*Lord of the Flies* Unit Plan

**ENGLISH B30 – *Lord of the Flies* Unit (Teacher)**

|  |  |
| --- | --- |
| Unit Focus and Overview: | Essential Questions: |
| **Unit I – The Search for Self:**  The ‘Search for Self’ explores who we are and what it means to be human. Furthermore, students examine the human condition – “the great and the ghastly, the generosity and the greed, the good and the corrupt, the dignity and the disgrace, the truth and the deception.” Students explore the human mind and heart and fear and doubt.  **Unit 2 – The Social Experience:**  Students explore how they are part of the larger society and shaped by it. Students explore their responsibilities to the society that they live in. They explore leadership and the goal of “achieving balance between the individual and societal concerns, rights, and responsibilities.” They explore the common good vs. personal gains and various beliefs. Furthermore, students can explore how differing beliefs lead to rebellions and violence. Students explore the society they live in and how to improve it.  **Rational:**  The themes in *Lord of the Flies* target both units and various outcomes and indicators. Students explore human nature, as this is a main theme in the text. Are people inherently good or evil? Do humans work better alone or together? Are humans generous or greedy? Are humans truthful or liars? Do humans work for themselves or the common good? Are beasts external or internal forces? Is being good a choice? Are humans ruled by doubt and fear?  Students explore these questions within the society portrayed to mirror our own in *Lord of the Flies.* Students can explore how government decisions are formed and made and different types of leadership. What is the best leadership style? Who works for the voice of the individual and who works for the voice of the community? What are our responsibilities to society? Why are rules, structure, and institutions created? How do we achieve a balance between the individual and societal concerns, rights, and responsibilities? Why do humans often exhibit violent behaviors or rebel? How can leaders manipulate their power? How does the text mirror our society? How does the text differ from our society? How can we improve our society? What kind of leaders should we value? What kind of leaders should we strive to become? How can fear and doubt (or religion) be used against the masses?  *Lord of the Flies* also explores an action-packed setting and plot that is relatable to most students. Gender issues (there are no girls on the island) can be explored, as well as characters, Golding’s mindset based on his involvement in WW2, and symbols that relate to our societal structures and personality types. | **Unit 1:**   * What does it mean to be a human being? What is human nature? * What is our purpose for being? * Are there universal ideals for which we all strive? * How ought human beings to behave? Is desirable behavior the same in all cultures? In all communities? * What is admirable? What is not so admirable? Does everyone agree? * Why do our actions sometimes fall short of our ideals? * What do optimistic and pessimistic mean? How do they apply to one’s view of life? * What doubts and fears do we have? * What special challenges do doubts and fears bring to an individual? What are ways of overcoming doubts and fears? How can having doubts and fears be an advantage?   **Unit 2:**   * What is “truth” and what is “justice”? * How do we define “truth”? What are important truths in life? How do we find truth? * How do we tell right from wrong? What challenges result from varying views of “right” and “wrong”? What are the rights of all? * How do we define “justice”? Why is justice often hard to achieve? Is justice fair? Infallible? Why does justice sometimes “sting”? How do we remedy injustice? Are there situations in which it is more just to treat people differently than to treat them the same? * What is the nature of ambition and power? * What gives a person status? Is status achieved the same way in all societies? Within a society? Why is status important? * How do ambition and power drive us? How do they challenge us? How do individuals acquire real and perceived power? How do people enact power? How are power and privilege aligned? How does lack of power or imbalance in power affect individuals, groups, and societies? * What is meant by “the common good”? Who decides what the common good is? Is the common good best for every individual in a society? How do we attend to the common good while respecting individual goals and values? * What is social criticism? * What is the purpose of social criticism? * What is conformity? What is resistance? What is meant by “the status quo”? What is rebellion? Do different people define these differently? How are conformity, resistance, and rebellion manifested differently in different societies? * Why do some individuals or groups challenge the system while others abide by it? What is political protest? How do societies treat resistance? Is resistance risky? Why or why not? |
