



**Unit Plan for English 11**

**Christie Russell**

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### **Rationale:**

Even though the novel was published over thirty years ago, the themes will engage today's students. There are themes that cover the power of peer relations, the loss of innocence, the loss of identity, power struggles, the threat of war, issues of democracy and tyranny and fear of the unknown. The novel tension in the novel builds on an increasing scale which engages the reader immediately, and the interest is maintained throughout the story. Students can be encouraged to constantly predict what will happen next. Students can learn a lot about themselves and the world around them through studying Golding's The Lord of the Flies.

### **IRP's Covered in this Unit:**

- \_ Demonstrate an understanding of the main themes, ideas, and events of a complex novel
- \_ Organize details an information that they have read, heard, or viewed
- \_ Making connections between ideas and information presented in literary and mass media works and their own experiences
- \_ Support their opinions or respond to questions and tasks about they work they have read
- \_ Make connections among the themes and ideas expressed in a novel
- \_ Demonstrate confidence in their own abilities to communicate effectively in a variety of formal and informal contexts
- \_ Communicate to clarify their ideas, understanding and opinions
- \_ Make connections between the ideas and information presented in literary and mass media works and their own experiences

### **Resources:**

Coles Notes on Lord of the Flies

Lord of the Flies Film Version

Lord of the Flies Simpson's Episode

Butler, Samantha, Husarski, Holly and Shea. Critical Challenges in English for Secondary Students. Richmond, B.C.: The Critical Thinking Cooperative, 1998.

Levine, Gloria. The Lord of the Flies: Teacher's Guide. Texas: Novel Units, 2000.

### **Possible Adaptations:**

- \_ For students who may be having difficulty with the text you might hand out lists of vocabulary and definitions before they read each chapter.
- \_ For students who need to be further challenged you might suggest the reading of Coral Island, upon which Lord of the Flies was based.

## 13 Lesson Plans (77 mins each)

### **Lesson One: Survivor** (77mins)

#### Objectives:

- \_ Students will be introduced to the theme of survival in LOFT
- \_ Students will be able to work in groups and reflect on the dynamics of their group

Resources/Materials: Survivor Theme Song, “Would You Survive?”: A Quiz (see appendix), scrap materials (popsicle sticks, twigs, straws, tape, string, leaves), 30 sets of sheets labeled “A”, “B” and “C”, “Getting to know my students questionnaire” (teacher should make up this according to what they would find useful to know about their students).

First class intro: (20mins) This is my first class with these students. I will introduce myself to the students and play a ‘Get to know your teacher exercise.’ I will present five questions with three multiple choice answers (A, B, or C). Students will guess at the correct answer and hold up the appropriate sheet depending on which answer they believe to be correct. The point of this exercise, is not to be egotistical, but rather to demonstrate that you are approachable and a “real” human being. Illustrate to the students that you are interested in getting to know them too. Hand out “Getting to know my students questionnaire,” students will hand them in next class. Go over classroom expectations and rules.

#### Introduction: (20 mins)

- \_ Write agenda on board (Getting to know Mrs.Russell, Would you Survive?, May the best shelter win!)
- \_ Play theme song to survivor during intro to class. Ask students what comes to mind when they hear this theme song?
- \_ Have students take the “Would You Survive?” Quiz. Go over answers to the Quiz. Who would survive? Poll the students.

#### Activities: (30 mins)

- \_ In groups of four, have students build a shelter out of scrap materials. Shelter must have the following properties: be able to stand on it’s own (cannot be taped to the floor), be as tall as possible, appear to be wind proof, and appear to be water proof. (Students will have 15 mins to complete.)
- \_ Group will choose on spokes person to bring shelter to the front and describe.(10 mins)
- \_ Group discussion: How was consensus reached as to how to build shelter? Was there a group consensus? Were the decisions made by one person? Was there a leader? How were students convinced that disagreed?(5mins)

#### Closure: (7 mins)

- \_ Introduce Novel LOFT’s, students will begin next class. Remind students to fill in questionnaire for next class for completion marks.

#### Assessment/evaluation:

- \_ Monitor students participation in group work and class discussion.

