

Dancing with Pigs and Butterflies:
An Exploration into the Symbolism and Themes of
William Golding's *Lord of the Flies*

A Unit Plan for English 11

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December 4, 2003

Global Rationale:

When teaching literature, I have two personal goals always in mind. I want to both demonstrate the relevance of literature in today's world and make reading and studying literature an enjoyable experience. The underlying motivation behind these two goals is to cultivate a life-long reader.

Having considered my personal goals, the prescribed learning outcomes, and the routines of my practicum classroom, I have created a comprehensive unit plan for *Lord of the Flies* that focuses on symbolism and its relation to the major theme of civilization versus savagery. These will be the overarching concepts that will provide a sense of coherence in studying such a rich novel.

I will be employing a variety of teaching strategies, as I believe that students need to be challenged often and in different ways. There will be lectures, class discussions, individual work, co-operative learning, group work, and pair work.

I also believe in creating methods of assessment that addresses different types of intelligences. Thus, there will be quizzes, an essay, a newspaper project, and a presentation. These methods will allow students to demonstrate and further develop their comprehension, computer literacy, creativity, writing skills, artistic skills, interpersonal skills, oral communication skills, and critical thinking skills.

Finally, I believe that students should be able to self-reflect and self-evaluate because these two skills will be invaluable throughout their lives. Thus, they will be expected evaluate themselves and their peers after each project by following a provided set of criteria. They must justify each decision with a well-thought out explanation. This will instill a sense of ownership and pride in the work that they have done.

Carolyn Chee
LLED 314, December 2003

The following English 11 PLO's will be addressed in this unit plan:

It is expected that students will develop repertoires of skills and strategies to use as they anticipate, predict, and confirm meaning while reading, viewing, and listening.

- explain the effects of a variety of literary devices and techniques, including figurative language, symbolism, parody, and irony

It is expected that students will demonstrate their understanding of written, oral, and visual communications.

- demonstrate an understanding of the main ideas, events, or themes of a variety of increasingly complex novels, dramas, stories, poetry, other print material, and electronic media
- organize details and information that they have read, heard, or viewed using a variety of written or graphic forms
- synthesize and report on information from more than one source that they have read, heard, or viewed to address a variety of topics and issues
- develop coherent and plausible interpretations of abstract, complex, or specialized materials
- interpret details and subtleties to clarify gaps or ambiguities in written, oral, or visual works

It is expected that students will identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

- make connections between the ideas and information presented in literary and mass media works and their own experiences
- demonstrate a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives, and consider more than one interpretation
- support their opinions or respond to questions and tasks about the works they have read or viewed
- make connections among the themes and ideas expressed in various materials

It is expected that students will apply their knowledge of the conventions of language and use appropriate vocabulary to talk about them.

- adjust their form, style, tone, and language to suit specific audiences and purposes
- incorporate electronic research sources into desktop-published work

It is expected that students will enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

- assess their own and others' work for sentence clarity, precision of language use, and variety and artistry of expression

- use appropriate criteria to critique and appraise their own and others' ideas, use of language, and presentation forms, taking into consideration the purposes of the communications
- adapt their oral presentations and discussions to best suit audiences and styles
- demonstrate a willingness to accept and provide constructive criticism and feedback to improve the clarity, meaning, and style of their communications

It is expected that students will demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

- demonstrate pride and satisfaction in using language to create and express ideas and personal viewpoints

It is expected that students will use language to interact and collaborate with others to explore ideas and to accomplish goals.

- evaluate and adjust their own roles to align with the group's purpose
- apply a variety of strategies including diplomacy and compromise to solve problems and achieve group goals
- use a variety of resources and technologies when working with others
- assess the value, limitations, and ethical issues associated with collaborative work

It is expected that students will use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

- interact purposefully, confidentially, and ethically in a variety of situations
- communicate to clarify their ideas, understanding, and opinions
- demonstrate an openness to the divergent ideas and opinions expressed by classmates and others

Lesson #1 / 15
Starting the Dance

English 11
76 minutes

Objectives:

- SWBAT prepare for the subject matter by completing and discussing survival quiz
- SWBAT prepare for the mood and theme by watching and discussing film clips of *Castaway* and *The Beach*
- SWBAT comprehend the difference between internal and external conflict

Materials:

- Video: *Castaway* and *The Beach*
- Video: A recent *Survivor* episode
- Class set of *LOTF*
- Handout: “Would You Survive” Survival Quiz: See Appendix
- Handout: Syllabus with information about expectations and quizzes, essays, and projects
- Handout: “Plotting Conflict in *Lord of the Flies*”: See Appendix
- VCR, TV
-

Anticipatory Set (20 minutes):

- Play clips of *Survivor* as students arrive
- Quiz will be on their desks face down
- Students will complete quiz as I do attendance (10 minutes)
- Mark and discuss results and implications of quiz (10 minutes)

Presentation (46 minutes):

- Explain that I will be doing *LOTF* with them for the next 15 classes, and that I will be focusing on symbolism and theme (2 minutes)
- Distribute and go over syllabi (5 minutes)
- Quick background of Golding and mini-lecture on the historical context, basic plot, and major themes of *LOTF* (10 minutes)
- Harmony → chaos video clips: *Castaway* and *The Beach* (10 minutes)
- Students form groups of 4 to discuss (10 minutes):
 - Film clips
 - What you would do if you were stranded on an island with peers
 - E.g. Rules? Leadership? Food? Water? Shelter? Protection?
 - If your island society would be cooperative and peaceful
- **Call up one group at a time to distribute and keep record of *LOTF*
- Class discussion (10 minutes)

