



*Lord of the Flies*

**Final Unit Plan**

**ENG 398**

**June 24<sup>th</sup>, 2013**

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## **Introduction/Rationale:**

### **Introduction:**

Over the years, William Golding's *Lord of the Flies* has come to be regarded as one of the most poignant pieces of British fiction. As the novel features characters of adolescent age – it is the great hope that our students are able to connect with the characters in the novel and consider how they'd react, what they'd do if they were in a similar predicament, and begin to make their own case for how a civilized society can, ultimately, lead to such savagery and demise.

### **Unit Overview:**

For the purposes of this unit on Golding's *Lord of the Flies*, we [the instructors] have planned for and allocated the unit to be a [approximate] three-week, 15-day study. This unit is designed to for flexibility, as it fits and compliments the larger ideas and goals evident in the English 10 curriculum; however, for the purposes of this instruction, we have placed this novel to take place in the weeks leading up to the school district's spring break recess.

Throughout the unit, students will read the novel (either independently or in-class reading) in following with the reading calendar/schedule. At the same time, students are expected to come to class prepared to discuss the text and reading in thoughtful, engaging discussions, lectures, and forums. As the teacher sees fit to aid class discussion and/or an assignment, he/she is free to rely on additional resources, such as news articles or a similar text (such as Suzanne Collins' *The Hunger Games*).

As part of class-assignments, students will expand beyond their reading of *Lord of the Flies* and begin to think about the larger themes and issues at play, through lecture, journal writing, and perhaps most importantly, meaningful class discussions (in a variety of forums – whole-class, small-group, fishbowl, etc.). Additionally, throughout their reading, they will be tasked with keeping track of a vocabulary journal where they define and note unfamiliar terms, as they are presented in the text, as well as terminology associated with the numerous articles and similar texts in the [related] Resources List.

Periodically, and as the teacher sees fit, the class will continue their weekly/bi-weekly [mini] grammar lessons to reemphasize and stress the correct use of grammar. As always, it is crucial that the teacher connect such grammar topics to the text, so that it compliments and serves as a supplement to the unit, and so that students can see, first-handedly, how such grammatical rules operate in a work.

Throughout the reading, students will be given reading quizzes periodically to assess their comprehension of the story's events and ensure that they are keeping up with their assigned reading. At the end of the unit, students will be asked to draft their own monologues, which will be graded much more carefully. Samples of both of these types of assessments are included in this unit plan.

### **Common Core State Standards:**

Throughout the study and unit of Golding's *Lord of the Flies*, students will meet and employ the following Common Core State Standards:

- **CE 2.1.1** Use a variety of pre-reading and previewing strategies... to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands, and features.
  - *In previewing the text and in early discussions, students will predict and preview the novel to evaluate its structure and organization.*
- **CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
  - *Students will evaluate and consider the language of the characters – namely, the fact that they are children – and how their experiences shape their language and impact (i.e. the intellect, the leader, the rebel, the prophet)*
- **CE 2.1.5** Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
  - *In this aspect, students will compare and contrast relationships and actions among the characters in the novel*
- **CE 3.1.1** Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
  - *Symbolism, Theme, Allusions, and Allegory are important and crucial elements for understanding the role they play in the text and how they illuminate the work, as a whole.*
- **CE 3.1.2** Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
  - *As students are introduced to the characters in the novel, they will keep track of a character chart in their notebooks to help them better see how the role, impact, and influence of each in the story.*
- **CE 3.1.3** Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
  - *Students will continue to utilize their literary skills in order to analyze the text pull deeper meaning out from Golding's language and larger ideas he's trying to convey.*
- **CE 3.1.9** Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
  - *Students will consider and discuss the role that conflict plays in the novel and how the characters react/respond to it.*

- Supplement by Brian Michael.

### **Teacher's Background/Additional Information:**

There are a few key facts that teachers need to know about *Lord of the Flies* in order to successfully teach the unit. Teachers should know that the author, William Golding, was in the Royal Navy during World War II and wrote the novel afterwards. It is possible that World War had a lasting impact on Golding's thoughts and feelings when writing the novel. A quote from William Golding that could be useful is "...unless we control ourselves, we sin. Our nature is to want to grab something that belongs to somebody else, and we have either to be taught or teach ourselves that you've got to share, you can't grab the lot" (20<sup>th</sup> Century Literature 134). This quote about his feelings on human tendency and selfishness speaks directly to themes seen in his novel.

Teachers may also want to know that *Lord of the Flies* is partly about Britain, where William Golding grew up, and the British. However, when asked if he was referring to Britain's class structure in the novel, Golding replied that it could be about any country's class structure and the judgments and assumptions that can go along with classes.

In considering the influence of religion, it would be helpful for teachers to know "lord of the flies" is a translation of the Hebrew *Ba'alzevuv*, which can be traced back to a "pungent and suggestive name for the Devil" (Epstein 205). This "devil" functions to only provide survival to whomever it belongs to, with the tendency to think single-mindedly.

