Adversity in Society: “The Lottery” and “Dead Poet’s Society” Notebook Check

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #\_\_\_\_\_\_\_\_\_\_ Block\_\_\_\_\_\_\_\_\_\_

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 2.

 3.

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 10.

Notebook Check #1: “The Lottery” Anticipation Guide

Read each statement in the middle column. Then decide whether you agree or disagree with the statement. Circle the appropriate response. Think about and be able to explain your opinion.

|  |  |  |
| --- | --- | --- |
| Agree | Crimes are more likely to happen in a big city than a small town. | Disagree |
| Agree | I would go along with “tradition” even though it goes against what I believe personally. | Disagree |
| Agree | When someone in authority tells me to do something, I obey without question. | Disagree |
| Agree | Given no other option, I would sacrifice one human life if it meant saving many others. | Disagree |
| Agree | When I hear of something bad happening to someone else, I’m secretly relieved that it’s not happening to me. | Disagree |
| Agree | I sometimes allow others to take the blame for something I’ve done wrong. | Disagree |

Choose two statements from above and explain why you either agreed or disagreed. Responses should be in complete sentences.

In partners or small groups, discuss the following questions about "The Lottery." Try to get beyond just talking about the plot; use your critical thinking skills to deeply examine this story.

**BEFORE YOU READ:**

 What are three things you know about life in small towns?

1.
2.
3.

What are three things you know about a lottery?

1.
2.
3.

Notebook Check #2: Vocabulary

*Directions: After completing the Tea Party activity, work with a partner to write down a short definition for each vocabulary word. Consult the context clues if needed.*

|  |  |
| --- | --- |
| **Word in Context** | **Definition** |
| The morning of July 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 children assembled first, of course. School was over for the summer. |  |
| The children tended to gather together quietly for a while before they broke into boisterous play.  |  |
| The children came reluctantly, having to be called four to five times. |  |
| 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. |  |
| 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. |  |
| 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. |  |
| 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 dutifully each year. |  |
| There had also been a ritual salute, which the official lottery had had to use in addressing each person who came up to draw from the box, but this had been changed with time, until now it was necessary only for the official to speak to each person approaching.  |  |
| “There has always been a lottery,” Old Man Warner added petulantly, “Bad enough to see young Joe Summers up there joking with everybody.” |  |
| “Nothing but trouble in that,” Old Man Warner said stoutly. “Pack of young fools.” |  |

After completing the Tea Party, write your prediction of what the story will be about. Include most elements of the plot you think will happen (ex. The conflict, climax, resolution, etc.)

Notebook Check #3 Reading Guide Questions

Try to get beyond just talking about the plot; use your critical thinking skills to deeply examine this story.

**WHILE YOU READ:**

**Directions: Answer the following questions using the RACE method.**

 **R – Restate the question.**

 **A – Answer the question.**

 **C – Cite (quote information from the story)**

 **E – Explain/Expand (So what? What does the mean?)**

1. What does the story reveal about the place of men and women in this small town? Give specific examples from the story.
2. Why do you think so much time is spent describing the black box?
3. What do you think the purpose of the lottery is in the village? Why do you think people continue to participate in it?
4. What seems to have been the original purpose of the lottery? What do people believe about it?
5. Is it important that the original paraphernalia for the lottery has been lost? What do you suppose the original ceremony was like?
6. Why have some of the villages given up this practice? Why hasn't this one?
7. What is the significance of Tessie's final scream, "It isn't fair, it isn't right"? What aspect of the lottery does she explicitly challenge; what aspect goes unquestioned?
8. What would you have done in Tessie Hutchinson’s situation? Explain.

Notebook Check # 4 Symbolism



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 The black box

Stones

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Three-legged stool

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Wood chips vs. paper slips

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Symbolism of Names

1. Delacroix:
2. Bobby Martin:
3. Old Man Warner:
4. Tessie Hutchinson:

Notebook Check #5: Allegory in *The Lottery*

1. **The lottery:**
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- When we choose to participate in society, we leave ourselves open and vulnerable to failure and harm.
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- If we are not the “leader,” it is more likely that our fate could be chosen for us.
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- Not even the rich, powerful, or leaders can escape fate.
2. **The black box:**
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- Sometimes it is easier (and more common) to accept traditions without knowing their purpose or origin.
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- It is easier to forget about something (especially something bad) if we keep it out of sight.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- Everyone is responsible for the outcome of a situation no matter how small their role.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- It’s easy to accept something that our conscious tells us is wrong until we are put in that negative situation.

**Big idea: How do the characters in this story face adversity or potential adversity?**

**Some critics insist that the story has an added symbolic or allegorical dimension. *And we’ve completed notes with regard to those dimensions*. Do you agree? If so, what is Shirley Jackson trying to tell us about ourselves?**

Notebook Check #6 Reading Guide Questions

Try to get beyond just talking about the plot; use your critical thinking skills to deeply examine this story.