| **General Questions for Outcomes:**  Comprehend and Respond (CR):   * What is this text saying? Explicitly? Implicitly? * How was the text created? * What forms and conventions are used? * In what context and for what purpose was the text created? * What is my interpretation of the text? * What evidence do I have to support this interpretation? * What does this text have to say about identity, social responsibility, and personal agency (making a difference)? * Whose voices are represented and whose are not? * Why are viewing, listening, and reading important?   Compose and Create (CC):   * What do I know, and how can I express that? * How can I best express these ideas for this audience and purpose? * What forms can I use? What are the conventions of those forms? * How can I communicate most clearly and effectively? * Do my messages demonstrate a deep understanding of the subject matter? * Are my compositions and presentations well-crafted, fully developed, coherent, and appropriate to my purpose and audience? * To what extent is the voice, pen, or screen “mightier than the sword”? | |
| **BALs:**  **Lifelong Learners –** Students explore their language and become competent with the 6 strands of language to foster learning after high school.  **Sense of Self, Community, and Place –** Students interact with each other and learn about society through the lenses of self and other. Language/talking circles help students build community. Through *Lord of the Flies* students explore how needs, beliefs, environment, and leadership impact community.  **Engaged Citizens –** Students will explore leadership and what types of leaders they should become. Language allows students play an active role in their community and world. | **CCCs:**  **Developing Thinking –** Learners make sense of the world around them (human nature, leadership, government, social interactions, proper behaviors, etc.). They build on what they already know about the world and compare/contrast this to *The Lord of the Flies.* Students get chances to think contextually (class discussions, essay, and exam), critically (survival worksheet, leadership inquiry, letter, and essay), and creatively (essay, letter, art, bell work, and presentations). This unit is inquiry-based and allows students to use all forms of language to explore the issues in *Lord of the Flies* and our society.  **Developing Identity and Interdependence -**  Students explore their identity and interdependence through the environment of *The Lord of the Flies* and the social/cultural setup. They then compare and contrast these constructs to their own. They explore both group and individuals contributions and needs. Students will explore the breakdown on the island as it occurs due to a breakdown of understanding, value, and caring for each other. The focus is on social responsibility and agency.  **Developing Literacies –** Students use media and literature to interpret and express their understanding of the world. They have many tasks to do to represent their knowledge and work on all six language strands. The focus is on social organizations and how literacies can be used.  **Developing Social Responsibility –** The unit directly relates to social responsibility and constructs. Students relate the *Lord of the Flies* characters and how they contribute, both positively and negatively, to the physical, social, and cultural environments. Then they compare these leadership or following behaviors to those in their own society and themselves. Students explore how individuals work together to achieve common and individual goals through moral reasoning, communitarian thinking, dialogue, and taking action. Students explore how they can improve their own world through all six language strands. |

# Overview

**\*Introduction before about author (Golding) and book**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1**  Survival Game | **Day 2**  Characters | **Day 3**  Setting and Island Art (out of 35)  *\*mark that day*  *\*enter grades* | **Day 4**  Human Nature and Government  [Island Art mark back] | **Day 5**  Today’s Meet, Human Nature Talking Circle and Reading Period |
| **Day 6**  Marked BW  Leadership Discussion and  Assignments Out  *\*mark bell work* | **Day 7**  Marked BW  Work Period at Library Computers (Make the Visual)  *\*mark bell work*  [bell work back] | **Day 8**  Marked BW  Work Period for Letters and Reading  *\*mark bell work*  [bell work back] | **Day 9**  **Presentations (out of 50 with letter)**  *\*mark while they are presenting*  [bell work back] | **Day 10**  **Presentations (out of 50 with letter)**  *\*mark while they are presenting* |
| **Day 11**  **Letters due**  **Reading due**  Marked BW  Symbolism, Setting and Characters  \**mark bell work*  *\*mark letters* | **Day 12**  Marked BW  Gender  C/C essay with Jack and Ralph as example  \**mark bell work*  *\*mark letters*  *\*enter grades for bell work and hw checks (out of 25 and 10)*  [bell work back] | **Day 13**  Watch clips from the *Hunger Games*  Worksheets on Sim./Diff.  *\*enter grades for letters and presentation*  [bell work back]  [letter and presentation mark back] | **Day 14**  **In-Class C/C Essay (out of 50)** | **Day 15**  **In-Class C/C Essay (out of 50)** |
