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The Lottery

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The Lottery

Written communication competency and critical thinking are learning activities that enable an individual to tackle and understand views and perceptions. Written communication competency includes writing clear work which allows the reader to understand and enjoy while reading. Communication styles and settings should be clear. For a writer to serve the reader, they must organize their thoughts, have a conversation with them in a friendly, warm and open manner, speak to the point and offer a variety of humor. Articles should exhibit clear words and sentences that are easily understandable to their audience. This means when a writer communicates in a manner that the reader will understand, they find themselves lost reading and grasping the information in the article. For critical thinking, the story should give the audience space to portray their perspectives or views on specific events or situations that have been stated. Hence, this paper is going to discuss how written communication competency and critical thinking competency have been applied in the Lottery story.

The story talks about the annual lottery that individuals used to participate back in 1984. The location of the article is set in New England Village, where individuals decide they do not want to win the lottery. The winner of this lottery was to be stoned by other individuals in the ceremony; hence, making no one wanting to win. However, one girl by the name Tessie Hutchison is unbothered by the traditions of the lottery, and it turns out that she is the one who won that time. Hence, when she tries to protest against the consequences of winning the lottery, nobody hears her views. Unfortunately, the residents, including her family members, started throwing her rocks according to tradition (Jackson, 1948). Shirley Jackson writes the story, and when it was published, she made her readers angry and frustrated by the turn of events. The

article has attained its terrifying effect, which leaves readers to react adversely with the situations in the story.

Written Communication Competency

The beginning and the ending of the story take on different turns which make readers horrified due to the violence that is portrayed in the end, from starting the day with celebrations on a beautiful summer day to ending the day with unfortunate events. The readers find the turn of events as inhuman and not making sense of how one can win a lottery just for the prize to be stoned to death. The communication of the writer to her readers shows that the turn of events can occur in a matter of seconds. That means life is unpredictable, and nobody knows how things can turn out in a matter of time.

This story also brings out a kind of unease to the readers. Jackson leads her readers to where the narrative is heading, hence, making the article clear and understandable. If she had not made her readers follow and anticipate her next moves in the story, then the story would not be famous after its publication. Hence, Jackson attains clarity and flow in the story, which is a significant component of the written communication competency (Lindner et al., 2015). This is because she continues to give her readers clues that show that something is wrong. The communication gotten from the residents in the article when the lottery box is placed on the stool provides the reader with the urge to continue reading the story. This is because, for individuals who want to win the lottery, it is not normal for them to hesitate or react negatively toward the contents.

However, for individuals reading the story at first think that the residents are nervous because they want to win the lottery. But when Tessie wins and says “it wasn’t fair!” (Jackson, 1949) that is where readers understand and realize that the writer in the story causes the tension

was due to the violence that was going to happen after the winner is chosen. Hence, the written communication competency is represented in the story since the writer states her words clearly in a way that readers flow with and understand the events that are happening.

Critical Thinking Competency

Critical thinking is another competency that leads to the reader or audiences think about the events seen daily or read in a book or article. A person can become a critical thinker when he or she follows some steps that will ensure one has the skills of being an active critical thinker (Cottrell, 2017). The first step is knowledge whereby the problem or argument is identified, and a solution is needed. Individuals need to understand all aspects of the problem to help them come up with appropriate solutions. The second step is comprehension, which means understanding the problem that has been identified. It would help in knowing which solution is needed. Next is the application, whereby one needs to build a connection between resources and information about the problem. Then, one can come up with an appropriate way of moving forward. The fourth step includes analyzing the information collected to identify the strengths, weaknesses, and challenges that one may face when finding solutions. Lastly, is building an evaluation concerning the problem and putting it into action.

Critical thinking requires an individual to be an active learner; that is, one should be ready to learn more instead of listening to more to the information given. An individual tends ² to use critical thinking to come with solutions or ways to live in a society (Paul & Elder, 2019). The article tends to have an old perception that encourages violence and hostility among other people. The tradition set in the article is horrifying because the residents follow the tradition blindly even if it is against their relatives or friends. An example is when Tessie is set to be stoned to death by other residents, and her parents also follow what the masses do and throw

rocks at her. This means that their parents are people who follow the tradition even though it induces violence against their blood. The story is solely about the capacity of violence that occurs under humans' watch in the name of tradition and culture.

The problem identified in this article is the tradition that allows violence against another person. Hence, the article shows that the villagers will follow their traditions to the latter despite violence against their families and close friends. Also, winning the lottery in the modern world means winning lots of money that makes an individual wealthy. The lottery is played by many individuals all over the world, and all of them usually nervous and anxious about the results, just like in the story. However, the difference between the events of the story and the modern ones is that the lottery is a death sentence to the winner. That is what makes individuals nervous and anxious about participating in the lottery.

Hence, instead of stoning the winner to death, I tend to think they should have given the winner a prize since the girl was innocent. If they gave the winner a deserving award, this would have motivated the villagers to have confidence and participate in the lottery contests more often without fear. The individuals who kept this tradition as depicted in the story should understand that it brings suffering to individuals who win lotteries just to be murdered by violence done by their close friends and relatives. This culture does not add any value to the future generations of that community, but it strips them of their loved ones because of winning the lottery, which should be a happy occasion.

In conclusion, having discussed how written communication competency and critical thinking competency have been applied in the Lottery story, it is clear that they are used to analyze the Lottery story to help readers comprehend and follow the story to the end. Hence, it is

commendable for other readers to read this story since it contains significant points on how culture and tradition can lead to normalizing violence against other people in the community.

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