As reading and discussion of the novel continues, teachers should encourage students to consider cliques, stereotypes, and social groups among society today to see how things have changed and/or stayed the same.

- *Supplement by Carolyn Stermer.*

### **Assessment Strategies:**

Effective grading practices will ensure that students understand what is expected of them and how to achieve grade success in the future. With this unit plan (and any unit plan used in the future), emphasis will be placed on solid feedback and constructive comments. The use of a rubric for group projects and written assignments will clearly provide both expectations on behalf of the student and how the teacher will in turn assess the assignment and allot a letter grade.

A valuable grading practice method is to present a “target objective” to the class, so that all students can be aware of the anticipated outcome of the unit. This “target objective” will be placed on the board (or visible elsewhere in the classroom) and will be referred to throughout the unit. When students are graded on a certain assignment, they will ultimately be scored on whether or not they completed the “target objective.” By explaining specific tasks at the beginning of the unit, students will have these objectives on their mind while completing every assignment.

### **Self-Assessment Activity for Students:**

A useful self-assessment activity for this unit is the implementation of “reflection journals,” which will be used throughout the entire unit as students read the novel, *Lord of the Flies*. For each chapter, students will be expected to complete a journal entry answering prompts such as *how did this chapter make me feel? Or where was this symbol introduced earlier in the novel?* By composing reflective entries, students will be more aware of what they are reading and how they interpret the novel for themselves. Students can choose to share their entries if they wish. At the end of the unit, the journals will be collected and graded based on effort and completion (not necessarily for content, as reflection journals are subjective).

- Supplement by Angela Trpcevski.

**Sample Writing Assignment:**

**Writing Project Assignment Sheet – LOTF**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_\_

**INSTRUCTIONS:**

For this assignment, you will be writing an internal monologue! I would like you to take on the persona of one of the characters from the novel during a major event, and write a 1-2 page internal monologue depicting what you think might have been going through your chosen character's mind during the event.

**SOME THINGS TO REMEMBER:**

- ⤴ Be sure to choose an event that you can really write about. If it is too simple your monologue will be uninteresting and difficult to write.
- ⤴ This is an INTERNAL monologue, so no spoken words to other characters!
- ⤴ Please make sure your depiction of the event is accurate. If you're writing about what Jack is thinking when he first tries and fails to kill the pig, you shouldn't include details from when he and his hunters actually kill a pig.

**SOME REMARKS ON FORMATTING:**

- ⤴ As usual, this paper should be:
  - Times New Roman
  - 12-point font
  - 1-inch margins
  - Double-spaced
- ⤴ Your name should be in MLA format!
- ⤴ Your title should be creative!
  - NOTE: Exemplary titles may receive an extra credit point!

**GRADING:**

Your monologue will be graded using the following grading scale (\*see next page):

	5	4	3	2	1	Total
<b>GUMPS (Grammar, Usage, Mechanics, Punctuation, Spelling) (x2)</b>	Paper has no GUMPS errors.	Paper has 1-4 GUMPS errors.	Paper has 5-7 GUMPS errors.	Paper has 8-9 GUMPS errors.	Papaer has 10 or more GUMPS errors	
<b>Structure of Paper (x3)</b>	Paper properly follows the structure of an internal monologue.	Paper mostly follows the structure of an internal monologue, but may stray once or twice.	Paper somewhat follows the structure of an internal monologue, but contains elements of external conversation.	Paper contains multiple elements of dialogue and external communication.	Paper does not follow the structure of an internal monologue.	
<b>Formatting (x3)</b>	Paper is properly formatted according the the guidelines provided.	Paper is mostly formatted correctly, one or two errors in font or spacing, etc.	Paper is somewhat formatted correctly, spacing is off, font size is too large or too small, etc.	Paper is formatted incorrectly in multiple ways.	Paper has little or no formatting at all.	
<b>Title (x2)</b>	Title is creative and shows thoughtfulness.	Title is relatively creative, but could be better.	Title is mildly generic, but shows some signs of an attempt at creativity.	Title is generic, and shows little to no signs of creativity.	No title/Title is extremely generic (e.g., "Monologue Paper")	
<b>Content (x4)</b>	Paper follows the rubric instructions, and includes a major event from the novel. Paper is creative and well-written.	Paper follows the rubric instructions and includes a major event from the novel. Paper is mostly creative, but contains some errors in the writing.	Paper follows the rubric instructions, but does not include a major event from the novel. Paper is somewhat creative, but contains errors in the writing.	Paper does not follow the rubric instructions, and does not contain a major event from the novel. Paper is somewhat creative, but contains many errors in the writing.	Paper does not follow the rubric, and does not contain a major even from the novel. Paper is not creative, and contains many errors in the writing.	
				<b>GRAND TOTAL (x2)</b>		

- Supplement by Anna Klobuchar.

*Sample Quiz:*

**Chapter 1-2 Quiz**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

- 1.) Why is the conch shell important to Ralph and Piggy?
  - A.) It reminds them of the beaches at home.
  - B.) They use it as a makeshift trumpet to call the other boys to their location.
  - C.) Piggy wants to keep it as a souvenir.
  - D.) They think they might be able to use it to collect water.
  
