill's and put it in."

"I think we ought to start over," Mrs. Hutchinson said, as quietly as she could. "I tell you it wasn't fair. You didn't give him time enough to choose. Everybody saw that."

Mr. Graves had selected the five slips and put them in the box. and he dropped all the papers but those onto the ground. where the breeze caught them and lifted them off.

"Listen, everybody," Mrs. Hutchinson was saying to the people around her.

"Ready, Bill?" Mr. Summers asked. and Bill Hutchinson, with one quick glance around at his wife and children. nodded.

"Remember," Mr. Summers said. "take the slips and keep them folded until each person has taken one. Harry, you help little Dave." Mr. Graves took the hand of the little boy, who came willingly with him up to the box. "Take a paper out of the box, Davy." Mr. Summers said. Davy put his hand into the box and laughed. "Take just one paper." Mr. Summers said. "Harry, you hold it for him." Mr. Graves took the child's hand and removed the folded paper from the tight fist and held it while little Dave stood next to him and looked up at him wonderingly.

"Nancy next," Mr. Summers said. Nancy was twelve, and her school friends breathed heavily as she went forward switching her skirt, and took a slip daintily from the box "Bill, Jr.," Mr. Summers said, and Billy, his face red and his feet overlarge, near knocked the box over as he got a paper out. "Tessie," Mr. Summers said. She hesitated for a minute, looking around defiantly. and then set her lips and went up to the box. She snatched a paper out and held it behind her.

"Bill," Mr. Summers said, and Bill Hutchinson reached into the box and felt around, bringing his hand out at last with the slip of paper in it.

The crowd was quiet. A girl whispered, "I hope it's not Nancy," and the sound of the whisper reached the edges of the crowd.

"It's not the way it used to be." Old Man Warner said clearly. "People ain't the way they used to be."

"All right," Mr. Summers said. "Open the papers. Harry, you open little Dave's."

Mr. Graves opened the slip of paper and there was a general sigh through the crowd as he held it up and everyone could see that it was blank. Nancy and Bill. Jr.. opened theirs at the same time. and both beamed and laughed. turning around to the crowd and holding their slips of paper above their heads.

"Tessie," Mr. Summers said. There was a pause, and then Mr. Summers looked at Bill Hutchinson, and Bill unfolded his paper and showed it. It was blank.

"It's Tessie," Mr. Summers said, and his voice was hushed. "Show us her paper. Bill."

Bill Hutchinson went over to his wife and forced the slip of paper out of her hand. It had a black spot on it, the black spot Mr. Summers had made the night before with the heavy pencil in the coal company office. Bill Hutchinson held it up, and there was a stir in the crowd.

"All right, folks." Mr. Summers said. "Let's finish quickly."

Although the villagers had forgotten the ritual and lost the original black box, they still remembered to use stones. The pile of stones the boys had made earlier was ready; there were stones on the ground with the blowing scraps of paper that had come out of the box. Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar. "Come on," she said. "Hurry up."

Mr. Dunbar had small stones in both hands, and she said, gasping for breath. "I can't run at all. You'll have to go ahead and I'll catch up with you."

The children had stones already. And someone gave little Davy Hutchinson few pebbles.

Tessie Hutchinson was in the center of a cleared space by now, and she held her hands out desperately as the villagers moved in on her. "It isn't fair," she said. A stone hit her on the side of the head. Old Man Warner was saying, "Come on, come on, everyone." Steve Adams was in the front of the crowd of villagers, with Mrs. Graves beside him.

"It isn't fair, it isn't right," Mrs. Hutchinson screamed, and then they were upon her.

.....

Discussion Questions:

1. Were you surprised by the ending of the story? If not, at what point did you know what was going to happen? How does Jackson start to foreshadow the ending in paragraphs 2 and 3? Conversely, how does Jackson lull us into thinking that this is just an ordinary story with an ordinary town?
2. Where does the story take place? In what way does the setting affect the story? Does it make you more or less likely to anticipate the ending?
3. In what ways are the characters differentiated from one another? Looking back at the story, can you see why Tessie Hutchinson is singled out as the "winner"?
4. What are some examples of irony in this story? For example, why might the title, "The Lottery," or the opening description in paragraph one, be considered ironic?
5. Jackson gives interesting names to a number of her characters. Explain the possible allusions, irony or symbolism of some of these:

- Delacroix
- Graves
- Summers
- Bentham
- Hutchinson

- Warner
- Martin

7. Take a close look at Jackson's description of the black wooden box (paragraph 5) and of the black spot on the fatal slip of paper (paragraph 72). What do these objects suggest to you? Why is the black box described as "battered"? Are there any other symbols in the story?

