

### Rationale for Lord of the Flies

My rationale for choosing *Lord of the Flies* as the Unit Lesson Plan is the need for young adult readers to learn how they might survive and succeed in a world that is sometimes filled with chaos and confusion. I hope students will make some choices as I have presented in my unit lesson plan that will better their lives when confronted with crisis or survival situations, as were the children in *LOTF* and as in many other young adult literature stories. The themes that center around survival such as good vs. evil, civilization vs. savagery, loss of innocence, etc., seem to be the most prevalent issues facing teenagers today according to many young adult authors. These themes relating to survival could actually mean surviving immediate life threatening conditions as in *LOTF* and learning how to survive the abuse brought on from a peer(s) as in *Speak*, or deal with the abuse of racism as in *Witness*. Survival could also be presented as something as seemingly insignificant as earning less than a letter "A" grade and not being *Perfect* as Natasha Friend shares in her story. *Love Rules* is another great example of a teenage story about trying to survive as a homosexual in a school where "jocks rule" and commit hate crimes because of their ignorance towards a student who is in a same sex relationship.

Hopefully, in reading *Lord of the Flies*, students will learn that their survival and happiness is all relative to their approach in dealing with emotions and making the "right decision" during critical moments when dealing with others who are not behaving in a way that promotes human ideals. For example, when the boy Simon from *LOTF* expresses his deep concern/fear about the "Beastie," or the evil that develops out of "dysfunctional mind sets," the boys kill him because he reveals the truth that they were unable to face about the true nature of their behavior. As a result, they didn't have to come to terms with their own feelings and guilt about the "darkness" that begins to corrupt their minds and hearts. This kind of gang mentality exists in our culture and youth today and by working out more positive solutions as presented in the unit, I hope to make students aware of the negative consequences of thinking with emotion rather than logic. Because of the island boys "imagined fear" about evil, they actually become evil and slowly start killing each other as they lost control and let "mob mentality" rob them of their innocence. Furthermore, the war going on between the boys on the island is just a reflection of the "outside" or "mainland" world war of the time.

**Rationale for Lord of the Flies**

In the end, or once students have completed the unit, they will have an understanding or at least become more aware of how their thoughts and actions in “survival” circumstances can deeply affect the outcome of their own life and others. They will have the knowledge to not just survive in a difficult world but also make it a safe place where people can live in harmony.

# Unit Lesson Outcome-Lord of the Flies

**Subject: English**

**Grade Level: High School Freshmen**

## **1) Introduction:**

**The California State Standards that will be addressed during the three-week unit lesson are included in the Unit Summary and will be stated as each lesson is being presented. The purpose of studying “Lord of the Flies” will help students understand what makes human beings behave rationally and irrationally in survival situations. Students will become aware of how their past learning experiences are related to how they learn today and how these learning experiences help and hinder their survival at school and in the world. The new learning will enable students to safely experience a microcosm of the challenges humanity faces. Throughout the unit we will examine plot, character, themes, setting, and other literary concepts. The instructor will handout a KWL chart and discuss with students issues they have had concerning survival. Survival issues will vary greatly between each student and could be literal or figurative. For example, some students may have had to experience surviving a near death experience such as actually fighting for their life in some way or the survival issue could be something as trivial as not earning a letter “A” grade, which could have negatively affect a student’s future.**

## **2) Learner Outcome(s):**

**Students will learn how to work effectively in cooperative groups and they will enhance their critical thinking and writing skills. In addition, their public speaking skills will improve.**

## **3) Pre-Assessment Activity:**

**Students will fill out the first two columns of their KWL charts and briefly share their survival experiences with the class. The instructor will informally look over the students KWL charts.**

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### **4) Resources:**

**The materials needed for the unit lesson include: video and book of “Lord of the Flies,” Computer Lab-Internet, Overhead Projector, Graphic Organizers, LOTF Worksheets, LOTF Games, Construction Paper, Colored Pencils, Journals, Paper, Pencils and Pens.**

### **5) Learning Activities:**

**The learning activities are expressed in the introduction of the “Lord of the Flies” unit summary.**

### **6) Differentiating Strategies:**

**The instructor will present lessons in a variety of ways so all learners can benefit from instruction. Students will work in cooperative groups, pairs, and work independently. They will learn by creating visual art, performing group scenes in class, using technology, sharing relevant information orally and in writing. Special needs and ELL learners will be accommodated with necessary adjustments when needed. All students will be held responsible to demonstrate understanding of the material.**