- 2.) Why is Golding's initial description of Piggy important?
  - A.) It demonstrates his strength and prowess as a leader.
  - B.) Golding wants us to know that Piggy is different from Ralph.
  - C.) It shows us that Piggy will be weak, or a liability.
  - D.) Golding wants us to understand why Piggy has earned that name.
  
- 3.) True or False (circle your answer): Ralph is in charge of the hunters.
  
- 4.) What is the issue with the fire that the boys start on top of the mountain?
  - A.) It doesn't produce enough smoke, so it will not work as a signal fire.
  - B.) It isn't b'g enough.
  - C.) The wood isn't d'y enough.
  - D.) The flames are too hot.
  
- 5.) Match each character to his description:

Piggy	Fair-haired, leader of the boys, "gol"en" co"ored skin
Ralph	Skinny, vivid, shy, with straight, black hair
Jack	Fat, wears glasses, has asthma
Simon	Tall, thin, red hair, freckles, leader of the choir

- *Supplement by Anna Klobuchar.*

## *Journal Writing:*

### Journal Writing Prompts:

1. Consider what life would be like on a deserted island with a group of people your age. What challenges do you think would arise? What roles do you think you would take on... leader or team player?
  
2. If you were in Ralph's shoes and attempting to take on the role of the leader, what are four rules that you would enforce and why? How would these rules have changed events in the book?
  
3. Take a minute to consider the relationship between Ralph and Piggy, or Ralph and Jack. Compare one of these relationships to one in your life that you have experienced. What are the similarities? What are the differences? Explain.
  
4. On page 190, the author has the sentence "Roger sharpened a stick at both ends" twice in a row. Why do you think William Golding chose to include this twice?

*\*Note that each journal-writing prompt should be as a guide or supplement. Teachers are not limited to these prompts and are free to adapt and/or edit the prompts, as well as create new ones that are catered to their class. It is suggested that journal-writing sessions take approximately 10-15 minutes and that students are participating in the exercise. Seek volunteers to share their answers and discuss, accordingly, if time permits.*

- Supplement by Carolyn Stermer.

## **Grammar Activity/‘Mini’ Lesson Plan:**

### **Lesson Plan**

**Teacher’s Name:** Brian Michael

**Topic:** Indefinite Pronouns

**Course:** English 9

**Unit:** Grammar (Subject-Verb Agreement)

**Time/Length:** 1 class period (approx. 10-15 minutes)

**Date:** June 12<sup>th</sup>, 2013

#### **Rationale:**

This lesson will be tied in and correlated with the ongoing grammar study of subject-verb agreement and reviewing this aspect of correct grammar usage. Students will expand upon their knowledge of pronouns to review and better understand what an indefinite pronoun is, the different types of indefinite pronouns (singular, plural, or either), and how they function in a sentence. They have been using pronouns constantly in both their writing and in their speaking all year and this lesson and brief activity will [hopefully] provide them a gentle reminder about the importance of using correct grammar.

#### **Michigan Common Core Standards:**

- **CE 1.1.6** Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
- **CE 1.1.7** Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage, and mechanics that are appropriate for audience.
- **CE 4.1.4** Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
- **CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

#### **Objective:**

Upon completion of this lesson, students will be able to:

- Define what an indefinite pronoun is and how they function in a sentence.
- Be able to identify indefinite pronouns in sentences and the different forms of indefinite pronouns.
- Craft and construct their own sentences using indefinite pronouns properly and following all other grammatical rules previously covered.
- Identify and connect the use of indefinite pronouns to other texts previously covered.

## **Materials:**

- *Grammar for Writing* textbook
- Prezi presentation/lecture
- Epson projector (for viewing/displaying the Prezi lecture)
- Handouts (approx. 30) of lesson and corresponding assignment.
- Pen/Pencil

## **Procedure:**

### **Anticipatory Set: Review of Pronouns (approx. 1 minute)**

- Ask students what a pronoun is and to define it.
  - Pronoun: word that takes the place of a noun or another pronoun.
- Ask students what an antecedent is and what it might be in the sentence examples provided in the Prezi.

### **Activity One: Define Indefinite Pronouns (approx. 4-5 minutes)**

- Ask students to describe what they think an indefinite pronoun might be.
- Define indefinite pronoun.
  - Expresses an amount or refers to an unspecified person or thing.)
- Emphasize that indefinite pronouns are vague and their meaning is not definite.
- Discuss types of definite pronouns and the corresponding chart
  - Singular
  - Plural
  - Singular OR Plural
- Review the use of doesn't and don't
  - Doesn't is singular
  - Don't is plural
- Review how to substitute 'none of it' or 'none of them' to determine whether a sentence involving the word none is singular or plural.

### **Activity Two: Practice Examples on the board together as a class (approx. 2-3 minutes)**

- As a class, ask for volunteers or call on students to identify the correct indefinite pronoun in each sentence and have them explain their answer.