8. What do you understand to be the writer's own attitude toward the lottery and the stoning? Exactly what in the story makes her attitude clear to us?

9. This story satirizes a number of social issues, including the reluctance of people to reject outdated traditions, ideas, rules, laws, and practices. What kinds of traditions, practices, laws, etc. might "The Lottery" represent?

10. This story was published in 1948, just after World War II. What other cultural or historical events, attitudes, institutions, or rituals might Jackson be satirizing in this story?

Whole Group Instruction

Utilizing Specific Grouping and Engagement Techniques
“The Lottery”



Read over the Summary

Engagement Strategies for Whole Group Direct Instruction:

1. Hands-Up (Formative Assessment)
2. Exit Tickets (Formative Assessment)
3. Character Reading

Small Group Strategies Integrated into Whole Group Direct Instruction:

1. Teacher vs. Student
2. Post-It “Notes”

In Pairs: Choose two (or more if you have time) of these strategies and list ways each could be applied in your classroom.

Practice Interaction with Pairs

1. Homework checkers: Have students work in their teams to compare homework and discuss differing answers, correct answers, and include why they have changed their answers. The team can then turn in all the papers, with one being the final product.

2. Book report pairs: Have students work in pairs and interview each other on the book or story he or she has read. Each person then reports on what the other has read in oral or written form.

Practice Interaction with Pairs

3. Writing response teams: Students read and review each other's' papers, making written comments on what they like, suggestions they have, making grammar and punctuation corrections, and discussing it with the author.

4. Turn to neighbor: For three to five minutes, have students turn to their neighbor and explain an idea of the lesson to each other, state three important points of the lesson, come up with a question about the topic, or whatever else might fit into the lesson.

Practice Interaction with Pairs

5. Playing with Understanding

Objective: Review information learned.

Procedure: After learning new information students write a short play or dialogue to show their understanding of the topic. It could illustrate a time in history, an example of dialogue that may happen after a scene in a story or “behind the scenes”, it could be a conversation between two scientists or students about a scientific theory in practice or event happening.

Practice Interaction with Pairs

6. Picture It

Objective: Review key terms, concepts, or events.

Procedure: After learning about several concepts, terms, or reading about events in history or a story, students will have several concepts, terms, or events to choose from. These items to choose from are listed on the board. One person should have their back to the board. You should give the pairs a set amount of time to draw and guess as many items as possible and then switch places. Put NEW items on the board to choose from. The second person now gets a chance to draw. The students can keep their drawings as "notes".

7. Clue It

The same as above except words are used instead of pictures.

Practice Interaction with Pairs

8. Paired Verbal Fluency

Objective: Answer any question or Review any topic.

Procedure: Before starting have students decide who is person A and B. Person A begins with 45 seconds (you will time them). He or She will answer or summarize the question/topic for the allotted time without stopping. Person B must pay close attention because next they must speak for 30 seconds on the same topic WITHOUT repeating anything Person A said. Then Person A speaks again for 15 seconds without repeating anything Person B said. When the students are finished have them share out some discoveries.

Pair Activities

Teaching 21st Century Skills: *an ASCD ActionTool*

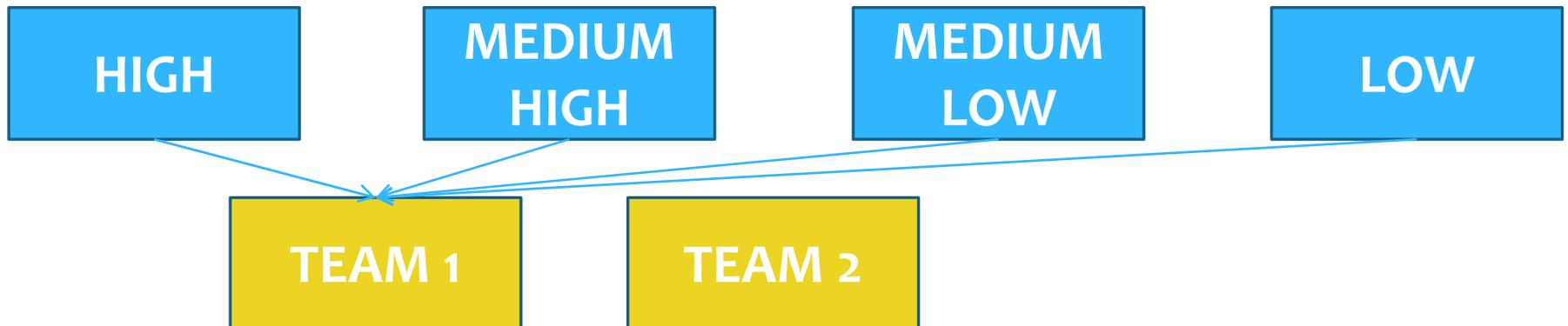
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Creating Good Questions	80
Decision Tree	84