Closure (10 minutes):

- HW: Read chapters 1-2
- Distribute and go over “Plotting Conflict” handout (interior vs. exterior)
- Silent reading

Assessment:

- Monitor participation group and class discussions

*Some ideas borrowed from Jennifer Charbonneau

Lesson #2 / 15
Tension between Dualities

English 11
76 minutes

Objectives:

- SWBAT explore the ambivalent nature of the island
- SWBAT explore the conch and fire as symbols, which also possess a kind of ambivalence (i.e. tension between “good” and “bad”)
- SWBAT comprehend the terms: symbolism, ambivalence, utopia vs. discord, duality, foreshadowing, microcosm vs. macrocosm
- SWBAT note that the major theme of *LOTF* is civilization vs. savagery in man

Anticipatory Set (8 minutes):

- Class review of chapters 1-2 and “Plotting Conflict” findings (3 minutes)
- Poll: Who wants to live on the island? Why? (5 minutes)
 - If you were a boy/girl back in WWII, would you change your answer?

Presentation (56 minutes):

- New terms and their definitions are on the board
- Mini-lecture on microcosm vs. macrocosm (5 minutes)
 - Why is the island both an escape from and a re-enactment of the macrocosm?
- Pair work: one finds evidence in chapters 1-2 that support the island as an **utopia** and the other a place of **discord** (20 minutes)
- Class discussion (10 minutes)
 - **Ambivalence, duality, symbolism**
- Transition: ambivalence of island setting extends onto characters (refer to “Plotting Conflict”) and symbolic items (2 minutes)
 - What are two main items? (conch and fire)
- What is the symbolic significance of the conch and (10 minutes)
- Class discussion: the effects of ambivalence and tension between dualities (9 minutes)
 - Sets mood, **foreshadows** darkness on the island, and sets up major theme of civilization vs. savagery

Closure (12 minutes):

- HW: read chapters 3-4 and continue with “Plotting Conflict”
- Silent reading
- **I will be checking for “Plotting Conflict” completion

Assessment

- Check for reading completion with “Plotting Conflict” completion and during review time
- Monitor student participation in pair work and class discussion

Lesson #3 / 15
The Disintegration of Order

English 11
76 minutes

Objectives:

- SWBAT further their understanding of the rich symbolism in *LOTF*
- SWBAT note the disintegration of order into chaos
- SWBAT understand and explore the effects of deindividuation

Materials:

- Painting of the face video clip: *The Beach*
- Information on deindividuation: See Appendix
- OH with students and the assigned character (Ralph, Piggy, Jack, Roger, or Simon) for Lesson #4 jigsaw activity
- Handout: “The Beginnings of Disorder”: See Appendix
- Handout: “Character Analysis”: See Appendix
- VCR, TV

Anticipatory Set (12 minutes):

- Class review of chapters 3-4 and “Plotting Conflict” findings (2 minutes)
- Video clip: *The Beach* (5 minutes)
- Discussion of clip and the purpose of disguises (5 minutes)
 - Social psychology: **deindividuation**

Presentation (29 minutes):

- New term and its definition is on the board
- Distribute “The Beginnings of Disorder”
- We will go through chapters 3 and 4 to note seven incidences of rising violence and disorder
- We will discuss the symbolic significance of each incidence and its relation to the major theme of civilization vs. savagery

Closure (35 minutes):

- HW: distribute “Character Analysis”
 - Put up OH and explain instructions and the purpose of the activity
- HW: read chapter 4 and continue with “Plotting Conflict”
- Next class: Quiz on chapters 1-3
- Read chapter 4 aloud

Assessment:

- Check for reading completion with “Plotting Conflict” completion and during review time
- Monitor student participation in class discussion
- Monitor completion “The Beginnings of Disorder”

Lesson #4 / 15
Who's Who?

English 11
76 minutes

Objectives:

- SWBAT demonstrate their knowledge of *LOTF* in the quiz
- SWBAT comprehend the terms: archetype and allegory
- SWBAT explore the characters as symbols, archetypes, and allegory
- SWBAT to teach each other their individual findings and present their findings as a group
- SWBAT evaluate themselves and their peers on their presentations

Materials:

- Quiz #1: See Assessment
- Poster paper
- Felts
- OH with evaluation criteria
- OH with new jigsaw groups

Anticipatory Set (2 minutes):

- Last minute questions on chapters 1-4

Presentation (72 minutes):

- New terms and their definitions are on the board
- Students will separate their desks and put things away as I distribute quiz (2 minutes)
- Students complete quiz (15 minutes)
- Students hand in quiz (1 minute)
- Explain instructions of jigsaw activity (3 minutes)
 - “Experts” teach other group members about their character
 - Group designs a poster illustrating all the characters and their relationships to each other (almost a sociogram)
- Put OH up with new jigsaw groups and students get into their groups (1 minute)
- Co-operative group work (35 minutes)
 - Distribute poster paper
- Presentations (15 minutes)
 - 6 groups, five minutes each
 - 3 groups present today, while the rest of the class evaluates
 - My responses will work in terms: **archetype, allegory, symbol**

Closure (2 minutes):

- HW: read chapter 5 and continue with “Plotting Conflict”
- HW: groups who have presented must hand in self-evaluation in lesson #5
- Preview: chapter 5, essay structures, essay topics, and rest of presentations
- Class hands in evaluations

Assessment:

- Quiz #1
- Monitor student participation in co-operative groups
- Evaluate presentation skills
- Self and class evaluations

Lesson #5 / 15
Who is the Better Leader?