### **7) Learning Activities: Guided Practice**

**Instructor will engage students in learning about concepts related to human behavior and group mentality. Students before and after activities will cause students to think critically about human behavior.**

### **8) Assessment and Evaluation:**

**The instructor will informally assess students during independent, paired, and group work. Student presentations and essays will be graded according to criteria based on holistic rubrics. LOTF**

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**worksheets, pop quizzes, and final examinations will be graded with letter grades and/or points.**

### **9) Independent Practice:**

**Students will share their knowledge about how the story relates to their own lives. Students will be able to show what they learned in their portfolios.**

### **10) Closure:**

**Students will reflect on how the story affected their perspective about humankind and they will share their thoughts about what they would have done differently if they were part of the group on the island.**

### **11) Teacher Reflection:**

**Were the students fully engaged in the activities? Did they enhance their critical thinking skills and was there group cohesiveness? If not, where in the lesson was learning not motivating or taking place? If the learning purpose was met, then building new “bridges” will be introduced in the next lesson.**

# “Lord of the Flies”-Unit Lesson Summary

## Day 1

**Opening Statement:** Students will be asked, “Have any of you ever had to fend for your lives?” Responses will be written on the white board and KWL charts will be distributed as students fill-in the “K” and “W” columns, which will help the instructor assess students back-ground knowledge. The instructor will then ask students what they think the title “Lord of the Flies” means and inform them of the “LOTF” project.

**Introduction:** The instructor will discuss the work and expectations that will be required of students during the next three school weeks concerning the project, i.e., portfolios; essays on plot, characters, and themes; final presentations; final exam; pop quizzes; related activities; and homework. Holistic rubrics will be used for grading essays and speaker presentations. Throughout the unit we will examine plot, character, themes, symbolism, and setting. The instructor will consistently check students’ portfolio work in order to mentally assess and help students stay on task. Essay’s must be at least one page in length and contain a minimum of three paragraphs that include six to seven sentences per paragraph. In addition, a journal will be given to every student, which will be used for taking class notes, writing down ideas and thoughts about plot, character, theme, setting or any other relevant information. The class will watch the first half of the original British version of “Lord of the Flies” for back-round information and so they can compare it to the book, which will be handed out after the movie. Students will be instructed to read chapter one for homework.

**California State Standards:** Reading Comprehension 1.0, 2.0; Listening and Speaking Strategies 1.1, 1.2

## Day 2

**Finish Movie-**After the movie students will be placed in groups of five and will create four columns in their journals for taking notes during their group discussion about the movie’s plot, characters, setting, and theme(s). Students will be instructed to read chapter two for homework.

**California State Standards:** Reading Comprehension 1.0, 2.0; Listening and Speaking Strategies 1.1, 1.2

## **“Lord of the Flies”-Unit Lesson Summary**

**Day 3**      **Portfolio Cover-** Students will work in pairs for this activity as they share ideas and create covers for their portfolios which will include the setting, i.e., tropical island(s), ocean surf, beaches, etc...Students will create a content/index page as part of the final product for their portfolios. Students will read chapter three for homework.

**California State Standards: Reading Comprehension 1.0, 2.0; Visual Art 5.2**

**Day 4**      **Read Aloud-**Class will read chapter three aloud and explain its significance, which is the “loss of innocence.” This theme will be discussed and as a class we will investigate how the “loss of innocence” affects us all. A pop quiz will be given on chapters one, two, and three to evaluate reading comprehension. After the quiz, students will be put into their groups and will perform a scene from chapter one, two, or three. Next students will work on **Vocabulary Worksheets** for chapters one, two, and three. Students will read chapter four for homework.

**California State Standards: Reading Comprehension 1.0, 2.0, 3.0; Written and Oral English Language Conventions 1.0; Listening and Speaking 1.0; Theatre 1.0, 2.0**

**Day 5**      **Internet Game-**Instructor will teach students how to play “Lord of the Flies” Internet game via computer projection on white board screen. Class will go to computer lab and play game. Students who finish early can go to “Island of Misadventure” and click on “task” and then fill-in the character worksheet. Students will read chapter five for homework.

**California State Standards: Reading Comprehension 1.0, 2.0, 3.0; Technology 1.0**

## “Lord of the Flies”-Unit Lesson Summary

**Day 6** Character Essay-Instructor will explain requirements on how to write a short, concise, minimum one page “Character Essay,” which will include six to seven sentences per paragraph comparing two characters. The instructor will use an overhead projector and a Venn diagram showing students how they will begin the essay. In addition, students will complete a character activity worksheet. The instructor will also show how the essays will be graded according to a holistic writing rubric. Students will be put into their groups and they will choose who in their group best represents each of the main characters in “Lord in the Flies.” Next, the students will work independently on their “Character Essays,” basing the essay on the character the group has chosen for them. Students will work on their essay and read chapter six for homework.

