

	CCLS Unit Template
Unit Name or Theme	<i>Lord of The Flies by William Golding</i>
Enduring Understandings, Big Ideas, and Essential Questions	<p>EQ: How does fear affect our behavior?</p> <p>Books are banned or censored when people feel threatened by their content or how they may incite revolution or change</p> <p>Historical context has much bearing on the author's purpose</p> <p>How people survive and the human desire for survival</p> <p>Civilization vs. Savagery</p> <p>What is "human nature"</p> <p>The use of symbolism in relation to characterization</p> <p>The Stanford Prison Experiment and it's real world connection to fear affecting one's behavior</p> <p>The "Power of the Situation"</p> <p>Argument Essay Structure answering EQ</p> <p>Annotation</p>
Common Core & Content Standards	<p><u>CCLS</u></p> <p><u>Reading Standards</u></p> <p>RL.9-10.1 Cite strong and thorough textual evidence</p> <p>RL.9-10.2 Determine theme or central idea</p> <p>RL.9-10.3 Analyze how complex characters develop over the course of a text</p> <p>RL.9-10.5 Analyze author's choice</p> <p><u>Writing Standards</u></p> <p>W.9-10.1 Write arguments</p> <p>W.9-10.4 Produce clear and coherent writing</p> <p>W.9-10.9 Draw evidence from literary or informational text</p> <p><u>Speaking and Listening Standards</u></p> <p>SL.9-10.1 Initiate and participate in conversations</p> <p>SL.9-10.2 Integrate multiple sources of information</p>
Focus Questions & Student Friendly Learning Goals	<ul style="list-style-type: none"> • Why would someone want to ban a book? • Could you survive in the wild? • What is the difference between American and British English? • Who deserves to survive? • What changes us? • What is our human nature? • What is the difference between civilization and savagery? • Why is Simon a threat to Jack? • How is Golding using symbolism? • Does identity dictate our actions or do our actions make our identity? • What are the features of an argument essay? • What strategies can I use when reading a challenging article?

<p>Knowledge, Skills and Activities</p>	<p>KNOWLEDGE AND SKILLS</p> <ul style="list-style-type: none"> - <u>Activate prior knowledge</u> and draw on personal experience to <u>make connections</u> to their own lives, the lives of others, other texts and the world around them to understand text, and to identify social, cultural and historical context. - <u>Use comprehension strategies</u> effectively (analysis, questioning, determining importance, synthesizing information, summarizing, forming predictions, making inferences, and drawing conclusions) to <u>make meaning from and interpret text</u> and analyze new information. - <u>Demonstrate understanding</u> using a range of writing and speaking activities for different tasks, audiences, purposes and disciplines (e.g.: daily writing to learn activities that require evidence from text, the use of graphic organizers, classroom discussions, oral presentations, short research assignments). - <u>Generate and ask questions</u> to clarify information and check understanding. - <u>Use evidence from text</u> in discussions and writing activities to express thinking and demonstrate understanding. - Engage in <u>daily writing</u> to learn activities that require using evidence to support ideas and claims when responding to text and presenting opinions & points of view. - Use common <u>graphic organizers</u> to develop organizational skills and record factual information and evidence from text. - <u>Draw conclusions</u> about <u>author's purpose</u> by examining <u>historical context</u> and author biographical information - Use textual evidence to support <u>literary analysis</u> of key ideas and literary devices <p>ACTIVITIES</p> <ul style="list-style-type: none"> • Banned Books Group Work • Survival Test • British Slang • Read Alouds • Textual Analysis-Theme, Symbolism, Foreshadowing • Thematic Statement Arguments • Vocabulary • Close Reading Activity-Devolution/Allusion • Symbolism-Mask and Glasses Group Work • Double Entry Journal • Speech Writing • Conflict Analysis • Triple Entry Journal-Literal and Figurative Meanings • Literal and Symbolic Meanings of Objects • Stanford Prison Experiment • Humanity Vs. Savagery and Power of The Situation • TED Talk Viewing-What Fear Can Teach Us • Argument Essay • Annotation, Talk Back and Summarizing
<p>Formative Assessments & Checks for Understanding</p>	<ul style="list-style-type: none"> - SAGs - Reading Guide Questions - Group Work - Read Alouds - Class Discussions - Speech Writing
<p>Differentiation/ Accommodations for SWD and ELLS</p>	<p>To Be Developed with ICT Teacher</p>

Summative Assessment / Performance Task	Argument Essay-Fear Affects Our Behavior Island Project
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Unit 2: Lord of The Flies

EQ: How does fear affect our behavior? *I can formulate opinions, ideas, and conclusions based on a text.*

FQ: Why would someone want to ban a book? (CC.9-10.SL.1.c)

Do Now: Why would someone want to ban a book? Explain.

Read Aloud and Class Discussion: Our first novel, Lord of The Flies, was once one of the most banned and protested books in the world. Today, this book is one of the most widely read in high schools in America. Many books have been challenged, banned, and incited court battles to get them back on the shelves. Banned Books Week was started to raise awareness for censorship of books that still exists today.

Banned Books Week: 'Captain Underpants' tops list of challenged books

(CNN) -- What would you do if you went to the library in search of "The Adventures of Captain Underpants" for your child, or to re-read Toni Morrison's Pulitzer Prize-winning novel "Beloved" only to find that the book had been pulled from the shelves because another patron objected to its content?

It happens in the United States more often than many realize. At least 464 formal complaints were filed in 2012 seeking to remove books from libraries or schools, according to the American Library Association, a sponsor of Banned Books Week, which runs September 22-28. Its mission is to celebrate the freedom to read and highlight the pitfalls of censorship.

The annual event started in 1982, the same year the Supreme Court ruled that students' First Amendment rights were violated when Kurt Vonnegut's "Slaughterhouse-Five" and eight other books were removed from school libraries. Despite the legal precedent, schools and libraries still receive formal challenges to remove books from library shelves or nix them from reading lists to protect children from material some see as inappropriate. Just this month, a North Carolina school board voted to ban Ralph Ellison's "Invisible Man" based on complaints from the parent of an 11th-grader. The board is reportedly scheduled to reconsider its decision. The targets of challenges have changed over the years, but the reasons remain fairly constant, said Deborah Caldwell-Stone, the ALA's deputy director of the Office for Intellectual Freedom. "Sexually explicit content and offensive language continue to be the main reasons," she said.

The Office for Intellectual Freedom compiles lists of attempts to ban books in libraries and schools based on media reports and reports filed directly with the office, which means it documents only the complaints brought to its attention. For each challenge recorded, the ALA estimates there are four to five more that go unreported. For similar reasons it's also hard to pin down exactly how many challenges succeed. A book might be pulled without the public's knowledge, or a ban might be overturned when appealed by teachers, parents and students.

Books from Dav Pilkey's "Captain Underpants" series, which chronicles the adventures of two fourth-grade pranksters, were the most frequently challenged books in 2012, along with acclaimed bestsellers "Beloved," by Toni Morrison, "The Kite Runner" by Khaled Hosseini and "Looking for Alaska" by John Green.

Most of the titles were making repeat appearances at the top of the list, owing to what Caldwell-Stone calls the "viral" nature of book challenges: A book is the target of a ban in one community, then someone from another community hears about it and makes his or her own challenge.

So what do authors do when their books are targeted? We spoke to two authors whose books made the most-challenged list in 2012.

A children's book 'we could stand behind'

Justin Richardson is the co-author of "And Tango Makes Three," a children's book about Roy and Silo, a pair of male penguins who successfully hatched an egg at New York's Central Park Zoo. "And Tango Makes Three" was

the fifth most frequently challenged book in 2012, the ALA reported.

On whether Richardson thought "And Tango Makes Three" would be controversial:

"We did anticipate that there would be objections from some corners to our book. We never anticipated that we would become [one of] the most challenged book five years in a row."

On how it changed the way they wrote the book:

"It encouraged us to write a book that we could stand behind. We chose our words very carefully in writing this book, and in part we chose them carefully because we knew there was a possibility that it would be challenged. For example, there's no anthropomorphisation in the book, we never said Roy felt a certain way because we did not want to attribute anything to the penguins in the order of a human intention because that's something that could very easily be criticized, and fairly so, as reading our own agenda into the penguins' actions. That was one way the book was shaped in anticipation of criticism.

"At the same time, you don't write books for critics, you write it for people who will benefit from it and enjoy it. Ultimately there will be many more of those people than critics. We were writing for young children who had families like those in the book. We also felt it was important to have our facts straight because one of the points people defending the book observed is that this is actually a true story. We visited the penguins and interviewed zookeepers and vetted it with Central Park Zoo to make sure we weren't misstating the true events."

On how he and his co-author responded to attempts to ban the book:

"Every challenge is different. The first challenge that we heard of was the most disturbing, and that was because of the way it was handled.

"A librarian had received a challenge about the book, and her response was to take the book out of the fiction section and place it into the nonfiction section because that section was much less frequently browsed. Naturally, we were extremely displeased and wrote a letter of complaint to the newsletter of the American Library Association.

"Very shortly after that, or maybe as result of that event, librarians across the country and organizations who saw it as their charter to defend books got on the issue, and we were lucky to be championed by them, including the ALA, the Office for Intellectual Freedom, Pen American Center, and numerous local affiliates of the ACLU. When you know you have those organizations behind you and the United States Constitution in your corner, all of those challenges become less upsetting.

"We've dealt with them in a number of different ways, but our preference is to let organizations and folks on the ground in the community to do their work so there's a local solution to the challenge. It's far better than having two New York authors call up a town and say 'Hey you're violating the United States Constitution.' We'd rather have a group of parents go to a board meeting and work this out. However, when a librarian has worked particularly courageously we'll send an e-mail to support her.

"We've written school board members and let them know that there is a precedent and Supreme Court ruling on the subject. In each case where there's an open challenge, a school will go through the process where they appoint a committee or take it to the school board to investigate what the actions should be. You could look at them negatively and say there's a certain amount of reinventing the wheel because the legal precedent is quite clear. At the same time, allowing the school community to go through the process of figuring that out and debating it I think has an unquestionable value, and that's one reason we like to leave it to them."

On how it affected his views on censorship:

"It's strengthened my appreciation for the importance of protecting the freedom to read. I think we handle [public challenges] to books pretty well as a country. But I think there's a greater problem which is secret challenges to books and soft bans; when a school official objects to a book and checks it out and fails to return it, or when a school librarian reads news about a particular book and is afraid to order it for the library. That self-censorship is something that I don't believe we have an answer to."

A novel that 'needed to feel uncomfortable'

Jay Asher is the author of "Thirteen Reasons Why," a young adult novel about a teen who commits suicide and leaves behind audio recordings sharing 13 reasons she decided to end her life. "Thirteen Reasons Why" was the third most-challenged book in 2012, according to the ALA.

On whether Asher thought "Thirteen Reasons Why" would be controversial:

"I was writing a book about issues that make most people uncomfortable, including me. That alone, I knew, could make it controversial. But these are issues people do experience. To emotionally reach people, I had to write my story honestly. But I also wanted the book to be available to as many people as possible, so I did write a slightly less-graphic alternate version of one scene. I let my publisher decide which to publish, and they correctly chose the more intense scene because readers needed to feel uncomfortable there to understand what the character was

going through."

On how he responded to attempts to ban the book:

"The times I've heard about challenges, there have been people in those communities defending my book. In one, there was a school board meeting to decide whether to remove my book from the library, and a parent read aloud one scene without context. It took a student at the school, stepping up to the microphone, to teach those adults about context. As a result, the book remained in the school. Other times, principals have concerns about my book being used in the classroom, and a teacher will contact me to see what I can do to help the principal make a decision. I send them e-mails from readers expressing what they gained from reading the book. I know why I wrote my book, and I know what readers are getting from it. I would have no problem attending a meeting if I thought it would help the decision makers be less afraid."