English 11
76 minutes

Objectives:

- SWBAT individually generate a list of qualities that make up a good/bad leader and justify his/her list to his/her group
- SWBAT further explore civilization vs. savagery through Ralph and Jack

Materials:

- Handout: essay topics: See Assessment
- Handout: sample graphic organizers (compare/contrast, Venn diagrams): See Appendix
- Handout: “Jack’s and Ralph’s leadership”: See Appendix

Anticipatory Set (2 minutes):

- Class review of chapter 5 and “Plotting Conflict” findings (2 minutes)

Presentation (74 minutes):

- Medium-sized list of controversial and extreme leadership qualities on board (e.g. domineering vs. passive, thinks on his/her feet vs. thinks things through, etc.)
- Students individually categorize each quality into a “good” and “bad” leadership groups (5 minutes)
- Number each student off into groups where they must defend and justify their decisions (10 minutes) → should get some fiery debates going because the qualities are extreme
- Explain how this was a demonstration the tension that occurs when there are 2+ leaders with conflicting opinions (2 minutes)
 - Link it to current political figures (e.g. President Bush vs. Saddam Hussein)
 - **Consider students’ backgrounds before choosing examples
- Group work: complete “Jack and Ralph’s Leadership” and determine who you think the better leader is. Be prepared to justify your answer and provide supporting incidences from the text (12 minutes)
- Groups share findings to class (3 minutes)
- Transition into essay writing (1 minute)
- Go over writing process, 2 relevant essay structures (expository and comparative) (20 minutes)
- Distribute essay topics and go over them (5 minutes)
- Presentations from the remaining groups (15 minutes)
 - Class evaluates them

Closure (2 minutes)

- HW: read chapters 6-7 and continue with “Plotting Conflict”
- Decide on an essay topic: be prepared to work on it during lesson plans #7 and #8

Assessment:

- Check for reading completion with “Plotting Conflict” completion and during review time
- Monitor student’s individual work
- Monitor student participation in group and class discussions
- Evaluate presentation skills
- Self and class evaluations

Lesson #6 / 15
Fear and Violence

English 11
76 minutes

Objectives:

- SWBAT further explore symbolism in *LOTF*
- SWBAT explore how different types of fear can move people to do different things

Anticipatory Set (6 minutes):

- Class review of chapter 6-7 and “Plotting Conflict” findings (2 minutes)
- What are your fears and how do you react to them? (4 minutes)

Presentation (68 minutes):

- Discuss the significance of the four symbols found in these chapters (20 minutes)
 - The other side of the island: relate back to lesson #1: ambivalence
 - Castle Rock (vs. the beach): choose harsh barrenness over lush, safe, innocent beach
 - Sow and babies: brutality; killed off the remnants of their nurturance (i.e. background, rules, religion, etc.)
 - Parachute Man: subjective fear; relate back to lesson #1: ambivalence
- Transition: Looking at the Parachute Man, what emotions does it invoke in the characters? → Fear (of the beast) (1 minute)
- Fear may drive people to make unwise decisions (47 minutes):
 - Fear of the beast:
 - Samneric to race down the mountain, let the fire go out, and jump to conclusions
 - Ralph going against his better judgment to search for the beast
 - Everyone letting the fire go out
 - Fear of losing face:
 - Ralph searching out the beast
 - Jack going by himself to seek the beast
 - Examples from other parts of the text?
 - Discuss why fear causes unwise actions

Closure (2 minutes):

- HW: read chapter 8 and continue with “Plotting Conflict”
- Preview: quiz # 2 (chapters 4-7), chapter 8, time to work on essay

Assessment:

- Check for reading completion with “Plotting Conflict” completion and during review time
- Monitor student participation in class discussion

Lesson #7 / 15
The Devil is within You

English 11
76 minutes

Objectives:

- SWBAT demonstrate their knowledge of *LOTF* in the quiz
- SWBAT see *LOTF* in relation to other texts (intertextuality)
- SWBAT understand a major theme: civilization restrains the inherent evil of humans

Materials:

- Quiz #2: See Assessment
- Audio tape: “Sympathy for the Devil” by Rolling Stones
- Ghetto blaster

Anticipatory Set (6 minutes):

- Play song as students are arriving (4 minutes)
- Class review of chapter 8 and “Plotting Conflict” findings (2 minutes)

Presentation (68 minutes):

- New term and its definition on board
- Students will separate their desks and put things away as I distribute quiz (2 minutes)
- Students complete quiz (15 minutes)
- Students hand in quiz (1 minute)
- Class discusses the scene with Simon and the Lord of the Flies (20 minutes)
 - Is it a dream, hallucination, vision (remember Simon’s ability to prophesy)?
 - What does the pig symbolize?
 - Explain that Lord of the Flies translates into Beelzebub, which is another name for the Devil
 - What do the flies symbolize? Compare them with butterflies
 - What is the significance of the intrusion of Simon’s forest cell by the flies, rotting pig innards, and pig head on a stake?
 - What truth does Simon learn?
- Distribute song lyrics, play song once more, and relate the song’s concept of evil to the novel (9 minutes)
 - **intertextuality**
- Students work on essay (20 minutes)

Closure (2 minutes):

- HW: read chapter 9 and continue with “Plotting Conflict”
- HW: work on the essay
- Preview: chapter 9 and time to work on essay

Assessment:

- Quiz #2
- Monitor student participation in class discussion
- Monitor pair work
- Check for reading completion with “Plotting Conflict” completion and during review time

Lesson #8 / 15
Pigs and Butterflies

English 11
76 minutes

Objectives:

- SWBAT see *LOTF* in relation to other texts (intertextuality)
- SWBAT understand the phenomenon of the use of a scapegoat to relieve inner guilt
- SWBAT understand irony and recognize it in *LOTF*

Materials:

- Poem: Joe Rosenblatt's "I Get High on Butterflies": See Appendix

Anticipatory Set (4 minutes):

- Class review of chapter 9 and "Plotting Conflict" findings (2 minutes)
- Web: Butterflies

Presentation (65 minutes):

- New term and its definition on board
- Class discussion on the death of Simon (15 minutes)
 - Why?
 - Bring in ideas of the scapegoat
 - Externalize inner guilt of killing the sow, etc. by transferring it to Simon
 - Destroy Simon to relieve negative feelings to continue with the brutality
- What does Simon represent? (35 minutes)
 - Godlike figure:
 - Death is described in a magnificent silvery imagery
 - Name is reminiscent of Simon Peter
 - Like Jesus: able to foresee the future, goes barefoot, and is a carpenter
 - His fondness for retreating in solitude to worship perfection symbolized by the butterflies
 - Distribute and read poem
 - Implications of his death?
- Explain **irony** and how it is ironic that Simon, who is associated with God, is mistaken for the beast (5 minutes)
- Silent Reading (10 minutes)

Closure (7 minutes):

- Hand back quiz and go over any concerns or questions
- HW: read chapters 10-11 and continue with "Plotting Conflict"
- Preview: Quiz #3 on chapters 8-9, chapters 10-11, essay revision

Assessment:

- Check for reading completion with "Plotting Conflict" completion and during review time
- Monitor student participation in class discussion

** Idea of poem borrowed from www.edu.uleth.ca/arnia/pdf/Butterflies.pdf

Lesson #9 / 15
Wisdom Sacrificed

English 11
76 minutes

Objectives:

- SWBAT demonstrate their knowledge of *LOTF* in the quiz
- SWBAT see the relevance of tyranny vs. democracy in today's world
- SWBAT revise each other's work

Materials:

- Quiz #3: See Assessment

Anticipatory Set (2 minutes):

- Class review of chapters 8-9 and "Plotting Conflict" findings (2 minutes)

Presentation (72 minutes):

- Students will separate their desks and put things away as I distribute quiz (2 minutes)
- Students complete quiz (15 minutes)
- Students hand in quiz (1 minute)
- How is the conflict between tyranny and democracy played out in today's world? (9 minutes)
 - Relate back to Ralph vs. Jack
- Discuss how chaos and disorder take over island (25 minutes)
 - Symbolic significance of the stealing of Piggy's glasses → defeat of wisdom
 - Symbolic significance of the destruction of the conch → defeat of civilization and traditional authority
 - Piggy's death as a sacrificial animal to the beast
 - Scapegoat and guilt
 - Symbolic significance: obliteration of reason, intellect, wisdom
- Triad essay revision (30 minutes)

Closure:

- HW: essay due on lesson 10, read chapter 12
- Preview: *Simpsons*, Newspaper project

Assessment:

- Quiz #3
- Monitor student participation in class discussion
- Monitor revision work
- Check for reading completion with "Plotting Conflict" completion and during review time

Lesson #10 / 15
The Simpsons

English 11
76 minutes

Objectives:

- SWBAT see *LOTF* in relation to other texts (intertextuality)
- SWBAT understand there is no singular “true” reading of a text—only interpretations—by watching the *Simpsons*’ adaptation of *LOTF*
- SWBAT demonstrate their comprehension in their essays

Materials:

- *Simpsons*’ *LOTF* episode
- VCR, TV
- Handout: Newspaper Project: See Assessment

Anticipatory Set (4 minutes):

- Hand in essays
- Feedback on writing the essay

Presentation (70 minutes):

- Play *Simpsons* (25 minutes)
- Discussion on the similarities and differences between the novel and *The Simpsons* (10 minutes)
- Distribute handouts and go over them (10 minutes)
- Allow students to form groups (5 minutes)
- Read chapter 12 aloud (20 minutes)

Closure (2 minutes):

- Hand back Quiz #3
- HW: read chapter 12 and complete “Plotting Conflict”
- HW: newspaper project

Assessment:

- Essays
- Monitor student participation in class discussion

Lesson #11 / 15
Was Golding Right about Humans?

English 11
76 minutes

Objectives:

- SWBAT see the island as representative of the world destroyed by WWII
- SWBAT comprehend the tension between good and evil in characters throughout the novel by looking at the completed “Plotting Conflict”

Materials:

- Video: *Pearl Harbour* or *Saving Private Ryan* or authentic film clips of WWII
- VCR, TV

Anticipatory Set (*12 minutes*):

- Class review of chapter 12 and “Plotting Conflict” findings (*2 minutes*)
- Video clip of WWII (*10 minutes*)

Presentation (*62 minutes*)

- Discuss “Plotting Conflict” handout (*17 minutes*)
 - Theme: man is always struggling between “good” and “evil” → tension between dualities
 - Progression of the seriousness of conflicts
- Discuss the symbolic significance of the officer and the ambivalence surrounding him
 - “Good”: rescuing the kids, saving Ralph’s life (*20 minutes*)
 - “Bad”: possesses same power of destruction as Jack → wears a gun and commands a gun boat
 - Represents the destruction and violence that is going on in the civilized world (WWII)
- Questions to consider: (*25 minutes*)
 - Was Golding right? Are we inherently evil?
 - Is the function of society/civilization to repress the natural evil that is in all of us?
 - If WWII was happening, does that mean that society/civilization will ultimately fail in holding back the evil?