**State Standards: Reading Comprehension 1.0, 2.0, 3.0; Writing Strategies 1.0; Written and Oral English Language Conventions 1.0; Listening and Speaking 1.0**

**Day 7** Pop Quiz- After pop quiz students will finish their “Character Essay’s” and then play a vocabulary game. The vocabulary game will include the first three chapters of “LOTF.” The class will be divided into their cooperative groups, which will equal six teams. Two students from two different cooperative groups will go first. The instructor will write a vocabulary word on the board and both students will try and illustrate the meaning of the vocabulary word. In other words, students will be playing Pictionary with “LOTF” vocabulary words. The instructor will call on students from the two groups. If a team member guesses correctly, he/she scores a point for their team. The other teams can play using white boards on adjacent wall space. Vocabulary worksheets from chapters four, five, and six can be completed after the game. Students will read chapter seven for homework.

**California State Standards: Reading Comprehension 1.0, 2.0, 3.0; Writing Strategies 1.0; Written and Oral English Language Conventions1.0; Listening and Speaking 1.0**

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**Day 8**      **Read Aloud-Chapter eight and have students explain its significance. Simon’s vision is confirmed that the “Beast” is within the boys’ themselves. In other words, things that are evil only come from our minds. We create evil and it doesn’t exit outside of ourselves according to the author William Golding. Students will play a “ Quotations/Passages” game, perform a scene re-enactment, and then organize portfolios. The instructor will write the information from the “Significant Quotations/Passages” sheet on the white board. One student per group will get to explain the deeper meaning of one of the quotes or passages. Students will have ten minutes to prepare for this activity. Students will read chapter eight for homework.**

**California State Standards: Reading Comprehension 1.0, 2.0, 3.0; Writing Strategies 1.0; Written and Oral English Conventions 1.0; Literary Response and Analysis 1.0; Listening and Speaking 1.0; Theatre 1.0, 2.0**

**Day 9**      **Pop Quiz- After pop quiz, instructor will show students how to create ideas for their “Plot Essay” using a Story Map graphic organizer on the overhead projector. The graphic organizer and a holistic writing rubric for the essay will be distributed and explained. Students will begin working on their essays and read chapter nine for homework.**

**California State Standards: Reading 1.0, 2.0, 3.0; Writing Strategies 1.0; Written and Oral English Conventions 1.0; Listening and Speaking 1.0**

**Day 10**      **Symbol Posters-Students will create posters including creative text that explains the symbols of significance such as the conch, the beastie, the pig’s head, etc. A question and answer sheet about symbolism will be distributed and discussed. Students will**

## **“Lord of the Flies”-Unit Lesson Summary**

**describe their posters to the class the next day. Students will read chapter ten for homework.**

**California State Standards: Visual Art 1.0, 2.0, 5.2; Reading Comprehension 1.0, 2.0, 3.0; Writing Strategies 1.0; Written and Oral English Language Conventions 1.0; Literary Response and Analysis 1.0; Listening And Speaking 1.0**

**Day 11 Poster Presentations-Students will present posters to the class and they will share why they chose their symbol(s) and inform the class of what their symbol(s) represent(s). The instructor will explain how the presentation will be graded using a holistic speaking rubric. Vocabulary worksheets for chapters seven, eight, nine, and ten will be handed out and worked on after the presentations. Students will read chapter eleven for homework.**

**California State Standards: Speaking Applications 2.0; Reading Comprehension 1.0, 2.0**

**Day 12 Card Game-Students will play “Lord of the Flies” group card game. The LOTF card game forces students to use their critical thinking skills by synthesizing and analyzing information. Students will read chapter twelve for homework.**

**California State Standards: Reading Comprehension 1.0, 2.0, 3.0; Writing Strategies 1.0; Written and Oral Convention 1.0; Literary Response and Analysis 1.0; Listening and Speaking 1.0**

**Day 13 Read Aloud-Students will read chapter twelve and as a class they will discuss its overall significance, which is the “end of innocence” and the “darkness of man’s heart.” Metaphorically meaning a transition from good to evil. After the discussion, a pop quiz will be given. In addition, the “Theme Essay” paper will be introduced and students will come up with various overall themes,**