### **Activity Three: Discuss the Relevance and Importance of Using Indefinite Pronouns and Correct Grammar (approx. 1 minute)**

- Stress to students the importance that one cannot determine correct grammar by just sound; there are certain rules and conventions that must be followed.
- Ask students when/where they've seen incorrect grammar; discuss how people use incorrect grammar so much that they don't even realize they're doing so.

- Remind students that they will see this material again on the upcoming grammar quiz, as they progress through their reading of the novel, and questions where they have to identify it on the ACT and other standardized tests.

Activitiy Four: Handout/Practice Assignment & Use in LOTF (approx. 2-3 minutes)

- Allow students time to work on the handout assignment and when finished (if time permits), go over some examples together, as a class and/or share examples of indefinite pronoun usage and explain in LOTF.

**Assignments and Reminders:**

Students would be given a handout of notes and be asked to fill in the blanks as they follow along to the lecture/lesson. On the back, they will have an assignment where they are asked to identify and practice their ability to recognize indefinite pronouns and examples of them in Golding's *Lord of the Flies*.

**Assessment:**

Students will be assessed on their progress and comprehension of the material as they complete the worksheet assignment. Additionally, students will have a brief grammar quiz later during the week where they will be asked to answer several questions about indefinite pronouns.

- *Supplement by Brian Michael.*

### Resources List:

Al-Saidi, Afaf Ahmed Hasan. "Savagery and the heart of darkness in William Golding's *Lord of the Flies*." *Studies in Literature and Language* 4.1 (2012): 129. *Academic OneFile*. Web. June 2013. <<http://www.cscanada.net/index.php/sll>>.

In this article written by Afaf Ahmed Hasan Al-Saidi, Golding's background as a teacher and schoolmaster come to light. Because Golding was familiar with the true nature of young boys, he was able to write a novel that explores the darkest sides of their personalities. Al-Saidi purposes that Golding was indeed pessimistic about humankind, and was confident that when young men are left to their own devices, only anarchy would result. This article takes a closer look into themes of savagery in *Lord of the Flies*.

Carey, John. *William Golding: The Man Who Wrote Lord of the Flies*. London: Faber and Faber, 2009. Print.

John Carey's biography of the famous British author gives a new perspective into the life of the man whose novel took the world by storm. *William Golding: The Man Who Wrote Lord of the Flies* uses family interviews, unpublished manuscripts, and Golding's own notes to paint a portrait of Golding's life. Some readers will be surprised to find out that the demons Golding wrote about in works such as *Lord of the Flies* were manifested from his own personal struggles. This is the first (and perhaps the most in-depth) biography of William Golding.

Collins, Suzanne. *The Hunger Games*. Vol. 1. New York: Scholastic Inc., 2008. Print. 3 vols. *The Hunger Games* Trilogy.

Suzanne Collins, an American fantasy and science fiction author, has taken the world by storm with her penultimate series, *The Hunger Games* Trilogy. This novel delves into a dystopian future where a corrupt government sends children into a battle arena to fight to the death. *The Hunger Games* features themes of survival, barbarism, and the descent of humanity in the most dire of situations. Although the protagonist, Katniss Everdeen, sees the flaws in her own government, many of the adolescents fighting alongside her only crave disorder and carnage. *The Hunger Games* can be used as a supplemental novel as students read *Lord of the Flies*.

Diken, Bülent, and Carsten Bagge Laustsen. "From War to War: Lord of the Flies as the Sociology of Spite." *Alternatives: Global, Local, Political* 31.4 (2006): 431-52. *JSTOR*. Web. 17 June 2013. <<http://www.jstor.org/stable/40645195>>.

This article explores the many juxtapositions present in *Lord of the Flies*. Perhaps the most obvious is the young boys' fascination with nature and their apparent fear of it. The characters also struggle to conflate their need for order and organization with their eventual descent into madness and barbarism. Also discussed in this article is the novel's theme of selfishness and spite, which may have been influenced by Golding witnessing first-hand the effects of a global war. Golding understood that society had internal flaws that would only become apparent in disastrous situations, and this novel serves as an allegorical warning of the consequences of a selfish society.

Golding, William, and James R. Baker. "An "nterview with William Golding." *Tw"ntieth Century Literature* 28.2 (1982): 130-70. Web. June 2013.

In this intimate interview between William Golding and James R. Baker, Baker asks Golding about his own personal philosophies and how they translate to his written works. Some topics discussed in this revealing article include the influence of theater and drama, World War II, faith and belief, and Golding's own moral code. Golding comes across as a humble, unassuming author even as Baker spits out numbers of copies sold and languages *Lord of the Flies* has been translated into. This interview gives readers a deeper look into the psychology behind Golding's most famous novel.

Golding, William. *Lord of the Flies*. Perigree Premium Ed. New York: The Penguin Group, 2006. Print.