On how it affected his views on censorship:

"Having spoken to thousands of teens since my book came out, I even more firmly believe that books dealing with these issues need to be written as emotionally honest as possible. Not only is it appropriate, it's responsible. If people are dealing with it, we need to talk about it. Otherwise, we contribute to the main reason people don't reach out for help. I consistently hear readers say my book was the first time they felt understood, which is sad. I'm sure many people around them would understand. If my book proves that there are people who get what they're going through, I'm honored. The very day I found out 'Thirteen Reasons Why' was the third most-challenged book, I received an e-mail from a reader claiming my book kept her from committing suicide. I dare any censor to tell that girl it was inappropriate for her to read my book.

By the numbers: Banned Books Week

- 11,300: Estimated number of books that have been challenged since 1982
- 464: Number of formal complaints filed in 2012 requesting books be removed from schools or libraries
- 4: Number of years the "Harry Potter" series was ranked as the American Library Association's most frequently challenged book
- 5: Number of Judy Blume books on list of 100 most frequently challenged books of 1990 to 1999
- 1,577: Number of challenges citing "sexually explicit" material from 2000 to 2009
- 1,291: Number of challenges citing "offensive content" from 2000 to 2009
- 49: Percentage of challenges initiated by a parent from 2000 to 2009

Group Work: Discuss the following questions with your group and write down your thoughts

1. Do you think there are any topics that are too sensitive to be written about? Explain.

2. Should books be banned for use of explicit language? Explain.

3. According to the article, why are most books banned?

4. How do authors feel when their books are banned? Explain using evidence from the article.

5. Why would “Harry Potter” rank among the most challenged books?

6. What is censorship? Should some things, like TV, movies, video games, be censored? Explain.

Wrap-Up: Revisit the Do Now question. Why would someone want to ban a book?

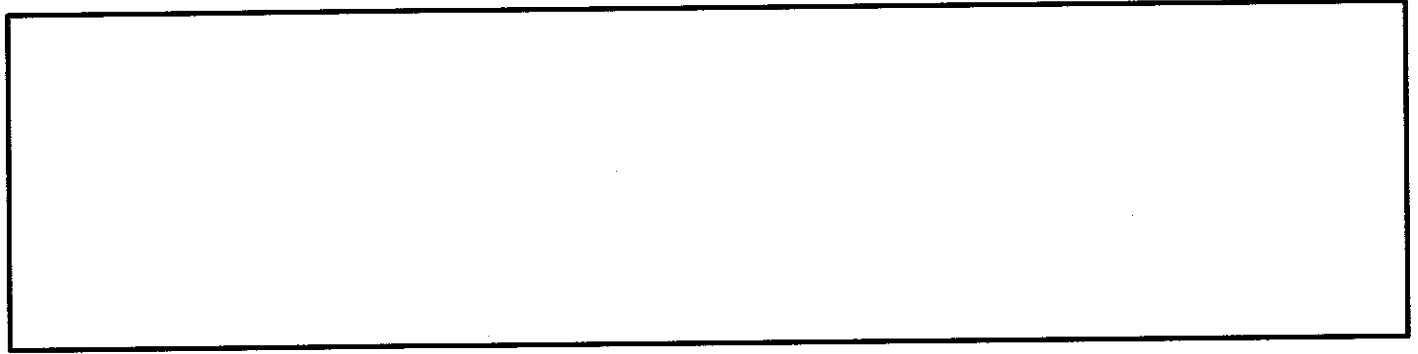
Unit 2: LOTF

EQ: How does fear affect our behavior?

I can engage in a variety of discussions by listening and sharing acquired and prior knowledge. (Standard CC.9-10.SL.1.a)

FQ: Could you survive in the wild?

Do Now: You are on a class trip in Pennsylvania. You and some friends join a canoe tour down the Allegheny River. You are messing around Instagramming pictures when you realize that you aren't following the guide anymore. You must have drifted down another path on the river. You pull off to the bank of the river, but there is nothing around for miles. Your phones have no service. What do you do?



Group Read and Discussion: Survival Skills

For many years, people lived without most of the luxuries we have today. There was no running water or electricity. People didn't have phones, Internet, GPS, or navigation. People built their own houses, grew their own food, raised livestock, and navigated the land and sea with maybe just a crude map. Today, we are so accustomed to these modern conveniences that we have a hard time functioning without them. We can't always be reliant on technology to save us. We are always vulnerable to blackouts, natural disasters, war, man-made disasters and disease. The boys in Lord of The Flies lose all the comforts of home and have to learn how to survive. If put in this situation, could you?

Independent Work: **Would You Survive?: A Survival Test**

You're lost in the wilderness, stranded atop mountain or helplessly adrift at sea! (Never mind how you got there, just play the game!) What should you do? Your very survival depends on how much you know about your present environment and situation. Answer the following questions and test your survival IQ.

1. You're alone in the wilds. You have no idea how long it will take for someone to find you. What is your greatest danger?

1. Starvation and lack of water
2. Panic
3. Attack by wild animals, especially at night

2. Your airliner has crashed in the mountains. You're one of several survivors. This is what you do:

1. Climb to the top of the nearest mountain and build a signal fire.
2. Make short trips; a road may be nearby
3. Stay put and wait for rescue.

3. It's cold and you have no fire. In order to keep warm you would:

1. Remain motionless to conserve energy.
2. Exercise vigorously.

3. Cover your head.
4. The temperature is below zero, but there are clothing and blankets in the crashed plane. Your best course is to:
 1. Bundle up with everything you can find.
 2. Avoid perspiring.
 3. Keep your feet warm.
5. You suspect that searchers may be in the woods looking for you. You would:
 1. Scream several times.
 2. Build a fire and make smoke signals.
 3. Try to find your way toward the rescue party.
6. A search plane flies overhead. In order to attract a plane's attention, you:
 1. Use the mirror in your compact as a signal
 2. Wave your most colorful piece of clothing.
 3. Climb to the top of a tree.
7. Which one of these American wild animals should you most worry about meeting?
 1. A bobcat
 2. A mountain lion
 3. A mink
8. You've accidentally disturbed a grizzly bear or a female black bear with cubs and it's obviously angry. The thing to do is:
 1. Faint, or at least pretend to faint.
 2. Moving slowly, hide behind a tree.
 3. Run as fast as you can.
9. It's night in the Canadian wilderness. You're surrounded by wolves. Your course of action:
 1. Yell at the wolves and they will probably run away.
 2. Build a fire to keep them at a distance.
 3. Ignore them.
10. You suspect it may be many days before you're found. Your greatest concern is:
 1. Lack of food
 2. Lack of water
 3. Lack of shelter
11. Your hunger pangs are serious. You must eat something. You:
 1. Chew leaves, but don't swallow them
 2. Eat tree bark

3. Catch and eat small snakes and insects.

12.If you're starving, there's one tasty wild animal you can capture without traps or weapons:

1. Cottontail rabbit with young
2. Woodchuck
3. Porcupine

13.Of hazards you may face in the wilderness, you should concern yourself least about:

1. A poisonous snake bite.
2. A sprained ankle
3. Lack of pure drinking water.

14.The mosquitoes are numerous and too hungry for comfort. Your best recourse is to:

1. Use perfume, if you have any, as a repellent.
2. Build a fire and stay in its smoke.
3. Sit very still.

15.Your airliner has crashed in deep snow and the temperature is below zero. The warmest place you can be is:

1. In the plane's broken fuselage
2. Under the snow
3. Inside a tent made of seat cushions and parachutes.

16.When snow is on the ground, snow blindness is a danger. You have no sunglasses, therefore you:

1. Close your eyes frequently as soon as they start hurting.
2. Shade your eyes whenever the sun is shining.
3. Shade your eyes whether there is sunshine or not.

17.A sever electrical storm occurs. Where is the safest place to be?

1. In the open, away from all trees.
2. In a forest, which will also shelter you from the rain.
3. Under the tallest tree, which will bleed off the electrical charge.

18.It's very cold. Another survivor of the plane crash tells you that you have a white spot on your nose--frostbite! You:

1. Warm the spot with your hand.
2. Rub it with snow.
3. Cover your face with cloth or fur.

19.You have no water, but the crashed plane has the usual supply of beverages. To quench your thirst, you should drink:

1. Scotch
2. Beer
3. Soft drinks

20. You know if you walked west you would find a highway, but you haven't got a compass. To find your way, you would utilize the knowledge that:

1. Moss grows on the north side of trees.
2. The sun's shadow is a direction finder.
3. The tops of tall trees point east.

21. A danger in the woods can be a fox or a raccoon with rabies. You can recognize an infected animal because it:

1. shows no sign of fear
2. howls and whimpers
3. foams at the mouth

22. Your airliner has crashed at sea. You're in the water waiting to be picked up by a life raft. Sharks appear! You:

1. Kick them off as they approach.
2. Try not to worry—you know they won't touch you if you're not bleeding.
3. Put your head under the water and yell.

23. You're in a life raft at sea without drinking water and desperately thirsty. You would drink:

1. Sea water—it's safe to ingest in moderate quantities.
2. Urine—repulsive thought, but you'll need it, to replenish body moisture.
3. The blood of sea birds.

24. Your airliner has been forced down in the burning hot desert. Our best plan is to:

1. Remain in the shade, moving as little as possible.
2. Take off all the clothing you can and breathe through your mouth.
3. Stay active so perspiration will cool you.

Scoring: Give yourself 1 point for each correct answer.

- o 22-23 points: Splendid! You might consider a career as a wilderness explorer.
- o 18-21 points: Resourceful! You can make it on your own.
- o 12-17 points: You're a fair woods person but don't go on long hikes by yourself.
- o 11 or under: Stay in the cafeteria, you may get lost in the hallways.

WRAP-UP: ANSWER FQ: COULD YOU SURVIVE IN THE WILD? EXPLAIN!

LOTF:Unit 2

EQ: How does fear affect our behavior? *I can identify and determine the meanings of words and phrases in a text.*

FQ: What is the difference between American and British English? (Standard CC.9-10.R.L.4)

Do Now: What are some slang words that we use in American culture today? Make sure to include definitions. (Nothing inappropriate please!) Where does slang come from? Why do we use slang instead of just regular words?

Class Read Aloud: *Historical Context of Lord of the Flies*

William Golding's parents brought him up to be a scientist. But he always had an interest in reading and writing, and at Oxford University he shifted from the sciences to literature. Golding fought in World War II, and was involved in the D-Day landing at Normandy. His experience in the war greatly influenced his views of human nature. After the war, he began writing novels in addition to teaching. *Lord of the Flies* was Golding's first novel, published in 1954, and was a critically acclaimed bestseller in both England and the United States. Though Golding never again achieved the same commercial success, he continued to write and went on to publish many more novels, including *The Scorpion God* (1971), *Darkness Visible* (1979), and *Fire Down Below* (1989). He won the Nobel Prize for literature in 1983 and died in 1993.

World War II influenced the themes and setting of *Lord of the Flies*. The war changed the way people in general and William Golding in particular viewed the world. World War I was for many years called the War to End All Wars. World War II proved that idea wrong and created a new sense that people are inherently warlike, power hungry, and savage. While the world war raging in *Lord of the Flies* is not World War II, it can be viewed as Golding's version of World War III. Only a few brief references to the war outside the boys' island appear in the novel, but references to an atom bomb blowing up an airport and the "Reds" make it clear that the war involves nuclear weapons and places capitalist allies including the British against the communist "Reds."

