Lord of the Flies

by William Golding



Literature Unit—Grade 9

4-5 weeks

*(Recommended to extend pacing depending on student needs)*

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| **Unit Title** | **Subject** | **Unit #** |
| William Golding’s *Lord of the Flies* | English Language Arts | 1 |

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| **Unit Critical Issue** |
| Fear, chaos, and desire for power may drive a person to act blindly with cruelty, violence, and disregard for others.  |

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| **Essential Questions:** |
| * Do individuals control groups, or do groups control individuals?
* How does a society maintain order? Are laws necessary?
* How do fear, chaos and desire for acceptance influence human behavior?
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|  **Standards**  |  **Learning Targets/Key Skills** |
| **CC Writing 1a-b:** 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.a. (a) 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.b. (b) 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.c. | Write a precise claim that clearly fully agrees, fully disagrees, or partially agrees with the prompt.Sequentially provide appropriate evidence that proves each part of the claim.Interpret, analyze and warrant evidence to provide a sustained case for an interpretation of the text. |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite quotations from the text to support an interpretation of the text. Cite quotations from the text to support a complex claim.  |
| **CC Reading Literature 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. | Analyze how a character develops over the course of a text.  |
| **CC Language 9.1b**: Use various types of phrases and clauses to convey meanings and add variety and interest to writing or presentations | Use a variety of sentence structures (combining clauses and phrases) |
| **CC Language 9.2a:** Use a semicolon to link two or more closely related independent clauses |  |

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| **Unit Vocabulary and Content Knowledge Instruction** | **Resources** |
| World War II: Dystopia: Vocabulary:1. enmity (Ch. 1)
2. recrimination (Ch. 2)
3. tacit (Ch. 3)
4. blatant (Ch. 4)
5. malevolently (Ch. 4)
6. ludicrous (Ch. 5)
7. inarticulate (Ch. 5)
8. mutinously (Ch. 6)
9. enterprise (Ch. 7)
10. glowered (Ch. 8)
11. sauntered (Ch. 9)
12. compelled (Ch. 10)
13. luminous (Ch. 11)
 | Say-Mean-Matter – or using post it note system while annotating the novelFrayer Graphic Organizer |

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| **End of Unit Summative Assessment** |
| *After the boys land on the island, their desire for survival quickly spirals into fear for survival along with a need for power and acceptance. Write a 400 word essay in which you answer: What condition drives boys to become cruel and vicious: their internal natures that we are always suppressing, the external world of fear and chaos, or a combination of both? Be sure to:** *Take a clear stance on the issue: either fully supporting one option or arguing a combination of both*
* *Cite and thoroughly analyze at least two pieces of evidence.*
* *Warrant your evidence so that it creates a sustained case for your claim.*
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Scaffolding to the Prompt

In order to ensure that students are prepared to complete the culminating task, they should be presented with target assignments which allow them to explore the Critical Issue through several smaller chunks of text. These chunks are called Key Scenes and should be selected for close reading and analysis because their impact with develop the students’ conceptual understanding of the Critical Issue and will ultimately prepare them to respond to the prompt. The average novel should have between four and seven Key Scenes; each Key Scene is approximately 1-3 pages long.

