

Lesson # 1

Objectives:

- SWBAT understand what the novel is about
- SWBAT gain a few pointers on surviving
- SWBAT participate in a class discussion about survival priorities, rules, and group dynamics based on a 10 min clip of Castaway

Resources:

- Tribal music
- Lord of the Flies---class set
- Movie: Castaway
- Survival Quiz

Introduction/Hook:

Hook: Tribal music will be playing in the background as students enter classroom. I will introduce Lord of the Flies by describing the novel. Eg. The book is about a group of boys (ages 5-12) who get stranded on a deserted, tropical island. There are no adults and they must survive on their own. I would also give them the context that the story was written in and background information on Golding. (10 min)

Activities:

1. Hand out survival Quiz. Give students enough time to complete the quiz. (10 min)
2. Go over answers to the quiz. (Students mark their own). Ask how students did. (5 min).
3. Show clip from Castaway---plane crash and arrival on island. (10 min)
4. Discuss and brainstorm as a class: What would your priorities be if stranded on an island? What difficulties would you face? Is it easier or harder to be alone or with a group of people? If you were with others, would you have any rules? If so, what would they be? (15 min)
5. Read Chapter 1 to the class.

Closure:

With the remaining time, have students start working on a prediction for what will happen in the novel. Give them the vocabulary for chapter 1: efflorescence, enmity, decorous, hiatus---they must write the definition and a sentence using the word appropriately.

Assessment:

Collect their predictions next day and definition work. (homework check)

Lesson # 2

Objectives:

- SWBAT discuss the qualities necessary to be a good leader.
- SWBAT share their leadership qualities with the class.

Resources:

- h/o Characteristics of a Leader
- LOTF class set
- Soccaboys' "Follow the Leader"

Introduction/Hook:

Hook: Play part of Soccaboys' song "Follow the Leader" while writing down names of leaders on blackboard. Eg. Martin Luther King, Jesus Christ, Hitler, Abraham Lincoln, Fidel Castro etc. Ask students if they can draw a connection between these names. Ask them for additional leaders. (5 min)

Activities:

1. Hand out books to students (10 min)
2. h/o Characteristics of a Leader. Have students complete the handout individually or in pairs. (10 min)
3. Share answers with class. Try to reach a consensus on the most important traits. (10 min)
4. Ask students to write down their top 3 traits in order. Write a mini speech trying to convince the class that you'd be the best leader. Students encouraged to share their speeches with the class. Prize would be awarded to best speech. (20 min)
5. Read chapter 2 together. Ask for volunteers. (15 min)

Closure:

Give students vocabulary and questions for chapter 2. See appendix. Tell students to read chapters 3 and 4 for homework.

Assessment:

Homework check next day and discussion of questions.

Lesson # 3

Objectives:

- SWBAT discuss the most important objects needed for survival.
- SWBAT draw a map of the island or build a model of a hut.
- SWBAT support their opinions by taking on the role of a character and writing a letter.
- SWBAT adjust the tone, form, language and style to suit the audience and purpose of their letter.

Resources:

- Rope, radio, matches, compass, map, pen, paper, lighter, magnifying glass, plastic bags, blanket etc.
- White paper
- Straws, glue, tape, construction paper

Introduction/Hook:

Hook: Place all of the items one might find useful if stranded on an island. Look under resources for examples of items.

Activities:

1. Brainstorm individually which things you would want to have with you on an island. Share answers with class. I will write them on the board. As a class, we will decide which items are the top ten most useful. (10 min)
2. Put students into four groups. They must choose only 5 items that they can keep. Which will they be? Why are these important? (20 min)
3. Each group must share answers with class. We need to come to a consensus. (15 min)
4. Ask students: which skills do you have which would be useful to the group? Write them down. We will share. I will make a list on the board. (10 min)
5. Students will have a choice to either: build a hut (using the materials I brought to class or their own) OR draw a map of the island.

Closure:

Provide the rest of the class time for students to work on their maps or huts. They can work in pairs on the huts if they so choose.

Additional homework:

- Students have to write a journal answering the following questions: what are the main priorities according to Ralph? Jack? Is Jack concerned with the groups welfare?
- S.O.S. letter: students must choose a character and write a letter from the character's perspective. It must include the following: your location, a description of the island, who is there on the island with you, why do you need rescue and the current state of affairs.