## **Lesson Two: Getting to Know the Characters** (77 mins)

### Objectives:

- \_ Students will understand the outline for the unit and what is expected of them
- \_ Students will be engaged in making predictions in their journals.
- \_ Students will differentiate between the characters in the book

Resources/Materials: 30 doughts for journals, 30 copies of LOFT's, character charts(see appendix)

Introduction: Total 20 mins(10 mins business, 15 mins for journaling)

- \_ Write agenda on board (Hand in Questionnaire, Syllabus, Text Book Business, Journal Entry, Ch. 1, character charts)
- \_ Have students hand in Questionnaire.
- \_ Go over syllabus for the unit. See if there are further questions.
- \_ Sign out LOFT's texts
- \_ Explain the purpose of journaling. Encourage imagination and free students from the worries of formal writing. A journal is meant to be a place to write their thoughts, comments, and questions openly. Have students reflect on the cover of the book and write in their journal their initial responses to the cover and the title. What could this book be about? How does this title make you feel? What do the images on the front suggest about the books contents? How could the theme of survival relate to this title? If any students have read this book already, have them reflect on the title based on having read the book. Ask students if anyone would like to share?

Activities: 50mins(30 mins reading, 20 mins character chart)

\_ Hand out character charts. Go over character chart and directions. Explain that once we understand a character, their actions and their motivations, the story will become more clear. Students will complete character charts as the chapter is read to them. Read aloud the first chapter of the book (Reading the first chapter of a book with enthusiasm is a great way to get students hooked). Stop after first page, what images-sight, sound, smell- come to mind? What questions come to mind? What are these boys doing on this island?

\_ Discussion after chapter: Why are all of Golding's characters boys? Why do we learn very little about the boys' lives off the island? The boys represent the theme of existence of the evil in man.

Character charts are completed by reflecting back on the text if necessary.

Closure: (7 mins)

Predictions: Jack says "next time" he will kill a pig. Will there be a next time? What are the boys' chances of being rescued? Read chapter 2 for homework. Students will hand in journals and character charts.

Assessment/evaluation:

\_ Monitor students participation in group work and class discussion. Reading journal responses and character charts.

### **Lesson Three: The Island**

#### Objectives:

- \_ Students will be able to create a visual of the setting in LOFT's
- \_ SWBAT explore Golding's use of setting and the appropriateness of mood and location in LOFT's.

Resources/Materials: Paper, felts, scissors.

#### Introduction: (15 mins)

- \_ Write agenda on board (Journal, Creating the Island)
- \_ Journal response: (10 mins) Write about one of the characters and how they are like you, or draw a picture of a character from the novel.

Activities: 60 mins( 40 mins for setting, 20 mins to read quietly)

- \_ Read over the description of the island (pg 31). A
- \_ Students will be put into groups of four using a deck of cards. In groups, students will create a map of the island. Students will label the beach, the granite platform, the island rock, the lagoon, the coral reef, the scar, the forest, the mountains and the pig run. One spokes person from each group will describe their map. The maps will be displayed in the room.
- \_ Mini-lecture on setting in LOFT's. Golding presents a series of contrasting settings in LOFT's. Describe the hope and lack there of, which is represented symbolically through the natural environments. For example, there is the safe, warm and dreamy lagoon versus the cool and unprotected open sea on the other side of the island. (Great notes on this can be found in Coles Notes on Lord of the Flies pg45)
- \_ Remaining time to read Ch 3 and 4 quietly.

#### Closure: (2 mins)

- \_ Hand in journal response. Read Chapter 3 and 4 for homework. While you read, think about if you would be a leader or a follower if you were stranded on this island.

#### Assessment/evaluation:

- \_ Monitor students participation in group work and class discussion. Reading journal responses.

## **Lesson Four: Symbolism**

### Objectives:

- \_ Students will be able to cite specific examples of symbolism in LOFT's.

Resources/Materials: Construction paper, 30 coat hangers, glue, tape, string, magazines and felts. Symbolism worksheet and overhead mobile example (see appendix).

### Introduction: 15 mins

- \_ Write agenda on board (Journal, Symbols, Symbol Mobile)
- \_ Remind students of upcoming mid-point test (lesson ) Explain format.
- \_ Journal entry: Reflect on setting. Simon Finds a refuge, a place where he feels secure. Read the description on pg 52. Then have students write about a place where they like to go to be alone. Describe what they see, hear, feel, and smell when they are there.