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| **Culminating Writing Assignment** |
| *After the boys land on the island, their desire for survival quickly spirals into fear for survival along with a need for power and acceptance. Write a 400 word essay in which you answer: What condition drives boys to become cruel and vicious: their internal natures that we are always suppressing, the external world of fear and chaos, or a combination of both? Be sure to:** *Take a clear stance on the issue: either fully supporting one option or arguing a combination of both*
* *Cite and thoroughly analyze at least two pieces of evidence.*
* *Warrant your evidence so that it creates a sustained case for your claim.*
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| Introduction | Key Scene 1 | Key Scene 2 | Key Scene 3 | Key Scene 4 |  |
| “There are many humorous things in the world; among them, the white man's notion that he is less savage than the other savages.” ― Mark Twain, Following the Equator: A Journey Around the World | Ralph finding/blowing the conch for the first time and then he is elected as leader. (Chapter 1) (p. 22-23)And a variety of quotations about Jack and Ralph | Ralph trying to reel in order and law, word savage and savagery keeps reappearing (Chapter 5) (P. 89-91) | Simon stumbling upon the pig's head. (Chapter 8) (p. 143) | Jack and the hunters (savages) hunting Ralph, then found by the adults. (Chapter 12) (P. 198-200) |  |
| Description of How the Key Scene Advances Conceptual Understanding of the Critical Issue |
| Establishes the conceptual query into the essence of the human ego. Sets stage for exploring the possibly unpleasant human nature and savagery, even within what we consider to be civilization.  | Shows capacity for democracy and structure, but also the power struggle between Ralph and Jack Merridew  | Demonstrates the struggle between Ralph and Jack, order versus chaos, and fear | Simon seeing the ‘beast’ which could be symbolic representation of the evil within boys (and people). Simon represents innocence. This story is interlaced with Ralph-Piggy and Jack-other boys | Shows the depths of savagery into which the kids have fallen and Ralph’s desperate inner dialogue. Then the shock (relief) of being found as a result of the fire’s violence.  |  |
|  | Learning Activity |
| Journal write and discussion | Included in key quotes distributed to groups to sort depicting Jack and RalphQuote Analysis: Close reading and written analytical response.  | Quote Analysis: Close reading and written analytical response.  | Quote Analysis: Close reading and written analytical response.  | Quote analysis: Close reading and analytical response - focus on diction, inner dialogue, and mood |  |

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| **Reading Standards** | **Writing Standards** | **Day** | **Learning Target/ Key Concepts Skills** | **Instructional Activities** | **Formative Assessment** |
|  | **Essential Question Week 1** |
|  | * Do individuals control groups, or do groups control individuals?
* How does a society maintain order? Are laws necessary?
* How do fear, chaos and desire for acceptance influence human behavior?
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| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **CC Writing 1a:** 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.a. (a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims | 1a | Warm Up:* Introduce a precise claim
* Identify and distinguish counterclaims

Reading Essay:* Analyze the text
* Identify explicit textual evidence
 | **Day I, hour 1****Introduction to Critical Issue and EQs**Warm Up: Students respond to Mark Twain quote: “There are many humorous things in the world; among them, the white man's notion that he is less savage than the other savages.” Are people innately savages, suppressing our natures, or do people become wild in response to fear and chaos?Discussion. Share out unit EQs and EU.Read **essay**, Why Boys Become Vicious by William Golding  | IWOC: [NA](file:///C%3A%5CUsers%5Cmkaplan%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CWM6G8KIV%5CRomeo%20and%20Juliet%5CCharacter%20Chart%20and%20Short%20Story.pdf)Annotate **essay** (CATCH method) (highlight evidence that relates to question – are people innately savage or become savage due to external forces? |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | 1b | * Analyze the text
* Identify explicit textual evidence (during class discussion about LotF)

