

STAGE 1: IDENTIFY DESIRED RESULTS

What overarching understanding(s) are desired?

1. The evolution of the hero from age to age.
2. Dilemma and the choices and consequences that follow.
- 3.

What are the overarching, essential questions?

1. Does fate play a part in the evolution of the hero?
2. How are the ethics of the period reflected in the characters?
3. How do power and ambition influence the choices made?

What will students understand as a result as of this unit?

- Absolute power corrupts absolutely.
- Reality is not always what it appears to be.
- Man is paradoxically good and evil
- Fear instigates irrational behavior
- Defects in society can be traced to the defects in individuals.
- All individuals have a natural capacity for brutality.

What questions will guide this unit?

- How do the boys change from civilized, upper class boys to savages
- How does fire symbolize order and lack of order?
- How is order destroyed?
- How is order restored and justice achieved?
- What innocence is lost temporarily and what innocence is lost permanently?
- What elements of society keep the savage side of man controlled?
- How does society ignore &/or destroy the truthsayers?
- What parallels can we see about how the boys' society and our society treats its most vulnerable citizens?
- Is man basically good or evil?

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

1. Distinction between savage and civilized behavior codes
2. Irony – microcosm of island vs. the macrocosm of a nuclear world war
3. Cold War influence on literature of the 1950's and 1960's

Students will be able to:

1. trace the symbolism of the conch, fire, glasses, etc. through the course of the novel and effect each has on the plot development.
2. trace the development of characters and conflict as a means of understanding order and chaos in the novel.
3. understand the psychological effects of isolation, loss of structure, loss of innocence on individual behavior.
4. see characters as allegorical rather than realistic.

Stage 2: Determining Acceptable Evidence

What evidence will show that students understand

Performance Task(s)/Project(s):

1. Create a map of the island. Indicate the beach, mountain, scar, bathing pool, Castle Rock, and the clearing. Plot the location of key events.
2. Students debate the basic premise that man is naturally brutal and cruel. Use examples from history and the present day to support conclusions.
3. Trace the development of one of the key symbols in the novel. Create a visual representation of the symbol's significance and meaning in the novel. Include a log of the symbol's appearance in the novel.
4. Create a mask to represent the boys on the island. Alternative – Create a mask that represents the face you show the world or the mask that society creates for itself.

Quiz(zes), Test(s), Prompt(s):

1. Reading check quizzes after every 6 chapters.
2. Journal prompts on good and evil (see handouts)
3. Test over plot and literary devices
4. Literary essay – options: symbolism, themes, or how the violence presented underscores the theme of the nature of man
5. Creative writing option: new ending consistent with plot and character development

Other Evidence: (observations, work samples, dialogues, etc.)

- reading/dialectical journal
- open-ended freewrites (related pictorials &/or music)
- stems/quotes for reflective response
- class discussion
- exit responses
- one-pager
- group work observation

Student Self-Assessment:

- self and peer evaluation of performance task
- exit responses – Know, Want to know, Learned today
- self-selected pieces for class portfolio
- journal responses to activities

Stage 3: Plan Learning Experiences and Activities
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Hook: Role play being stranded on an island without adults. Tell students that they have been stranded on an island without adults or supplies. They are to decide how they proceed. The teacher functions solely as observer. Note their reactions, decisions, order &/or chaos. Allow them to do this for no more than 30 minutes. Bring them back together as a group and tell them your observations including quoting them. As an exit response have them respond to the activity—what they felt, what they would change, the relevance of the activity. This can be done in a classroom or outside.

- Before reading, discuss themes, the Cold War setting, distinction between savage and civilized behavior
- Read Chapter 1
- Do group activity on characteristics of a leader (Novel Ideas Classic: Lord of the Flies Activity 1)
- Discuss the term symbolism and begin tracing the meaning of the conch. Use graphic organizer with quotations from novel and column for meaning explanation. Note: This eliminates the conch as a symbol to be used for the symbolism performance task. Provides a model instead.
- Continue reading Chapter 2. Begin a double column chart of actions that work towards order and civilization and actions that move them towards disorder and chaos/savagery.
- Continue reading through end of Chapter 5. Continue graphic organizers.
- Introduce concept of allegory in the novel. Look for elements of the allegory in Chapters 6 & 7.
- Reading check quiz after Chapter 6.
- As the novel progresses in Chapters 8 & 9, trace the elements of loss of civilized codes of behavior as the boys progress from the savage mutilation of the sow to the killing of Simon.
- Return to Biblical imagery surrounding Simon and the Lord of the Flies and discuss the significance of Simon's visions.
- Begin symbolism performance task. Continue reading final three chapters. Choose symbol and determine meaning throughout the novel. Work on visual representation.
- Reading check quiz after Chapter 12.
- Review using The Beast Game. (see handouts)
- Explain procedures for debate. Divide students into two groups and allow time to work on arguments and support.
- Conduct the debate.
- Final test
- Assign essay
- Present symbolism or mask performance tasks

**Unit Cover Page**  
*Lord of the Flies*

Unit Title : *Lord of the Flies*

Grade Level(s): English 4

Subject/Topic Area(s): British literature

Key Words: good vs. evil, symbolism, civilization vs. savagery, allegory

Designed By: Jan Hertwig, Janice Battles, and Cheryl Vinson

Time Frame:

School District: Irving ISD

School(s): Irving HS, MacArthur HS, Nimitz HS

**Link to Content Standards:**

II: Writing in Context: Interpretation and Evaluation

The student will interpret and evaluate both fiction and nonfiction writings according to their historical, social, and cultural context, focusing on writing by American authors.

III: Response to Writing: Analysis, Synthesis, Evaluation

The student will respond to writing selections by analysis (structure, tone, Diction, point of view, syntax, voice, purpose), synthesis (comparison/contrast to other works), and evaluation (effectiveness).

IV: Writing Based on Research

The student will write documented essays and complete products, using both primary and secondary sources, on topics related to American literature and/or correlating historical periods.

VII: Writing Style

The student will develop an effective writing style, focusing on diction (vocabulary, word choice), syntax (sentence structure), and voice.

VIII: Proofreading

The student will proofread his/her writing for errors in punctuation, grammar, spelling, and form.

XI: Responding to Literature

The student will read literature, paying special attention to literary elements as well as relating the literature to his/her own life.

**Brief Summary of Unit (beginning with unit goals):** In this unit students will continue their study the nature of man. Students will examine the paradoxical civilized and savage nature of society and individuals. Students will also use this unit to examine the use of symbolism and allegory in the novel.

This unit design packet includes:  completed 3-part design template  
 completed Blueprint for performance task(s)  with related scoring rubric(s)  
 directions to students & teachers  materials & resources listed  
 suggested accommodations  suggested extensions  
Status:  initial draft  field tested  reviewed  anchored