Assessment:

The huts/maps will be marked out of 20 based on creativity, accuracy and neatness.

I will collect them at the end of the week.

The journal and the S.O.S letter will be collected at the beginning of next class.

(homework check)

Lesson # 4 SYMBOLISM AND ALLEGORY (part 1)

Objectives:

- SWBAT discuss the use of symbolism and allegory in literature
- SWBAT give examples of symbolism in LOTF

Resources:

- h/o on masks
- OH with quote from J. Egan and Jean Jacques Rousseau

Introduction/Hook:

Hook: On the OH, “The book is an allegory. The boys are presented as typical of human nature as it is essentially. Their isolation on an island is a device whereby the author is able to transcend where he would consider the façade of civilization in order to reach the man as he truly is.” (J. Egan)

Remind students what allegory and symbol means. Allegory: writing where characters/events are used to symbolize a deeper, often hidden meaning (spiritual, political, social). It is different from the literal meaning. Symbol: an object, character, figure, or color used to represent abstract ideas or concepts. (20 min)

Activities:

1. As a class, discuss what “essential human nature” means. Brainstorm characteristics of human nature on the board. Discuss whether these characteristics are pessimistic or optimistic (15 min)
2. Discuss the quote, “Man is born free, but everywhere is in chains.” Ie. man is born good, but society corrupts him VS. the idea that society holds people together---without rules (laws), our values, ideas, and rights are lost to anarchy and savagery (20 min)
3. Lecture students on Golding’s background. Initially, he believed the British had high standards and acted in a dignified manner. But after observing his students as a prep school teacher, he found that humankind was basically evil. Rule of law, civilization and threat were what kept people in line. (10 min)
4. Read aloud the passage on p. 69 which depicts Jack and his mask. (5 min)

Closure: Give students the h/o on masks: purpose and origin. Ask them to read it. Also ask the class to read p. 69 of the text which depicts Jack and his mask. What does Jack’s mask represent?

Assessment:

Homework check next class.

Lesson # 5 SYMBOLISM AND ALLEGORY (part 2)

Objectives:

- SWBAT discuss the symbols in the novel (objects and people)
- SWBAT discuss the significance of masks

Resources:

- h/o on symbols
- h/o Venn diagram

Introduction/Hook:

Hook: Bring in a shell, a pair of glasses....anything that is a symbol in the novel. Or, I can draw pictures of symbols on the board. Eg. Heart, cross, nike sign, peace sign, buddist sign etc.

Activities:

1. Discuss the meaning of Jack's mask. Why do the boys hide behind the masks? Does their disguise allow them to escalate further into savagery? (10 min)
2. What is the significance of Chapter 4's title: "Long Hair and Painted Faces?" (5 min)
3. In pairs, students come up with a list of 10 symbols. The symbols can be characters, events, dialogue, narration, actions, or interactions. Then I will call on students to give me their answers. I will make a list on the board. (20 min)
4. Students will continue to work in pairs. They will have to choose several of their symbols and write what each means. Eg. "The conch represents _____ because _____." Remind students that symbols can carry more than one meaning. Encourage students to explore the multitude of possibilities. Ask pairs to pick one of their symbols and write it on the board. We will share and discuss what they wrote. (20 min)
5. Give students the h/o on Symbols. Ask students to fill in the chart.

Closure:

For the remaining time, students should fill in their chart and proceed to read chapter 5 and 6.

Homework: After reading chapters 5 and 6, students will use a Venn diagram to compare and contrast the passages where Roger throws stones at Henry and where Jack hits Piggy.

Journal: What is happening to the rules? Describe what life would be like without rules? What would happen to our society.

Assessment:

Students will be assessed on symbols in the unit exam. Collect journals and Venn diagram next class. Homework check.

Note: Some ideas taken from Roger Spain's "Recognizing Symbolism and Allegory," an ASKERIC lesson plan.

Lesson # 6

Objectives:

- SWBAT analyze and identify the speaker of a quote and construct their own opinion
- SWBAT participate in an informal debate.

Resources:

- h/o Who Said It.