## **“Lord of the Flies”-Unit Lesson Summary**

**i.e., civilization vs. savagery, good vs. evil, loss of innocence, etc., that they will write about. Students will use a “theme based” graphic organizer and complete a theme worksheet to help them organize their thoughts and ideas about themes. The essays will also be graded according to a “theme based” rubric, which will be explained by the instructor while using the overhead projector. If students finish early, then can work on the rest of their Vocabulary Worksheets, chapters eleven and twelve.**

**California State Standards: Reading Comprehension 1.0, 2.0, 3.0; Writing Strategies 1.0; Written and Oral English Language Conventions 1.0; Literary Response and Analysis 1.0; Listening and Speaking 1.0**

**Day 14**

**Discuss Final Presentations-Students will have five choices to choose from for their final presentations, i.e., present portfolio including an epilogue; a video reenactment of a scene from the story; LOTF rap song; LOTF board game; or a “Character Renewal Essay.” The “Character Renewal Essay” will be an extension of the “Character Essay.” It will include students’ ideas about how their chosen character could have behaved differently and how this could have affected the dynamics of the group and changed the story.**

**California State Standards: Reading Comprehension 1.0, 2.0, 3.0; Writing Strategies 1.0, Written and Oral English Language Conventions 1.0; Literary Response and Analysis 1.0; Listening and Speaking 1.0; Theatre 1.0, 2.0; Visual Art 5.2**

**Day 15**

**Final Presentations**

**Day 16**

**Final Exam**

## Portfolio Contents

**At the end of the unit all students will be required to submit their portfolios to the teacher.**

**The Portfolio will include:**

- **Island Portfolio Covers**
- **Symbol(s) Poster**
- **Essays**
- **Holistic Writing Rubric**
- **Character Comparison Rubric**
- **Character Worksheets**
- **Graphic Organizers**
- **Pop Quizzes**
- **Vocabulary Sheets**
- **Copy of Internet Game**
- **Related Activities**
- **Card Game**
- **Final Presentation(s)**
- **Holistic Speaking Rubric**
- **Final Exam**

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

Subject: *SURVIVAL*

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

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

<b>K</b> <i>What I Know</i>	<b>W</b> <i>What I Want To Learn</i>	<b>L</b> <i>What I Have Learned</i>