  | **Day 1, hour 2.** **Vocabulary Introduction**Teacher pronounces and does choral response with each of the vocabulary words. Students work in pairs to complete the Word Map and Frayer Model for each of the vocabulary words.Session Exit Ticket: Each student turns in a notecard with: Side 1: 2-3 sentences using all of the vocabulary words (written collaboratively by the pair). Side 2: Written by the individual: a one sentence critique of Side 1 in which the students rank how strongly they understand each of the wordsBegin reading Lord of the Flies, chapter 1.   | Students create Word Maps and Frayer Models – present to the class, class fills in graphic organizer for each vocab wordWhen reading LotF: Students take Say-Mean-Matter notes on textual evidence that relates to EQs (teacher models) |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | 1c | * Analyze the text
* Identify explicit textual evidence
 | **Day I, hour 3. Essential Questions Analysis**Review Vocabulary words and clear up any misconceptions based on exit tickets.Read Chapter 1 as whole class**Selecting quotations** in pairs/small groups that demonstrate examples of power struggle and/or fear. Body paragraph – start filling in the rubric for argumentative paper**Direct Instruction:** elements of body paragraph. Choose one quote from the three they find that BEST demonstrates an example of desire for power or struggle with fear. Write on poster paper to read to class. | In pairs/small groups: Fill in Say-Mean-Matter graphic organizer with quotations that demonstrate examples of power struggle and fearWrite one quote per post-it noteStick post-it note they choose on the top of their shared paper |
| **CC Reading Literature 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.**CC Reading Literature 1:** Cite strong and thorough textual evidence … |  | 1d | * Identify multiple/conflicting character motivations
* Analyze character interactions
* Analyze the text
* Draw inferences
 | **Day 1, hour 4: Quotation analysis**Provide students with two sets of quotes (glued onto color-coded notecards): one for Ralph, one for Jack. Sort quotations as most telling of Ralph and Jack’s character.  **Include Key Scene 1****In-Class Writing #1 (pairs)****Begin reading Chapter 2****Character analysis Graphic organizer –** create representations of one of the following characters – work in pairs: Ralph, Simon, Piggy, Jack, Samneric  | Each group breaks into two teams and write a paragraph response – What does that one quotation show about Ralph or Jack as a leader? Pairs share out paragraph response. **IWOC: Finish reading Chapters 2-3**, answer brief guiding questions |
|  | **CC Language 9.1b**: Use various types of phrases and clauses to convey meanings and add variety and interest to writing or presentations & **CC Language 10.2a**: semicolon**CC Writing 1a:** 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | 2a | * Understand how sentence variety affects meaning and interest
* Use a semicolon to link indep. clauses
* Introduce a precise claim
* Provide reasons
* Utilize transitional expressions
* Maintain a formal style and objective tone
 | **Day 2, hour 1: Peer evaluation****Warm Up:** Who is a better leader: Jack or Ralph? Why? Use at least 1 examples from our reading so far.Peer evaluation-Gallery Walk of paragraph responses – in same pairs as yesterday, take a marker and highlight the insightful, good syntax aspects of peers’ paragraphs about Jack and Ralph. **Direct Instruction:** T presents lesson on the semicolon and clauses**Correction Lesson #1**: In pairs, students edit sample student writing by adding the warrant for a **body paragraph** – Focus on writing a warrant. | Warm Up in Interactive NotebooksPeer evaluationInteractive notebook: Independent paragraph response using evidence– What does this quotation show about leadership? |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | 2b | * Analyze the text
* Draw inferences
* Cite evidence (pages)
 | **Day 2, hour 2: Reading analysis****Read Chapter 4** whole group **Close reading** of Jack and his hunters not keeping the fire lit when a ship passes, but killing their first pig. (Chapter 4) (P. 67-69)Small groups – note-taking in graphic organizer Say Mean Matter table, finding evidence that supports EQs. Are characters and their relationships changing? Why or why not? | Review text with prompt in mind. Highlight (complete Say Mean Matter table) with evidence that can be used to support the prompt. (Remind students that annotated text is their ticket to participate in the Seminar, part of their grade.) |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | (Speaking skills) | 2c | * Analyze the text
* Draw inferences
* ID hierarchy of evidence to support analysis
* Cite evidence (pages)
 | **Day 2, hour 3: Socratic Seminar**Whole class discussion answering specific text-based questions and essential questions (EQs) that can extend to “Why Boys Become Vicious” | Review text with prompt in mind. Highlight (complete text-chart) with evidence that can be used to support the prompt. (Remind students that annotated text is their ticket to participate in the Seminar, part of their grade.) |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **CC Writing 1a:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 2d | * Analyze the text
* Draw inferences
* Cite evidence (pages)
* Provide reasons and evidence
 | **Day 2, hour 4. In class Writing #2: paragraph response:** How does a society maintain order? Do we need laws? **Vocabulary review** – Pictionary or improv game for review with last 10 minutes | In class – paragraph response: **How does a society maintain order? Do we need laws?****IWOC:** Read Chapter 5-6 and answer guiding questions |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | 3a | * Analyze the text
* Draw inferences
* Cite evidence (pages)
 | **Day 3, hour 1:****Review quiz on Ch. 5-6**Review answers to facilitate class discussion of key scenes Ch. 5-6**Small groups: Read Ch. 7 and answer guiding questions** |  |
|  | **CC Writing 1a:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**1b:** Develop claim and counterclaim fairly, applying evidence for each while pointing out the strengths and limitations  | 3b | * Analyze a topic or text