### Activities: (60 mins)

- \_ Mini-lecture on symbolism. Symbolism is based upon an image. An image is something concrete; it can be seen, heard, tasted, felt or smelt. The image is made to stand for something that is not concrete; an idea, or perhaps an ideal (Heart for love, light bulb for an idea). Symbols can be divided into two categories: public and private symbols. A public symbol is one which anyone can understand without explanation, since it uses images that are familiar to everyone. A private symbol is one which must be explained, since its meaning is randomly assigned by the author.
- \_ Go through symbols from LOFT's. Discuss the importance of the conch, piggy's glasses, the island, the beast, the snake, "the scar," and the pig's head on a stick. Discuss which are public versus private symbols and what Golding intended for them to represent. What does the title of the novel symbolise?
- \_ Go through instructions for symbol mobile due next class. Students will have the remainder of class to fill out symbol worksheet. Once filled out, the symbols and the explanations of what they represent, will be cut out and used to create a mobile. Students will use supplies brought to class and any they have at home to create this project. Students will be expected to demonstrate an understanding of these symbols in a creative way. Students may cut out shapes from construction paper to represent symbols and glue their symbol explanations on them. Students may draw the symbols or use computer images to represent symbols on construction paper instead.

Closure: Read chapter 5 and 6 for homework. Hand in journal. Reminder that mobile is due next class. Will Piggy be able to get by with one lens of his glass missing? Will Ralph continue as chief?

Assessment/evaluation: Mobile will be handed in next class and marked out of 20.

## **Lesson Five: The Fear Beneath**

### Objectives:

- \_ Students will analyze the theme of fear in LOFT's.
- \_ Students will apply the fear tactics of the media to their own article on the fear taking place on the island in LOFT's.

Resources/Materials: Newspaper clipping exploiting fear. (locness monster etc.)

### Introduction: (15 mins)

- \_ Write agenda on board(Journal, FEAR, News report)
- \_ Hand in mobile (put up in room)
- \_ Journal: Draw or describe a symbol that would describe you.

Activities: 60 mins (20 mins pairs, 15 min lecture, 25 start working on news report)

\_ In pairs students will come up with one word to describe each character's goals. Students will come up and write these goals(central motivation) on the board. We will discuss them as a group once they are all up on the board. Ralph=to be rescued, Jack=to hunt, Piggy=to be rescued, Simon=to know the truth, Roger=to hurt, Samneric=to help.

\_ Mini-lecture: So we have established what these characters goals and motivations might be. What is it that drives these characters to want to be rescued? In chapter five, we see this unspoken fear being to arise. Fear is one of the central themes of this novel. The littl'uns are terrified by visions of beasts and their fear is spreading. As the darkness falls, more and more of the boys grow fearful. They begin to tell stories of the monsters they have heard of. (Read stories of giant squid, beasts and ghost roaming the island) Fear grows and Ralph is powerless to calm everyone. (Further notes available on the themes of LOFT's in Cole's notes)

\_ Write a news report based on the situation these boys are in on the island. Show some examples of newspaper reports exploiting fear on the overhead projector. Students will give the who, what, where, when, and how's based on the fear of people. The media often plays on the fears of people, write a news report the exaggerates the fear these young boys face so that your story might make front page and sell a zillion copies! Draw pictures to accompany if you like. Story should be 2 pages double spaced. Students must incorporate specific accounts of fear that have been describe in LOFT's. Events of the news article must be based on the plot of LOFT's.

\_ Closure: (2 mins)Read Chapter 7 for homework. Collect journal. Prediction: What will happen if the boys find the parachutist's body? News report due next class.

Assessment/evaluation: Group participation, journal and news article.

## **Lesson Six: What was Golding thinking? What is Golding trying to say about society?**

### Objectives:

- \_ SWBAT identify what is expected of them on their mid-point exam
- \_ SWBAT acknowledge Golding's purpose of writing LOFT's
- \_ SWBAT acknowledge that readers are free to interpret literature in ways that are meaningful to them. A reader's interpretation may not be exactly that of the author's intent.

