

## Equity Lens and Tradition

Name(s):

School: Edstar

District:

Grade(s) Served: 9, 10, 11

Domain: Personal-Social

### Activity

Students will further their understanding of what an Equity Lens is in this lesson. After reading and reflecting on Shirley Jackson's short story, "The Lottery".

### Lesson Topic

Interpersonal skills to help understand self and others

### ASCA Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

### ASCA Behavior Standards

B-LS 1. Demonstrate critical-thinking skills to make informed decisions  
B-LS 4. Apply self-motivation and self-direction to learning  
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions  
B-SS 5. Demonstrate ethical decision-making and social responsibility  
B-SS 6. Use effective collaboration and cooperation skills  
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

### Learning Objectives

By the end of this lesson, participants will be able to:  
--Explain what an equity lens is and give at least one example  
--Give examples of how this short story may have affected the equity lens of its audience.

## Materials

Internet access  
Writing utensil  
Handout  
Pre- and post-survey

## Handouts/Resource

[https://www.softschools.com/literature/summary/the\\_lottery/](https://www.softschools.com/literature/summary/the_lottery/)  
<https://fullreads.com/literature/the-lottery/>  
Summary of "The Lottery" by Shirley Jackson

## Procedure

Students will take the pre-survey.  
Students will read a summary of "The Lottery" or they can read the full version using the second link provided.  
Students will complete the handout and be given the opportunity to share some of their thoughts and answers. It may be helpful to split the class up into smaller groups for a discussion.  
Take the post-survey.

**Plan for Evaluation:** How will each of the following be captured?

## Process Data

Roster, schedule for meeting. Record demographic data in the roster, such as race, gender, and age.

## Perception Data

pre and post-surveys

## Outcome Data

Diversity of enrollment in rigorous courses.  
Comparison of pre- and post-survey results.

## Follow Up Plan for Students Who Do Not Meet Objectives

Individual Meetings