

# Lord of the Flies

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy I Honors**  
Time Period: **March**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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Students will explore the use of allegory and the themes of loss of innocence and savagery in William Golding's *Lord of the Flies*. **(Note: Students will read this novel independently, reading 1 chapter per night and taking tracking notes for each chapter as they read.)**

## Transfer

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Students will be able to independently use their learning to...

- Evaluate and relate to the major themes in the text and make connections to personal/current events
- Investigate the effects of totalitarian societies both in history and text
- Critique uses and abuses of power in today's society
- Read and comprehend the novel independently
- Explain what makes one of the characters a Christ-like figure
- Analyze what various objects and characters symbolize in the novel

## Meaning

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## Understandings

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Students will understand...

- Events in history influence literary works
- Themes in fiction relate to current events
- Power can be used and abused by individuals and societies
- Civilization crumbles when law and order are taken away
- The characteristics of an allegory
- The characteristics of a Christ-like figure
- The characteristics of a dystopia
- The characteristics of a utopia
- The definition of foil

- William Golding wrote *Lord of the Flies* in response to his favorite childhood story, "The Coral Island"

## **Essential Questions**

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Students will consider...

- \* Is man inherently good or evil?
- \* Is everyone capable of some form of savagery?
- \* What happens when law and order are removed from society?
- \* Is it ever necessary to resort to savagery?
- \* Can a child be a psychopath?
- \* Is it okay to do whatever it takes to survive?

## **Application of Knowledge and Skill**

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## **Students will know...**

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Students will know...

- Historical context of novel
- Plot details
- Character development
- Themes
- Symbolism of various objects and characters
- Characteristics of a Christ- like figure
- Characteristics of a dystopian society
- Characteristics of a utopian society
- Definition of a foil
- The reason that the author wrote the novel

## **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements
- Recognizing the use and abuse of power
- Identifying the characteristics of a Christ-like figure
- Identifying the characteristics of a utopia
- Identifying the characteristics of a dystopia
- Identifying and analyzing the use of symbolism

## **Academic Vocabulary**

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- Totalitarianism
- Theme
- Characterization
- Symbolism
- Anticipate
- Allegory
- Christ-like Figure
- Utopia
- Dystopia
- Foil
- Direct Characterization
- Indirect Characterization

## **Learning Goal 1**

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Students will be able to analyze the development of a theme or central idea over the course of *Lord of the Flies*, including how it emerges and is shaped and refined by specific details.

## Target 1-- Level 4

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### SWBAT:

Develop and support opinions in response to statements related to themes and conflicts in *Lord of the Flies*.

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|--------------|--|
| LA.RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.   |
| LA.RL.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). |

## Target 2-- Levels 2 and 3

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### SWBAT

Draw conclusions and respond to text relating text/text, text/self, and text/world through a variety of organized and coherent writing pieces, journal writing, research based projects and writing tasks, etc.

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|----------------|---|
| LA.RL.9-10.1   | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.                           |
| LA.RL.9-10.2   | 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 and provide an objective summary of the text.             |
| LA.RL.9-10.5   | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).                |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.  |
| LA.W.9-10.2    | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| LA.W.9-10.2.A  | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.9-10.2.B  | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.                                 |
| LA.W.9-10.2.C  | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| LA.W.9-10.2.D  | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| LA.W.9-10.2.E  | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.                     |
| LA.W.9-10.2.F  | Provide a concluding paragraph or section that supports the information or explanation  |

presented (e.g., articulating implications or the significance of the topic).

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| LA.W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                 |
| LA.W.9-10.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| LA.W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |

## **Target 3-- Levels 3 and 4**

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### **SWBAT:**

Determine theme of novel and participate effectively in a range of collaborative discussions based on the text and/or current event issues related to the text.

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|----------------|---|
| LA.RL.9-10.1   | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.                                       |
| LA.RL.9-10.2   | 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 and provide an objective summary of the text.                         |
| LA.RL.9-10.3   | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.   |
| LA.W.9-10.2    | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| LA.W.9-10.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                    |
| LA.W.9-10.5    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.    |
| LA.W.9-10.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| LA.SL.9-10.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.     |
| LA.SL.9-10.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| LA.SL.9-10.1.C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.                  |

LA.SL.9-10.1.D

Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

## **Learning Goal #2**

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Students will be able to analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of the novel.

## **Target 4-- Levels 1, 2, 3, 4**

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SWBAT:

Identify literary elements in plot and analyze how they contribute to theme and author's purpose.

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| LA.RL.9-10.2  | 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 and provide an objective summary of the text.   |
| LA.RL.9-10.3  | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.   |
| LA.RL.9-10.5  | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).  |
| LA.RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.  |
| LA.W.9-10.9.A | Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]"). |
| LA.L.9-10.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  |
| LA.L.9-10.5.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  |
| LA.L.9-10.5.B | Analyze nuances in the meaning of words with similar denotations.   |

## **Target 5-- Levels 1,2, 3**

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SWBAT:

Identify and describe major characters, setting, and mood of novel.

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| LA.RL.9-10.2 | 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 and provide an objective summary of the text. |
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| LA.RL.9-10.3  | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.   |
| LA.RL.9-10.5  | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).  |
| LA.RI.9-10.5  | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).   |
| LA.RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.  |
| LA.W.9-10.3.A | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  |
| LA.W.9-10.9.A | Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]"). |

### Learning Goal 3

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Students will be able to explain how an author uses source material to develop and advance a plot.

### Targets- Levels 3 and 4

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SWBAT:

\* Independently read and comprehend an excerpt from *The Bacchae*

\* Compare and contrast the death of Simon in *Lord of the Flies* to the death of one of the main characters in an excerpt from *The Bacchae*

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|--------------|--|
| LA.RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  |
| LA.RL.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). |

### Summative Assessment

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- *Lord of the Flies* Unit Test

- Oh, the Humanity! Project

## **21st Century Life and Careers**

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management.                      |

## **Formative Assessment and Performance Opportunities**

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- \* Tracking Notes
- \* Teacher Observation
- \* Class Discussions
- \* Reading Check Quizzes
- \* "Could You Survive?" Quiz
- \* "Can a Child Be a Psychopath?" article discussion
- \* "The Butter Battle Book" discussion
- \* *Lord of the Flies* Nobel Peace Prize.Org Review Game

## **Accommodations/Modifications**

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- Double Entry Journal
- Extra time per 504 and IEP
- Frequent reading comprehension checks
- Guided discussions

## **Interdisciplinary Connections**

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- Play a survival quiz
- Read and discuss "Can a Child Be a Psychopath?"
- Read and discuss article about kids who have done awful things
- Read and discuss the story of the Garden of Eden
- Read and discuss William Golding's bio and works

## Unit Resources

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- \* *Lord of the Flies* novels
- \* *Lord of the Flies* Digital Book Talk
- \* Allegory PowerPoint
- \* Copies of 7 different Dr. Seuss stories (as examples of allegory)
- \* "The Butter Battle Book" YouTube video
- \* Discovery Channel web site "Could You Survive?" Quiz
- \* Excerpt from *The Bacchae*
- \* NobelPrize.org's web site *Lord of the Flies* Review Game
- \* *Lord of the Flies* dvd
- \* "Can a Child Be a Psychopath?" Article
- \* Episode of *Killer Kids*