### Resources/Materials: Quotes from Golding (see appendix)

### Introduction: (15 mins)

- \_ Write agenda on board (journal, review, quotes)
- \_ Journal: If you were stranded with the boys on the island would you be a leader like Ralph? Why or why not?

### Activities: 60 mins (15 mins review, 10 mins mini-lec, 15 mins quotes and discussion, study 20)

- \_ Review for exam: Character, setting, symbolism, theme. Go over format of exam.
- \_ Mini-lecture on LOFT's compared to our world. The adventures on this island are meant to form a comparison to our world. Just like earth, at first glance, the island seems to be a paradise. It is once you zoom in that you see the paradise is riddled with evil. The idea of the tropical island paradise is deconstructed by the tropical storms that uproot trees. The coconuts are described as skull like. Ralph represents the civilized world, while Jack is of the hunter's world. Both characters represent opposing forces in this world. Ralph struggles to maintain order, while Jack struggles to wrestle power away from him. This dispute reflects that of the battle between democratic society and dictatorship. By the end, the boys destroy their world. Our world is very delicate. What is Golding trying to say about where we are headed? Is Golding's book a grim warning?
- \_ Go over quotes from Golding on the overhead. Explaining that readers are free to interpret literature in ways that are meaningful to them.
- \_ Is there a sense of hope left? Is there hope in Ralph's new knowledge of the world? And perhaps the readers new knowledge of the world?
- \_ Remainder of time to read and study.

Closure: Read Ch 8 for Homework. Study for mid-point exam next class. Predictions: Will the older boys realize the "beastie" is really only a man's body?

Assessment/evaluation: Class participation and journal response. Further assessment to follow on exam next class.\_



## **Lesson Seven: Mid Point Quiz**

### Objectives:

- \_ SWBAT test their understanding of the novel
- \_ SWBAT to see that LOFT's is relevant and reflected in popular culture

Resources/Materials: Simpson's version of LOFT's, 30 copies of Quiz

### Introduction: 5 mins

- \_ Write agenda on board (Questions, Quiz, Simpson's)
- \_ Ask if anyone has any questions before the quiz

Activities: 1 hour and 5 mins (quiz \_ hour, Simpson's 35 mins)

- \_ Quiz
- \_ Watch Simpson's Episode of LOFT's
- \_ Discuss what students think about the Simpson's version. What did the creators of the Simpson's do that worked? What didn't work? Why?

Closure: 2 mins Read Ch 9 and 10 for homework. Prediction: What might the title of the next chapter "A view to death" mean?

### Assessment/evaluation:

Marking exam.

## **Lesson Eight: Jack vs. Ralph**

*Adapted from Jennifer Charbonneau*

### Objectives:

- \_ SWBAT reflect on the two different styles of leadership
- \_ SWBAT think critically about which they would prefer and which is better for society

Resources/Materials: 7 overhead sheets “Jack’s and Ralph’s leadership” with overhead pens

### Introduction: (20 mins)

- \_ Write agenda on board (journal, final projects, final quiz, May the best man win)
- \_ Explain final assignment (criteria and choices)
- \_ Explain final quiz (ease their minds, if they read the novel and have come to class they will do fine)

Journal: If you could create your own society, what are some of the rules you would enforce?

### Activities: (55 mins)

- \_ In pairs discuss what makes a strong leader. Come up with the top three and write them on the board. Discuss with class and come up with a list of the top five for the class.
- \_ Ask the students to come up with leaders that remind them of both Jack and Ralph. Ralph/democracy and Jack/tyranny
- \_ In groups of four fill in the “Jack and Ralph’s leadership” worksheet. Conclude on who you as a group would rather have as a leader. Use the top five list we came up with along the left side of the chart.
- \_ Students will share their results on the overhead
- \_ Discuss what the advantages of being led by either one.

Closure: (2 mins) For homework read Ch 11 and 12 for homework. Prediction: How might the boys make fires without Piggy’s glasses?

### Assessment/evaluation:

Group participation and charts. Collect journals and charts.