As a British writer, Golding uses British slang and language in his novel. Even though American English and British English are similar, they are not exactly the same. They are considered to be two different dialects of the same language. Similarly, the way we speak in New York is not the same way people speak in Louisiana or Oklahoma or California. Different areas have different slang and different dialects. A **dialect** is defined as "a particular form of a language that is peculiar to a specific region or social group." Slang also changes over time. Since this novel was written in 1954, some of the slang is common to that historical era.

Group Work: Using context clues, work in your groups to define the bolded British English words or phrases in each sentence and write down what the sentence means. Each person should have their activity guide completed by the end of the period.

- 1) **Sucks to your auntie** if she won't let us play ball in the house! Why does she have to be so mean?

- 2) This year's **head boy** goes to John Brown. He complied over 100 volunteer hours, organized a walk to support wounded veterans and maintained an A average.

- 3) That was a **smashing** performance by Kanye. He really puts on an amazing show.

- 4) You know what? **Sod you!** You spend all your time **mucking about** and I'm the only one who gets any word done around here.

- 5) Eric became **waxy** when Michelle kicked him in the **bum**.

- 6) Your mother is **cracked**. She's really **round the bend**. We didn't do anything wrong and she was yelling like a **barmy** madwoman.

- 7) **Nuts!** I am not taking out the garbage. I hate that chore!

- 8) You mean she's dating my best friend? **Bollocks!** What a witch!

- 9) Doctor, I've been feeling awfully **queer** lately. My head hurts and I'm dizzy.

10) If anyone comes up to you and threatens you, just give him **one for his nob**. Hopefully, you will knock him out.

11) If that doesn't work, **give him a fourpenny one** and maybe you will knock some teeth out.

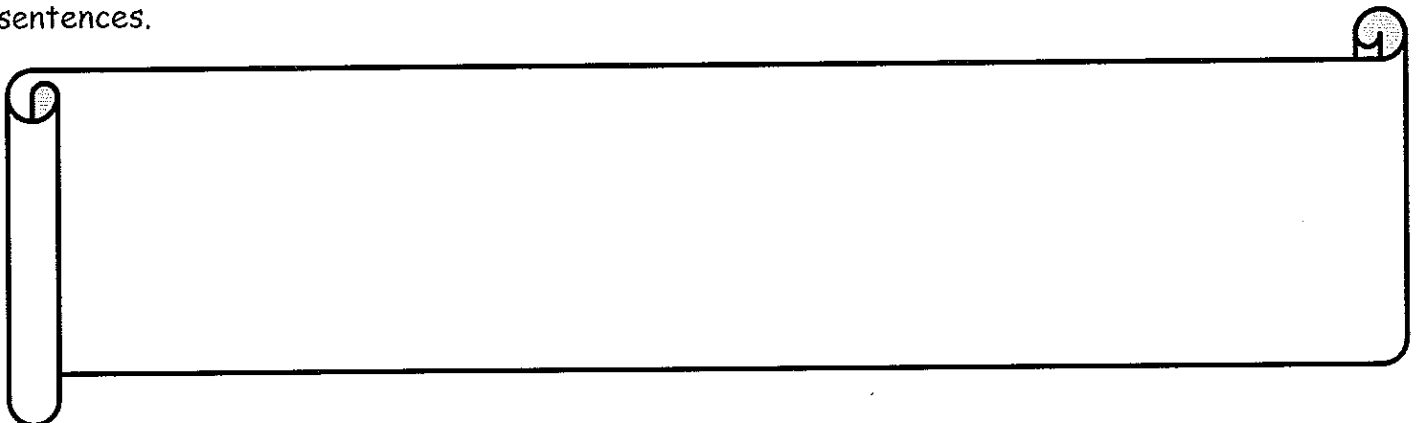
12) Excuse me, where is the **lavatory**? I am **taken short** and need to get there right away.

13) I think she's been **pinching** from my wallet. I had \$60 last night, but \$20 is missing today.

14) We need to make **pax**. We can't keep up all this negativity.

15) You **bloody** idiot! Stop **diddling** those apples. You're going to drop them on the floor.

Wrap-Up: Using some of the British phrases, write your own sentences! Write at least 2 sentences.



LOTF:Unit 2

EQ: How does fear affect our behavior? *I can formulate opinions, ideas, and conclusions based on prior and new evidence. (Standard CC.9-10.SL.1.c)*

FQ: Who deserves to survive?

Do Now: You are on the subway and an elderly woman gets on, but there are no seats. Do you give up your seat? Who would/wouldn't you give your seat to? Explain.

Group Work: Our ethics are the moral principles that we live by. Sometimes morals are dictated by law and sometimes by religion. We don't all follow the same guiding principles. This is why disagreements occur. In an extreme situation, could you maintain your ethics?

Who Should Survive?

A severe storm has crippled a small ship, the S.S. Guppy, and the only remaining lifeboat has room for only seven people. You have no hope of reaching civilization, but there's a fairly good chance that you can make it to one of many small, uncharted, and unpopulated islands in the area. You may have to remain on such an island for years. Your task is to choose which seven people should be allowed on the lifeboat, and hence, be allowed to survive.

In your groups, come to a group consensus of which 7 people you would save and why. Be also able to defend why you have chosen *not* to take others. You will be expected to present your findings to the class.

1. Dr. Dane: thirty-seven, Ph.D. in history, college professor, in good health (jogs daily), hobby is botany, enjoys politics, married with one child (Bobby).
2. Mrs. Dane: thirty-eight, rather obese, diabetic, M.A. in psychology, counselor in a mental health clinic, married to Dr. Dane, has one child.
3. Bobby: ten, mentally handicapped with IQ of 70.
4. Mrs. Victor: twenty-three, ninth-grade education, cocktail waitress, hasn't been able to hold a job, married at age sixteen, divorced at age eighteen.
5. Jean Garcia: three months old, healthy.
6. Mary Evans: eighteen, trade school education, wears glasses, artistic.
7. Mr. Newton: twenty-five, starting last year of medical school, antisocial, music as a hobby, physical fitness nut.

8. Mrs. Clark: twenty-eight, daughter of a minister, college graduate, electronics engineer, single now after a brief marriage, unable to have children.
9. Mr. Blake: fifty-one, B.S. in mechanics, married with four children, enjoys outdoors, much experience in construction, quite handy, confederacy and KKK supporter.
10. Father Frans: thirty-seven, Catholic, priest, active in civil rights, former college athlete, farming background, often criticized for liberal views.
11. Dr. Gonzales: sixty-six, doctor in general practice, two heart attacks in the past five years, loves literature and quotes extensively.

Our Chosen 7-Explain why!	Our Rejected 4-Explain why!

Wrap-Up (Discussion): Is it hard to choose who to save? What influences your decision?

EQ: How does fear affect our behavior?
FQ: Can the boys survive on the island?

I can comprehend key ideas and details in a literary text
(Standard CC9-10.R.L.10)

Do Now: Do we need rules and laws in our society? Explain.

Read Aloud: Chapter 1 “The Sound of The Shell”

As we read, we will pause to reflect, ask questions, and discuss. If at anytime you have a question, idea, or thought write it down in your binder.

Wrap-Up: Can the boys survive on this island and create a functioning civilization? Give 2 predictions about what might happen in the novel. Give 1 example of foreshadowing that you noticed.

HW: Finish reading chapter 1 (if we haven’t finished it already) and answer the following questions. HW is due next class.

Chapter 1 Reading Guide Questions

Answer in complete sentences on a separate sheet of paper and use evidence from the text in your responses.

1. Why does Piggy conclude that no one will know where they are?
2. What summons the boys to the beach?
3. Who tries to assume the authority? What happens?
4. What effort of conciliation does Ralph make toward Jack? What does Jack decide his boys will be?
5. What conclusion do Ralph, Jack, and Simon reach after their investigation?
6. What defense does Jack offer for not killing the piglet? What does he promise? What was the real reason he didn’t kill the piglet?

Interpreting Meaning

7. The boys discover there are no adults on the island and attempt to model the civilization as they know it by electing a chief. How effective do you think this effort will be without adult supervision?
8. Consider the cause of the conflict between Ralph and Jack. What does Ralph’s effort to appease Jack tell you about his basic character? Is it likely that Jack will be content to play second fiddle to Ralph? Why or why not?
9. What does Ralph’s revelation about Piggy’s name suggest to you about the basic nature of young people? Are they intentionally cruel to one another or just inconsiderate? Explain.
10. Why do you think the boys chose Ralph as their leader?

EQ: How does fear affect our behavior?
FQ: Can the boys survive on the island?

I can comprehend key ideas and details in a literary text
(Standard CC9-10.R.L.10)

Do Now: What are the key components of a civilization? Explain.

1) **Go Over HW:** Chapter 1 "The Sound of The Shell"

2) Chapter 1: Group Work

Use your knowledge of Chapter 1 to review the literary devices as they are used in this chapter.

Character	STEAL: Characterization
Ralph	
Piggy	
Jack	
Simon	

Theme	Explanation with 1 Quote

Theme	Explanation with 1 Quote

Symbols: Symbolism is when an object in a text represents something else. It might represent an idea or a quality. What is one symbol in Lord of The Flies?	What does this symbol represent? Explain!

Foreshadowing: Look at the following quotes from Chapter 1.	What are these quotes foreshadowing?
Page 10: "You could see now that he might make a boxer, as far as heaviness of shoulders went, but there was a mildness about his mouth and eyes that proclaimed no devil."	
Page 14: "We may stay here till we die."	
Page 19: "Here, the eye was first attracted to a black, bat like creature that danced on the sand, and only later perceived the body above it."	

Wrap-Up: Do you think the boys will be able to maintain order?

EQ: How does fear affect our behavior?
FQ: What changes us?

I can comprehend key ideas and details in a literary text
(Standard CC9-10.R.L.10)

Do Now: "Change happens in the unknown". –Author Unknown What does this quote mean to you? Do you agree? Explain.

- 1) **Go over HW:** Chapter 1 "The Sound of The Shell" Literary Devices
- 2) **Read Aloud:** Chapter 2 "Fire on the Mountain". Remember to write down any questions, thoughts, or ideas that you have while reading, so we can discuss later.

Wrap-Up: How are the boys beginning to change? What example can you cite from the text?

HW: Finish reading chapter 2 (if we haven't finished it already) and answer the following questions. HW is due next class.

Chapter 2 Reading Guide Questions

Answer in complete sentences on a separate sheet of paper and use evidence from the text in your responses.

Identifying Facts

- 1) What decision is made about the conch? Why?
- 2) What fear does one young boy express? What is the group's reaction? What does Jack assure them of?
- 3) According to Ralph, what are the group's two main priorities?
- 4) What conflict arises between Jack and Piggy? How does Ralph settle it?
- 5) What does Jack say about rules and about the boys?
- 6) What offer does Jack make on behalf of himself and his hunters?
- 7) What does Piggy realize about the little boy who had talked about the beastie?

Interpreting Meanings

- 8) Consider Ralph's announcement of the group's two priorities. Are these the two priorities you would choose? What other things do you think the group might need to concern themselves with?
- 9) One of the young boys expresses his fear of a beastie, while the others claim there is no such thing. What does this incident suggest about people and their fears in general? What things might we fear even when we are not faced with the dramatic situation these boys face? Why?
- 10) Piggy thinks that the first thing the group should have done was build shelters on the beach. Is this a valid point? Why or why not?

EQ: How does fear affect our behavior?

I can identify the central idea or theme within a text.

FQ: What is our human nature?

(Standard CC9-10.R.L.2)

Do Now: Would you have voted for Ralph as chief? Is he doing a good job? Explain with details from the text.

Individual Work: Each of the statements below refer to the themes of the novel that we discussed last class. Write "A" if you agree or "D" if you disagree, then choose 4 to explain more fully. You can use examples from the text, prior learning, or your personal experience.