Cooperative Group Team Formation for Long Term Groups

STEM Teams

Quick and Easy

Step 1: Write your student's names on index cards. Separate them into the 4 piles below.



Step 2: Then pick one card from each pile and form teams.

Building Team Spirit

Giving teams time to get to know each other, laugh, and share personal stories builds a strong foundation of trust which leads to better communication.

- A Little Respect Goes a Long Way
- Think Differently
- Race to 12
- I Never

Encouraging Group Discussion

Comment Cards for Group Discussion

Comment Cards are index cards printed with statement starters for students to use during group work or class discussions/book talks.

Before using Comment Cards in class teachers should model how to use the comments correctly in discussion and have students practice using them in Role-Plays.

Each time students work in groups encourage them to use their cards to generate better conversation.

Some teachers have assigned partners to keep track of how many times the other student asks a question using a statement starter.

Pair Activities

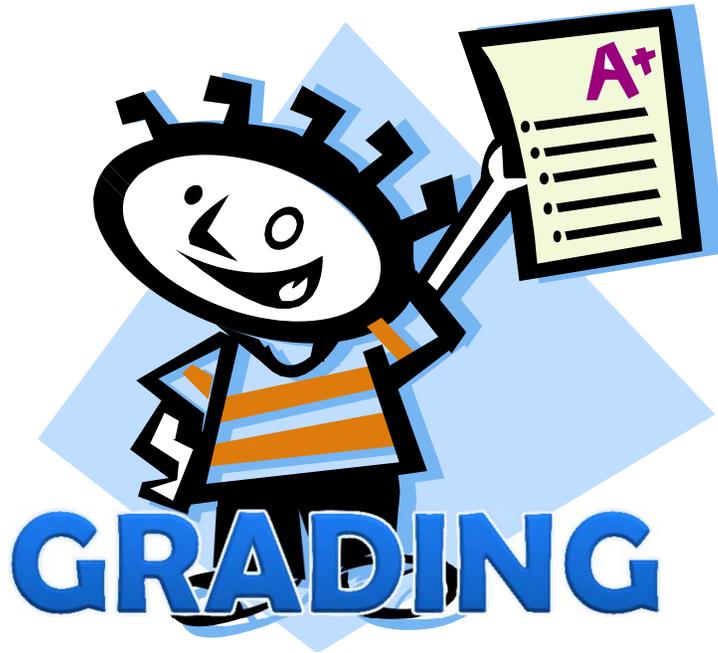
Teaching 21st Century Skills: an ASCD ActionTool

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Round-Robin Ideas	165

Other Insights

There is more information in your handouts about →

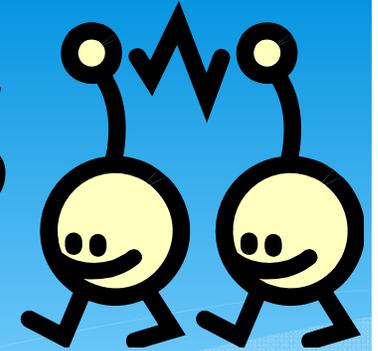


Final Tips

- ✓ Observe teams as they work.
- ✓ Sit down with them while they work and give feedback about their process.
- ✓ Ask questions about what they are doing, and prompt them when they are having trouble getting started.
- ✓ Make your expectations of group behavior very clear.

Integrate cooperative learning into your curriculum. Have students review for tests together, work on assignments together, and check each other's work for accuracy and completeness. The more discussion and interaction there is between students, the more active participation there will be and the more they will learn.

Links



[Full Video](#)
[Teaching Math as a
Social Activity](#)



[Full Video](#)
[The Lottery](#)

[*More of her story...*](#)