* Introduce a precise claim
* Identify and distinguish counterclaims
 | **Day 3, hour 2:** **Direct instruction: Writing a precise claim (and define counterclaim)**: Students read various examples of claims and categorize from best to worst in pairs. Share out and discuss as a class why.2nd step: What would be a **counterclaim** for these claims? In-class Writing #3 (paragraph): Who is in control of the island? Ralph? Jack? The crowd of boys? **Be sure to focus on having a clear claim and supporting evidence from the text. Include a counterclaim.****Close reading:**  Ralph trying to reel in order and law, word savage and savagery keeps reappearing (Chapter 5) (P. 89-91) | In-class Writing #3: Who is in control of the island? Ralph? Jack? The crowd of boys? |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | 3c | * Analyze the text
* Draw inferences
* ID hierarchy of evidence to support analysis
 | **Day 3, hour 3:** **Whole class Read Ch. 8** In-class Writing #4 **Close reading** ofSimon stumbling upon the pig's head. (Chapter 8) (p. 143). **Who or what does the beast represent? Where does the spirit of the beast exist?** Be sure to focus on relationship and symbolism of “beast” to savageryExit Ticket: craft a statement about the function of the Beast in Chapter 8 and identify on supporting piece of text | Note-taking Say Mean Matter chartParagraph response #4 |
|  | **CC Writing 1a:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, create an **organization** that establishes clear relationships among the claim, counterclaims, reasons, and evidence | 3d | * **Organize** reasons and evidence in a logical manner
* Provide reasons and evidence to support a claim
 | **Direct Instruction: Structure of an Argumentative essay****Correction Lesson #2: Introduction and conclusion paragraphs**Exit ticket: What has more evidence: nature or nurture? Are people inherently savages suppressing our wild natures, or do people naturally want order? Think of 1 example for one side of the argument. (can post on the wall to use as inspiration for writing) | Student note-taking on structure (cloze notes)IWOC: Read Chapter 9 |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | 4a | * ID explicit textual evidence
* Cite evidence
* Draw inferences
 | **Day 4, hour 1:** Warm Up**: Quiz Ch. 9****Whole class: Read Chapter 10 & annotate/SMM chart** | Note-taking Say Mean Matter chart |
| **CC Reading Literature 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. |  | 4b | * Understand character traits or aspects
* Analyze character interactions
* ID conflicting character motivations
 | **Day 4, hour 2: 3-circle Venn Diagram:** Ralph, Jack, Piggy and their main reactions to life on the island – similarities and differences (students can work in pairs or small groups)Share out to whole class – each group **chooses one evidence** that demonstrates a similarity or difference in reactions and motivation of characters – put on post it note to add to CLASS SIZE version of Venn diagram | Venn-diagram of characters |
| (**CC RL 9.4:** determine the meaning of words and phrases as they are used in the text) |  | 4c | * Determine figurative and connotative meanings
* Determine formal vs. informal tone
 | **Day 4, hour 3: Vocabulary review**Students write assigned type of stories in pairs using all vocabulary words (comedy, murder, thriller, informational article). Groups share out to class. |  |
|  | **CC Writing 1a:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, create an **organization** that establishes clear relationships among the claim, counterclaims, reasons, and evidence | 4d | * ID precise claim
* ID and distinguish counterclaim
* Determine relevance of evidence
* Organize reasons in a logical manner
 | **Day 4, hour 4: Correction lesson #3 – Body paragraph and** Counterclaim paragraph – focus on structure & effective evidence, AND using sentence combining and selecting 1-2 places to include a semicolon effectively. Share out to whole class.**(pair work)****Start reading Chapter 11** | Finish reading novel – read chapter 12 and answer guiding questions |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **CC Writing 1a:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, create an **organization** that establishes clear relationships among the claim, counterclaims, reasons, and evidence | 5a | * ID precise claim
* ID and distinguish counterclaim
* Determine relevance of evidence
* Organize reasons in a logical manner
 | **Day 5, hour 1:** **Close reading**: Jack and the hunters (savages) hunting Ralph, then found by the adults. (Chapter 12) (P. 198-200) | Quote analysis: Close reading and analytical response - focus on diction, inner dialogue, and mood |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **CC Writing 1a:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, create an **organization** that establishes clear relationships among the claim, counterclaims, reasons, and evidence | 5b | Continue same goals | **Day 5, hour 2:** **In-class writing #5 (final assessment)**Write first draft of summative paper**Preparing an outline based on** EQs, base responses on EVIDENCE | First draft of final paper |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **CC Writing 1a:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, create an **organization** that establishes clear relationships among the claim, counterclaims, reasons, and evidence | 5c | * precise claim
* ID and distinguish counterclaim
* Determine relevance of evidence
* Organize reasons in a logical manner
 | **Day 5, hour 3: Peer evaluate – edit for use of semicolon (combining sentences), informal/formal language, strength of evidence, suggestions to add/edit explanation, clarity of claims, inclusion of counterclaim****Final review and assessments** | Peer editing check list |
| **CC Reading Literature 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **CC Writing 1a:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, create an **organization** that establishes clear relationships among the claim, counterclaims, reasons, and evidence | 5d | * precise claim
* ID and distinguish counterclaim
* Determine relevance of evidence