- ☐ 1) Left to their own devices, a group of children would probably just have a lot of fun.
- ☐ 2) Without rules, human beings would act like savages.
- ☐ 3) Whenever a group of people live together, there is always a struggle for power.
- ☐ 4) Every person is capable of violence.
- ☐ 5) Some people drag down society.
- ☐ 6) There is a solution to every problem, you just need to think about it.
- ☐ 7) An effective leader must be popular and well liked.
- ☐ 8) A democratic government is fair and just.
- ☐ 9) Kindness is often mistaken for weakness.
- ☐ 10) Being different takes a great amount of courage.

Explanation # _____:

Explanation # _____:

Explanation # _____:

Explanation # _____:

Wrap-Up: Discuss one theme that you see developing throughout the first chapters. Give details about the theme and how it relates to the story.

HW (due next class): Define the following SAT words from Chapters 1 and 2 on a separate sheet of paper. You can use a dictionary, an app, or google to look up definitions.

1. Strident	17. Gesticulate
2. Defiles	18. Ebullience
3. Immured	19. Officious
4. Specious	20. Recrimination
5. Enmity	21. Pall
6. Pliant	22. Presage
7. Fulcrum	23. Tumult
8. Proffer	24. Tirade
9. Furtive	25. Errant
10. Swathe	26. Festooned
11. Jetty	27. Grotesque
12. Efflorescence	28. Martyr
13. Pallidly	29. Clambering
14. Suffusion	
15. Bastion	
16. Motif	

EQ: How does fear affect our behavior? *I can analyze how the characters' conflicts advance the plot.*
FQ: What is the difference between civilization and savagery? (Standard CC9-10.R.L.3)

Do Now: Using at least 6 vocabulary words from your homework, describe the conflict(s) between Ralph, Jack, and Piggy.

Popcorn Reading: Chapter 3 We will read together. I will start reading and then, I will choose someone to continue. The new reader will read as long as they want and then they will choose the next reader and so on.

Wrap-Up: What is the conflict between Ralph and Jack? Why is this a problem? What do we learn about Simon?

HW (due next class):

Chapter 3 Reading Guide Questions: Answer in complete sentences on a separate sheet of paper.

Identifying Facts

1. What does Ralph complain to Jack about? How does Jack defend the fact that he spends his days hunting instead of helping the others?
2. What does Jack admit to Ralph and Simon?
3. When Jack yells, "Got it," what does Ralph think might have caused Jack's excitement? What was the source of Jack's excitement?
4. What does Ralph say about people in general? What did he want to explain?
5. What do Jack and Ralph feel as they look at each other in the pool?
6. What effect does their time in the bathing pool have on Ralph and Jack?

Interpreting Meanings

7. Does Jack's desire to kill a pig fit into either of the group's two main priorities established by Ralph? Is Jack concerned with the group's welfare? Explain.
8. Ralph wanted to express to Jack that people are never quite what one thinks they are. Do you agree with Ralph or not? Support your position with an example from your own experience.
9. Simon finds a secluded place in the high jungle where he can be alone. Why do you think he does this? What do you think this indicates about Simon?

EQ: How does fear affect our behavior? *I can analyze how the characters' conflicts advance the plot.*
FQ: What is the difference between civilization and savagery? (Standard CC9-10.R.L.3)

Do Now: What makes a person lose their self-control? Have you ever "lost it"? Explain.

Chapter 3: Literary Devices Close Reading Activity

Indirect Characterization is when the author describes a character without explicitly telling us about them. Instead, we infer information about them from the text and the things they say, think, and do.

Biblical Allusion many writers use biblical allusions to give the reader information about a character. An **allusion** is a reference to another written work. Some writers make reference to Shakespeare and poetry as well. A Biblical Allusion is a reference to the Bible. Often, Biblical Allusions refer to Christ.

William Golding uses both of these literary devices in *Lord of The Flies*. Read the following passages from Chapter 3 (a short but important chapter!) Follow directions for each passage and then answer the questions that follow. You can read on your own and then work together to complete the questions.

Passage 1: Highlight/ Underline words and phrases that suggest Jack is experiencing devolution (aka becoming a savage).

Jack was bent double. He was down like a sprinter, his nose only a few inches from the humid earth. The tree trunks and the creepers that festooned them lost themselves in a green dusk thirty feet above him, and all about was the undergrowth. There was only the faintest indication of a trail here; a cracked twig and what might be the impression of one side of a hoof. He lowered his chin and stared at the traces as though he would force them to speak to him. Then dog-like, uncomfortably on all fours yet unheeding his discomfort, he stole forward five yards and stopped. Here was loop of creeper with a tendril pendant from a node. The tendril was polished on the underside; pigs, passing through the loop, brushed it with their bristly hide.

Jack crouched with his face a few inches away from this clue, then stared forward into the semi-darkness of the undergrowth. His sandy hair, considerably longer than it had been when they dropped in, was lighter now; and his bare back was a mass of dark freckles and peeling sunburn. A sharpened stick about five feet long trailed from his right hand, and except for a pair of tattered shorts held up by his knife-belt he was naked. He closed his eyes, raised his head and breathed in gently with flared nostrils, assessing the current of warm air for information. The forest and he were very still.

At length he let out his breath in a long sigh and opened his eyes. They were bright blue, eyes that in this frustration seemed bolting and nearly mad. He passed his tongue across dry lips and scanned the uncommunicative forest. Then again he stole forward and cast this way and that over the ground.

The silence of the forest was more oppressive than the heat, and at this hour of the day there was not even the whine of insects. Only when Jack himself roused a gaudy bird from a primitive nest of sticks was the silence shattered and echoes set ringing by a harsh cry that seemed to come out of the abyss of ages. Jack himself shrank at this cry with a hiss of indrawn breath, and for a minute became less a hunter than a furtive thing, ape-like among the tangle of trees. Then the trail, the frustration, claimed him again and he searched the ground avidly. By the trunk of a vast tree that grew pale flowers on its grey bark he checked, closed his eyes, and once more drew in the warm air; and this time his breath came short, there was even a passing pallor in his face, and then the surge of blood again. He passed like a shadow under the darkness of the tree and crouched, looking down at the trodden ground at his feet.

The droppings were warm. They lay piled among turned earth. They were olive green, smooth, and they steamed a little. Jack lifted his head and stared at the inscrutable masses of creeper that lay across the trail. Then he raised his spear and

sneaked forward. Beyond the creeper, the trail joined a pig-run that was wide enough and trodden enough to be a path. The ground was hardened by an accustomed tread and as Jack rose to his full height he heard something moving on it. He swung back his right arm and hurled the spear with all his strength. From the pig-run came the quick, hard patter of hoofs, a castanet sound, seductive, maddening—the promise of meat. He rushed out of the undergrowth and snatched up his spear. The pattering of pig's trotters died away in the distance.

Jack stood there, streaming with sweat, streaked with brown earth, stained by all the vicissitudes of a day's hunting. Swearing, he turned off the trail and pushed his way through until the forest opened a little and instead of bald trunks supporting a dark roof there were light grey trunks and crowns of feathery palm. Beyond these was the glitter of the sea and he could hear voices. Ralph was standing by a contraption of palm trunks and leaves, a rude shelter that faced the lagoon and seemed very near to falling down. He did not notice when Jack spoke.

Question: How does indirect characterization emphasize Jack's regression to a more primitive stage? Refer to specific examples from the passage in your explanation.

Passage 2: Highlight/Underline words and phrases that compare Simon to Christ.

Simon was not in the bathing pool as they had expected. When the other two had trotted down the beach to look back at the mountain he had followed them for a few yards and then stopped. He had stood frowning down at a pile of sand on the beach where somebody had been trying to build a little house or hut. Then he turned his back on this and walked into the forest with an air of purpose. He was a small, skinny boy, his chin pointed, and his eyes so bright they had deceived Ralph into thinking him delightfully gay and wicked. The coarse mop of black hair was long and swung down, almost concealing a low, broad forehead. He wore the remains of shorts and his feet were bare like Jack's. Always darkish in color, Simon was burned by the sun to a deep tan that glistened with sweat.

He picked his way up the scar, passed the great rock where Ralph had climbed on the first morning, then turned off to his right among the trees. He walked with an accustomed tread through the acres of fruit trees, where the least energetic could find an easy if unsatisfying meal. Flower and fruit grew together on the same tree and everywhere was the scent of ripeness and the booming of a million bees at pasture. Here the littluns who had run after him caught up with him. They talked, cried out unintelligibly, lugged him toward the trees. Then, amid the roar of bees in the afternoon sunlight, Simon found for them the fruit they could not reach, pulled off the choicest from up in the foliage, passed them back down to the endless, outstretched hands. When he had satisfied them he paused and looked round. The littluns watched him inscrutably over double handfuls of ripe fruit.

Simon turned away from them and went where the just perceptible path led him. Soon high jungle closed in. Tall trunks bore unexpected pale flowers all the way up to the dark canopy where life went on clamorously. The air here was dark too, and the creepers dropped their ropes like the rigging of foundered ships. His feet left prints in the soft soil and the creepers shivered throughout their lengths when he bumped them.

He came at last to a place where more sunshine fell. Since they had not so far to go for light the creepers had woven a great mat that hung at the side of an open space in the jungle; for here a patch of rock came close to the surface and would not allow more than little plants and ferns to grow. The whole space was walled with dark aromatic bushes, and was a bowl of heat and light. A great tree, fallen across one corner, leaned against the trees that still stood and a rapid climber flaunted red and yellow sprays right to the top.

Simon paused. He looked over his shoulder as Jack had done at the close ways behind him and glanced swiftly round to confirm that he was utterly alone. For a moment his movements were almost furtive. Then he bent down and wormed his way into the center of the mat. The creepers and the bushes were so close that he left his sweat on them and they pulled together behind him. When he was secure in the middle he was in a little cabin screened off from the open space by a few leaves. He squatted down, parted the leaves and looked out into the clearing. Nothing moved but a pair of gaudy butterflies that danced round each other in the hot air. Holding his breath he cocked a critical ear at the sounds of the island. Evening was advancing toward the island; the sounds of the bright fantastic birds, the bee-sounds, even the crying of the gulls that were returning to their roosts among the square rocks, were fainter. The deep sea breaking miles away on the reef made an undertone less perceptible than the susurrations of the blood. Simon dropped the screen of leaves back into place. The slope of the bars of honey-colored sunlight decreased; they slid up the bushes, passed over the green candle-like buds, moved up toward the canopy, and darkness thickened under the trees. With the fading

of the light the riotous colors died and the heat and urgency cooled away. The candle-buds stirred. Their green sepals drew back a little and the white tips of the flowers rose delicately to meet the open air.

Question: How are Simon's actions in this scene an allusion to Christ? Use three details from the passage in your explanation.

Wrap-Up: How are Jack and Simon different? Explain with 2 comparisons from the novel.

HW (due next class): READ CHAPTER 4 ON YOUR OWN

Chapter 4 Reading Guide Questions: Answer in complete sentences on a separate sheet of paper.

Identifying Facts

1. Why does Maurice feel guilty when he kicks sand into Percival's eyes?
2. When Roger throws a rock at Henry, why doesn't he aim to hit?
3. What effect does Jack's mask have on him? On Bill? On Sam and Jack?
4. What is Jack's response when Ralph first accuses him of letting the fire go out?
5. How does Ralph reassert his authority?
6. What is Ralph's reaction to Jack and the hunters' acting out the pig kill? What does he do?

Interpreting Meanings

7. Both Maurice and Roger torment the littluns, but they still feel guilty and are still conditioned by the civilization they knew before. How much time do you think has passed since the boys arrived on the island? Do you think a further passage of time will have any effect on their feelings of guilt and their previous conditioning?
8. Jack masks himself with clay and charcoal. What effect does this have on his behavior? What is the purpose of any mask, either real or imagined? Do all of us wear masks from time to time? Explain.
9. Watching the hunters dance and chant, Ralph feels envy and resentment. Why do you think he is feeling these emotions? Of what is he envious? What does he resent?