Introduction/Hook:

Hook: Write the following quote on the board: “What are we? Humans? Or animals or savages?” ---Ralph

Activities:

1. Get students to write a journal response to this quote, defending their viewpoint. Students must draw evidence from the text. Mini debate. (20 min)
2. Get a few students to read their responses. Take a poll to see how the class was divided. (10 min)
3. Give out questions for chapter 5 and 6: go over essential questions. (20 min)
4. h/o Who said it? Allow students to work in pairs or by themselves. (15 min)

Closure:

Tell students to read chapter 7, and to do vocab and questions.

Assessment:

Homework check the next day.

Lesson # 7 CHARACTERIZATION

Objectives:

- SWBAT discuss the characteristics of each character in the novel.

Resources:

- h/o on Characterization
- legal size white paper

Introduction/Hook:

Hook: Draw glasses, conch, pighead, grove of trees and flowers on board. Write the names: Ralph, Simon, Piggy, Jack randomly on the board. Ask one student to draw lines connecting the object to the person it represents.

Activities:

1. Mini lecture on characterization. Review what static, dynamic, flat and round characters are. (5 min)
2. Divide the class into groups. There are 4 characters (so 2 groups for each character: 3-4 students per group). Each group should complete the h/o for their character. Also, must find 2-4 quotes from the novel which depicts the essence or demeanor of that character. (30 min)
3. Groups must come up to the front and present their ideas on the OH. (only 1 group for each character should come up. The 2nd group which did the same character will only add information as necessary). The other students will take notes on the characters they did not study by filling out additional h/o's on characters. OR you can do a jigsaw of this if you think it would work better. (20 min)
4. Handout sociogram assignment. Students would have to draw the relationship between the characters in the novel. Assignment would read: Draw your character in the middle of the page. Place the other characters in the novel around him.
 - Let the physical distance represent psychological distance between the characters.
 - Let the size and shape of a character vary with importance or power of the character
 - Connect the characters with arrows and lines. Label the type of relationship they have. Good relationships are marked with solid lines, bad relationships are marked with dotted lines.
 - Put a check mark beside characters which share a positive relationship with your character. Place an x beside characters which share a negative relationship with your character.
 - Explain the links between characters. You can use quotes or symbols.
 - BE CREATIVE!!!

These sociograms will be marked out of 30: based on content (accuracy, insight, selection of descriptive words/quotes), mechanics (spelling and

grammar), and graphic representation (creativity, appeal, as well as following directions). They will be collected at the end of the unit.

Closure:

Give students remaining time, if any to work on sociograms.

Homework: read chapter 8 and 9---do vocab and questions.

Assessment:

Sociograms will be collected and marked at the end of the unit. A discussion on chapters 7 and 8 will take place next class.

Lesson # 8

Objectives:

- SWBAT discuss the theme of fear in the novel
- SWBAT discuss Simon as a Christ figure

Resources:

- Spooky music

Introduction/Hook:

Hook: Have some kind of spooky, creepy music playing in the background. Write: What is your biggest fear? Have students share them with the class. (5 min)

Activities:

1. Go over answers to chapter 7 and 8 discussion questions (15 min).
2. Discuss the loss of Ralph's power, savagery among the boys, and the irony of seeing the dead parachutist. (15 min)
3. Discuss Simon's encounter with the beast. Mini lecture on the theme of fear: "The beast" is a metaphor of the unknown. Fear controls action and the progression of the story. It is one of the themes of LOTF
 - Ralph is afraid of the fire going out
 - Everyone is scared of the beast
 - Piggy fears Jack and doesn't want to lose his specs
 - The jungle is unknown and wild (15 min)
4. The beast says that he will have 'fun' with Simon. What does this mean/foreshadow? (10 min)
5. mini lesson: Describe Simon as the Christ figure (10 min)
 - connection with environment
 - saintly and selfless character
 - doesn't fit in with either Jack/Ralph's camp ie. he likes order and civilization, but is fascinated with the idea of the beast
 - deep connection with nature and wilderness
 - fundamentally natural and good
6. Who is responsible for Simon's death? Why does Piggy maintain that it was an accident?