Organize reasons in a logical manner | **Day 5, hour 4 Final Drafting Phase**Type or rewrite final drafts of argumentative essay | Final drafting (Computer lab?) |

“Why Boys Become Vicious”

by William Golding

            Pick any of the great saints or moral leaders of Western civilization – Jesus, St. Francis, Mother Teresa – and the characteristic that stands out is their simplicity. If it is true, as it seems to be, that there is a simplicity about human goodness, then it is just as true that there is a corresponding complexity about human evil.

            Hitler, Stalin and Idi Amin – to name just a few in the 20th century catalog of evil – were far from being simple men.  At times they were childish, at times mad, at times pathetic.  But their deeds were the twisted deeds of tangled and contorted souls.

            So there is nothing the slightest bit simple about what happened to 2-year old James Bulger after he was led out of a Liverpool area shopping center by two older boys.

            We are told that he was beaten and then dumped in the path of a train so that his injuries would be disguised.  To contemplate that deed, as we must if we are to live in the real world and not little worlds of our own making, is to face a peculiarly stark form of horror.  And the cruelty behind it is nothing if not complex.

            It was nearly 40 years ago when I wrote about the cruelty boys can inflict on each other in Lord of the Flies.  It was, of course, not the first time that I had thought about human cruelty and its various manifestations.  Since then, too, I have had plenty of reason and opportunity to think about it more.

Are men and women born with cruelty as a deep component of their nature?  Is civilization largely a heroic struggle to build layer upon layer of varnish upon the rough and splintered raw material of humankind?

            Or does it make a truer picture if we imagine the newborn child as a blank slate upon which the harshness of experience soon prints its indelible and frightening patterns?

            I believe all attempts to answer these great questions are doomed to end in doubt and confusion.  I leave them to psychologists and prophets.  I can only speak as a man who has lived long.

            But there are certain things about cruelty – and especially the cruelty of boys – which I believe may be true and from which we can learn: though I also believe in the end we can never completely banish the kind of concentrated horror that has brought to us in the story of James Bulger.

            There are, for instance, *conditions* in which cruelty seems to flourish, which is different from saying that it has clear causes.  What are these conditions? **Chaos is one, fear is another.**

            In Russia after the First World War, there were, I believe, gangs of children who had lost their parents.  Dispossessed, without anywhere to live or anything to live on, they roamed the country attacking and killing out of sheer cruelty.

            There was, at that time, social chaos in many countries, and, left to themselves, these children found a kind of elemental cohesion in their viciousness.

            We are told that in some parts of Britain today there are new gangs of children – offspring of an underclass that seems to reject conventional parenting.  Without the support of mothers and fathers such children have nothing but the fruits of what they can beg and steal.

            It would not surprise me if in these conditions, where the orders and patterns of society cease to matter, gangs begin to find cohesion merely in the joint fulfillment of their darkest instincts.

            Add to this heady cocktail the other element – fear – and you get a mixture that is more than doubly terrifying.  When people are afraid they discover the violence within them and when they are afraid *together* they discover that the violence within them can be almost bottomless.