EQ: How does fear affect our behavior?

I can identify strong and thorough textual evidence.

FQ: What is the difference between civilization and savagery?

(Standard CC9-10.R.I.1)

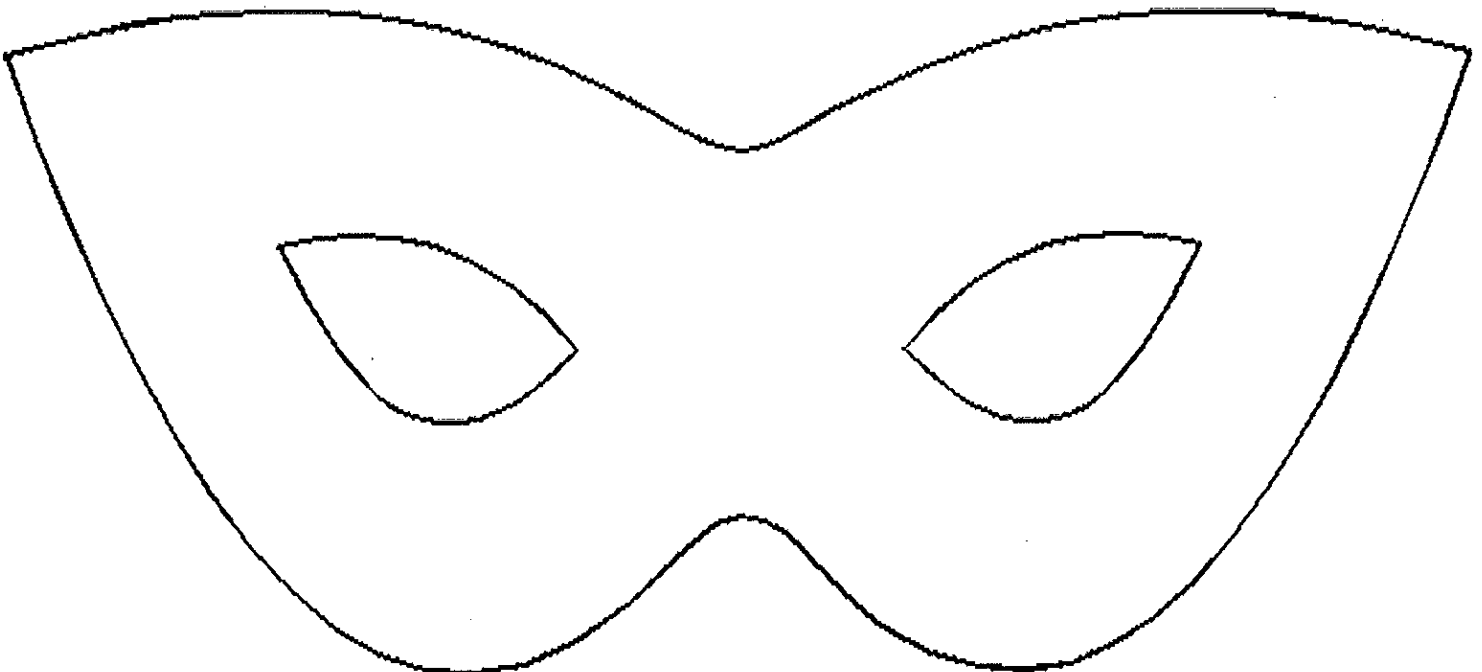
Do Now: Is it hard for someone to be who he or she wants to be? Do people sometimes have to present a different persona to the public? Explain.

Discussion: Chapter 4- Symbolism

In literature (and in life), what is the purpose of a mask? Think literally and metaphorically.

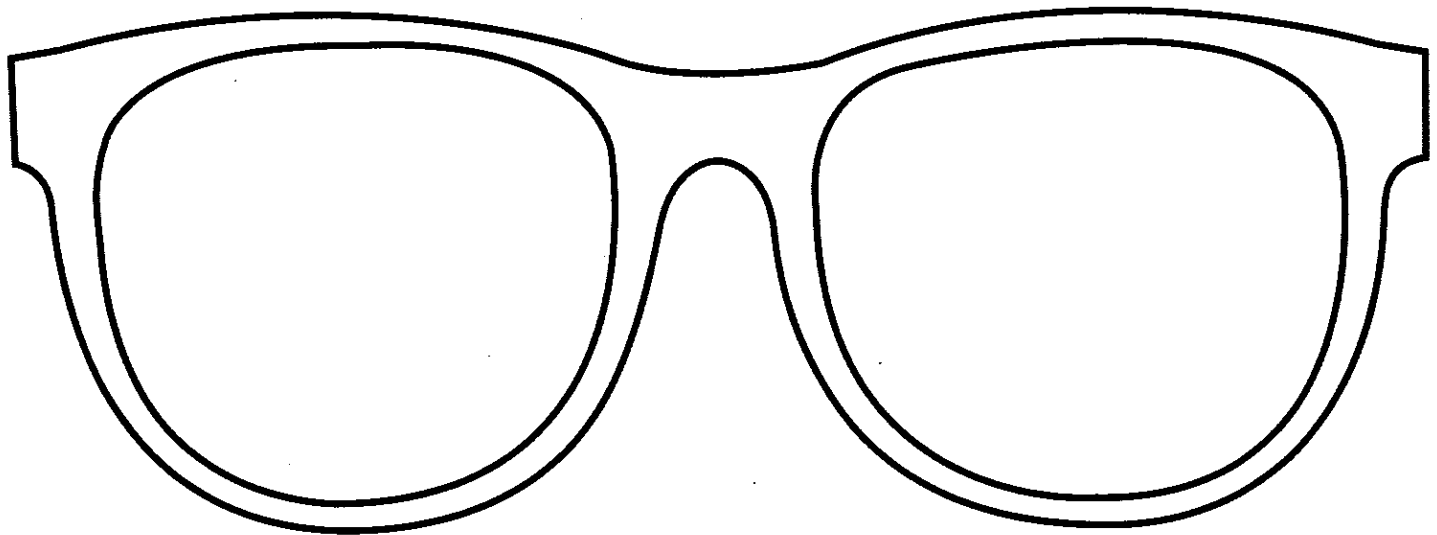
Symbolism Activity: In Chapter 4, Jack is characterized by his new mask. Piggy has always been characterized by his thick “specs” (glasses). These are important symbols in Lord of The Flies. Complete the activity below to understand more about these crucial symbols.

1) Find one quote that shows how the mask affects Jack. Write this quote and page # in the mask. Then, analyze the quote using the questions below.



Quote Analysis: How does this quote show Jack is changing? What does the mask symbolize? What larger theme of the story does the mask represent?

2) Find one quote about Piggy and his glasses from Chapter 4 and write it and the page # in the glasses below. Then, analyze the quote using the questions below.



Quote Analysis: What does this quote reveal about Piggy? How are his glasses a symbol? What do they represent? What larger theme of the story do the glasses represent?

Wrap-Up: In a one-sentence answer: How Jack and Piggy fundamentally different?

EQ: How does fear affect our behavior?

FQ: What is the difference between civilization and savagery?

I can identify key ideas and details in a literary text.

(Standard CC9-10.R.L.10)

Do Now: Read the following passage from Chapter 4 and answer the questions below.

Piggy began again.
“You didn’t ought to have let that fire out. You said you’d keep the smoke going-”
This from Piggy, and the wails of agreement from some of the hunters, drove Jack to violence. The bolting look came into his blue eyes. He took a step, and able at last to hit someone, stuck his fist into Piggy’s stomach. Piggy sat down with a grunt. Jack stood over him. His voice was vicious with humiliation.
“You would, would you? Fatty!”
Ralph made a step forward and Jack smacked Piggy’s head. Piggy’s glasses flew off and tinkled on the rocks. Piggy cried out in terror:
“My specs!”
He went crouching and feeling over the rocks but Simon, who got there first, found them for him. Passions beat about Simon on the mountain-top with awful wings.
“One side’s broken.”
Piggy grabbed and put on the glasses. He looked malevolently at Jack.
“I got to have them specs. Now I only got one eye. Jus’ you wait-”
Jack made a move toward Piggy who scrambled away till a great rock lay between them. He thrust his head over the top and glared at Jack through his one flashing glass.
“Now I only got one eye. Just you wait-”

Who is at fault in this situation? Do you think the boys are overreacting? Why do you think Jack hit Piggy? What role does Simon play in this situation?

Read Aloud-Chapters 5 and 6
As we read, complete the left side of the double entry journal. You should note at least 5 important quotes from the chapters. Then, for HW you will respond to these quotes with your ideas, analysis, questions, thoughts, etc.

Important Quotes	My Response (Analysis, Connections, Ideas, Thoughts, Questions)

HW: *Finish the double entry journal and answer the following questions: Due next class.*

1. What conclusion does Ralph come to about being a chief? What about his own ability?
2. What do Ralph, Piggy, and Simon respectively say about beasts?
3. Why doesn't Ralph call back the boys who follow Jack?
4. Why is Ralph considering paying giving up leadership of the group? How does Piggy and Simon react? Why do they react that way?
5. What does Piggy say about Jack's feelings for him and for Ralph? What conclusion does Piggy come to?
6. Why do the twins assume that the dead parachutist is the beast?
7. What is Jack's reaction to the news of the beast? Why does he react this way?
8. As the biguns, except for Piggy, set out to find the beast, what image of the beast forms in Simon's mind. What does this image mean?
9. What does Jack say about the new place he and Ralph have just explored would be a good place for? How does he suggest it could be defended?
10. When Jack and the others roll a rock into the sea, what is Ralph's reaction?
11. After various protests from the boys, what does Ralph insist upon? Why?

EQ: How does fear affect our behavior?
FQ: What will happen next?

I can identify key ideas and details in a literary text.
(Standard CC9-10.R.L.10)

Do Now: Fear is a major theme throughout the novel. What are Ralph, Piggy, Jack, and Simon afraid of? List them individually. What would you be most scared of if you were in this situation?

Independent Writing: The boys are at a very crucial point in the novel. Ralph gave a speech outlining what must be done, Jack is trying to usurp control, Piggy has been beaten up, Simon and the rest feel powerless to intervene and the littluns are victims of neglect and panic. You have been given the conch and now you decide to speak up about what is going on on the island.

In a well written speech, discuss the 3 main problems that you are facing on the island and give suggestions about how to fix these problems.

Then, identify the 3 main priorities for the group and why these are most important. Be sure to explain why OTHER ideas are not as important.

You can use any information or quotes from the novel to help with your argument. This will be collected at the end of the period. It should be about 2 pages handwritten.

Use this outline to help you:

Introduction

- Introduce the purpose of your speech
- Give some background information

Body Paragraph 1

- Discuss 3 main problems
- Give suggestions how to fix these problems

Body Paragraph 2

- Discuss 3 main priorities
- Explain why these are most important

Body Paragraph 3

- Explain why other problems/ideas are not as important (Counter-argument)

Conclusion

- Wrap up your speech by leaving the boys something to think about and believing in your ideas

EQ: How does fear affect our behavior?
FQ: Are Jack and Ralph “frenemies”?

I can identify key ideas and details in a literary text.
(Standard CC9-10.R.L.10)

Do Now: Chapter 5 and 6 include some important turning points in the novel. Using the sentence starters, create 3 “Do Now” questions that you would like to ask the class about events in these chapters.

1) Why does...

2) How would...

3) If you...

Class Read Aloud: Chapter 7

We will do popcorn reading for chapter 7. As we read, pay attention to the conflicts between characters and take notes on anything you feel is important below.