Closure (*2 minutes*):

- Hand in “Plotting Conflict”
- Preview: Quiz #4, time to work on Newspaper project

Assessment:

- Check for reading completion with “Plotting Conflict” completion and during review time
- “Plotting Conflict”
- Monitor student participation in class discussions

Lesson #12 / 15
Quiz and Project

English 11
76 minutes

Objectives:

- SWBAT demonstrate their knowledge of *LOTF* in the quiz
- SWBAT strengthen interpersonal skills while working on their Newspaper projects with their group members

Materials:

- Paper
- Felts
- Pencil crayons
- Quiz #4: See Assessment

Anticipatory Set (*3 minutes*):

- Last minute concerns or questions

Presentation (*71 minutes*):

- Students will separate their desks and put things away as I distribute quiz (*2 minutes*)
- Students complete quiz (*15 minutes*)
- Students hand in quiz (*1 minute*)
- Groups work on their projects (*53 minutes*)

Closure (*2 minutes*):

- HW: Newspaper projects due lesson #15
- Preview: Newspaper projects

Assessment:

- Monitor group work
- Quiz #4

Lesson #13 / 15
Project

English 11
76 minutes

Objectives:

- SWBAT strengthen interpersonal skills while working on their Newspaper projects with their group members

Materials:

- Sample newspapers
- Paper
- Felts
- Pencil crayons

Anticipatory Set (*3 minutes*):

- Look through newspapers and list some ideas on the board on how to make their own newspapers more authentic

Presentation (*68 minutes*):

- Groups work on their projects

Closure (*5 minutes*):

- Hand back quiz and go over concerns
- HW: Newspaper projects due on lesson #15
- Preview: Film, Newspaper projects

Assessment:

- Monitor student participation in class discussion
- Monitor group work

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Lesson #14 / 15
Film and Project

English 11
76 minutes

Objective:

- SWBAT understand there is no singular “true” reading of a text—only interpretations—by watching the film adaptation of *LOTF*
- SWBAT strengthen interpersonal skills while working on their Newspaper projects with their group members

Materials:

- Video: *Lord of the Flies* (1990): 90 minutes
- Paper
- Pencil crayons
- Felts

Anticipatory Set (5 minutes):

- Introduce video: cast, etc.

Presentation (69 minutes):

- Begin film (49 minutes)
- Groups work on Newspaper projects (20 minutes)

Closure (2 minutes):

- HW: Newspaper project due lesson #15
- Preview: finish video, trivia game

Assessment:

- Monitor student participation in class discussions
- Monitor group work

Lesson #15 / 15
Film and Trivia Game

English 11
76 minutes

Objectives:

- SWBAT understand there is no singular “true” reading of a text—only interpretations—by watching the film adaptation of *LOTF*
- SWBAT review the whole novel by playing the trivia game

Materials:

- Video: *Lord of the Flies* (1990): 90 minutes
- Trivia questions: See Appendix
- Candy

Anticipatory Set (5 minutes):

- Hand in Newspaper projects
- Response to film so far

Presentation (65 minutes):

- Newspaper project evaluation criteria on board
- Finish film (*41 minutes*)
- Form 2 groups
- Trivia Game (*24 minutes*)
 - Group 1 picks question and gets 30 seconds to discuss and answer it.
 - If Group 1 does not answer or answers incorrectly, and then Group 2 gets a chance to steal. Then it’s Group 2’s turn

Closure (6 minutes):

- Complete and hand in self-evaluation and group-member-evaluations (*5 minutes*)
- Thanks and good-byes

Assessment:

- Monitor student participation in class discussions
- Newspaper projects
- Self-evaluations
- Group-member-evaluations

Appendices

Deindividuation

- Definition: the loosening of normal constraints on behavior when people are in a group, leading to an increase in impulsive and deviant acts
- “Disguises tend to make those wearing them capable of far more terrible acts of violence than would normally occur” (Simmie, 1999)
- “Exactly what is it about deindividuation that leads to impulsive (and often violent) acts? Research by Steven Prentice-Dunn and Ronald Rogers (1989), and Ed Diener (1980), points to two factors. First, the presence of others (or the wearing of uniforms and disguises) makes people feel less accountable for their actions, because it reduces the likelihood that any individual will be singled out and blamed (Zimbardo, 1970). Second, the presence of others lowers self-awareness, thereby shifting people’s attention away from their moral standards.”
- Historic examples:
 - America: white lynching African-Americans
 - My Lai incident in Vietnam War: American soldiers systematically murdered hundreds of defenseless women, children, and elderly men

**Information taken from:

Aronson, Elliot et al. *Social Psychology* (Canadian Ed.). Toronto: Prentice Hall, 2001. 332-335.

Chapters 3 and 4: The Beginnings of Disorder

INCIDENT	SYMBOLIC SIGNIFICANCE
Chapter 3 Collapsing Huts	
Chapter 3 Littluns' Nightmares	
Chapter 4 Roger and Maurice Smash the Littluns' Sandcastles	
Chapter 4 Roger Throws Rocks at Henry	
Chapter 4 Jack Paints His Face	
Chapter 4 Let the Fire Out	
Chapter 4 Jack breaks Piggy's Glasses	

I Get High on Butterflies

**I get high on butterflies;
the way they loom in the air
and land on air-dromes
of petals**

**and with nervous wings
shake off their colours
of orange, green and blue....**

**I get high on butterflies'
their very names;
Tiger swallow tail
Zebra
Pygmy blue
Arctic skipper
Spring azure
Common wood nymph.**