            I do not think it is too unlikely to suppose that children living without adult protection are often frightened.  Add to that the sudden fear or capture or prosecution – or simple fear of what they had unthinkingly done – and one can see how horrors come about.

            Is it also true that the capacity of the young male to maim and torture is somehow connected to his long-forgotten beginning as a hunter and killer – a beginning that is very different from the female’s hearth?

            **T**he truth must be that both components are of equal importance.  We are born with evil in us and cruelty is part of this.  (Though there is also a capacity for selflessness and love: otherwise we are denying part of our human nature.)

            But what must be true is that we can be twisted and distorted beyond recognition by the guidance – or lack of it – that we absorb directly from our families.

            If there is no one around to guide children, then they go wrong.  The people who guide children are their fathers and mothers.  Children need both and in the later part of this century they often have neither.

            And when children go wrong they can often go wrong with a vengeance.  There is such energy in children; they are more powerful than any bomb.

            Many modern childhoods must be sheer horror, though I do not believe this is necessarily anything new – history has been full of horror and children have always suffered their share of it.

            If parents are absent, if fathers do not provide strength and mothers do not provide love, then children will plumb the depths of their nature.

Old men perhaps are hard to surprise.  If this is what happened in the case of the killers or James Bulger we should not be surprised.  But we can be shocked into recognizing evil when we see it.  The poor child’s pains are over. God help us all.

**Vocabulary Topic:**

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| **Term/Phrase:**  | **My Understanding 1 2 3 4** |
| **Word used in a sentence:** |
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| **Drawing** | **Definition in my words:** |
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| **Term/Phrase:**  | **My Understanding 1 2 3 4** |
| **Word used in a sentence:** |
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| **Drawing** | **Definition in my words:** |
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| **Term/Phrase:**  | **My Understanding 1 2 3 4** |
| **Word used in a sentence:** |
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| **Drawing** | **Definition in my words:** |
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Title: Author:

Audience Tone Purpose

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| **Say** | **Mean** | **Matter** |
| What does the text say?Quote the text including the page number. Choose text that stands out or confuses you. The quoted text does not have to be actual quotations by characters; it can be narration or description.  | What does the text mean?Read between the lines. Explain the quote in the context of the text. Identify any rhetorical devices (simile, metaphor, personification, symbolism, etc.) used. Use at least two of these: | Why does the text matter?Explain why the quote is significant within the text and to you (text-to-self), to others (text-to-world), and to other texts (text-to-text). Analyze the effect of any rhetorical devices used. Use at least three of these: |
| “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” (#). | * This means \_\_\_.
* This occurs when \_\_\_.
* This is an example of \_\_\_ (rhetorical device).
 | * This reminds me of the time I \_\_\_ because \_\_\_.
* This reminds me of the text \_\_\_ because in both texts \_\_\_.
* This reminds me of society because \_\_\_.
* \_\_\_ says/does/thinks this because \_\_\_.
* This creates a tone of \_\_\_ because \_\_\_.
* This evokes a mood of \_\_\_ because \_\_\_.
* The significance of this situation is \_\_\_ because \_\_\_.
* This raises the question of \_\_\_ because \_\_\_.
* \_\_\_ (author) uses \_\_\_ (rhetorical device) to show \_\_\_ because \_\_\_.
* This relates to the theme of \_\_\_ because \_\_\_.
* This context of \_\_\_ is significant because \_\_\_.
 |
| "What's in a name? That which we call a rose/ By any other name would smell as sweet" (p. 78). | **This means** that what something is called less important than what something is. **This occurs when** Juliet is thinking about why she can’t be with Romeo. **This is an example of** a simile. | **This reminds me of** society because society often judges things based on what something is called or looks like instead what it actually is. **Shakespeare uses** a simile **to show** the false comparison between names and attributes **because** to Juliet, Romeo’s attributes are more important than Romeo’s name.  |

Title: Author:

Audience Tone Purpose

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| **Say** | **Mean** | **Matter** |
| Quote the text including the page number. Choose text that stands out or confuses you.  | Read between the lines. Explain the quote in the context of the text. ID any rhetorical devices used.  | Explain why the quote is significant within the text and to you (text-to-self), to others (text-to-world), and to other texts (text-to-text). Analyze the effect of any rhetorical devices used. |
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**Can provide names, or ask students to organize themselves**

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| --- | --- |
| **(Ralph)** | **(Jack)** |
| “Listen, everybody. I’ve got to have time to think things out. I can’t decide what to do straight off. If this isn’t an island we might be rescued straight away. So we’ve got to decide if this is an island. Everybody must stay around here and wait and not go away” (page 23) | “The circle of boys broke into applause. Even the choir applauded; and the freckles on Jack’s face disappeared under a blush of mortification. He started up, then changed his mind and sat down again while the air rang. Ralph looked at him, eager to offer something.” (page 23) |
| “Ralph stood, one hand against a grey trunk, and screwed up his eyes against the shimmering water. Out there, perhaps a mile away, the white surf flinked on a coral reef, and beyond that the open sea was dark blue” (page 10). | “The boy who controlled them was dressed in the same way though his cap badge was golden. When his party was about ten yards from the platform he shouted an order and they halted, gasping, sweating, swaying in the fierce light. The boy himself came forward, vaulted on to the platform with his cloak flying, and peered into what to him was almost complete darkness” (page 20).  |
| “He was old enough, twelve years and a few months, to have lost the prominent tummy of childhood and not yet old enough for adolescence to have made him awkward. You could see now that he might make a boxer, as far as width and heaviness of shoulders went, but there was a mildness about his mouth and eyes that proclaimed no devil” (page 10). | “Piggy asked no names. He was intimidated by this uniformed superiority and the offhand authority in Merridew’s voice. He shrank to the other side of Ralph and busied himself with his glasses” (page 20-21).  |
| “I could swim when I was five. Daddy taught me. He’s a commander in the Navy. When he gets leave he’ll come and rescue us. What’s your father?” (page 13). | “He snatched his knife out of the sheath and slammed it into a tree trunk. Next time there would be no mercy. He looked round fiercely, daring them to contradict” (page 31). |

**Argumentative Body Paragraph Structure**

|  |  |
| --- | --- |
| **Claim**: * One cohesive sentence
* Answers the prompt
* Demonstrates a side (or combination of sides) of the argument

Example:Ralph displays the qualities of a strong leader because he is able to bring control the crowd of rowdy children.  | **Claim:** |
| **Clarification**:* Defines arguable or vague terms

Example: In order for someone to be a strong leader, one must demand respect from and command over others. | **Clarification**: |
| **Evidence** (context and quote):* Include summary details about what’s happening in the story from where this quote is taken
* Use proper punctuation (comma, quotation marks)
* Provide a quote that supports your claim
* Use MLA format to cite the page number of the quotation

Example: In the beginning of the novel, Ralph is the person who calls the meeting to organize the kids on the island. When he wants their attention, all he does is, “raised a hand for silence” (page 22). | **Evidence** |
| **Warrant*** Analyze the quote (reference specific words and phrases, interpret their meanings)
* Explain how the interpretation of the quotation proves the claim

Example: This demonstrates that Ralph does not even need to use his voice. His gestures are enough to silence the crowd. He does not need to yell at the kids because they want a leader. This is important because there are no adults on the island to keep order, and someone has to take control and create order. Because Ralph is able to quiet a bunch of boys, he shows that he has one needed leadership quality. | **Warrant**: |
| **Concluding Statement**:* Summarize the argument (1 sentence)
* Answer the question “so what?”
* Tie back to the essential question (insight into human nature)
 | **Concluding Statement**: |

**Compare and Contrast Characters: Venn Diagram**



**Claims: Best to Worst**

|  |  |
| --- | --- |
| **Notes on Claims** |  |
| **Definition of a claim** |  |
|  |  |
|  |  |
| **Example of a claim** |  |
|  |  |
|  |  |
|  |  |
| **Summary of notes** |  |
|  |  |
|  |  |

**Directions:**

Number the claims from #1 (best) to #4 (worst). Be prepared to explain why you chose that order for the quality of the claims.