*Lord of the Flies* has become a classic in British Literature because of its heavy use of symbolism, allegory, and its dense themes. In this novel, Golding tells the tale of a group of young schoolboys who are forced to create a society of their own after their plane crashes. Although the group seems organized and democratic at first, the savagery of mankind quickly comes to surface, and utter chaos ensues. Soon the boys are worshipping beasts, imagining monsters, and committing unspeakable acts of violence on one another. Heavily influenced by the horrible aftermath of World War II, Golding wrote a novel where the most dangerous beast is human nature.

"Loo"ing Anew at 'Lor' of the Flies.'" B""Alan Cheuse. *All Things Considered*. Narr. Alan Cheuse. NPR. Washington, D.C., 29 Mar. 2004. Radio.

Fifty years after the original publication of *Lord of the Flies*, book reviewer Alan Cheuse revisits the symbolic novel through a new lens. Cheuse explains the inspiration for the novel and its continued relevance into the 21st c<sup>en</sup>tury. From the aftermath of World War I and World War II comes a novel plagued with "pol"tical pessimism," an" earlier novels such as *Robinson Crusoe* set the tone for this classic novel. In this radio broadcast from NPR, Alan Cheuse explains that the decline of humankind is inescapable; Golding

continues to shock readers with a bloody, violent "fab"e," ev"n fifty years after readers first picked up a copy of *Lord of the Flies*.

Oldsey, Bern, and Stanley Weintraub. "Lord of the Flies: Beezlebub Revisited." *College English* 25.2 (1963): 90-99. *JSTOR*. Web. June 2013. <<http://www.jstor.org/stable/373397>>.

This article responds to early criticism of Golding's writing, which often identified the author as "unoriginal" or "gimmicky." Oldsey and Weintraub argue that William Golding must be viewed in his own right and not compared to other authors, such as Jonathan Swift, who utilize the same theme of a former aristocrat stranded on a deserted island. Because of Golding's use of symbols and themes throughout his novels, he has succeeded where many other authors have failed. Through complex characterization and a detached tone, Golding is able to produce a novel that makes a strong social commentary without his own voice interfering.

- Supplement by Angela Trpcevski.

## Lesson Plans:

### Lesson Plan

**Course:** ELA

**Topic:** Historical Context

**Teacher's Name:** Ms. Klobuchar

**Grades:** 9th or 10th

**Unit:** *Lord of the Flies*

**Time:** 55 minutes

#### Rationale:

This lesson will look at the historical context surrounding the time period *Lord of the Flies* was written. It would take place before reading the book, and would provide students with some background information about why this book was written. This lesson is important because knowing what was going on in history during the time a book was written allows students to better understand why the author chose to write it. Ideally, if students understand what influenced Golding to write this book, they will also better understand the themes portrayed in the book.

#### Common Core Standards:

- ⤴ CCSS.ELA-Literacy.RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- ⤴ CCSS.ELA-Literacy.RL.9-10.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- ⤴ CCSS.ELA-Literacy.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Objectives:

Upon completion of this lesson students will be able to:

- ⤴ Know and recite the year that the work was written, as well as the major historical events that were taking place at the time.
- ⤴ Relate the major themes of the novel to historical events of the time period.
- ⤴ Analyze how the themes of the novel could work in today's society, and predict "repeats-in-history" based on today's current events.

#### Materials:

- ⤴ White Board
- ⤴ Dry Erase Markers

#### Procedure:

### Anticipatory Set (10)

- ⤴ Journal prompt will be written on the board. Students will be asked to write what they know about World War II and the surrounding time period.
- ⤴ Short discussion, the teacher will ask students to share what they know, and a list will be written on the white board.

### Activity One (15)

- ⤴ Teacher will give a short lecture detailing the main historical events and also the main themes of the novel. The teacher will also discuss with the students why these events influenced Golding to write his novel. Students will be asked to take notes which will be used later on in the lesson.

### Activity Two (20)

- ⤴ Teacher will divide students up into groups of three or four.
- ⤴ Students will be asked to go through their notes on the historical happenings and group them into categories based on the themes of the novel. Events may be used in more than one theme category.
- ⤴ Students must have a reason for why they have grouped each event in each particular category.

### Activity Three (10)

- ⤴ A spokesperson for each group will be asked to share the categories their group came up with.
- ⤴ Students will be asked to add any groupings they did not think of to their list. These lists will be used for the homework assignment that will be given.

### **Assignments and Reminders:**

The homework for this lesson will be to take the lists each students group came up with, and to predict a "repeat-in-history". The students will write two paragraphs detailing what historical event they think could possibly happen again, and why. What would the event look like now that we are 50+ years in the future? How could this even possibly influence our society? This is to be handed in the next day, and will be used later on for a larger writing prompt.

### **Assessment:**

During the lesson I will be using informal assessment techniques to gauge student comprehension. Formal assessment will take place in the form of a section on the unit test, as well as questions on quizzes, about the historical context of the novel.