Vocabulary Worksheet  
Chapter One

Clamber: \_\_\_\_\_

Lagoon: \_\_\_\_\_

Vainly: \_\_\_\_\_

Quiver: \_\_\_\_\_

Decorous: \_\_\_\_\_

Interpose: \_\_\_\_\_

Strident: \_\_\_\_\_

Scupper: \_\_\_\_\_

Speculate: \_\_\_\_\_

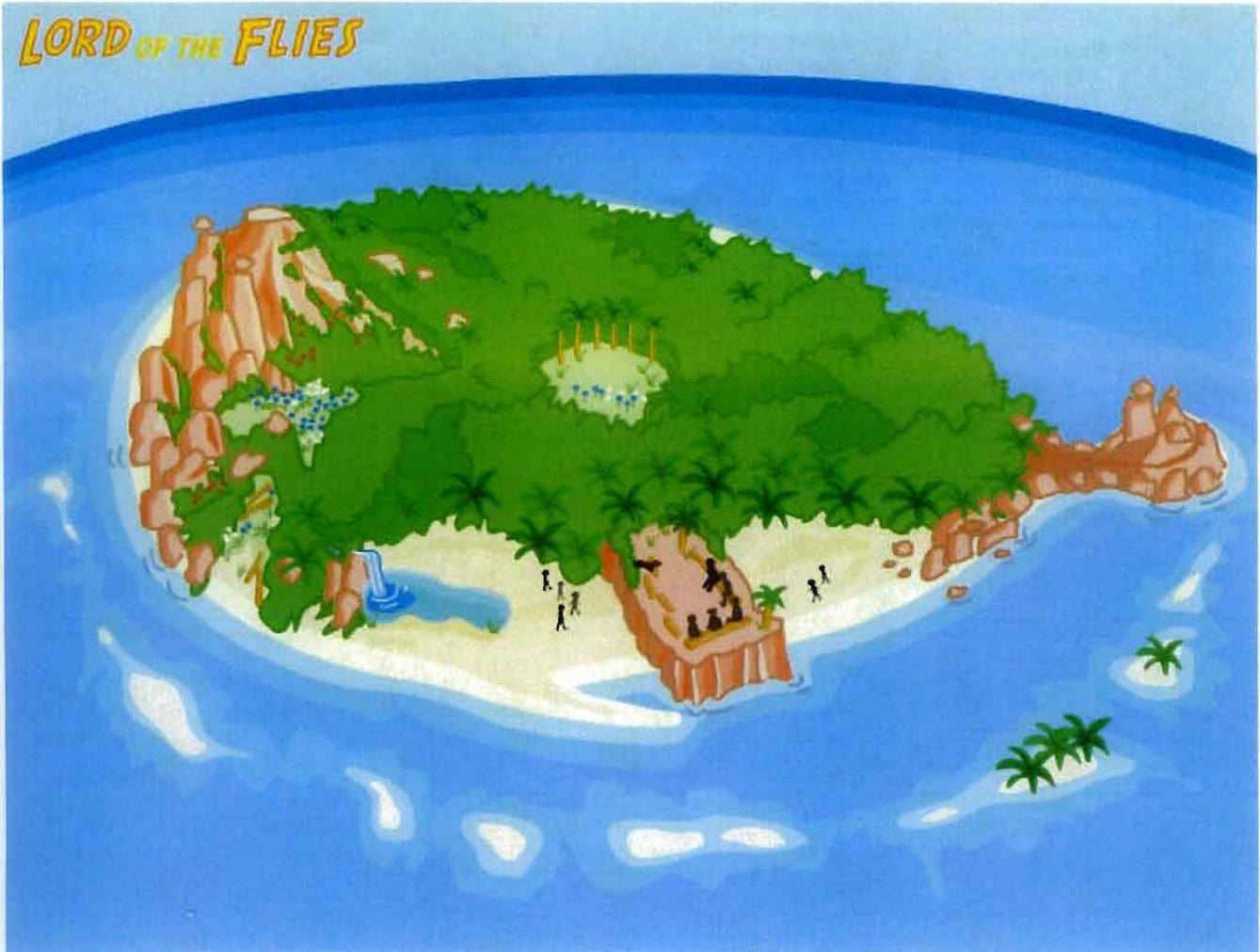
Clamor: \_\_\_\_\_

Pallor: \_\_\_\_\_

Indignation: \_\_\_\_\_

Jumble: \_\_\_\_\_

Grating: \_\_\_\_\_



The Lord of the Flies Game is presented with the support of The Knut and Alice Wallenberg Foundation.