|  |  |
| --- | --- |
| Number | Claim |
|  | In William Golding’s The Lord of the Flies, all humans are born evil but are kept under control by society’s rules. |
|  | People begin life innocent and pure, but then they become corrupted by the evils of their environment, just like in William Golding’s The Lord of the Flies. |
|  | In William Golding’s The Lord of the Flies, we are inherently evil. |
|  | In William Golding’s The Lord of the Flies, people are both good and evil, and both society and individuals must constantly suppress the savages within.  |

**Correction Lesson #1: Body Paragraph**

DIRECTIONS: Read the elements of a classmate’s first draft of a body paragraph. Correct all grammar/spelling mistakes. Then, complete the warrant:

**Claim**: Ralph is a better leader than Jack because he earned respect from his peers.

**Clarification**: In order for someone to be a strong leader, one must demand respect from and command over others, not just force people to do what they want with violence and threats. A good leader must be liked by his or her followers.

**Evidence**: In the beginning of the novel, Ralph is the person who calls the meeting to organize the kids on the island. The crowd of boys call out Ralph as a leader because, as the narrator describes, “…there was a stillness about Ralph as he sat that marked him out: there was his size, and attractive appearance; and most obscurely, yet most powerfully, there was the conch” (page 22).

|  |  |
| --- | --- |
| **Warrant**:  | In order to properly warrant this quote, remember to:1. Literally explain the quote. What are key qualities about Ralph that make him a desirable leader?2. Explain the connotation. What symbolic elements of Ralph’s description lead us to believe Ralph is a good leader?3. How does the description overall lead me to believe that Ralph represents a good leader rather than Jack or Piggy? |

**Correction Lesson #2: Introduction and Conclusion**

DIRECTIONS: Read and label the introduction and conclusion paragraphs.

* **Label** …
	+ INTRODUCTION: the Title and Author, summary of main ideas in the story, transition to the claim, claim
	+ CONCLUSION: brief summary of the argument, an answer to “so what?”, tie back to the essential question and insight about human nature
* **Revise** any punctuation errors
* **Combine** 2-4 sentences with closely related topics using a semicolon

**INTRODUCTION**

 In the novel The Lord of the Flies by William Golding a group of boys are escaping the grasps of World War II, but end up crashing on a deserted island. They eventually fight over who will be a leader of the island, since no adults are there with them. It starts out great. Then, Jack wants power and control, gets violent, and then tries to kill Ralph. Overall, the story demonstrates that Ralph would be a good leader if the boys were not full of fear.

**CONCLUSION**

 Ralph would make a good leader. He is calm and clear-headed, especially with Piggy’s help. Unfortunately, the boys are too sucked into their fears to follow the right person. This holds true in our real world. Bad people come to power, such as Hitler, because crowds fear the world. The novel demonstrates that people do not always follow a good leader, even if a good leader is available and willing to lead.

**Correction Lesson #3: Body Paragraph (with Counterclaim)**

DIRECTIONS: Take 15 minutes to read this body paragraph by a classmate. Complete the following:

1. **Label** the claim, clarification, evidence, and warrant.
2. **Correct** all of the grammar mistakes and awkward phrasing.
3. **Revise** the warrant in order to make it stronger.
	* HINT: Ask yourself, does the warrant connect back to the way the author clarified the claim? Does the warrant make a sustained case?
* Do not complete the reflection until after we have discussed everything as a class.

No matter what the environment, savagery exists in everyone. By savagery, I mean that all people have some evil or bad nature within them that they have to suppress. In chapter five, Ralph is completely upset when Jack and his hunters chose to hunt instead of keeping their fire going so they could be saved. Ralph yells “What are we? Humans? Or animals? Or savages? What’s grownups going to think? Going off—hunting pigs—letting fires out—and now!” page 91.

Ralph uses the word savages because he thinks the hunters aren’t following set rules anymore. He’s angry at them. Savages are people who are wild and do not follow rules. He is using rhetorical questions because he is demonstrating that he’s angry. Ralph is angry that they could have been saved, and he sees that Jack and the hunters have the wrong priorities. This shows that even though the kids probably want to be saved, they are acting wild like savages because that is an immediate desire, not a long term wish. The boys are not thinking about their futures.