## **Lesson Nine: Poor Piggy**

*Adapted from Critical Challenges in English for Secondary Students (Butler, Husarki, and Shea)*

### **Objectives:**

- \_ SWBAT use evidence from the text to support whether or not Piggy's death is 1st degree murder, 2nd degree murder or manslaughter
- \_ SWBAT apply Canadian criminal code to the incidents that occurred in the novel
- \_ SWBAT think critically about the death of Piggy and the punishment that should follow

**Resources/Materials:** 30 "Evidence for Homicide" worksheets, 30 "Conditions for Homicide" sheets (see appendix)

### **Introduction:** 15 mins

- \_ Write agenda on board (Journal, Any Questions about final assignment?, Murder?)
- \_ Journal: Write a letter from Ralph to Piggy's parents explaining what happened to Piggy
- \_ See if there are any questions regarding the final assignment

### **Activities:** (1 hour)

- \_ As a class, go over the definitions of 1st and 2nd degree murder and homicide. (Information found on "Conditions for Homicide" sheet.
- \_ In pairs, have students fill out the "Evidence for Homicide" worksheet
- \_ Ask students if Jack, Ralph or Roger should be charged with homicide under the Criminal Code for the death of Piggy? Students will turn back to their partner and come to a conclusion.
- \_ Divide the class into two. One side "yes" they should be charged, the other side "no." Students will defend their perspective according to the evidence they found from the text.

**Closure:** (2 mins) Review and study for exam. Hand in worksheets and journal.

### **Assessment/evaluation:**

Participation during group work and debate. Journal and worksheet to be handed in.

## **Lesson Ten: Exam Review**

*Trivia Questions and theme worksheet are from Jennifer Charbonneau's unit plan (She does not cite where she photocopied them from)*

### **Objective:**

- \_ Students will be able to review and test their knowledge

**Resources/Materials:** Copy of Trivia Game, Review of themes from the novel worksheet

### **Introduction: (10mins)**

- \_ Write agenda on board (Journal, Jigsaw, Trivia Game)
- \_ Journal: Reflect on unit. Did you like LOFT's? What activity did you like the best? The least? Do you think all grade 11's should read LOFT's?

**Activities:** 1 hour and 5mins (35 for Jigsaw, 30 for trivia game)

- \_ Students will do a Jigsaw on the themes of the book. The class will be split into five groups and find evidence from the book to support the themes they are given. Why would Golding incorporate these themes? Why is this theme significant?
- \_ Once students become experts they will join up with a new group in this group there will be one expert from each theme. Each person will share their expertise on their specific theme.
- \_ Trivia Game

**Closure:** Any final questions before exam?

### **Assessment/evaluation:**

- \_ To follow on exam

## **Lesson 11: Exam**

### Objectives:

- \_ SWBAT recall details of what they have read
- \_ SWBAT recall previous knowledge obtained through reading and activities

### Resources/Materials: Thirty copies of exam

### Introduction: (5 mins)

- \_ Explain exam and answer questions

### Activities: (1 hour and 10 mins)

- \_ Students will write exam in remainder of class
- \_ If there is time left students can work on final assignment or do LOFT's crossword puzzle

### Closure: (2 mins)

- \_ Reminder of final project due in two classes.

### Assessment/evaluation:

- \_ Marking of exam

**Lesson Twelve: Watch Lord of the Flies VHS**

Objectives:

- \_ Students will be able to compare elements of the novel with the movie.

Resources/Materials: Film Version of LOFT's

Introduction: (15 mins)

- \_ Hand back exams. Go over exam and any troubles that may have occurred. Answer questions about exam.

- \_ Write questions on the board that students will be expected to answer after the movie is over. Time will be allotted at the end of the movie to complete work sheet. Was the movie effective? Did you prefer the movie or the novel? Why?

Activities: (1 hour)

- \_ Watch LOFT's movie

Closure: (2 mins)

- \_ Remind students of final project due next class.

Assessment/evaluation:

To follow on Video Worksheet

### **Lesson Thirteen: Finish the film and wrap up**

#### Objectives:

- \_ Students will be able to compare elements of the novel with the movie.

#### Resources/Materials: Film Version of LOFT's

#### Introduction: (5 mins)

- \_ Rewrite questions on the board that students will be expected to answer after the movie is over. Time will be allotted at the end of the movie to complete work sheet. Was the movie effective? Did you prefer the movie or the novel? Why?

#### Activities: ( 1 hour and 10 mins)

- \_ Watch remainder of film
- \_ Give time to finish questions comparing video and novel

#### Closure: (2 mins)

Hand in answers to questions regarding video. Collect final projects.

