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**Presence of Maslow's Theory (Hierarchy of Needs) and Freud's Psychoanalytic Theory (Id, Ego and Superego) in Adventure, Mysteries, and the Supernatural American Literature wrt *Lord of the Flies* by William Golding**

**Rationale**

Can you differentiate between your wants and needs? Now imagine yourself being stranded on an island with no other human population around. Think of items you would need to survive and check how many of them match to your list of needs you just made. Do you know about Maslow's Theory of Hierarchy of Needs? Considering the modern times and constantly changing world, what would you add/remove to/from the hierarchy of needs?

Some students might add internet, cell phone, or even love to the needs, while nothing needs to be removed. I would also show students the following image and ask them to present some situations from their personal life about a time when they believe was a demonstration of Id, Ego and Superego, like in the picture below. Main aim for this discussion would be to have an overview of Sigmund Freud's psychoanalytic theory of Id, Ego and Superego.



*Lord of the Flies* by William Golding will serve as the centerpiece for this unit of study to address how the elements of adventure, mystery and supernatural in YA American literature cope to the two theories viz. Maslow's theory (Hierarchy of Needs) and Freud's psychoanalytic theory (Id, Ego and Superego). My objective is to have students explain Ralph's, Jack's, or Piggy's motivation behind their actions in the book and whether these actions are harmful or beneficial and why, considering Maslow's theory. And using Freud's theory, explain how Ralph, Jack, and Piggy are driven by and exemplify the three parts of the theory. Both the questions are analysis questions, which need suitable examples from the novel. I plan to make strategic use of digital media (e.g., textual, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Through the text and activities, I hope to motivate students to construct their own interpretations of the needs and wants and identify the social issues through Golding's writing.

### **Introduction into Unit:**

We will read the following poem in class:

#### ***Wants and Needs***

What is it that you want?

What is it that you need?

I may not know what I want

The new Mustang, a huge plasma T.V.?

These things maybe, but they are not

Important

What I need, food, a house

Love

These things, I have and  
 These things are all I really  
 Need.

- Michael Macaulay

This poem reflects upon the needs and wants of the speaker and gives an insight upon what can be important for living and what can be considered as a mere “luxury” or “want” or “desire”. We will then watch “How Did 6 Boys Survive for 15 Months on This Remote Island?” by Thoughty2. This video gives an introduction to the novel as well. The students will write down any information from the video that helps them understand the novel and will be accompanied with short answer questions that will be used in a class discussion. Some examples below:

- Which islands did the 6 boys cover?
- Why were the young boys excited to travel to island at first?
- What was the attitude of boys towards their thought of survival?
- What items would you have carried to the islands, if you were in place of those boys?
- How is this story a metaphor for human conditions?

After watching the video together, I would ask students to discuss the answers to questions mentioned above with their partners and type the answer on their laptops. They would also anticipate what circumstances led to drastic changes in the attitude of boys in *Lord of the Flies*. The purpose of an “anticipation guide” is to generate curiosity and interest before reading the text.

### **Through the Unit**

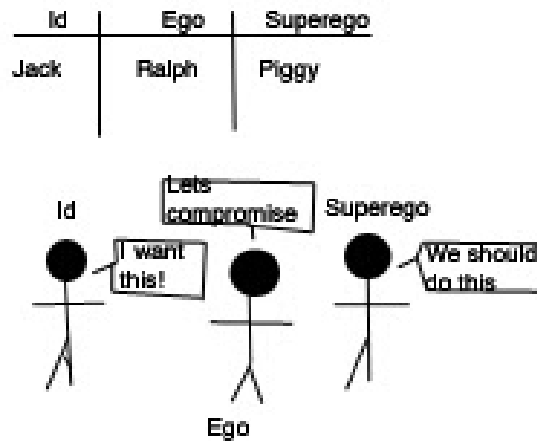
I would like to start each class session with a recap of the chapter/section that was assigned for home reading so we can work on daily journal entries at the beginning of class. As “starters,” there will be a vocabulary prompt from the chapters read in previous class (define “upheaval”

“enchantment” etc.) to engage students in a reflective activity which can be shared in a brief discussion. These journal activities allow me to give the students a refresher in the text as well as allowing them to construct their own thoughts on the text as we read along. Although I would be using an audio reading of the novel to give an island effect in the class (using various bird, waves, coon sounds), I would also like to have the students read the text together in class on a specific section (can be independent or groups) so we can hold a class discussion regarding the sections. There will be short questions in middle and at the end of each chapter such as:

- Chapter -5: Where did Simon go? ‘Who is the ‘other small boy’? “He says the beast comes out of sea” – the beast lives where? Can we explore the sea – fear of unknown and what if? Do you think the boys are going to listen to Simon? “The world, the understandable and lawful world,” – the world. Superego of Ralph – “what’s grown up going to say?”
- Chapter 6: ‘What place have they been in?’, ‘Who is the other tall boy?’, ‘How did he die?’, ‘Is Jack happy?’, ‘What’s Piggy talking about?’
- Vocab Quiz – vocabulary quiz on google docs, 10 multiple choice questions to check vocabulary.