**Caught in the net of my mind
they whirl around
and around....**

~Joe Rosenblatt

Plotting Conflict in *Lord of the Flies*

Chapter	Conflict and Who's Involved	Type of Conflict Resolution
Chapter 1		
Chapter 2		
Chapter 3		
Chapter 4		
Chapter 5		
Chapter 6		
Chapter 7		
Chapter 8		
Chapter 9		
Chapter 10		
Chapter 11		
Chapter 12		

Assessment

Assessment Breakdown

1. **Participation**.....10
 - Attendance /2
 - 2: Consistent with 0 unexplained absences and 0-1 lates
 - 1: Fairly Consistent with 1 unexplained absence and 1-2 lates
 - 0: Inconsistent with 1+ unexplained absences and 2+ lates
 - Class Discussions /3
 - 3: Frequent insightful and relevant comments
 - 2: Occasional insightful and relevant comments
 - 1: Few insightful and relevant comments
 - 0: Does not participate or makes distracting comments
 - Group Discussions /3
 - 3: Frequent insightful and relevant comments
 - 2: Occasional insightful and relevant comments
 - 1: Few insightful and relevant comments
 - 0: Does not participate or makes distracting comments
 - Homework Completion /2
 - 2: Consistently completes readings, assignments, etc.
 - 1: Fairly consistent with 1-2 lates
 - 0: Does not complete homework
2. **Quizzes** (4 quizzes at 15 marks each).....60
 - 4 Recall questions /4
 - 3 Sentence questions /6
 - 1 Short paragraph /5
 - 5: Very insightful and creative; well-organized; 0-few grammatical errors
 - 4: Insightful and creative; fairly well-organized; few grammatical errors that do not detract from the text
 - 3: Proficient response; needs to strengthen organization; few grammatical errors that begin to detract slightly from the text
 - 2: Unsatisfactory response; lacks organization; few grammatical errors that detract from the text
 - 1: Unacceptable response; lacks organization, many grammatical errors that detract greatly from the text
 - 0: Does not address question
3. **Characterization Presentation**.....20
 - Content /10
 - 8-10: Aesthetically pleasing poster; very insightful information that is well-supported by the text
 - 5-7: Functional poster; good information that may be supported by the text
 - 3-4: Messy poster; little information that may or may not be supported by the text
 - 0-2: Incomplete poster; irrelevant information that is not supported by text
 - Presentation Skills /10

- 8-10: Everyone participated; appropriate pace; appropriate volume; confident; good response to questions
 - 5-7: Most participated; pace was a little too slow/fast; volume was a little too low/high; overtly nervous; satisfactory response to questions
 - 3-4: 1-2 participated; pace was inappropriate; volume was inappropriate; overtly nervous; no response to questions
 - 0-2: Did not present or only 1 person did all the talking
4. **Essay**.....40
- Content /20
 - 16-20: Very insightful and creative content; well-supported by the text; no “padding”
 - 10-15: Good content; sometimes supported by the text; a little bit of “padding”
 - 5-9: Poor content; not supported by text; most of it is “padding”, regurgitation, or a plot summary
 - 0-4: Incomplete or no content; plot summary
 - Form /20
 - 16-20: Few minor grammatical mistakes; well-organized; few spelling mistakes; able to work quotes smoothly into the text
 - 10-15: Occasional grammatical mistakes; needs to strengthen organization; spelling mistakes; unable to work quotes smoothly into text, if at all
 - 5-9: Lots of major grammatical mistakes; lack of organization; does not quote
 - 0-4: Incomplete; lots of grammatical mistakes; lack of organization; does not quote
5. **Newspaper Project**.....50
- Group Skills /10
 - 8-10: Works cooperatively; tolerant of others’ views; active contributor to group
 - 5-7: Dominates/Indifferent group; intolerant of/indifferent to other’s views; active/non-active contributor to group
 - 0-4: Absent; does not contribute; does fulfill responsibilities
 - Aesthetic Appeal /15
 - 10-15: Creative; good use of colour; effective format; relevant graphics
 - 5-9: Unoriginal; needs to improve colour; format is ineffective; few relevant graphics, if at all
 - 0-5: Incomplete; lack of colour; lack of format; no relevant graphics, if at all
 - Creative Content and Textual Consistency /25
 - 20-25: Very creative; well-supported by text; consistent with text; holds attention
 - 15-19: Fairly creative; sometimes supported by text; slightly inconsistent with text; sometimes holds attention
 - 10-15: Unoriginal; sometimes unsupported by text; sometimes inconsistent with text; does not hold attention
 - 5-9: Unoriginal; unsupported by text; inconsistent with text; does not hold attention

- 0-4: Incomplete or does not fulfill requirements or project

Summary of Marks

1. Participation.....	10
a. Attendance /2	
b. Class Discussions /3	
c. Group Discussions /3	
d. Homework Completion /2	
2. Quizzes (4 quizzes at 15 marks each).....	60
3. Characterization Presentation.....	20
a. Content /10	
b. Presentation Skills /10	
4. Essay.....	40
a. Content /20	
b. Form /20	
5. Newspaper Project.....	50
a. Group Skills /10	
b. Aesthetic Appeal /15	
c. Creative Content and Textual Consistency /25	

Total: 180 Marks

Essay Topics

Please choose one of the following topics and write an essay of 600 to 800 words. Be sure to support your argument with textual evidence (e.g. direct quotations, paraphrasing, description of an incident, etc.). **AVOID PLOT SUMMARIES.**

1. Compare two characters of the novel.
 - You may consider things such as:
 - Symbolic significance
 - Motivation
 - Progression of character
2. Discuss Golding's use of symbolism in the novel.
 - You may consider things such as:
 - Purpose?
 - Effect?
3. How does the novel support and Golding's belief that man is born evil and destined to remain evil?

