

# LHS ELA 11 Unit 4

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

## Unit Overview

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**Theme:** Civilization and Savagery

**Benchmark Text Focus:** Informational

**Anchor Text:** Lord of the Flies

**Writing Genre Focus:** Informative/Explanatory (Research)

## Benchmark & Answer Key

### Targeted ELA Standards

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Add the appropriate NJSL ELA standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational

text says explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RI.TS.11–12.4	Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
ELA.RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
ELA.W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
ELA.W.RW.11–12.7	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.
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA.SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The

content, organization, development, and style are appropriate to task, purpose, and audience.

ELA.SL.UM.11–12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELA.SL.AS.11–12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight		Day Nine		Day Ten	
Writing Focus				Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

## Rationale

This unit on civilization and savagery, centered on *Lord of the Flies*, helps students understand how societal structures impact human behavior. By analyzing the tension between order and chaos, students learn to recognize these dynamics in their own lives. This prepares them to navigate complex social situations and make informed decisions. These skills are crucial for their future academic success and personal growth.

At the end of the unit, students will demonstrate mastery of the standards and skills through a benchmark and summative assessment. The benchmark assessment will evaluate their ability to analyze and interpret the theme of civilization and savagery in *Lord of the Flies*, using textual evidence and critical thinking. For the summative assessment, students will write a well-organized research paper that synthesizes insights from the novel and additional sources, showcasing their understanding of how societal structures influence behavior. These assessments will confirm their proficiency in both analytical and research writing skills.

## Enduring Understandings

Content Specific	Skills Specific
<p><b>1. Conflict Between Civilization and Savagery:</b></p> <p>Recognize and analyze the fundamental conflict between the forces of civilization and savagery in <i>Lord of the Flies</i>. Understand how this conflict reflects broader themes about human nature and societal organization.</p> <p><b>2. Human Nature and Behavior:</b></p> <p>Explore how the novel portrays human nature and the inherent capacity for both good and evil. Analyze how these traits influence individual behavior and social dynamics within the story.</p> <p><b>3. Role of Leadership and Authority:</b></p> <p>Examine the impact of different forms of leadership and authority on maintaining order and preventing savagery. Understand how characters' leadership styles contribute to the novel's exploration of civilization versus chaos.</p> <p><b>4. Symbolism and Allegory:</b></p> <p>Identify and interpret the symbols and allegories in <i>Lord of the Flies</i> that represent</p>	<p><b>1. Textual Analysis:</b></p> <p>Crafting detailed analyses of <i>Lord of the Flies</i>, accurately citing textual evidence to support a comprehensive exploration of how the themes of civilization and savagery are developed and refined. Understanding how the text's elements, such as symbols and character actions, illustrate these themes.</p> <p><b>2. Theme Exploration:</b></p> <p>Analyzing how the themes of civilization and savagery emerge and interact throughout the novel. Providing a clear summary and examining the interplay of these themes to create a nuanced account of their development.</p> <p><b>3. Author's Choices:</b></p> <p>Evaluating the impact of William Golding's choices in setting, plot structure, and character development on the thematic exploration of civilization and savagery. Analyzing how these choices influence the reader's understanding of the text.</p> <p><b>4. Research and Integration:</b></p>

<p>the themes of civilization and savagery. Analyze how Golding uses these literary devices to deepen the reader’s understanding of these themes.</p> <p><b>5. Impact on Societal Structures:</b></p> <p>Analyze how the novel’s depiction of civilization and savagery provides insights into real-world societal structures and conflicts. Reflect on how these themes can be observed in contemporary issues and historical contexts.</p>	<p>Conducting research to support explanatory texts on civilization and savagery, synthesizing information from various sources to provide a well-rounded analysis. Integrating this information effectively to enhance the clarity and depth of the text.</p> <p><b>5. Source Evaluation:</b></p> <p>Gathering and critically evaluating information from multiple authoritative sources. Assessing each source’s relevance and credibility, and integrating findings into the text while maintaining coherence and avoiding overreliance on any single source.</p> <p><b>6. Effective Communication:</b></p> <p>Presenting information clearly and logically, using appropriate digital media to enhance understanding. Adapting communication strategies to different contexts and audiences, ensuring that the content is engaging and accessible.</p>
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**Essential Questions**