| **Day 16**  Jeopardy Review of *Lord of the Flies* | **Day 17**  **Exam for *Lord of the Flies* (out of 100)** |  |  | *\*enter in essay and test marks*  [essays and tests back] |

# Lesson Outlines

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Outcome  Indicators | Language Strands Addressed  SWBAT | | | Content | Assessment/  Evaluation | |
| **Lesson #1 (15 minutes)** | | | | | | |
| N/A | **Listening –** Students will be expected to listen to what is being discussed.  **Reading –** Ch. 1 and 2 | | | **Overview:**  Author and book overview (15 minutes). | N/A | |
| **Lesson #2 (1 hour)** | | | | | | |
| CR B30.1 – b.  Group work | | **Listening –** to the oral story and classmates  **Reading –** Survival sheet  **Writing –** down answers/notes  **Speaking –** during discussion  **SWBAT:** Determine that everyone does things differently but they boys in *L of F* have no logically reasoning for what they do. Students will compare the boys based on the four survival priorities. Students will be able to effectively work in groups.  Students will learn the survival steps: safety, shelter, water, and food.  **Purpose:** to prepare for c/c essay. | **Survival 101 Introduction (Ch. 1 and 2):**   * HW Check Ch. 1 and 2 * Oral Story * Survival Game (individual and groups) * Expert opinions compare/contrast discussion * Excerpts from *Lord of the Flies* to determine what they did first, second, third, etc. * Exit Slips | | | * HW check completion * “Thumbs up” for understanding * Listen to group contributions to determine critical thinking and engagement * Exit slips |
| **Lesson #3 (1 hour)** | | | | | | |
| CR B30.1 - b.  Group work | **Listening –** to the video and classmates during discussion.  **Reading –** Ch. 3  **Writing –** by taking notes and bell work.  **Speaking –** during class discussion.  **SWBAT:** Participate and be respectful in groups. They will find 10 points and three quotes about their assigned character.  **Purpose:** prepare for essay and exam | | **Characters (Ch. 1 and 2):**   * Bell Work: Characters * Watch survival video “5 Survival Myths That Will Kill You” * Groups of 7 – list 10 points per character and find three quotes to support their points * Cold Call Sharing * Read Ch. 3 and complete questions (homework). | | | * HW to read Chapter 3 * Assess group contributions informally and cold call. |
| **Lesson #4 (1 hour)** | | | | | | |
| CC B30.1 – d. | **Writing –** the bell work.  **Listening –** to each group member.  **Reading –** Ch. 4 and setting descriptions.  **Representing –** a replica of the island.  **Speaking –** to each other in groups.  **SWBAT:** Apply their knowledge of Ch. 1 – 3 to create a replica of the island in groups of 2-4.  **Purpose:** Easier mark/multiple intelligence/setting of the island in a more interactive way. | | **Island Setting Art Project:**   * Bell Work: Setting * HW Check on Ch. 3 * In groups of 3 or 4, students will create the island based on the description in the text. * Read Ch. 4 and questions (homework). | | | * HW check * Read Ch. 4 and questions for HW * Thumbs up for understanding * **Island Art Being Evaluated – Out of 25 (See Rubric).** |
| **Lesson #5 and #6 (2 hours)** | | | | | | |
| CR B30.1 – a., b. | **Reading –** Ch. 5, 6, and 7 and definitions.  **Writing –** bell work and notes.  **Listening –** to classmates in class discussion and talking circle, Michael Jackson, philosopher quotes, and passages from *Lord of the Flies.*  **Viewing –** Video of Nicenomination.  **SWBAT:** Share information in the talking circle, making connections to the text and self. Students will also find information out about government styles and perform a term/definition search. Students will be able to participate in group discussions.  **Purpose:** Introduce FN’s ways of learning; discuss main themes for test prep. And oral presentation prep.; clear up any misconceptions about definitions. | | **Chapter 3 and 4 Political Structure and Human Nature**   * Bell Work: Leadership Styles of Ralph and Jack * HW Check Ch. 4 * Chapter Questions * Define Terms * Class Discussion on Human Nature/Government styles * Read Chapter 5 and questions (homework). * Bell Work on Today’s Meet: Beast (with Michael Jackson’s “Human Nature” playing) * Philosophers on Human Nature Reading * Human Nature Talking Circle with Conch Shell * Reading time for Chapter 6 and 7 and questions (homework). | | | * HW Check Chapter 4 and 5 * Took in Bell Work (Today’s Meet) * HW to read Ch. 5 and 6 and complete questions * Class discussion/work periods informal observations * Cold Call for discussion |
| **Lesson #7, #8, #9, #10, and #11 (5 hours)** | | | | | | |