- *Lesson Plan Supplement by Anna Klobuchar.*

## Lesson Plans:

### Lesson Plan

**Name:** Carolyn Stermer

**Topic:** Theme

**Date:** June 19, 2003

**Unit:** *Lord of the Flies*

**Grade:** 11

#### Rationale:

This lesson will go over one of the main themes in *Lord of the Flies*. It will require students to look at the human tendency towards cruelty and self needs in real life as well as in the characters of the novel. This lesson is important because it shows how the theme of order versus chaos can be an issue in real life and how *Lord of the Flies* is a demonstration of that. Both *Lord of the Flies* and this activity ask the question *does civilization enforce morality and/or do people naturally revert to cruelty?* This particular lesson will help students to look further into the theme and the realities of it.

#### Common Core Reading Standards:

- “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.” (Reading Standards for Literacy in English 9-10, Key Ideas and Details #2)
- “Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.” (Reading Standards for Literacy in English 9-10, Key Ideas and Details #3)
- “Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.” (Reading Standards for Literacy in English 9-10, Craft and Structure #1)

#### Objectives:

- Examine how a society without rules and structure can make people feel as well as the human need for structure, in real life as well as the characters in *Lord of the Flies*
- Develop critical thinking skills by determining the author’s perspective about the human impulse towards cruelty and how civilization impacts cruelty vs. morals when reading, writing and listening
- Develop reading comprehension by focusing on predictions, questioning, comparing or contrasting, and discussion.

#### Materials:

- *Lord of the Flies*
- Modern day scenarios (different one for each group)
- Students will need their journals and books

**Procedure:**

Anticipatory Set (10)

- Journal Prompt: Select any 3 quotes so far that support the theme of the question does *civilization enforce morality and/or do people naturally revert to cruelty?* Include page numbers and explanations of how these quotes express the theme.

Activity 1 (10)

- Students have time to individually read the novel

Activity 2 (20)

- Students will be separated into small groups of about four to plan for an unexpected class where no teacher shows. Each will be given a different “modern day” scenario/problem from the “real life” in high school and a specific character to portray and decide how that character will overcome it. How would that character treat the other people involved? Will they consider the consequences? Students will need to explain reasoning behind thoughts with references to the novel.

Activity 3 (15)

- Groups will share with class about their scenarios and why they chose the character to react they way that they did. As class watches they will need to write down if each group’s character scenario either rejects or supports that civilization enforces morality.

Closure (10)

- Students will do a comparison and contrast with the character they were given and write about how they would either act similarly or differently than the character. Students will need to explain their answer and how it either supports or rejects the theme of human cruelty in particular situations.

**Assessment:**

I will conduct formative assessments by reading the journal entries to assess whether the students understand the theme of the book. I will also be able to assess while student groups explain their scenario and how the character would react. Students will hand in their comparisons with the character so I will assess those after the class as well.

## Lesson Plans:

### Lesson Plan

**Teacher's Name:** Brian Michael

**Course:** English 10

**Time/Length:** 1 class period (approx. 55 minutes)

**Topic:** *Lord of the Flies* – Plot

Structure/Literary Elements

**Unit:** Golding's *Lord of the Flies* (Narrative Reading)

**Date:** June 21<sup>st</sup>, 2013

#### Rationale:

This lesson will be tied in and correlated with a 'Unit' reading (or a unit centered on narrative reading) of William Golding's *Lord of the Flies* (most likely carried out when the students and class are at least half-way through the novel or to a point in which they have a firm understanding of both the characters in the story and its events thus far). This lesson is important in that it focuses in on and reviews key literary and plot elements that exist in textual works, and how they are incorporated and used, as in the case of Golding's text. By strategically placing this lesson midway through the novel, discussion will emphasize and ask students to consider the climax of the story, as it has just been reached, the events leading up to it, and how it marks the beginning of the falling action and resolution for the remainder of *Lord of the Flies*.

#### Michigan Common Core Standards:

- **CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
- **CE 3.1.2** Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
- **CE 3.1.3** Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
- **CE 3.1.9** Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
- **CE 3.2.4** Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

#### Objectives:

Upon completion of this lesson, students will be able to:

- Define and understand aspects and forms of literary and plot elements, such as those evident in Freytag's Pyramid.
- Use textual evidence and events in *Lord of the Flies* and apply it to literary terms/elements, such as that of Freytag's Pyramid.

- Reference and utilize textual evidence as a reference to support claims on literary mechanics, text structure, and how that affects the remainder of the novel.
- Define and note the ways and impact that the characters have on the trajectory of these events and in propelling the story forward.

**Materials:**

- *Lord of the Flies* text
- Writer’s Notebook (WNB) – class journal/notebook
- PowerPoint/Prezi Presentation/lecture on Characterization
- Epson projector (for viewing/displaying the PowerPoint/Prezi)
- Copies of Character Analysis assignment to pass out to class
- Pen/Pencil

**Procedure:**

**Anticipatory Set: Journal Entry in WNB and Turn & Talk (approx. 10 minutes)**

- In Writer’s Notebooks (WNB), students will be asked to create a step-by-step, bulleted list of each of the events in the story thus far (one thing at a time), in simplest form.
  - *\*Note that students should have a lengthy list (i.e. Novel opens with Ralph & Piggy on the beach; They wander the shore looking for survivors; They come across a shell...)*
- After students have had a chance to complete a thorough walk-through of the story so far, engage in a ‘Turn & Talk’ where they share their answers with a partner
- After students have had a moment to share their answers, transition/shift the conversation into a whole-class discussion about everything covered so far.