**AFTER YOU READ:**

**Directions: Answer the following questions using the RACE method.**

 **R – Restate the question.**

 **A – Answer the question.**

 **C – Cite (quote information from the story)**

 **E – Explain/Expand (So what? What does the mean?)**

1. How do the commonplace details of life and the small town language contribute to the impact of the story?
2. Why had Jackson chosen common people for her characters? Could she have chosen characters from other levels of sophistication with the same effect?
3. What is the irony of the short dialogue and casual tone of this story?
4. How did you feel about the lottery at the end of the story? What was your reaction?
5. How many hints of the seriousness of the occasion can you find in the early parts of the story? (**for this question, go back and underline in your story places where foreshadowing occurs**). From which characters do you get the best indication of what is to follow?
6. What does the story’s title reveal about our everyday lives? What does the story reveal about human nature?
7. How did your initial understanding of the term “lottery” compare to the lottery in the story? How did your initial understandings help or confuse your interpretation of the story?
8. What makes the ending of the story so shocking? Explain.
9. 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?

Notebook Check #7 *Dead Poet’s Society* Anticipation Guide

Identify the above words. Use a dictionary to find the actual definition, but write the definition in your own words around the above chart.

**The above diagram mirrors many of the characteristics the teacher in *Dead Poet’s Society* embodies or tries to get his students to embody. Think of a time when a teacher made an impression on you. It could be a positive or a negative impression. Describe the incident in detail, but leave the teacher’s name blank or call them “Mr. M” or “Mrs. M.”**

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Notebook Check #8 Close *Reading of the Poetry*

**O Captain My Captain**  a poem by Walt Whitman

O Captain my Captain! our fearful trip is done,
The ship has weathered every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up--for you the flag is flung for you the bugle trills,
For you bouquets and ribboned wreaths for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchored safe and sound, its voyage closed and done;
From fearful trip the victor ship comes in with object won;
Exult O shores, and ring O bells!
But I, with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

**Circle all the “Captain”s. Now, write above each one of the “Abraham Lincoln” and read the poem again.**

* Does the poem have a positive or negative tone toward Lincoln? List some words that reveal the tone.

* What event about Lincoln does this poem relate? What line tells you this?
* Identify one line that is repeated other than “my captain”
* What is the extended metaphor in this poem? (hint: Abe Lincoln is a Captain is part of the metaphor)

Film Study: *Dead Poets Society*

*Dead Poets Society*, directed by Peter Weir, was released in 1989. The action of the film takes place in the late 1950s, at a boarding school called Welton Academy that was founded in 1859, the era of Emerson, Whitman, and the buildup to the American Civil War.

***Characters***

Below is a list of major characters; as you watch, note any observations—about behavior, perspectives, values, etc. It is very important to become familiar with the characters in the movie as soon as possible. This is somewhat difficult, however, because some characters look similar and the boys are usually dressed similar. Study this list of characters before the movie.

* **Neil Perry (Robert Sean Leonard)**-Todd’s roommate; Neil’s father is very controlling; Neil did summer school
* **Todd *Anderson* (Ethan Hawke)-** Neil’s roommate transferred to Welton; Todd’s brother was “one of school’s finest”; does not like to speak in front of people
* **Knox Overstreet (Josh Charles)**- brown hair; looks like Charlie; his father is a friend of the Danbury’s; he meets Kris and falls in love
* **Charlie Dalton (Gale Hansen)**- brown hair; looks like Knox; very outgoing; sometimes says things without thinking
* **Richard Cameron (Dylan Kussman)** - short red hair; brown noser; very anal—uses ruler when writing notes
* **Gerard Pitts (James Waterston)**--brown hair and crew cut; reads the poem “To the Virgins, Make Much of Time”
* **Steven Meeks (Allelon Ruggiero)-** glasses and longer red hair than Cameron; considered to be a genius
* **Mr. Perry (Kurtwood Smith)**- Neil’s father; tries to control Neil
* **Mr. John Keating (Robin Williams)--**English teacher; “seize the day”
* **Kris-** blond hair; Knox calls her “Mrs. Danbury?”; is dating Chet
* **Chet-** very spoiled; jerk; is dating Kris
* **Dean Nolan (Norman Lloyd)**
* **Mr. McAllister (Leon Pownall)**

***Perception in Dead Poets’ Society***

The creators of commercials, books and films often use single aspects of a group to influence the audience’s reactions and perceptions. Think back to a recent TV ad, for example: who is the target audience? What is being sold? How is it packaged? Will you remember it, when it comes time to make your purchase? Think about how consumers are influenced. Could the same be said for movies or TV shows?