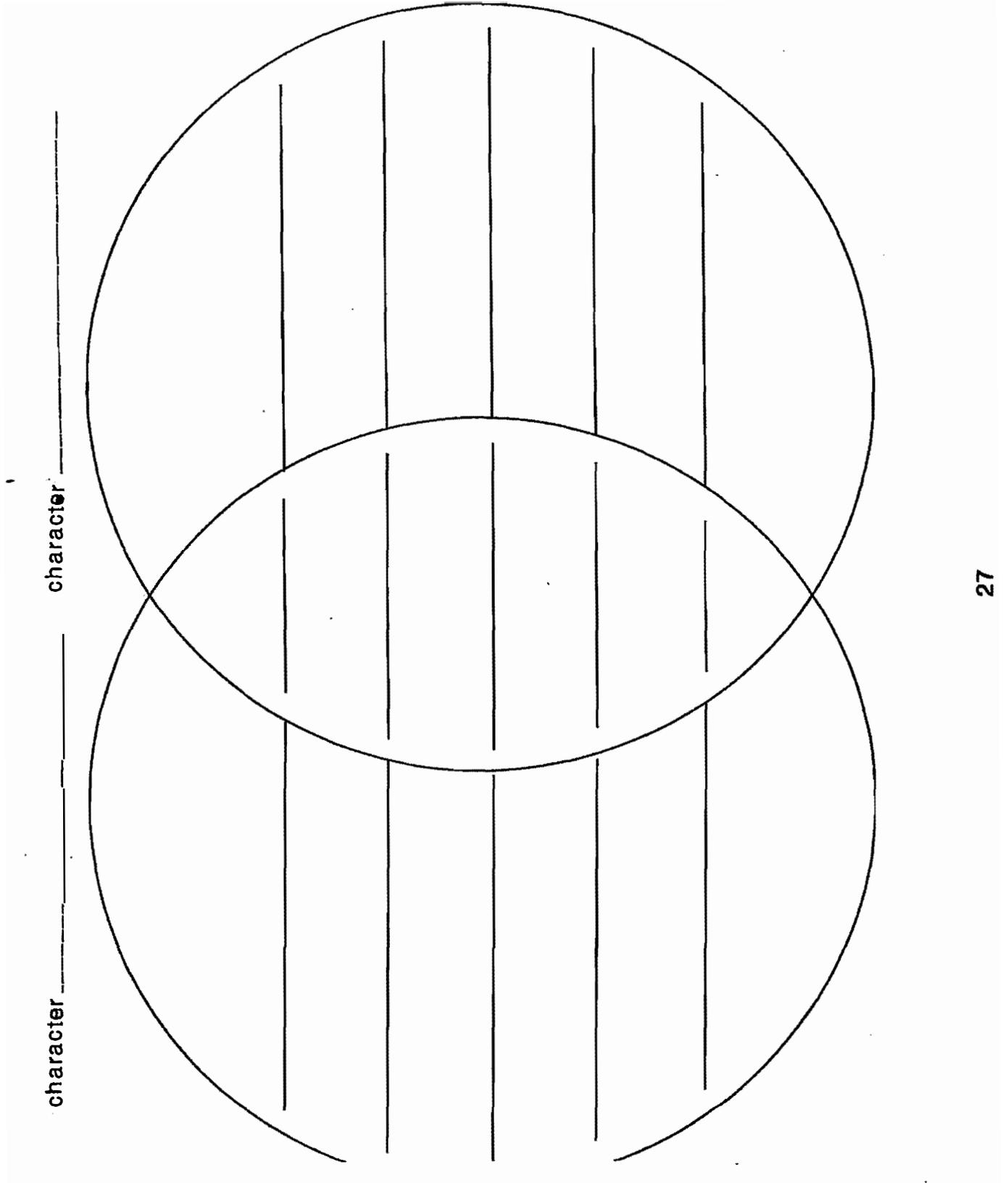


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### Venn Diagram

Write details that tell how the characters are different in the outer circles. Write details that tell how the characters are alike where the circles overlap.



Vocabulary Worksheet  
Chapter Four

Opalescence: \_\_\_\_\_

Mirage: \_\_\_\_\_

Whimper: \_\_\_\_\_

Croon: \_\_\_\_\_

Preposterous: \_\_\_\_\_

Caper: \_\_\_\_\_

Incredulously: \_\_\_\_\_

Irrelevance: \_\_\_\_\_

Implication: \_\_\_\_\_

Shrill: \_\_\_\_\_

Malevolent: \_\_\_\_\_

Gyration: \_\_\_\_\_

## Significant Quotations/Passages

- 1) **Roger gathered a handful of stones and began to throw them. Yet there was a space round Henry, perhaps six yards in diameter, into which he dare not throw. Here, invisible yet strong, was the taboo of the old life. Round the squatting child was the protection of parents and school and policemen and the law.**
- 2) **His mind was crowded with memories; memories of the knowledge that had come to them when they closed in on the struggling pig, knowledge that they had outwitted a living thing, imposed upon it, taken away its life like a long satisfying drink.**
- 3) **“What I mean is...Maybe it’s only us...”**
- 4) **“There isn’t anyone to help you. Only me. And I’m the Beast...Fancy thinking the Beast was something you could hunt or kill! ...You knew, didn’t you? I’m part of you? Close, close, close! I’m the reason why it’s no go? Why things are the way they are?”**
- 5) **Ralph wept for the end of innocence, the darkness of man’s heart, and the fall through the air of a true, wise friend called Piggy.**
- 6) **“This’ll be a real hunt! Who’ll come?”**

## Story Map 2

Write notes in each section.

**Setting:**  
**Where:**  
**When:**



**Major Characters:**  
**Minor Characters:**



**Plot/Problem:**



**Event 1:**



**Event 2:**



**Event 3:**



**Outcome/Theme:**

# ORGANIZATION

**5** *The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.*

- A. An **inviting introduction** draws the reader in; a **satisfying conclusion** leaves the reader with a sense of closure and resolution.
- B. **Thoughtful transitions** clearly show how ideas connect.
- C. **Details** seem to fit where they're placed; **sequencing is logical and effective**.
- D. **Pacing is well controlled**; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.
- E. The **title**, if desired, is **original** and captures the central theme of the piece.
- F. The choice of structure matches the **purpose and audience**, with effective paragraph breaks.