Newspaper Project 60 marks

In Groups of threes, you must create a newspaper that must at least include the following:

1. Scripted epilogue - write a complete ending to the novel that answers the following:
 - a. Where are the boys taken?
 - b. What do the boys tell the Marines?
 - c. How does Jack handle this situation? Ralph?
 - d. What kind of reception do the boys come home to?
 - e. Explain what becomes of Jack and Ralph.

Be sure to keep **consistency of characters**

2. - Create a **newspaper layout**
 - a. Write the front page article giving an **overview** of what occurred the island.
 - b. Use **quotes** from the novel and the scripted epilogue.
 - c. Include a **map of the island**.
 - d. Add additional graphics to enhance the layout.

You will be expected to complete a self-evaluation and a evaluation of your group members when you hand in your project.

**Adapted from www.teachtheteachers.org/projects/TSomers/index.htm

Alternative Partial Rubric for Newspaper Project

Scripted Epilogue

- Exemplary
 - Epilogue has a definite plot with a clearly defined beginning, middle, and end.
 - Characters are fully integrated from the story. The plot holds the attention of the audience throughout the epilogue.
- Accomplished 3
 - Epilogue has an identifiable plot with a recognizable beginning, middle, and end.
 - Characters are somewhat integrated into the story. The plot holds the attention of the audience most of the time.
- Proficient 2
 - The epilogue was attempted but the beginning, middle, and end were not consistent with the novel and readily recognizable.
 - Characters are integrated very little into the story. The plot holds the attention of the audience some of the time.
- Poor 1
 - The plot of the epilogue is not easily identified and does not hold the attention of the audience.
 - Integration of characters into the story is not present.

Summarizing Article

- Exemplary 4
 - Demonstrates clear chronology of events and makes specific references to both the scripted epilogue and the novel with comprehensive analysis.
 - Student creates an effective newspaper layout along with relevant graphics for presentation.
- Accomplished 3
 - Demonstrates an identifiable reference of events and characters from the novel and scripted epilogue with analysis.
 - Students creates a good newspaper layout including some graphics for presentation.
- Proficient 2
 - Description of characters and events are identifiable.
 - Newspaper layout creates a functional newspaper layout and may include graphics.
- Poor 1
 - Description of characters and events are lacking consistency with both the scripted epilogue and/or the novel.
 - Newspaper layout is unorganized and graphics may be irrelevant.

**Adapted from www.teachtheteachers.org/projects/TSomers

Quiz #1

Part 1 A Kind of Paradise: Attempts at Order

Chapters 1-3

15 Marks

Name:

Block:

Fill-in the Blanks (1 mark each):

1. The island was roughly boat - shaped.
2. What nationality are the boys? *English or British*
3. Who saw the beast/beastie/snake-like thing? *The boy with the birthmark*
4. Why is fire so important to Ralph? *To signal ships or planes in order to be rescued*

One Sentence Answers (2 marks each):

5. How is Piggy different from the rest of the boys?
 - 2 of: *Asthmatic, different accent (indicating lower SES), overweight, thick glasses, and very intellectual*
6. What two things does Ralph emphasize in the meeting where the snake-beastie is first brought up?
 - *There isn't a beast; There must be fire in order to be rescued.*
7. Describe Simon's forest cell.
 - 2 of: *Butterflies, flat rock, mat of creepers, sunny, isolated in the jungle, curtain of leaves, etc.*

Short Paragraph of 4-5 Sentences (5 marks):

8. Why do you think, despite Jack's natural confidence and aura of authority, Ralph is elected chief?
 - *Answers may possibly include:*
 - *Has the conch*
 - *Assembled the meeting*
 - *Physically attractive*
 - *Likable / Socially adept (vs. Piggy)*
 - *Is of the "right" SES (vs. Piggy)*

**Some questions borrowed and/or adapted from:

<http://home.cogeco.ca/~rayser3/litera1.htm#fliesquest>

<http://www.lesstutor.com/ci4.html>

Quiz #2

Part II The Beginning of the Breakup: The Beast

Chapters 4-7

15 Marks

Name:

Block:

Fill-in-the-Blanks (1 mark each):

1. How was Jack "liberated from the shame of self-consciousness?" *Painting on a mask*
2. Who scared the littluns by walking around in the jungle at night? *Simon*
3. What was the "sign that came down from the world of the grown-ups?" *Parachuting pilot*
4. Who got hurt playing the role of the pig? *Robert*

One Sentence Answers (2 marks each):

5. Why were the littluns suffering from stomachaches and chronic diarrhea?
 - *Ate most of the day*
 - *Ate fruit that was no particular ripeness or quality*
6. What does Simon predict about Ralph?
 - *He would return home*
7. What is the chant of the hunters?
 - *"Kill the pig. Cut her throat. Spill her Blood / Bash her in."*

Short Paragraph of 4-5 Sentences (5 marks):

8. Discuss this Passage:

"I know there isn't no beast—not with claws and all that, I mean—but I know there isn't no fear either."
Piggy paused.
"Unless—"
Ralph moved restlessly.
"Unless what?"
"Unless we get frightened of people."