| CR B 30.1 - f.  [CC B 30.2](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=english_language_arts&level=30&outcome=2.6) – g., d.  CC B 30.4 – f. | **Writing –** an experimental essay advocating for change; bell work paragraphs (3).  **Representing –** a presentation on leadership in their lives, the world, and the *Lord of the Flies.* A visual will accompany this work.  **Listening/Viewing –** classmates’ presentations.  **Speaking –** orally for 3 minutes about leadership.  **Reading –** Ch. 8, 9, and 10.  **SWBAT:** Students will be able to present about leadership individually. They will make connections to self, world, and text. Students will be able to listen to their peers respectfully and make the most out of the 2 hr. work periods. Students will be able to present effectively and make note of audience and purpose. Students will write a short one page letter advocating for change to accompany their visual and oral presentation about leadership.  **Purpose:** These five lessons cover two outcomes they have not covered yet and this allows them to practice public speaking skills. Advocating for change is also an important goal for engaged citizens and lifelong learners to perform. This assignment uses the book as a backboard for further learning and allows them to explore the main characters and themes. | | **What Makes a Leader? Chapter 5 and 6:**   * Bell work: Students will use Ralph’s or Jack’s voice to write an argument supporting the need to build shelters or the need to hunt for meat. * HW check Ch. 6 and 7 * Videos on good and bad presentations (take notes) * Leadership Assignment Handout and Rubric * Leadership Questions: “The Voice of Society” vs. “Voice of Individual” * Read Ch. 7 and questions (homework) * Bell Work: What would you miss? What would you be able to give up? * HW check Ch. 7 * Work period @ library for letters and presentation * Read Chapter 8 and questions (homework). * Bell Work: Situational * HW Check Ch. 8 * Work period for reading, letters, and presentation. * Read Ch. 9 and questions (homework). * HW Check Ch. 9 Presentations * Read Ch. 10 and questions (homework). * HW Check Ch. 10 * Presentations * Read Ch. 11 and 12 and questions (weekend homework). | | | * **Letter Advocating Change (Either for or against Ralph or Jack as leader) and Visual Multimedia Presentation persuading audience to act on an issue, using proper presenting techniques (audience and purpose). Out of 50.** * **Bell Work 3 – Completion Mark out of 5x3.** * Informal observations of work/time management. * Thumbs up. * Informal observations of listening during presentations. |
| **Lesson #12** | | | | | | |
| [**CR B 30.1**](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=english_language_arts&level=30&outcome=2.1) - c and e  Group work | **Writing –** bell work and during carousal activity on chart paper. Also, students will fill out their charts.  **Representing –** knowledge of chapter, themes, characters, book, etc. during activity.  **Listening/Viewing –** to the group contributions on the chart paper.  **Speaking –** about their contributions (each group gets a color).  **Reading –** the entire novel and the chart paper.  **Responding –** to what their classmates have to say about each theme/character and making notes about it.  **SWBAT:** Complete the carousel activity and discuss important characters, themes, and symbols.  **Purpose:** prepare them for the exam and essay. | | **Chapter 11 and 12 Book Review:**   * HW check for book * Hand in letters * Bell Work: Belonging (hand in). * Demons by Imagine Dragons * Charts and Review: Symbolism, Setting/Emotion, and Characters (Chart Paper Carousel) * Take up any questions from the chapters that they do not understand. | | | * **Letters are due!** * **Take in bell work out of 5.** * Informal assessment on group contributions (colored markers). * Cold Call * Exit slips |
| **Lesson #13** | | | | | | |
| [**CR B 30.1**](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=english_language_arts&level=30&outcome=2.1) - c and e  Group work | **Writing –** bell work and during example essay.  **Listening/Viewing –** to the group contributions.  **Speaking –** to add to the essay.  **Reading –** the entire novel and the example essay.  **SWBAT:** Complete a compare/contrast essay about Ralph/Jack using all steps of the writing process.  **Purpose:** prepare them for the essay. | | **Gender Lenses and Compare/Contrast Jack to Ralph:**   * Bell Work: Create 10 interview questions that the Captain could ask Ralph: Based on Ralph’s personality how would he respond? Would he tell on the boys? * Discussion of gender * Introduce C/C essay * Handout assignment and go over rubric * Example C/C essay between Jack and Ralph | | | * **Bell work taken in out of 5.** * Thumbs up. * Exit slips (what did you learn about c/c essay). * Today’s Meet? |
| **Lesson #14** | | | | | | |
| CC B 30.4 – e.  CR B 30.1 – c. and d. | **Writing –** in the chart for *HG* and *LofF.*  **Listening/Viewing –** the *HG* movie clips.  **SWBAT:** Take notes and fill out the work sheet about the Hunger Games to prep. for essay.  **Purpose:** prepare for essay and make connections to popular culture/world around them. | | **Watch: Hunger Games**   * Watch clips from the movie * Similarities and differences worksheet * Quotes/Summary handout | | | * Students will take notes on worksheet * Exit slips |