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<b>Content Specific</b>	<b>Skills Specific</b>
<ul style="list-style-type: none"> <li>• How do the actions of the characters in "Lord of the Flies" reflect the choices people make when faced with pressure to conform or rebel in real-life situations?</li> <li>• How does the breakdown of order in "Lord of the Flies" mirror real-life situations where societal rules are challenged or ignored?</li> <li>• What ways do the symbols in "Lord of the Flies" help us understand the balance between order and chaos in our own lives?</li> <li>• How can the conflict between civilization and savagery in "Lord of the Flies" help us understand the struggles we face in maintaining personal and societal values?</li> </ul>	<ul style="list-style-type: none"> <li>• How can you use examples from "Lord of the Flies" and other texts to effectively argue for or against the importance of rules and structure in everyday life?</li> <li>• How can analyzing "Lord of the Flies" help you better understand and explain the impact of rules and norms in your own community or school?</li> <li>• What methods can you use to combine insights from "Lord of the Flies" and other sources to create a compelling argument about the importance of societal order versus individual freedom?</li> <li>• How can refining your writing about "Lord of the Flies" help you communicate more clearly and effectively about complex issues in your</li> </ul>

own life or community?

## Key Resources

Lord of the Flies by William Golding

## Supplementary Resources

Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

## Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
April	2		SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.	<ul style="list-style-type: none"><li>• Reading Pre-assessment</li><li>• Writing Pre-assessment</li></ul>			<ul style="list-style-type: none"><li>• LinkIt! pre-assessment - reading</li><li>• Research essay writing pre-assessment</li></ul>

			SWBAT demonstrate their knowledge of research essay writing by taking a pre-assessment.				
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">LHS Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">LHS Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
May	1-2			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">LHS Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">LHS Instructional Workshop Model</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative</a></li> </ul>

				Writing Mini-lessons:	<a href="#">Suggested Activities/Groups</a>		<a href="#">Reading Assessments</a>
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li><a href="#">LHS Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li><a href="#">LHS Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
June	1-2			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li><a href="#">LHS Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
		SWBAT to demonstrate their knowledge of an informational text by taking a	<ul style="list-style-type: none"> <li>Reading benchmark MP 4</li> <li>Writing benchmark MP 4</li> <li>End of</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">End of MP Reflection</a></li> <li><a href="#">Research Essay Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>LinkIt! Benchmark MP 4</li> <li>End of MP Reflection</li> </ul>		



			benchmark assessment.	MP reflection			
			SWBAT reflect on their learning in reading and writing throughout marking period 4 by creating SMART goals.				

**Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p><b>Reading</b></p> <p><b>Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):</b></p> <ul style="list-style-type: none"> <li>• Accurately cite strong and thorough textual evidence from <i>Lord of the Flies</i> to support a comprehensive analysis of the theme of civilization versus savagery.</li> <li>• Make relevant connections between the text and broader themes or personal experiences.</li> </ul> <p><b>Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):</b></p> <ul style="list-style-type: none"> <li>• Determine and analyze two or more themes in <i>Lord of the Flies</i> and central ideas in related informational texts.</li> <li>• Examine how these themes or ideas are developed and refined over the course of the text.</li> </ul>	<p><b>Reading</b></p> <p><b>Citing Textual Evidence:</b></p> <ul style="list-style-type: none"> <li>• Developed the ability to accurately cite textual evidence to support analysis and interpretations of texts in <i>To Kill a Mockingbird</i>.</li> <li>• Made relevant connections between textual evidence and broader themes, such as adversity and justice.</li> </ul> <p><b>Theme Analysis:</b></p> <ul style="list-style-type: none"> <li>• Identified and analyzed central themes, such as family, loss, and sacrifice, in <i>Hamlet</i>.</li> <li>• Examined how these themes are developed and refined over the course of the text.</li> </ul> <p><b>Literary Techniques:</b></p> <ul style="list-style-type: none"> <li>• Analyzed the impact of the author’s choices,</li> </ul>

**Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):**

- Analyze the impact of the author's choices, such as setting and character development, on the development of ideas in *Lord of the Flies*.
- Explore how these elements contribute to the overall meaning of the text.