Answers may potentially touch on:

- *The inherent evil of humans*
- *Fear*
- *Face painting*

**Some questions borrowed and/or adapted from:

<http://home.cogeco.ca/~rayser3/litera1.htm#fliesquest>

<http://www.lessontutor.com/ci4.html>

Quiz #3

Part III Darkness: The Lord of the Flies

Chapters 8-9

15 Marks

Name:

Block:

Fill-in-the-Blanks (1 mark each):

1. Who first called the meeting? *Jack*
2. During the assembly, how many voted that Ralph should no longer be chief?
None
3. Who sat, like an idol, painted and garlanded, in the centre of the lawn?"
Jack
4. What/Who is the Lord of the Flies? *Sow's head on a stake.*

One Sentence Answers (2 marks each):

5. What happened to Simon's dead body?
 - *2 of:*
 - *Washed out to sea*
 - *Surrounded by "strange, moonbeam-bodied creatures"*
 - *Covered in silvery light*
6. Why do they kill Simon? Justify your answer
 - *May include 1 of the following points*
 - *Mistake him for the beast*
 - *Lost in the frenzy and accidentally kills him*
7. How does Jack react to losing the vote against Ralph?
 - *2 of:*
 - *Runs away from the group*
 - *Cries*
 - *Refuses to follow Ralph any longer*

Short Paragraph of 4-5 Sentences (5 marks):

8. What does Simon learn from the Lord of the Flies? Do you agree—why or why not?

Answers must include the theme that evil cannot be escaped or hunted down, for it is in every human being

**Some questions borrowed and/or adapted from:

<http://home.cogeco.ca/~rayser3/litera1.htm#fliesquest>

<http://www.lesstutor.com/ci4.html>

Quiz #4
Part IV Chaos and Aftermath
Chapters 10-12
15 Marks

Name:
Block:

Fill-in-the-Blanks (1 mark each):

1. Who was Ralph attacking in the dark? *Eric*
2. Before they attacked, what did Ralph “desperately pray?” *That the beast would prefer littluns*
3. What does Roger do in preparation for the hunting of Ralph? *Sharpens a stick at both ends*
4. Who comes to end the war? *Officer*

One Sentence Answers (2 marks each):

5. Who kills Piggy? How does he do it?
 - *Roger killed Piggy by rolling a boulder down the mountain.*
6. What happens to Piggy’s body?
 - *2 of:*
 - *Falls 40 feet off the cliff*
 - *Lands on the square, red rock in the sea*
 - *Skull cracks*
 - *Washed into the sea*
7. How do the hunters scour the island for Ralph?
 - *Form an unbroken line and move up and down the island*

Short Paragraph of 4-5 Sentences (5 marks):

8. Why do you think Samneric betrays Ralph’s hiding place to Jack?

Answers may include:

- *They were threatened*
- *They serve whomever is in power*

**Some questions borrowed and/or adapted from:

<http://home.cogeco.ca/~rayser3/litera1.htm#fliesquest>

<http://www.lesstutor.com/ci4.html>

Annotated List of Resources

Aronson, Elliot et al. *Social Psychology* (Canadian Ed.). Toronto: Prentice Hall, 2001. 332-335.

- *A great resource on deindividuation. Also provides historical examples of this phenomenon.*

Coles Notes. *William Golding: Lord of the Flies*. Toronto: Coles Publishing Company, 2003.

- *A priceless resource for those who have not read the novel or needs a quick refreshing of the memory. It provides the information on the background, structure, characterization, meaning, and style. It also has a chapter-by-chapter plot summary and analysis as well as a discussion on Golding's technique.*

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

- *An amazingly comprehensive listing of relevant sites that have anything relating to Golding, the novel, lesson plans, student projects, games, study guides, etc.*

<http://www.monmouth.com/~literature/LOTF/>

- *An amazing site that provides links to anything that is related to the novel, such as the Survival Quiz, vocabulary lists, cartoons, etc.*

<http://www.gerenser.com/lotf/index.html>

- *An extensive site that provides general information, analysis, and discussion on the novel. The jewel? A 3-D, computer-generated depiction of the island.*

http://www.edu.uleth.ca/arnia/pdf/Original_Lesson_Plan.pdf

- *Offers creative activities to accompany each chapter. Also provides detailed discussion questions.*

<http://home.cogeco.ca/~rayser3/>

- *Provides a couple of interesting lessons on the novel. Best place to find easy chapter summary questions.*

<http://www.teachtheteachers.org/projects/TSomers/>

- *A great site that has great project ideas (e.g. Newspaper project) and comprehensive rubrics.*

<http://www.webenglishteacher.com/golding.html>

- *A good site that has listings of relevant links.*

<http://freeology.com/lessons/>

- *Provides all types of free resources like graphic organizers, games, etc. for all types of subjects including LOTF*

<http://www.heilmile.english/sek2/lotf/coralisland.html>

- *Provides a summary of R.M. Ballantyne's Coral Island*

Charbonneau, Jennifer. *Lord of the Flies, by William Golding: A Unit Plan for English 11*. Vancouver: UBC, 2001.

LUI LAN 11-12 N. 25 UNIT UBC Education Library

- *An awesome unit plan that is well-organized, easily to follow, and very comprehensive.*

Videos:

Lord of the Flies (1990)

The Beach (2000)

Castaway (2000)

Pearl Harbor (2001)

Saving Private Ryan (1998)

Audio

“Sympathy for the Devil” ~ Rolling Stones

- Original release year: 1968
- Remix: September 16, 2003

Possible Adaptation Ideas

ESL and/or Learning Disabled Students

- More time to complete quizzes and assignments
- Instead of quizzes, we talk about the chapters
- Instead of doing the “Plotting Conflict” handout, do a vocabulary list
- Shorten the length of the essay
- Provide simpler essay topics

Advanced or Gifted Students

- Provide more complex essay topics (e.g. theology in the novel)
- Independent novel study R.M. Ballantyne’s *The Coral Island*
- Create a model of the island

Resources