**Activity One: Review Characterization (approx. 10 minutes)**

- In a teacher-led-lecture format and relying on class discussion to gauge prior knowledge and knowledge of literary elements, plot, and the components of Freytag’s Pyramid
  - Specifically, discuss and define the different parts of Freytag’s Pyramid including: exposition, conflict, rising action, climax, falling action, and resolution. Discuss what each is, what each does in a work, and how it affects the others.

**Activity Two: Discussion of Characters in *Lord of the Flies* (approx. 25 minutes)**

- In a class discussion format (\*different variations are possible depending on the class dynamics – such as, roundtable, fishbowl discussion, acting out as characters), discuss and develop the different literary/plot elements, as they pertain to and how they are employed in Golding’s *Lord of the Flies*.
  - In notebooks, have students complete a Freytag’s Pyramid for LOTF including the different components tied to events in the story.

- Depending on timing, attention can be directed toward examining secondary characters such as Percival, Sam and Eric, and the other ‘littleuns’
- Analysis and discussion of the different aspects of the plot should be supported with textual evidence.
  - In this manner, students should state an event in the story and then use some piece of textual evidence to support their claim.

**Activity Three: Discussion of Climax and Predictions (approx. 5 minutes)**

- Ask students what they consider the climax of *Lord of the Flies* to be and have them justify their reasoning.
- Ask students to predict and state their claim as to what they believe will happen next in the story and where the remainder of the novel is going from there.
  - How does the climax change the story?
  - What impact does it have?
  - How will this affect the characters?
  - What do you think will happen?

**Assignments and Reminders:**

As part of the lesson’s activities, students will be given an assignment where they have to fill in a Freytag’s Pyramid chart for Golding’s *Lord of the Flies* and the story’s events. This chart could be assigned either as homework or as an in-class assignment to coincide with class discussion (up to the teacher’s discretion). Not only are students asked to state each part of the story, but they are also asked to use textual evidence to show where each aspect occurs in the novel.

Additionally, following this assignment, as the class continues to read and discuss *Lord of the Flies*, it is hoped and expected that the review discussion of literary/plot elements helps spawn ideas in the students’ memory, as they are ideas that have already been covered in class. It is hoped that they now be able to take those and apply them to the text.

**Assessment:**

Students will be assessed and evaluated, first and obviously, by their contributions and participation in the class discussions on the literary and plot elements (i.e. foreshadowing, characterization, figurative language, conflict, climax, etc.) and how each operates and affects the trajectory of the novel.

To further evaluate their progress, students will be asked to complete the handout and chart of the plot of *Lord of the Flies*. An evaluation of this will help determine whether or not students are interpreting the text as a whole and whether or not they can identify the significance of the story’s events.

## Lesson Plans:

### Lesson Plan

**Name:** Angela Trpcevski  
**Grade:** 10th

**Unit:** *Lord of the Flies*  
**Date:** 6/23/2013

**Topic:** Symbolism

#### **RATIONALE:**

This lesson will introduce students to the use of symbolism in literature; specifically, where symbolism is present in *Lord of the Flies*. Symbolism is the literary device in which objects, people, places, etc. are used to represent something else. Symbolism is an important concept in any fictional text, and is often used to reflect a larger theme of a novel or work. In order to successfully analyze a literary work, students must be able to identify symbols and relate them to the overarching theme of the text.

#### **MI Common Core State Standards:**

Reading 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### **OBJECTIVES:**

Upon completion of this lesson students will be able to:

1. Identify the various symbols present throughout the text and interpret their meanings.
2. Relate symbolism in *Lord of the Flies* to other works read during the semester (or in past English classes).
3. In a creative writing piece, generate various symbols and establish their meaning throughout the students' writing.
4. Prepare for Advanced Placement English Literature courses and coursework.

#### **MATERIALS:**

- ^ Computer
- ^ Prezi presentation
- ^ Text

#### **PROCEDURE:**

Anticipatory Set (10)

- ^ Refresh knowledge of themes in the novel (i.e. civilization versus savagery, human nature).
- ^ Have students complete journal-writing assignment identifying a symbol used in a previously read text, and how the author uses the symbol to intensify the theme of the novel.

#### Activity I (10)

- ^ Define *symbolism*.
- ^ Show examples of symbols used in various novels that students have read throughout the semester, as well as symbols from popular movies.
- ^ Display images of symbols seen in daily life (e.g., stop signs, handicap symbols, etc.)

#### Activity II (10)

- ^ Introduce the subject of *symbolism* in *Lord of the Flies*.
- ^ Show Prezi displaying images of symbols in the novel (e.g., the conch shell, Piggy's glasses, the beast head).
- ^ Ask students to identify what each symbol means, and how the symbol relates to the theme of the text.