**3** *The organizational structure is strong enough to move the reader through the text without too much confusion.*

- A. The paper has a **recognizable introduction and conclusion**. The introduction may not create a strong sense of anticipation; the conclusion may not tie-up all loose ends.
- B. **Transitions sometimes work**; at other times, connections between ideas are unclear.
- C. **Sequencing shows some logic**, but not under control enough that it consistently supports the development of ideas. The structure may be predictable and **taking attention away from the content**.
- D. **Pacing is fairly well controlled**, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
- E. A **title (if desired) is present**, although it may be uninspired or an obvious restatement of the prompt or topic.
- F. The **organization sometimes supports the main point or story line**, with an attempt at paragraphing.

**1** *The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:*

- A. There is **no real lead** to set-up what follows, **no real conclusion** to wrap things up.
- B. Connections between ideas are **confusing** or absent.
- C. **Sequencing is random** and needs lots of work.
- D. **Pacing feels awkward**; the writer slows to a crawl when the reader wants to move on, and vice versa.
- E. **No title is present** (if requested) or, if present, does not reflect the content.
- F. Problems with organization make it **hard for the reader to understand** the main point or story line, with little or no attempt at paragraph breaks.

# Lord of the Flies Card Game or what I call "GO F-ING!"

The game contains 36 cards, of which 6 are Identity cards for the main characters in the novel, and the rest are names and items of some significance in the book.

Since there are 6 Identity cards the ideal amount of players is six. If under six, remove cards.

The object of the game is different for each player; however, it does demand that the players, by their identities, work with and try to preserve those players who would be in their group on the island as long as possible.

1. Jack wants to be chief, to eliminate all the other players except Roger, and to WIN by playing the cards specified;
2. Roger wants Jack to be chief, to eliminate all the other players except Jack and to WIN in by playing the three cards specified;
3. Ralph Wants to remain leader as long as possible, to avoid elimination, to keep Piggy, Simon and Percival in the game and to WIN by pating the cards specified:
4. Piggy wants Ralph to be the leader, to avoid elimination, to keep Ralph, Simon and Percival in the game, and to WIN by playing the cards specified;
5. Simon wants Ralph to be leader, to avoid elimination, to keep Ralph, Piggy and Percival in the game as long as possible, and to WIN by playing the cards specified;
6. Percival wants Ralph to be leader, to avoid elimination, to keep Ralph, Piggy and Simon in the game and to WIN by playing the cards specified.

*These rules may look complicated, but in practice they only need to be referred to occasionally, as the main points are written on the the appropriate cards.*

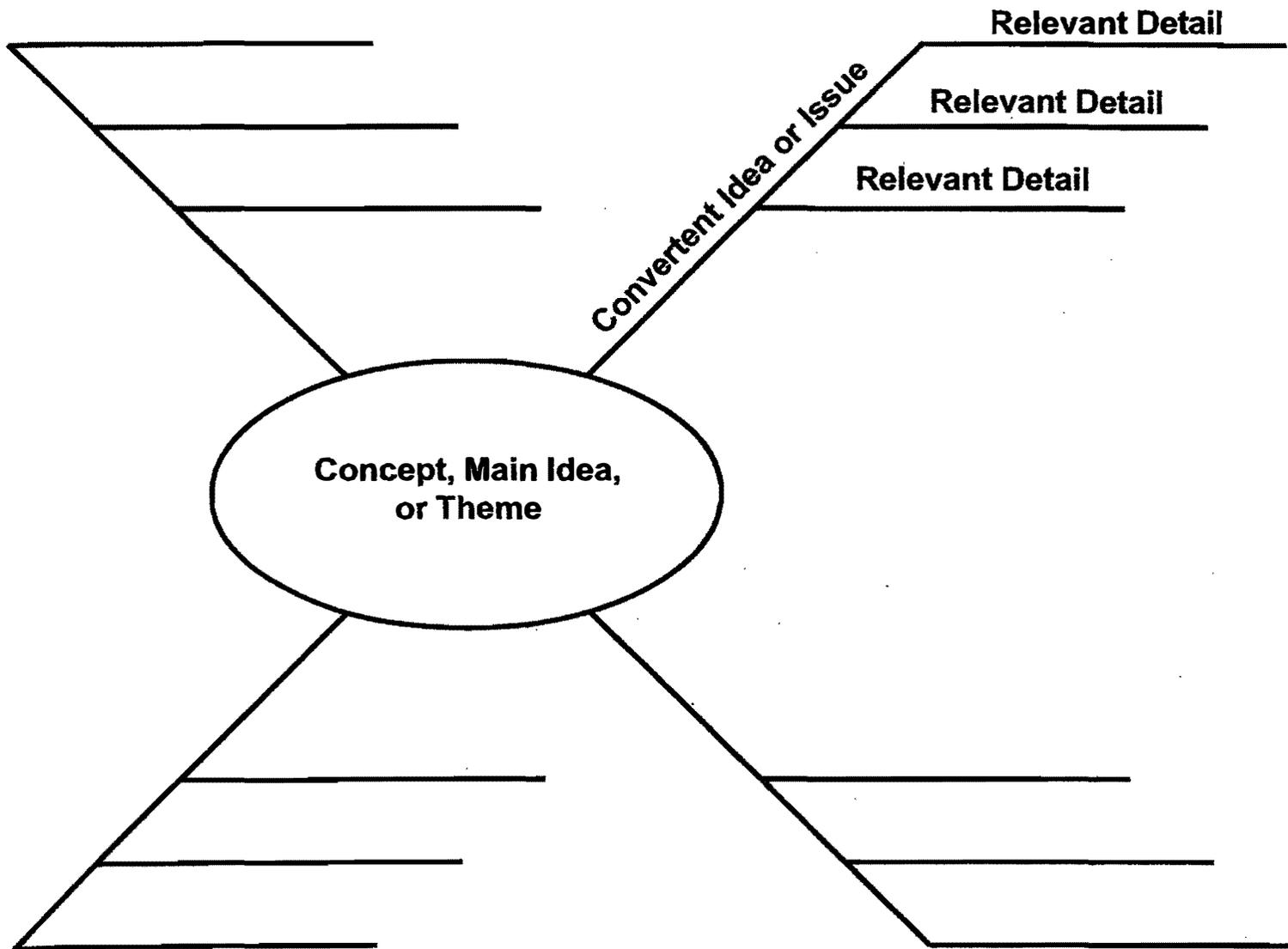
**To Begin the Game:** put six IDENTITY cards face down on the table and let each player choose ONE. This is his/her identity for the rest of the game. A player may NOT change his identity under any circumstances nor is he/she to reveal who he/she is!