After finishing 6 chapters, timed write talk - writing about the first 6 chapters of Lord of the Flies, applying Maslow/Freud to the novel while writing. 60 minutes to write and use dialectical writing journals to have a better writing time. I will discuss strategies with students: Timed Writing Strategies – answer the right question, what to write to the given prompt, collect your thoughts: resist the urge to start churning out words immediately, you need to know where you are going, decide where you are going to go, avoid time-consuming false starts, follow the prompt, make a mind map. Create a mind

map, a bubble diagram for practice in 3 minutes on chrome book. Q – What does Antigone say about gender roles assigned to men and women in the in Ancient Greek city-state? Get to the point: follow the rubric in limited time. No paraphrasing.



After finishing the text, I will ask students to write an analysis and academic voice (KWL). Writing Analysis will emphasize on creating stronger analysis, breaking down to examine its various parts in close detail in order to see the work in a new light. Analysis should be used to connect ideas back to the main argument. Explain and expand the thought. Explain the evidence – a summary of what is said, the context of evidence etc. Expanding on evidence – why is the evidence significant, how does it relate to your thesis? There will quick review questions to check the understanding of writing an analysis:

- Quick Review question: What are the two kinds of questions I can ask myself to make my analysis better? Ans – Does this explain the argument, and do I expand it properly? Be explicit.

- Academic Voice: K(know) W (what you want to know) L (learning) – complete the K & W column, fill the L column on another website. Prompt: Did you ever think people are bad? I have. In *LOTF* by William Golding, the author thinks all people are evil. You can see this with Jack, he is bad. He is always salty towards Piggy and wants to jump him off constantly.

### **Beyond the Text:**

In regard to YA literature, I would pair up texts with similar themes addressing social issues generated due to stranding in an unknown place (island, sea etc.) Some of the texts take place in a dystopian society while others are more in tune with reality:

- ***Island of Thieves* by Josh Lacey**

This is story of Uncle Harvey who is travelling to South America with his dog, on a quest for hidden gold. But Uncle Harvey has some dangerous enemies, and they want the treasure too. This novel is an enjoyable escapade, delivered with wit, wisdom and just a bit of history thrown in for good measure.

- ***Wilder Girls* by Rory Power (TRIGGER WARNING)**

This novel is considered as the feminist *Lord of the Flies*. On an island off the coast of Maine, the students of an all-girls boarding school — and the wilderness of the island — suffer from an infection of “the tox,” which ravaged their bodies and minds as they fight for survival. Friends Hetty, Byatt, and Reece are pushed to extremes as they attempt to uncover the truth behind the mysterious disease while their classmates continue to die after gruesome flair ups of perplexing and grotesque symptoms while they wait for a cure and fight over rations delivered by boat from the mainland. They are 16-year-old best friends,

and the story is often violent and graphically recounted. Girls use rifles, pistols, and knives to protect themselves from the island's Tox-stricken and blood thirsty animals, and sometimes even each other.

- ***Pirates of the Caribbean: Jack Sparrow* by Rob Kidd** Books 1–3 (“The Coming Storm”, “The Siren Song”, and “The Pirate Chase”)

This is novel series of 12 books, with elements of mystery and supernatural via its main characters - pirate Jack Sparrow and blacksmith Will Turner. They rescue the kidnapped Elizabeth Swann from the cursed crew of the Black Pearl, captained by Hector Barbossa, who become undead skeletons in moonlight.

### **Concluding the Unit:**

The unit will conclude with a final essay where students will track one of Golding’s themes (civilization vs savagery, loss of innocence, struggle of building civilization, man’s inherent evil, war and the future of mankind) throughout the novel and write a final essay on the significance of Freud’s psychoanalytical theory of Id, Ego and Superego in the main characters of the novel in relation to the themes. By the end of the unit, students will be able to:

- construct interpretations of Id, Ego and Superego or hierarchy of needs
- identify, discuss, and support from the text the major themes
- identify the social issues that provoke the evil of man

*Works Cited*

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