<u>Ralph's Conflicts</u>	<u>Simon's Conflicts</u>	<u>Jack's Conflicts</u>	<u>Piggy's Conflicts</u>

HW: Complete the Chapter 7 questions on a separate sheet of paper. Write in complete sentences.

1. With Jack in charge of the hunt, what does Ralph daydream about?
2. What does Ralph do when the boys start to play, putting Robert in the part of the boar? What feeling does Ralph have?
3. Why does Robert insist they need a real pig, rather than someone to pretend to be a pig?
4. What does Ralph sense about Jack after Ralph asks him about the pig-run? What does this tell him about Jack?
5. How does Jack challenge Ralph? What is Ralph's response?
6. When Jack returns to Ralph and Roger, what does he tell them?
7. Describe what the boys see and their reaction to it.
8. Simon tells Ralph he isn't certain, of course, but that he thinks Ralph will get back all right. Do you agree with Simon? Do you think that any or all of the boys will be rescued? Why or why not? Does Ralph think so? Why or why not?
9. When Ralph strikes the boar on the snout with his spear, how does he feel? Afterwards, he immediately jabs at Robert with his spear. What does he feel then? Is there any connection between the two events? Explain.
10. How would you describe the relationship between Ralph and Jack at this point? What is the source of their conflict? Do you think Jack hates Ralph? If so, why?

EQ: How does fear affect our behavior? *I can discuss details from the text with my group and analyze Ralph's characterization*

FQ: How has Ralph changed? (Standard CC.11-12.R.L.10)

Do Now: Ralph is homesick and longs for a shower with soap, reading a book, and watching the snow fall on the ground. Usually, it's these simple things that we take for granted. Think about some things that you take for granted and if you were away from home, you would miss them. Explain!

Group Work: In Chapter 1, Ralph's thoughts about being on the Island are very different. His actions, thoughts and attitude have changed tremendously throughout the 7 chapters. With your group members, track Ralph's character through the 7 chapters. Your goal is to show how he is changing. Use the graph below. You and your group will find 5 quotes from chapters 1-7 to show how Ralph is now a different person.

<i>Chapter # and Quote</i>	<i>What does this quote mean?</i>	<i>What does this quote reveal about Ralph's thoughts, attitude, or actions?</i>
"The fair boy said this solemnly; but then the delight of s realized ambition overcame him. In the middle of the scar he stood on his head and grinned at the reversed fat boy. 'No grownups!'" (Page 8, Chapter 1)		

Wrap-Up: In one sentence, compare Ralph from the beginning of the novel until now. What about him has changed? What do you think was the thing that made him change the most? Explain!

HW: Read Chapter 8 and answer the following questions.

1. Why does Jack believe they are beaten?
2. Jack suggests that Ralph should no longer be chief. What does Jack do when the others don't respond to this suggestion?
3. As Ralph considers the needs to reassign fire keepers, what does he realize?
4. What does Jack do with the sow's head? Why?
5. What does the Lord of the Flies tell Simon he should do?
6. Why does Ralph take his group to the platform? What problem is Ralph having at this meeting?
7. What does the Lord of the Flies say that Simon has known all along?
8. What does Simon realize is happening to him?
9. What does the Lord of the Flies "tell" Simon they are going to do on the island?
10. What will happen to Simon if he tries to interfere?

EQ: How does fear affect our behavior? *I can explain using evidence from the text, why Jack is threatened by Simon*
FQ: Why is Simon a threat to Jack? (Standard CC9-10.RL.1)

Do Now: Did you ever witness something horrible; maybe someone getting bullies or beat up, or even a car accident? How did it make you feel? What did you do?

Whole Class Activity:

Re-read the last scene from chapter 8.

Simon moved his swollen tongue but said nothing.

"Don't you agree?" said the Lord of the Flies. "Aren't you just a silly little boy?"

Simon answered him in the same silent voice.

"Well then," said the Lord of the Flies, "you'd better run off and play with the others. They think you're batty. You don't want Ralph to think you're batty, do you? You like Ralph a lot, don't you? And Piggy, and Jack?"

Simon's head was tilted slightly up. His eyes could not break away and the Lord of the Flies hung in space before him.

"What are you doing out here all alone? Aren't you afraid of me?"

Simon shook.

"There isn't anyone to help you. Only me. And I'm the Beast."

Simon's mouth labored, brought forth audible words.

"Pig's head on a stick."

"Fancy thinking the Beast was something you could hunt and kill!" said the head. For a moment or two the forest and all the other dimly appreciated places echoed with the parody of laughter. "You knew, didn't you? I'm part of you? Close, close, close! I'm the reason why it's no go? Why things are what they are?" The laughter shivered again.

"Come now," said the Lord of the Flies. "Get back to the others and we'll forget the whole thing."

Simon's head wobbled. His eyes were half closed as though he were imitating the obscene thing on the stick. He knew that one of his times was coming on. The Lord of the Flies was expanding like a balloon.

"This is ridiculous. You know perfectly well you'll only meet me down there-so don't try to escape!"

Simon's body was arched and stiff. The Lord of the Flies spoke in the voice of a schoolmaster.

"This has gone quite far enough. My poor, misguided child, do you think you know better than I do?"

There was a pause.

"I'm warning you. I'm going to get angry. D'you see? You're not wanted. Understand? We are going to have fun on this island. Understand? We are going to have fun on this island! So don't try it on, my poor misguided boy, or else-"

Simon found he was looking into a vast mouth. There was blackness within, a blackness that spread.

"-Or else," said the Lord of the Flies, "we shall do you. Sec? Jack and Roger and Maurice and Robert and Bill and Piggy and Ralph. Do you. Sec?"

Simon was inside the mouth. He fell down and lost consciousness.

What does the Lord of the Flies symbolize? What do you think about Simon's "conversation" with the head? Is he hallucinating? How is this scene an example of foreshadowing?

Read Aloud: Chapter 9-No note-taking for today. This is a very short chapter. As we read, keep in mind the events from chapter 8.

Wrap-Up: Why is Simon a threat to Jack?

HW: In a well-written response of about 1 page, reflect on the events from chapter 8-9.

- Explain why things happen the way they do.
- What does this reveal about human nature and how fear affects our behavior?
- Why does this happen to Simon?
- What does everyone do about it?
- What happened in the novel that the boys are at a point where they can even think about doing something like this?
 - Explain using evidence and quotes from the text.

EQ: How does fear affect our behavior?

FQ: How does Jack gain power?

I can identify 3 ways Jack gains power in LOTF.

(Standard CC9-10.R.L.10)

Do Now: Last class, we learned about the “power of the situation” to change peoples’ behavior. How does this idea of the “power of the situation” relate to Simon’s death? How does this explain why Simon died?

Class Read Aloud: Chapters 10 and 11

As we read, identify moments of humanity and moments of savagery.

Vocabulary:

Humanity: _____

Savagery: _____

Moments of Humanity	Moments of Savagery

Wrap-Up: How does Jack gain power? List at least 3 ways in which he gains power. Is this through humanity or savagery? What does that tell you about human behavior?

HW:

Answer in complete sentences on a separate sheet of paper.

Chapter 10:

Identifying Facts

1. When Ralph admits to Piggy that they all murdered Simon, what is Piggy's reaction?
2. What does Ralph say to Piggy's remark that they were all scared?
3. Piggy suggests that they let the signal fire go out t night and relight it every morning. Why? How does Ralph react?
4. What is Jack feeling as he and the three others trot toward Castle Rock? Why?

Interpreting Meanings

5. As Ralph and Piggy discuss the murder of Simon, Ralph admits the truth that Piggy rationalizes the situation. Which response is more typical of human beings in general? Why? What do the two boys' responses indicate about each of them?
6. When Ralph tells Piggy that he is frightened "of us" and wants to go home, he is echoing Simon's earlier statement that perhaps the boys themselves are the beast. Was Simon right? Does Ralph have reason to be frightened "of us"? Explain.
7. What does Jack's denial that they killed the beast reveal about him? What does his plan that they keep "on the right side of the beast" suggest about the way in which people frequently deal with their fears and superstitions? Do you think Jack truly believes there is a beast? Why or why not? Does his continuing to promote the existence of the beast to the others give him any advantage over them?

Chapter 11:

Identifying Facts

1. After all that happened, why does Piggy still try to reason with Jack to get his glasses back?
2. Why do the twins suggest they all paint their faces before going to see Jack?
3. Jack boasts that his tribe does whatever he wants. Why is this true? Why might the boys prefer Jack's leadership to Ralph's?
4. As Piggy and Ralph hurl questions at the savages, what is Roger doing?
5. While Ralph readies himself against a charge from Jack and the tribe, what does Roger do?
6. What happens to the conch? To Piggy?

Interpreting Meanings

7. When Ralph insists on accompanying Piggy to see Jack, he is afraid that Piggy will get hurt. Did you share the same fear? Why? Did Ralph think that Piggy would be killed? Did you?
8. Both Piggy and Ralph made the mistake of believing they could reason with Jack about Piggy's glasses and a need for a signal fire. Why was their thinking completely wrong? What had Jack already clearly become?
9. What do Roger's releasing of the huge rock and his strong-arm tactics with Sam and Eric indicate about the type of regime Jack has? How would you classify Jack and his tribe at this point?
10. With Ralph's two allies, Simon and Piggy, both gone and Sam and Eric now tribesmen, what are the odds that Ralph will survive? Will he, as Simon believed, get back all right? Why or why not?

EQ: How does fear affect our behavior?
FQ: So, how *does* fear affect our behavior?

I can identify 3 ways fear affects behavior in LOTF.
(Standard CC9-10.R.L.10)

Do Now: Has fear ever affected the way you behaved? Explain.

Independent Work/Class Discussion:

How does fear affect our behavior? Give 3 examples from LOTF and 1 example from History in which fear affected the way people behaved. Make sure to explain your evidence.

Lord of the Flies	History
1.	1.
2.	
3.	

Class Read Aloud: Chapter 12

As we finish the novel, think about how Golding chooses to end the story. Why might he end it this way?

Wrap-Up: What message is Golding sending the reader in Lord of The Flies? Explain.

EQ: How does fear affect our behavior?

I can draw 3 comparisons between ideas presented in a TED Talk and themes from LOTF

FQ: So, how *does* fear affect our behavior?

(Standard CC9-10.R.L.7)

Do Now: Has there ever been a time when you were afraid? Not because of a scary movie or a haunted house, but really afraid of something. Explain.

--

Class Activity: Karen Thompson Walker TED Talk: What Fear Can Teach Us

Walker gives us an interesting view about fear and how it can affect us and ultimately teach us. We have been studying the essential question, "How does fear affect our behavior?" This will become the basis of an argumentative essay. As we watch, take notes on the ideas that Walker presents, using the prompts as guidelines.

What happened to the whale ship Essex?
--

Why do we think of fear as a negative thing?
--

What was Walker afraid of as a child?

What were 3 fears of the men of the Essex?
--

What does fear make us think about?

What is "productive paranoia"?

What did the men choose to do?

What happened to them?

How did fear affect their decision?

What fears do we often worry about the most? Why?

Wrap-Up: What are 3 ways the boys in LOTF are similar to the men of the whale ship Essex? Explain.

[]

EQ: How does fear affect our behavior? *I can compare how identity is affected by roles of power and fear in both LOTF and the Stanford Prison experiment.*

FQ: Does identity dictate our actions or do our actions make our identity?
(Standard ELA.9-10.W.9)

Do Now: What is Identity? What is your identity? How would you describe Jack's identity?

Whole Class Discussion:

Examine the quote:

The mask was a thing on its own, behind which Jack hid, liberated from shame and self consciousness.

