

Unit 4: Civilization and Savagery (A Study of Lord of the Flies)

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length: **45**
Status: **Obsolete**

NJSLS ELA

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Correlating SLOs

NJSLS	Student Learning Objectives
Standard - You can list the code of the standard here (RL.9-12.1) and then use the "Actions" feature to "Add Standards" and they will be listed in full below	○ Insert correlating SLOs here in a bulleted list

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Rationale, Transfer Goals, and Enduring Understandings

Rationale

This unit will introduce the student to modern literature and the very difficult questions about meaning and meaninglessness, hope and hopelessness, war and peace, and what it means to be human in the 21st century.

The novel Lord of the Flies will be read closely using the (now very familiar) theme and technique questions and will be discussed thoroughly.

Transfer Task

Find contemporary news articles that, in your view, reveal the theme of civilization and savagery in a modern context; then, create and present a slideshow (i.e., Google Slides or Prezi) that reflects your personal understanding of this theme.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
<p>Why do human beings treat each other so cruelly sometimes?</p> <p>Should we be willing to die to fight against evil?</p>	<p>What does Lord of the Flies teach us about ourselves and our world?</p> <p>What does it teach us about the difference between civilization and savagery?</p> <p>How does language help to make individuals powerful?</p> <p>How do fear and a desire for acceptance influence human behavior?</p>	<p>What is an allegory, and how do I interpret one?</p> <p>What is dystopian fiction, and why is it important?</p> <p>How is Lord of the Flies an example of both?</p>

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p>Reading a novel for its allegorical meaning</p> <p>Literary Analysis and Narrative Writing</p> <p>Researching a topic</p> <p>Working in discussion groups</p> <p>Presenting content for feedback</p> <p>Honoring the conventions of standard English grammar</p>	<p>Write a thoughtful, well-organized literary analysis essay in response to one of the works</p> <p>Recognize and know vocabulary in context and from study</p>

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
1-2 SKILLS						
1-2 RESOURCES						

3-4 SKILLS						
3-4 RESOURCES						
5-6 SKILLS						
5-6 RESOURCES						
7-8 SKILLS						
7-8						

RESOURCES						
9-10 SKILLS						
9-10 RESOURCES						

Career Awareness, Exploration, Preparation, and Training

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

21st Century Skills

NJSLS-CLKS 9.4.12.CAP.1 There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.

NJSLS-CLKS 9.4.12.CAP.2 Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

NJSLS-CLKS 9.5.12.DC.4 Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

NJSLS-CLKS 9.5.12.CTP.1 Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Interdisciplinary Connections

6.1.12.A.2.e Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties. (SS)

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. (SS)