**Understanding Figurative Language (ELA.L.VI.11–12.4):**

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in *Lord of the Flies*, including connotative meanings.

**Writing**

**Crafting Arguments (ELA.W.AW.11–12.1):**

- Write arguments to support claims about the theme of civilization versus savagery in *Lord of the Flies*, using valid reasoning and relevant evidence.
- Construct well-supported analytical essays that reflect an understanding of complex issues.

**Developing and Strengthening Writing (ELA.W.WP.11–12.4):**

- Develop and strengthen writing through planning, revising, editing, and trying new approaches.
- Sustain effort to complete complex writing tasks, track and reflect on personal writing progress, and consult style manuals like MLA or APA.

**Routine Writing (ELA.W.RW.11–12.7):**

- Write routinely over extended and shorter time frames for various tasks, including research, reflection, and revision related to the theme of civilization and savagery.

**Command of Language (ELA.L.SS.11–12.1, ELA.L.KL.11–12.2):**

- Demonstrate command of the English language system and structure in writing.

such as character development and setting, in *Beowulf*.

- Explored how these elements contribute to the text's meaning and overall theme.

**Contextual Understanding:**

- Reflected on historical and cultural contexts in texts like *The Rime of the Ancient Mariner* to understand themes and rhetorical features.
- Applied knowledge of context to deepen understanding of themes and character motivations.

**Figurative Language and Vocabulary:**

- Gained proficiency in identifying and interpreting figurative language in *The Rime of the Ancient Mariner*.
- Applied understanding of language nuances to analyze and interpret complex literary elements.

**Writing**

**Narrative Writing:**

- Developed skills in writing narratives by creating complex and emotionally engaging narratives in previous units.
- Focused on the effective selection, organization, and development of narrative content.

**Informative/Expository Writing:**

- Learned to write informative and expository texts, such as research projects on adversity and justice.
- Practiced organizing information logically and using evidence and analysis to support main points.

**Writing Process:**

- Strengthened writing through planning, revising, editing, and rewriting, with an emphasis on clarity and argument development.
- Sustained effort to complete complex writing tasks, including essays on themes in *Hamlet*

- Apply knowledge of language to make effective choices for meaning or style in analytical and research writing.

**Clarifying Word Meanings (ELA.L.VL.11–12.3):**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in *Lord of the Flies* and related texts.

**Speaking**

**Collaborative Discussions (ELA.SL.PE.11–12.1):**

- Initiate and participate effectively in collaborative discussions about the theme of civilization versus savagery, building on others' ideas and expressing their own clearly and persuasively.
- Engage in one-on-one, group, and teacher-led discussions on various topics and texts.

**Integrating Information (ELA.SL.II.11–12.2):**

- Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems related to the theme.
- Evaluate the credibility and accuracy of each source and note any discrepancies among the data.

**Evaluating a Speaker's Point of View (ELA.SL.ES.11–12.3):**

- Evaluate a speaker's point of view, reasoning, and use of evidence when discussing themes related to civilization and savagery.
- Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Adapting Speech (ELA.SL.AS.11–12.6):**

- Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate for discussions and presentations.

and *Beowulf*.

**Routine Writing:**

- Engaged in routine writing practices over extended and shorter time frames for various tasks, including reflective and research-based writing.

**Speaking**

**Collaborative Discussions:**

- Participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly in discussions about themes in *Hamlet* and *Beowulf*.
- Engaged in various formats of discussions, including one-on-one, group, and teacher-led settings.

**Presenting Information:**

- Presented information and findings clearly and logically in research projects and discussions on *Beowulf* and *Hamlet*.
- Ensured presentations were well-developed and suited to the task, purpose, and audience.

**Adapting Speech:**

- Adapted speech for different contexts and tasks, demonstrating a command of formal English when appropriate, in presentations and discussions.

## **Career Readiness, Life Literacies, and Key Skills**

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Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## **Interdisciplinary Connections**

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How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.