

**STAGE 1 – DESIRED RESULTS****Grade 10****Unit Title: Lord of the Flies****Established Goals:**

Students will study *Lord of the Flies* by William Golding and, through close reading of the text, understand main themes of the novel. Students will learn the concept of symbolism and apply it to the novel in order to identify central ideas. Students will write an argumentative essay with a clear thesis statement and strong supporting evidence.

**Understandings:** *Students will understand that...*

Students will understand that individuals are responsible for societies, and that a good leader puts the needs of the group before his or her own needs. They will be able to identify and interpret symbolism and symbolic/figurative elements of a work of fiction

**Essential Questions:**

What causes war and violence?

How much responsibility does an individual have for the direction of society?

What makes a good leader?

**Common Core Standards learned**

10.R.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

10.R.3. Analyze how complex characters (e.g., with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

10.R.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

10.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

2. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

3. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from and supports the argument presented.

**STAGE 2 – ASSESSMENT EVIDENCE****Performance Tasks:**

## Final project: Symbolism Essay

Students write an argumentative essay analyzing how a major symbol of the novel helps develop a central idea. The essay should have a clear claim/thesis statement, use sufficient and relevant textual evidence, and use MLA citation style properly.

-Students will be graded holistically on their essay using the writing rubric.

See rubric below

**Other Evidence:**

Journal entries will be graded on a check minus, check, check plus scale, and counted as participation (10%).

Written classwork will be 20%

Homework will be 20%

Quizzes will be 15%

Essay will be 25%

Participation in discussions will be 10%

**STAGE 3 – LEARNING PLAN****Learning activities**

Students read *Lord of the Flies* as a class. As they read the novel (primarily for homework), they will use post-it notes to keep track of observations, questions, and connections they notice in the novel. Their post-it note annotations will be incorporated into daily journal writing, and will be used for “parking lot” discussions (students put their questions in the “parking lot” as they come into class, and the questions are used during class discussion).

-students participate in a team building puzzle activity, then analyze through written reflection and class discussion the group dynamics to identify how and why leaders emerged, and what conflicts (if any) their group encountered.

-Students work in groups to brainstorm traits of a good leader, and then create a rubric for leadership by which they judge which of the three main characters would be the best leader. (10.RL.3)

-Students write a campaign speech for the character whom they would elect as the chief of the island and use textual evidence from chapter one to support their ideas. (10.W.1)

-Students read the last three paragraphs of chapter 2, and analyze Golding’s use of description and metaphor. Then, they write a descriptive paragraph on a weather-related event of their choice, using Golding as a model. (10.RL.4)

- Students will identify traits of the three main characters, and then compare them to Freud’s theory of personality. They will determine which of the three main characters correspond to Id, Ego, and Superego. Students discuss how this is only *one* interpretation of the novel, and there may be others. (10.RL.3,4)

- As a full class, students examine key scenes of chapter 4 using close reading techniques. Students identify central ideas they see emerging from the text – the lack of rules that lead to violence, the evil in human nature, how identity relates to morality. (10.RL.2)

- The teacher explains the concepts of *symbolism*, *contextual symbol*, and *universal symbol*.

-Students examine the development of the idea of the beast throughout the novel by considering a variety of quotes/excerpts in which the topic appears. Then, students brainstorm other important objects in the novel and draw conclusions about what these images might represent. Students create a “quoteline” poster to show the development of the symbol throughout the novel. Students write a paragraph explaining what intangible idea the symbol represents. (10.RL.2,4)

-Students examine a story, poem, or essay of their choice to find symbolism. (10.RL.4)

- Students work in groups to analyze small segments of chapter eight using a says/suggests graphic organizer. Then, they share their observations and conclusions with the class and identify central ideas of the text. (10.RL.2,4)
- Students read a variety of non-fiction texts about Mob Mentality and individual responsibility (differentiated according to skill), then pair and share what they've learned. (10.RIT.2)
- Students prepare and present a mock trial in which they charge the boys with the murder of Simon. (10.RL.3)
- Students analyze the final paragraphs of the novel to understand the shift in tone and point of view, and discuss why Golding chose to do this. (10.RL.4)
- Students watch *The Lion, the Witch, and the Wardrobe* and write a response comparing it to *Lord of the Flies* in terms of the central idea of where good and evil comes from. (10.RL.7)

**Active learning strategies**

- Collaborative Learning: Students work with peers to complete assignments.
- Turn and Talk: Students turn to a classmate near them and explain a reading.

Role Playing: Students take on the persona of characters in a text.

**Differentiation**

Struggling Students:

- Students will be provided with supplementary texts appropriate to skill level
- Students will be provided with a variety of graphic organizers and models to help them organize information.
- Students will receive peer assistance when necessary

Advanced Students:

- Students will be provided with supplementary texts appropriate to skill level
- Students will have the opportunity to extend study through research or further reading
- Students will be able to learn through teaching

**“Re-Teach” when non-mastery**

- teacher provides further examples of symbolism in daily life or simpler texts
- students will be provided with quotes/specific examples relevant to the symbol or central idea they are working on
- students will work on close reading skills in simpler texts

**Argument Writing Rubric**

Score	Descriptions	Comments
___ Excellent ___ Strong ___ Needs Work ___ Let's Talk	<b>Claim/Thesis</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Claim/Thesis is clearly identifiable</li> <li><input type="checkbox"/> Claim/Thesis states author's position</li> <li><input type="checkbox"/> Claim/Thesis previews evidence</li> <li><input type="checkbox"/> Position is properly qualified (if applicable)</li> </ul>	

<p>____ Excellent  ____ Strong  ____ Needs Work  ____ Let's Talk</p>	<p><b>Content Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence is relevant and supports claim</li> <li><input type="checkbox"/> Quotes/data are integrated into the argument smoothly and effectively</li> <li><input type="checkbox"/> Evidence is cited using MLA citation style</li> <li><input type="checkbox"/> Responds to counter-claims (as necessary)</li> </ul>	
<p>____ Excellent  ____ Strong  ____ Needs Work  ____ Let's Talk</p>	<p><b>Organization/Structure</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The lead sentence captures the reader's attention.</li> <li><input type="checkbox"/> Introduction, body paragraphs, and conclusion lead the reader logically through the argument.</li> <li><input type="checkbox"/> Body paragraphs have topic sentences and concluding sentences.</li> <li><input type="checkbox"/> Transition words/phrases are used between paragraphs and ideas.</li> </ul>	
<p>____ Excellent  ____ Strong  ____ Needs Work  ____ Let's Talk</p>	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows insightful understanding of the topic.</li> <li><input type="checkbox"/> Provides logical reasoning that connects evidence to thesis.</li> </ul>	
<p>____ Excellent  ____ Strong  ____ Needs Work  ____ Let's Talk</p>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of sentence structures</li> <li><input type="checkbox"/> Contains few grammar, punctuation, and spelling errors.</li> <li><input type="checkbox"/> Uses vivid, active verbs</li> <li><input type="checkbox"/> Nouns are precise/specific</li> <li><input type="checkbox"/> Word choice is appropriate to audience and purpose</li> <li><input type="checkbox"/> Overused words/phrases (a lot, really, great, etc) have been avoided</li> </ul>	
<p>____ Excellent  ____ Strong  ____ Needs Work  ____ Let's Talk</p>	<p><b>Voice/Style</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The author's personality shows through word choice, sentence structure, and details.</li> </ul>	