Closure:

Homework: Journal: Was Simon's death an accident or murder? Provide evidence from the text. Finish reading the novel.

Assessment:

Homework check---collect journal.

Lessons # 9 and 10

Objectives:

- SWBAT draw parallels between the novel LOTF and the movie
- SWBAT to write an essay comparing the novel to the movie

Resources:

- Lord of the Flies Movie

Introduction/Hook:

Tell them a bit about the movie: when it was made and who the producer was.

Activities:

1. Watch the movie
2. If there is any remaining class time, students can work on their essays. Students must choose one of the following topics:
 - Re-write the ending to the novel/movie.
 - Compare the movie to the novel in terms of plot, character development etc.
 - How would the novel have developed if there were girls on the island as well?

Closure:

Give the students remaining time to work on their essays

Assessment:

The essays will be collected at the beginning of next class. They will be marked out of 20 based on content, style and mechanics.

Lesson # 11 Review of Novel and Quiz

Objectives:

- SWBAT review and test their knowledge of the novel by playing a trivia game
- SWBAT demonstrate what they have learning during this unit by taking a multiple choice quiz
- SWBAT assess the novel as well as the unit's activities by engaging in a discussion and preparing an exit slip.

Resources:

- Trivia: Prepared Questions and Answers
- h/o : TEST
- small slips of paper for exit slips.

Activities:

1. Trivia game. Divide class in half. Students take turns coming up to the front of the board. I will ask a question, the first person who writes the correct answer, wins the point. (30 min) Winning team gets a prize.
2. Multiple Choice Test (20 min)
3. Class Discussion (15 min): Did you enjoy reading this novel? Which activities did you enjoy the most? Is this book one that you would recommend to others?
4. Exit slip: Please give me suggestions for teaching this novel.

Closure:

Remind students to review their notes for their big essay exam tomorrow. Let them know that they will have choice and that they can use their books.

Assessment:

Tests will be marked out of 25 marks.

Assessment:

Daily homework checks centering on : journal writing, letter writing, definitions, and answering comprehension questions (Homework checks are worth 5 pts for each day and must be handed in on time).

As well, bigger assignments include:

A sociogram	30 marks
A map or model of a hut	20 marks
A multiple choice test	25 marks
A take home essay	20 marks
An in-class essay	60 marks

List of useful resources and websites:

www.nobel.se/literature/educational/golding/help.html

this site has a great game students can play at home

www.monmouth.com/~literature/LOTF/

this site has so many links! It is amazing.

www.webenglishteacher.com/golding/html

this site also has a lot of links. Especially to lesson plans and chapter summaries. One of the best

www.sparknotes.com

for chapter summaries, questions, essay topics, character sketches, symbols etc.---like Coles Notes

www.gerenser.com/lotf/

contains a great map of the island and a list of symbols contained in the novel

www.lesstutor.com/ci4.html

excellent source for teaching ideas. Major issues of the novel and how to approach them

www.school.discovery.com/lessonplans/programs/flies/index.html

good source for lesson ideas.

Lesson # 12

Objectives:

- SWBAT demonstrate what they have learned during our unit by writing an essay.

Resources:

- h/o of test questions. Will read: Choose one of the following three questions and write an essay. You may use your novel to support your position. Read each question carefully before making your decision. Make sure to answer each question fully. Answers will be evaluated based on evidence used to support your argument, organization, and mechanics (sentence structure, spelling, and grammar). The papers will be marked holistically using the grade 12 provincial marking rubric from 0-6. The essay will count for 60 marks.
 1. To what extent do you agree with the idea that things begin to break up because Ralph is unable or unwilling to exercise power effectively?
 2. Discuss how Golding uses symbols to show the decline of the boys society into savagery. Use examples of symbols of both good and evil.
 3. Write about the hunting/killing behaviours as presented in the novel.
 4. Refute or affirm Golding's thesis by discussing and relating real life events, (present or historical), situations, or institutions.
 5. Compare and contrast two characters in the novel.

Activities:

Students will have 65 minutes to write their essay.

Must collect the sociogram from students.

Closure:

Thank students for being so wonderful to work with. Hand out chocolate.

Assessment:

Will grade papers and sociogram. Will give to teacher to hand out next week.

Appendix