Deal two card to each player. Starting with the player on the dealer's left and moving clockwise, take a turn each. In his turn a player may do one of EIGHT things:

1. (s)he may TAKE a card from the middle;
2. (s)he may PUT a card into the middle;
3. (s)he may OFFER a card to someone else;
4. (s)he may ASK someone else for a card;
5. (if (s)he is JACK or Roger) he may DEMAND a card from someone else;
6. (if (s)he is JACK) he may claim the chieftainship by laying the six cards necessary on the table
7. (if (s)he is JACK or ROGER) he may eliminate another player by giving the appropriate card to him

# The Spider Graphic Organizer

This organizer can be used for helping students understand how a central theme can have several convergent ideas or issues. And further, they can describe some of the details that are associated with each idea.



# IDEAS

**5** *This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.*

- A. The topic is **narrow** and **manageable**.
- B. **Relevant, telling, quality details** give the reader important information that goes **beyond the obvious** or predictable.
- C. **Reasonably accurate details** are present to support the main ideas.
- D. The writer seems to be writing from **knowledge** or **experience**; the ideas are **fresh** and **original**.
- E. The reader's questions are **anticipated and answered**.
- F. **Insight**—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, though not required.

**3** *The writer is beginning to define the topic, even though development is still basic or general.*

- A. The topic is fairly broad; however, you can see where the writer is headed.
- B. Support is attempted, but doesn't go far enough yet in fleshing out the key issues or story line.
- C. Ideas are **reasonably clear**, though they may not be detailed, personalized, accurate, or expanded enough to show indepth understanding or a strong sense of purpose.
- D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.
- E. The reader is left with questions. More information is needed to "fill in the blanks."
- F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious.

**1** *As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:*

- A. The writer is **still in search of a topic**, brainstorming, or has not yet decided what the main idea of the piece will be.
- B. Information is **limited** or **unclear** or the **length is not adequate** for development.
- C. The idea is a **simple restatement** of the topic or an **answer** to the question with little or no attention to detail.
- D. The writer has **not begun to define the topic** in a meaningful, personal way.
- E. **Everything seems as important as everything else**; the reader has a hard time sifting out what is important.
- F. The text may be **repetitious**, or may read like a collection of **disconnected, random thoughts** with no discernable point.

## Sources of Reference

Golding, William. Lord of the Flies. Boston: Faber and Faber, 1954.

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<http://www.novelguide.com/lordoftheflies/>

<http://www.aresearchguide.com/lord.html>