#### Assessment/evaluation:

Final projects and video reflection



## Assessment

### **1. Participation: \_\_\_\_\_ /25**

\_ **Journal Writing** /10

(thoughtful reflection, completion)

\_ **Class Participation** /15

(group worksheets, video worksheet, class discussion, attendance)

### **2. Exams \_\_\_\_\_ /30**

\_ **Mid-point Quiz** /10

(multiple choice)

\_ **Final Quiz** /20

(10 multiple choice, 10 essay question)

### **3. Creative Assignments \_\_\_\_\_ /20**

\_ **Map** /5

(Follows textual description, All components included, Overall effect)

\_ **Symbol Mobile** /5

(All symbols included, explanations of symbols, creativity, visual effect)

\_ **News Report** /10

(content, organization, mechanics, ability to portray fear, creativity)

### **4. Final Project: Essay \_\_\_\_\_ /25**

\_ Content (thoughtful, original, logical, interesting) /5

\_ Organization (coherence, clear, clear transitions) /5

\_ Mechanics (spelling, punctuation, grammar, usage) /5

\_ Support (sufficient details cited to support thesis) /5

\_ Focus (clear thesis) /5

**Total Unit out of 100 marks!**



## English 11 Lord of the Flies Essay

**Due Date: Last class of the Unit**

### **Choices:**

**1. Write a essay that is a minimum of two double-spaced typed pages. The topics are as follows:**

**A.** Is there enough evidence in The Lord of the Flies to charge Jack, Roger or Ralph with a homicide offense for the death of Piggy?

**B.** Defend and/or criticize Ralph's actions a leader. What were his motivations? Did he contribute to the tragedy in any way?

**C.** Suppose the plot of Lord of the Flies involved a planeload of marooned girls, or a mixed group of girls and boys, instead of all boys. Do you think the same violent and cruel tendencies would have emerged? What would be different? Explain your answer in detail.

**This essay will be evaluated based on content, organization, mechanics, support and focus. Marked out of 25.**

**\*You will be expected to cite specific examples from the text.**

**2. Write an alternative ending to the novel or an additional chapter. (A minimum of two double-spaced typed pages)**

**This assignment will be evaluated based on content, organization, mechanics, support and focus. Marked out of 25**

**\* You will be excepted to maintain the same characters from LOFT's with the same character traits that Golding has given them.**

**Symbolism Worksheet for Mobile Assignment:** Fill in the squares with analysis of symbol and cut out with scissors. **See picture in Appendix**

<p><b><u>The Conch:</u></b></p>	<p><b><u>Piggy's Glasses:</u></b></p>
<p><b><u>The Signal Fire:</u></b></p>	<p><b><u>The Island:</u></b></p>
<p><b><u>The Beast:</u></b></p>	<p><b><u>The "Scar":</u></b></p>



NAME: \_\_\_\_\_

**Unit Exam Lord of the Flies**

**Part One: Answer the multiple choice questions by circling the answer that BEST fits. READ CAREFULLY!**

**/10 marks (.5 for each question)**

**Part Two:**

**Pick ONE of the following essay question and answer it completely using the lined paper provided. You will be graded on your clarity, strength of argument and supporting evidence.**

**A. Discuss what you think Golding is trying to say about our world based on the themes in LOFT's. Cite specific examples from the novel. You may refer to the quotes we went over in class if you wish.**

**B. Discuss ONE of the themes of the novel and they are represented in the text. Support your answer with examples of how the theme arises in the novel.**

**C. Discuss at least THREE of the symbols in LOFT's and their relevance to the overall theme of the novel.**

**/10 marks**

**TOTAL:           /20 marks**

**When you are finished you may read quietly, or do the crossword on the last page!**



NAME: \_\_\_\_\_

### MID-POINT QUIZ

**You will have \_ an hour to complete the multiple choice questions on the following page. Make sure to read carefully! Choose the BEST answer!**

**IF YOU FINISH EARLY YOU MAY READ ON IN THE CHAPTER QUIETLY!**

**Quiz      /10**

**(.5 for each question)**

Example of Mobile

Clearly you wouldn't use Canadian animals as symbols from the LOFT's. But, you get the point!