Vocabulary-

Liberated: _____

Self Consciousness: _____

What does the quote mean?

The **Stanford prison experiment** was a study of the psychological effects of becoming a prisoner or prison guard. The experiment was conducted at Stanford University from August 14 to August 20, 1971, by a team of researchers led by psychology professor Philip Zimbardo. It was funded by the US Office of Naval Research[2] and was of interest to both the US Navy and Marine Corps as an investigation into the causes of conflict between military guards and prisoners.

Twenty-four male students out of seventy-five were selected to take on randomly assigned roles of prisoners and guards in a mock prison situated in the basement of the Stanford psychology building.

As we watch the video on the Stanford Prison Experiment, answer the following questions:

1. What were the symbols of power given to the guards during the experiment?
2. What is the significance of mirrored sunglasses?
3. What was the behavior of the prisoners at the beginning of the experiment? How did that behavior change?
4. What was the behavior of the guards in the beginning of the experiment? How did that behavior change?

Group Work:

Discuss and answer these questions with your group:

1. How is Jack's development similar to the guards in the experiment?
2. What role does fear play in the experiment? What role does fear play in LOTF?
3. How does Jack mask his identity? How do the guards mask their identity?
4. What did the psychologist mean by "the power of the situation"? What is the power of the situation in LOTF?

Wrap up: Does identity dictate our actions or do our actions make our identity? Explain with evidence from LOTF and the video.

EQ: How does fear affect our behavior?

I can summarize and analyze 3 important points in an article

FQ: What strategies can I use when reading a challenging article?

(Standard CC9-10.R.1.2)

Do Now: When you're reading on your own, what do you do when you don't understand something?

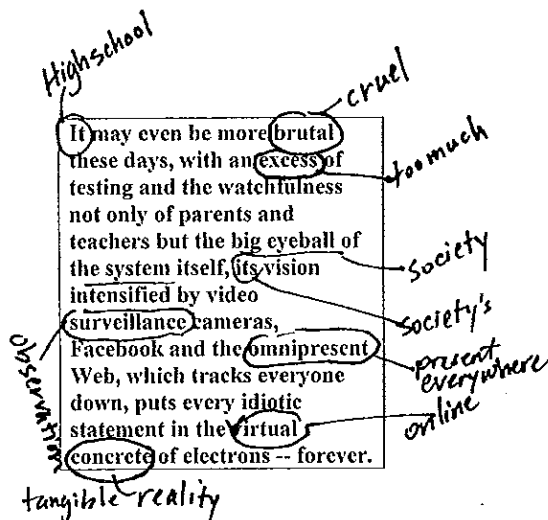
Class Activity: Annotation, Talking Back to the Text and Summarizing

When you are faced with a challenging text, maybe on an exam or in class, you can't just give up. Think about reading something difficult as a tough workout for your brain. Athletes don't get strong by lifting 5 pound weights. They have to challenge themselves; they have to push themselves harder each time. Your brain is the same way. If you don't challenge it, it won't grow and learn. When we read something that we need to struggle with, that's when we learn the most. There are many ways we work through a difficult reading.

1) Annotation- Annotating is a way of "marking up the text". In annotation, we circle words we don't know, underline what we feel is important, write a question mark next to something that is confusing, and star something that made us think. We also write notes to ourselves about the text. This way, the text becomes more visible to us. We don't have to reread it when we need to answer questions or write a paper. This saves a lot of time, especially on an exam.

2) Summarizing-When you have to read a long article for an exam or class, you should summarize every paragraph as you read. This is another way to save time and highlight the main idea as you read. This will also serve as a way to check your understanding of the reading. The summary is sometimes called the Gist. It goes on the left hand margin of a text.

3) Talking Back to the Text- Sometimes called the Talk Back, this is a good technique for interacting with a text and thinking about the ideas it presents. In the right hand margin, you write ideas, questions, comments about the text. You can agree or disagree, recall a personal or historical connection, give additional information, etc.



Sometimes these strategies are known as close reading of a text. Overall, these will help you to read better and most importantly read smarter. You will understand more independently and be able to work through tough texts on your own.

Some Habits of "Good" readers:

1. Pay attention to meaning/are able to identify key information	4. Make inferences
2. Monitor comprehension while reading	5. Make connections, both inside and outside the text
3. Look up in a dictionary unfamiliar words	6. Ask questions of the text
4. Visualize while reading	7. Are active and engaged

Independent Work:

Read the article on how fear affects behavior. As you are reading, annotate the text. This means you should be:

- 1) Writing the summary (Gist) of each paragraph in the left hand margin.
- 2) Talking Back to the Text in the right hand margin.
- 3) Circling words you don't know and trying to define the with context clues
- 4) Underlining parts that are most important
- 5) Identifying where something leaves you with a question (?) and where something makes you think (*)

Take your time and remember that it's OK to struggle. It's your brain working hard ☺

Go

He is in Melbourne now. *sign of someone who has escaped*

She had consented to go away, to leave her home. Was that wise? She tried to weigh each side of the question. In her home anyway she had shelter and food; she had those whom she had known all her life about her. Of course she had to work hard, both in the house and at business. What would they say of her in the Stores when they found out that she had run away with a fellow? Say she was a fool, perhaps; and her place would be filled up by advertisement. Miss Gavan would be glad. She had always had an edge on her, especially whenever there were people listening.

"Miss Hill, don't you see these ladies are waiting?"

"Look lively, Miss Hill, please." *she has a humor*

She would not cry many tears at leaving the Stores. *cause of father's life would she father's son? yes her mother???*

But in her new home, in a distant unknown country, it would not be like that. Then she would be married -- she, Eveline. People would treat her with respect then. She would not be treated as her mother had been. Even now, though she was over nineteen, she sometimes felt herself in danger of her father's violence. She knew it was that that had given her the palpitations. When they were growing up he had never gone for her like he used to go for Harry and Ernest, because she was a girl but latterly he had begun to threaten her and say what he would do to her only for her dead mother's sake. And now she had nobody to protect her. Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country. Besides, the invariable squabble for money on Saturday nights had begun to weary her unspeakably. She always gave her entire wages -- seven shillings -- and Harry always sent up what he could but the trouble was to get any money from her father. He said she used to squander the money, that she had no head, that he wasn't going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad on Saturday night. In the end he would give her the money and ask her had she any intention of buying Sunday's dinner. Then she had to rush out as quickly as she could and do her marketing, holding her black leather purse tightly in her hand as she elbowed her way through the crowds and returning home late under her load of provisions. She had hard work to keep the house together and to see that the two young children who had been left to her charge went to school regularly and got their meals regularly. It was hard work -- a hard life -- but now that she was about to leave it she did not find it a wholly undesirable life.

She was about to explore another life with Frank. Frank was very kind, manly, open-hearted. She was to go away with him by the night-boat to be his wife and to live with him in Buenos Ayres where he had a home waiting for her. How well she remembered the first time she had seen him; he was lodging in a house on the main road where she used to visit. It seemed a few weeks ago. He was standing at the gate, his peaked cap pushed back on his head and his hair tumbled forward over a face of bronze. Then they had come to know each other. He used to meet her outside the Stores every evening and see her home. He took her

she was heartbroken

Who are these children? How did she become responsible for them?

She had him his big Howard one so really kind?

father's violence? Did he hit her mother? I think so?

marries - she gives all her wages to her - doesn't she leave?

Drunk

household children - children depend on her

Frank had - diff. from her

2

Wrap-Up: What are 3 important points discussed in your article?
What do you think about these ideas? Explain.

How our emotions can affect our decision making ability

PETER ZAFIRIDES, MD / PHYSICIAN / JANUARY 4, 2012

In a recent therapy session, one of my patients described her emotions in a way that totally blew me away. I really felt compelled to share her story with you.

A little background however before we go any further. Mary (not her real name) is in her mid-50s and has struggled her entire life with both chronic depression and obsessive-compulsive disorder manifesting itself as hoarding. She has struggled with these emotional problems for the better part of her life.

As we talked, she recalled a time when she read about the various ways animals were trapped in the wild. One trap stood out in her mind above all others – the monkey trap. The design of this specific trap was fairly simple. It essentially was composed of a jar with a long, thin neck that opened up to a wider base below. Food ("bait") was placed at the bottom of the jar. A hungry monkey would insert his hand all the way to the bottom of the jar to grab the food. In doing so however, the monkey would obviously have to make a fist to grab the food. Because his fist was much larger than the neck of the jar, the only way to get his hand out of the "trap" was to let go of the food. But in doing so, the hungry monkey would have to let go of his meal. In this way the monkey was "trapped."

Mary stated that this was exactly how she felt as it related to her overall emotional state and her hoarding behavior in specific. She felt it was impossible to successfully stop hoarding her items. She likened her hoarding to the monkey "taking the bait" in the trap. When Mary found an item she wanted, it simply wasn't possible for her to "let go" of it. She knew that her hoarding was hurting her. She knew it would cost her more emotionally in the form of guilt and loss of self-esteem by "giving in" to the compulsion of hoarding. But she simply could not let go. As Mary said rather frankly, "Dr. Z, I know exactly how that monkey must feel." At that moment, I saw in her eyes a combination of both desperation and resignation. I found her description of The Monkey Trap to be an incredibly visual example that has some important

messages for all of us as we move through our lives.

Lessons From Mary and the monkey trap

Firstly, we must appreciate how our emotions (in Mary's case, anxiety and depression) can greatly skew our decision-making ability. It does so by narrowing our perception of available options and solutions. This is one of the biggest demoralizing aspects of negative emotions like depression and anxiety. The amazing irony is that we still have the same options, but our emotions skew our view of options. We tend to see "no way out" of situations when our emotions get the best of us. In Mary's case, she believed there was no way she could overcome either her depression or hoarding. Much like the monkey in her Monkey Trap analogy, she felt she could not get her "hand out of the trap" when it came to her emotional problems. Mary truly felt there was no way out, that she was stuck. She truly believed her "hole" (range of options) was small, but I impressed upon her that in reality the opening was wide open. She had many choices. She had many options. Only her emotions – feelings – made it seem as if she was trapped. This is the potential power of negative emotions.

Secondly, we have to realize that our emotions have the capacity limit our sense of control. As I work in therapy with my patients, I encourage them (as I did Mary) to not be afraid to try to "pull their hands out of the jar". I try to help them see how their emotions – like fear, for example – can impact their ability to act. In reality, we really do have many options and available solutions when we are faced with an obstacle or a challenge in our lives. All of us do. Often times, our own self-doubt and insecurity will make us feel as if we are trapped, that we can't "pull our hands out of the trap". Once we dare to push through our fear and self-doubt, we realize there really isn't any "trap" at all, other than what emotions (like self-doubt and fear) conjure up for us.

The truth is, we have enormous strength to materially change our behaviors. In doing so, we can dramatically change our lives for the better and accomplish more than we believe possible for ourselves. In this way, we become empowered. This is part of the human condition. YOU can absolutely do this. There is plenty of "room for your

hand", my friends. The hole is wide open! We must respect "The Monkey Trap" feeling negative thoughts and emotions can create in our lives. Realizing this reality is the first step in empowering yourself towards incredible success.

This is where I marvel at and truly believe in the incredible strength of the individual. In Mary's case, despite all the depression, anxiety and frustration in her ability to change, she is still choosing to carve out a life for herself. She keeps coming to work on her problems with me – and she is feeling better with every passing day. On a conscious level, she may not totally believe that she can "pull her hand out of the jar" just yet. But she continues to challenge the negative thoughts daily. I believe this means she believes she is capable of changing her behaviors. The path to her success may not be perfectly clear, but her persistence is testament to the belief in herself, and her ability to change.

I truly believe this is the case with most individuals, not just those who come in to see a therapist. You absolutely have the capacity and strength within you to make positive changes in your life that are lasting and meaningful. We all do!