As we view *Dead Poets Society,* we’ll be stopping the film to discuss both plot developments as well as audience perceptions (ie. Why did the director have a certain character out of the shot, as we heard his voice? Why are the colors so dark, before the play? How does the lighting change when they’re in the courtyard? etc.) so that we can be made more aware of devices similar to those used in advertising that are designed to influence our perceptions.

Consider that the literary aspects of books—characterization, conflict, climax, theme, etc.—are often the same features that make films come to life. **Make a list of significant topics or themes as you watch.**

**Notebook Check #9 While Viewing Questions**

**Questions to Guide Your Viewing:**

1. What are the “four pillars” of the school? How do the boys “revise” these pillars?
2. Explain Todd’s reluctance to join the Dead Poets Society. How does Neil help?
3. How does each meeting of the society begin?
4. Do the boys hold true to the original society from Keating’s day? Explain your response.
5. How does Mr. Keating respond to one “slack” student’s poem?
6. What effect does Keating’s teaching have on Knox?
7. How does Charlie illustrate the “point” of the courtyard activity?
8. How does the presence of girls affect the society?
9. How do the boys react to Charlie’s newspaper stunt? What is the result? Respond to Charlie’s attitude.
10. What is the dean’s teaching advice for Mr. Keating?
11. How does Keating respond to Charlie’s stunt?
12. Describe the interaction between Neil and his father. Compare to that between Neil and Keating.
13. What does the society inspire Knox to do?
14. How does Neil embody the transition from Romanticism to Realism?
15. Is Todd’s reaction to Neil’s act out of character? Explain. Compare to Keating’s and Dean Nolan’s.
16. Do you agree with Cameron about the responsibility? Explain your answer.
17. Do you find the final scene heroic, disappointing, Romantic, Realistic, or something else? Explain.

**Notebook Check #10 After Viewing Questions**

**After Viewing Questions—Answer each of the following sentences in complete sentences.**

1. What are some conflicts (internal and external) throughout the movie?
2. What is the adversity that the characters face? Be specific.
3. What are the attributes of Mr. Keating?
4. Which character is the most undaunted by the school?
5. Which character has the most charisma?
6. How is Mr. Keating’s teaching style unorthodox?
7. Describe one character’s zeal for something.
8. Explain how the students conform and don’t conform to the standards at the school.
9. Which characters would you consider realists?

**Big idea: How do the characters in this movie face adversity or potential adversity?**

The Hunger Games Viewing Guide

1. If you were Katniss or Peeta, what in your story would you be outraged by? Have you ever been outraged by anything in our world?  How does entertainment block you from being outraged like it blocked Panem?
2. What created the dystopia you see before you? Why is District 12 so terribly poor compared to the Capitol? Is that true in our world too? In what ways has The Capitol kept the people from uprising for 74 long years?
3. Before they went into the arena, Peeta said he didn’t want to allow anyone to change who he was. Do you think that Katniss and Peeta were able to do that? Did they remain true to themselves?
4. How did it feel to watch teens killing teens? Did anyone cheer in the theatre? Why do you think so? Did you feel the same way *reading* about the tributes deaths as you did *watching* them die? How was it different?
5. Why is it so wrong to have a room full of men sitting in safety deciding the fate of young people who are killing each other? Is that how our wars are fought?
6. Is it any different today to watch young people fighting our wars for us than it is for Panem to cheer death in the Games? Is it ever ok for teenagers to fight, or kill in real life? Why?
7. Did you notice how powerfully the [symbols](http://bit.ly/GB7QHL) energized the oppressed people and subverted the empire? What do you think Katniss meant by covering Rue with flowers? How did the District hand signal function (Katniss’ flashes it twice, in The Reaping and at Rue’s death)? Do we have any symbols that are that strong?
8. How was Katniss’ trick with the berries the greatest example of subverting empire? What are other acts of civil disobedience that you can think of in our world?
9. On the train ride home Peeta asks, “What do we do now?” Katniss responds, “We try to forget.” Do you think people who have killed and been targeted by other people can ever forget?

**“The Lottery”**

**Tea Party Vocabulary**

The morning of July 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 children assembled first, of course. School was over for the summer.

The children tended to gather together quietly for a while before they broke into boisterous play.

The children came reluctantly, having to be called four to five times.

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.

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.

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.

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 dutifully each year.

There had also been a ritual salute, which the official lottery had had to use in addressing each person who came up to draw from the box, but this had been changed with time, until now it was necessary only for the official to speak to each person approaching.

“There has always been a lottery,” Old Man Warner added petulantly, “Bad enough to see young Joe Summers up there joking with everybody.”

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