| **Lesson #15 and #16** | | | | | | |
| CC B 30.4 – e.  [CR B 30.1](http://www.curriculum.gov.sk.ca/index.jsp?view=indicators&lang=en&subj=english_language_arts&level=30&outcome=2.1) - c | **Writing –** a compare contrast essay between *HG* and *LofF.*  **Representing –** knowledge of book and ability to make connections.  **Reading –** class notes.  **SWBAT:** Students will be able to respond to the prompt and successfully make connections between *HG* and *LofF,* using their notes and last few weeks of instruction. They will show all stages of the writing process.  **Purpose:** To meet the outcome in the curriculum and get students to make connections between text and popular culture/world around them. Students need to write and work on this skill as lifelong learners, critical thinkers, and engaged citizens. | | **In-Class Compare/Contrast Essay (2 hours)**   * Students will compare and contrast the *Lord of the Flies* and the Hunger Games. * They can use their books, notes, etc. but no online sources. * They must include all stages of the writing process. | | | **Compare and contrast essay (all stages of writing process).** |
| **Lesson #17 and #18** | | | | | | |
| All above CC B30.1 outcomes (particularly c., d., e., and f.) | **Writing –** in the exam and the long answer questions.  **Representing –** knowledge of unit and lessons over last three weeks.  **Reading –** the exam.  **Responding –** to the questions.  **SWBAT:** complete the test independently in 1 hr. (or a few minutes over that).  **Purpose:** To demonstrate knowledge and completion of the text and also wrap-up last three weeks. Students will have a chance to represent their knowledge through writing. | | **Review and Exam**   * Exam on symbolism, characters, setting and ordering events. * What is leadership (make connections to self and world)? * What is human nature (make connections to self and world)? * Political structures focus (make connections to self and world). * Make connections between text and personal knowledge (question of what would you do in similar situation and comparison to *HG* or leadership in our world or of self). * Why did Golding have a negative view of human nature (political, social contexts)? How did this impact the themes, issues, and ideas? | | | **Exam out of 100.** |
| **Additional Lessons** | | | | | | |
| Additional lesson will be planned and taught if necessary. These lessons may include mini-lessons on writing, grammar, figurative language, style, characterization, tone, etc. These lessons correlate specifically to the outcomes and the indicators located in the curriculum. | | | | | | |
| **Marking Plan** | | | | | | |
| * Homework Checks /10 * Bell Work /25 * Island Art /25 * Presentation /50 (Letter /25; Presentation /20; Visual /5) * C/C Essay /50 * Exam /100 | | | | | | |
| **Resources** | | | | | | |
| * *Lord of the Flies* * Unit plan binder * Author and Book Overview * Exit slips * <http://www.wikihow.com/Live-on-a-Deserted-Island> (Expert Survival Tips) * <http://www.youtube.com/watch?v=yLSeApmBwuY> (“5 Survival Myths That Will Kill You”) * Character Overview * Setting Overview * Island Art Rubric * Government/Leadership Style Overview * Human Nature Overview * Clay, Construction Paper, Floss, Paper Towel, Hand Sanitizer * Conch Shell Picture * Island Picture * Philosophers on Human Nature * Talking Circle Information (First Nations Teaching) * Discussion Questions about Themes * <http://depts.alverno.edu/dgp/GEC/Types%20of%20Government.html> (definitions of democracy and dictatorship) * <http://www.youtube.com/watch?v=tKAh-ss1r0> (Michael Jackson “Human Nature”) * <https://www.youtube.com/watch?v=x-wztJ4m6xE> (An African NekNomination) * Discussion questions about leadership * Leadership assignment and rubric * Drew Dudley "Everyday Leadership" - TED Talks (<https://www.youtube.com/watch?v=HR2UnsOuKxo>) * NOW 10th Grade Exhibition - Bad Presentation (<https://www.youtube.com/watch?v=aHoSctWFDTs>) * Presentation list * <https://thesethree.com/Sample_Advocacy_Letter.html#.Uy8rymdOVjo> (Sample Letter) * Sample Letter Template * Carousal Activity Information (Characters, Symbols, Themes, etc.) * Demons by Imagine Dragons (song) * Chart paper and markers * Example C/C Essay * C/C Essay assignment and rubric * *Hunger Games* movie * Similarities and Differences Worksheet * Jeopardy Review * Exam | | | | | | |
| **Classroom Management** | | | | | | |
| * No cell phones unless it deals with instruction * Hands up to answer questions * Bathroom = 2 minutes * Respect for others * Participate * Work in any grouping assigned * Come on own time to get missed assignments * Get missed notes on own time | | | | | | |
| **Adaptive Dimension** | | | | | | |
| * Getting students to write on the board for teacher if lots of energy * Getting a note taker volunteer * Changing groupings (all aspects of TAPS)   \*Any other changes can be made where appropriate! | | | | | | |