#### Activity III (20)

- ^ Discuss creative writing assignment.
- ^ Have students begin prewriting; ask that they complete some kind of outline or graphic organizer before writing.

#### Closure (10)

- ^ Ask students if they have any final questions regarding assignment or symbolism.
- ^ Allow students time to skim text and begin writing rough drafts.

#### **ASSESSMENT:**

Throughout the lesson, I will assess student understanding by asking questions that gauge whether or not they are able to identify symbolism and individual symbols present in the text. Students should keep track of all symbols they encounter in their reading reflection journals. As a final assessment, students will compose a creative writing piece in which an ordinary object serves as a symbol for a larger theme. The short story should be approximately three to five pages in length, supplemented with a one-page explanation/analysis of the symbol and its deeper meaning.

- *Lesson Plan Supplement by Angela Trpcevski.*

**Unit Calendar:**

**Lord of the Flies – [Tentative] Unit Calendar**

<u><b>Monday – 3/11</b></u>	<u><b>Tuesday – 3/12</b></u>	<u><b>Wednesday – 3/13</b></u>	<u><b>Thursday – 3/14</b></u>	<u><b>Friday – 3/15</b></u>	<u><b>Sat. – 3/16 &amp; Sun. 3/17</b></u>
<ul style="list-style-type: none"> <li>• <b>Lesson Plan: Historical Context</b> (*see unit plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute <i>LOTF</i> books</li> <li>• <b>Journal Writing #1</b> (*see unit plan)</li> <li>• <b>Lesson Plan: Theme</b> (*see unit plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Review Characterization &amp; introduce <i>LOTF</i> Characters</li> <li>• In-Class Reading &amp; Discuss: <i>LOTF</i> CH. 1</li> <li>• HW: Ch.1 Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Journal Writing #2</b> (*see unit plan)</li> <li>• Characterization Assignment</li> <li>• HW: <i>LOTF</i> Ch. 2 (Independent Reading Time)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz: <i>LOTF</i> Ch. 1-2</b> (*see unit plan)</li> <li>• Ch. 2 Close Reading</li> <li>• Discuss/Review Ch. 1-2</li> </ul>	<ul style="list-style-type: none"> <li>• Weekend HW: <i>LOTF</i> Ch. 3-4</li> </ul>
<u><b>Monday – 3/18</b></u>	<u><b>Tuesday – 3/19</b></u>	<u><b>Wednesday – 3/20</b></u>	<u><b>Thursday – 3/21</b></u>	<u><b>Friday – 3/22</b></u>	<u><b>Sat. – 3/24 &amp; Sun. 3/25</b></u>
<ul style="list-style-type: none"> <li>• Discuss Ch. 3-4</li> <li>• Ch. 3 &amp; Ch. 4 Close Reading</li> <li>• <b>Supplementary Articles/ Resources &amp; Assignment</b> (*see unit plan)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mini Lesson Plan: Grammar – Indefinite Pronouns</b> (*see unit plan)</li> <li>• In-Class Reading &amp; Discuss: Ch. 5</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 Close Reading Assignment</li> <li>• Review Elements of Plot; apply to <i>LOTF</i> so far</li> <li>• HW: <i>LOTF</i> CH. 6</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Ch. 6</li> <li>• Quiz: <i>LOTF</i> Ch. 3-6</li> <li>• <i>LOTF</i> Film Interpretations – Compare/Contrast</li> <li>• HW: <i>LOTF</i> Ch. 7</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson Plan: Plot Structure &amp; Literary Elements</b> (*see unit plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekend HW: <i>LOTF</i> Ch. 9-10</li> </ul>
<u><b>Monday – 3/26</b></u>	<u><b>Tuesday – 3/27</b></u>	<u><b>Wednesday – 3/28</b></u>	<u><b>Thursday – 3/29</b></u>	<u><b>Friday – 3/30</b></u>	<u><b>Sat. – 3/31 &amp; Sun. 4/1</b></u>
<ul style="list-style-type: none"> <li>• <b>Journal Writing #3</b> (*see unit plan)</li> <li>• Quiz: Ch. 7-10</li> <li>• Discuss Ch. 7-10</li> <li>• HW: Fishbowl Discussion Questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson Plan: Symbolism</b> (*see unit plan)</li> </ul>	<ul style="list-style-type: none"> <li>• In-Class Reading: Ch. 11</li> <li>• Fishbowl Discussion</li> <li>• HW: Finish Ch. 11</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Writing #4 (*see unit plan)</li> <li>• In-Class Reading &amp; Discuss: Ch. 12</li> <li>• Finish reading novel</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss <i>LOTF</i> ending</li> <li>• <i>LOTF</i> Novel Wrap-Up</li> <li>• <b><i>LOTF</i> Writing Assignment</b> (*see unit plan)</li> </ul>	

- Supplement by Brian Michael.