As we move forward in our daily lives it is important to look at the stress we face and assess how we are handling it. Take the time to challenge yourself.

Ask yourself the following questions:

1. Do I let my negative emotions get in the way of my success?
2. Do my negative emotions tend to narrow my view of available options or choices?
3. How much control do I feel I actually have in my life?
4. Have I tried doing something I fear or doubt I can do, even though it is important to me?
5. What can I do today – right now – to challenge these fears?

It is important to regularly challenge ourselves in this fashion. By doing so, we recognize we have many options to choose from in order to make our lives better. From this, we realize we truly have more control in our lives than we previously assumed. This realization will bring empowerment, action and growth. It is important to continuously remind ourselves that when we feel like that monkey with his hand in the trap, our mind will play tricks on us – through our emotions – to make us think we have limited options. In reality, we only feel trapped because of our self-doubt and fear. But realize, these are simply emotions. They are just feelings. And in that, they can – and will be – overcome.

Take the time to challenge yourself because you are that powerful. You are that strong.

Never doubt how truly powerful you are.

EQ: How does fear affect our behavior?

I can define claim, counterclaim, and evidence and give examples. (Standard CCLS ELA 9-10 W.1)

FQ: What are the features of an argumentative essay?

Do Now: What is an argument? Can you think of an argument you had recently? What was it about? Explain.

Mini Lesson: The Argumentative Essay

As you view the Power Point and listen to the lesson, take notes on the following:

What is a claim?	What is a counterclaim?
What is analysis?	What are details?
What is structure?	What is coherence?

Independent Practice:

Claims: *Write an arguable claim for each topic.*

Drugs

The Death Penalty

The Legal Drinking Age

Homework

Counterclaims: *Write a counterclaim to each claim.*

Professional athletes salaries are too high.

The speed limits on highways should be increased.

Violent video games do not cause violent behavior in children and teens.

Teens needs enforced curfews to stay out of trouble.

Evidence: *Provide 1 piece of evidence and details/analysis for each claim.*

Colleges put too much emphasis on standardized test scores.

Cell phones have done more to damage to our society than help it.

Wrap-Up: What is the purpose of an argumentative essay?

EQ: How does fear affect our behavior?
FQ: How can I determine the counterclaim?

*I can plan my argument using a pro and con list to
to determine 3 counterclaims.*
(Standard CC9-10.W.1a,1b)

Do Now: Look over your outline and find one piece of evidence and analysis that you feel is a really strong point. Write it below and explain why this is so convincing to your claim.
Class Activity:

Read the article below and then create a pro/con chart to help you determine more counterclaim evidence. Give at least 3 counterclaims.

Fear Does Not Shape Our Behavior

While many argue that fear has a profound affect on our behavior, it is not always that way. Many people throughout history have been able to remove fear as an influence and do what they wanted without fear. People like Martin Luther King Jr., Malcolm X, Rosa Parks and other civil rights leaders did not allow fear to affect their behavior in any way. They journeyed on with their beliefs regardless of the consequences, which were often painful, like physical abuse, or restrictive, like being jailed.

Some people seek out what most people would see as “frightening” activities to challenge their physical and emotional selves. Thrill seekers do not allow fear to stop them; the point of many of these activities to feel a rush of adrenaline. People climb Mount Everest every year ignoring the obvious dangers and do not allow fear to affect them in any way. While most people would fear death, they challenge this fear head on. Even the everyday person may go skydiving, bungee jumping, rock climbing, or white water rafting. These activities help us realize that fear should not stop us from doing what we want to do.

When people let fear affect their behavior, it shows a weakness. Many psychologists may argue that fear is our biggest motivator. It can paralyze people from doing what they want to do. It can promote violence. This is false. People can have fear and never let it affect their behavior. So many people encounter terrifying situations and are able to remain cool, collected, and logical. These are strong willed people. Think about people who encounter natural disasters or acts of violence and are able to not only not allow fear to affect them, but they are able to take charge of the situation and help others. Fear may be a strong emotion, but it does not shape our behavior.

Pro-Fear Affects our Behavior	Con-Fear Does NOT Affect our Behavior

--	--

Independent Work:

Use the counterclaim evidence and pro/con chart to help shape your counterclaim paragraph. You can use the rest of the class time to begin crafting your rough draft. Your rough draft is due next class. Make sure to write legibly, so a friend can help you edit your paper.

Wrap-Up: What is a counterclaim? How can you determine the counterclaim when you are writing an argument?

--

HW: Rough draft due next class

EQ: How does fear affect our behavior? *I can plan my argument using an outline template and give*
FQ: How can an outline help me write my paper? *3 pieces of supporting evidence.*
(Standard CC9-10.W.1a,1b)

Do Now: Last class, you read an article on how fear affected behavior. What was one point from the article that interested you the most? Give the quote and explain.

Class Activity: Directions for the Argument Essay

Task: After reading *Lord of the Flies* and an article and viewing a TED Talk, use evidence from the texts and video to support your answer, write an argument essay responding to the prompt below.

Prompt: Does fear affect our behavior?

In your essay be sure to:

- Establish a precise and credible position that responds appropriately to the prompt.
- Explain your position with claims, reasons and evidence
- Analyze explicit ideas/information from texts and interpret the authors' meaning and purpose.
- Refer to sources when appropriate
- Discuss counterclaims or alternate claims and evidence
- Represent content from reading materials accurately
- Order ideas and information within and across paragraphs and use appropriate transitional words in away that allows the audience to follow the argument.
- Include a conclusion that supports the position
- Use language and tone appropriate to the audience and purpose
- Demonstrate a command of standard English conventions

For our essay, your claim will be **Fear affects behavior.**

Discussion: What are the directions asking you to do?

Independent Work: Completing your essay outline.

INTRODUCTION

• PURPOSE: State your claim
Fear affects our behavior.

- What background information, if any, do we need to know in order to understand your claim?

- State the titles and authors of the texts/video you will be referencing

- Give a brief summary/introduction of your argument.

SUPPORTING EVIDENCE PARAGRAPH #1

- Topic Sentence: What is one item, fact, detail, or example you can tell your readers that will help them better understand your claim/paper topic? Your answer should be the topic sentence for this paragraph. (Use your texts and video)

- Explain Topic Sentence: Do you need to explain your topic sentence? If so, do so here.

- State Evidence: What supporting evidence (reasons, examples, facts, statistics, and/or quotations) can you include to prove/support/explain your topic sentence?

- Explain Evidence: How should we read or interpret the evidence you are providing us? How does this evidence prove the point you are trying to make in this paragraph? Can be opinion based and is often at least 1-3 sentences.

- Concluding Sentence: End your paragraph with a concluding sentence that reasserts how the topic sentence of this paragraph helps up better understand and/or prove your paper's overall claim.

SUPPORTING EVIDENCE PARAGRAPH #2

- Topic Sentence: What is one item, fact, detail, or example you can tell your readers that will help them better understand your claim/paper topic? Your answer should be the topic sentence for this paragraph. (Use your texts and video)

- Explain Topic Sentence: Do you need to explain your topic sentence? If so, do so here.

- State Evidence: What supporting evidence (reasons, examples, facts, statistics, and/or quotations) can you include to prove/support/explain your topic sentence?

- Explain Evidence: How should we read or interpret the evidence you are providing us? How does this evidence prove the point you are trying to make in this paragraph? Can be opinion based and is often at least 1-3 sentences.

- Concluding Sentence: End your paragraph with a concluding sentence that reasserts how the topic sentence of this paragraph helps up better understand and/or prove your paper's overall claim.

SUPPORTING EVIDENCE PARAGRAPH #3

- Topic Sentence: What is one item, fact, detail, or example you can tell your readers that will help them better understand your claim/paper topic? Your answer should be the topic sentence for this paragraph. (Use your texts and video)

- Explain Topic Sentence: Do you need to explain your topic sentence? If so, do so here.

- State Evidence: What supporting evidence (reasons, examples, facts, statistics, and/or quotations) can you include to prove/support/explain your topic sentence?

- Explain Evidence: How should we read or interpret the evidence you are providing us? How does this evidence prove the point you are trying to make in this paragraph? Can be opinion based and is often at least 1-3 sentences.

- Concluding Sentence: End your paragraph with a concluding sentence that reasserts how the topic sentence of this paragraph helps up better understand and/or prove your paper's overall claim.

▪ COUNTERCLAIM PARAGRAPH

o PURPOSE: To anticipate your reader's objections; make yourself sound more objective and reasonable.

- What possible argument might your reader pose against your argument and/or some aspect of your reasoning? Insert one or more of those arguments here and refute them.

- End paragraph with a concluding sentence that reasserts your paper's claim as a whole.

▪ CONCLUSION: SUM UP PARAGRAPH

o PURPOSE: Remind readers of your argument and supporting evidence

o Restates your paper's overall claim and supporting evidence

▪ CONCLUSION PART 2: YOUR "SO WHAT"

o PURPOSE: To illustrate to your reader that you have thought critically and analytically about this issue. Your conclusion should not simply restate your intro paragraph. If your conclusion says almost the exact same thing as your introduction, it may indicate that you have not done enough critical thinking during the course of your essay (since you ended up right where you started). Your conclusion should tell us why we should care about your paper. What is the significance of your claim? Why is it important to you as the writer or to me as the reader? What information should you or I take away from this?

EQ: How does fear affect our behavior?

I can edit a friend's paper and make 2 suggestions for improvement.

FQ: How can I perfect my essay?

(Standard CC ELA 9-10 W.5)

Do Now: Take out your rough draft and answer:

Writer, please fill out the information below. This will help your reader to understand your objectives for your writing.

Writer's Name:

- The main point I want to make in this paper is:
- One or two things that I would appreciate your comments on are:

*****STOP!*****

Class Activity: Now, your papers will be swapped with a peer. Once you get your paper to be read and edited, you will read it twice. You should be editing for spelling and grammar and answering the questions below.

Reader, you will complete the information below

Reader's Name:

- After reading through the draft one time, what is this essay about? Is this what the writer intended? Explain with at least 1 example.

Organization

- As a reader, can you easily follow the writer's flow of ideas? Does the writer use effective transitions? Explain with at least 1 example.

- At any point in the essay, do you feel lost or confused? Explain with at least 1 example.

Evidence and Analysis

- Is each main point/idea made by the writer clearly developed and explained (evidence and analysis)? Explain with at least 2 examples.

Counterclaim

- Is the counterclaim clearly developed with evidence and analysis? Does the writer use an introductory phrase such as "Some people may argue.." or "On the other hand..."? Explain with at least 1 example.

Grammar and Mechanics

- Does the writer use proper grammar, punctuation, and spelling? Explain with 2 examples. (Correct the grammar and spelling on the paper.)

Finally, what are two or three suggestions you have for the writer to improve their work?

STOP! RETURN THE PAPER TO THE WRITER NOW.

Wrap-Up: What are 2 things you need to do to fix up your paper?

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Lord of The Flies Island Project

Due: 01 and 03 January 7th, 03 January 9th

Part I: The Island

Create a map of the island in LOTF. The map must include:

- The mountain
- Castle Rock
- The platform
- The lagoon
- The scar
- The clearing (including the Lord of the Flies)
- The Huts
- The Fire
- The Forest

This map must be done on large poster paper (oaktag), which can be purchased at the dollar store. It must be done in color to reflect the landscape of the island accurately. Be creative and show attention to detail. There is A LOT of description in the novel of the island and I'm sure you can find some extra info online about those passages ;)

Part II: Events

Choose an event for each category listed below. For each event put a marker (a dot) on the map signaling where the event happened. Include a separate description and analysis of the event on an index card that you can affix (glue) to your board.

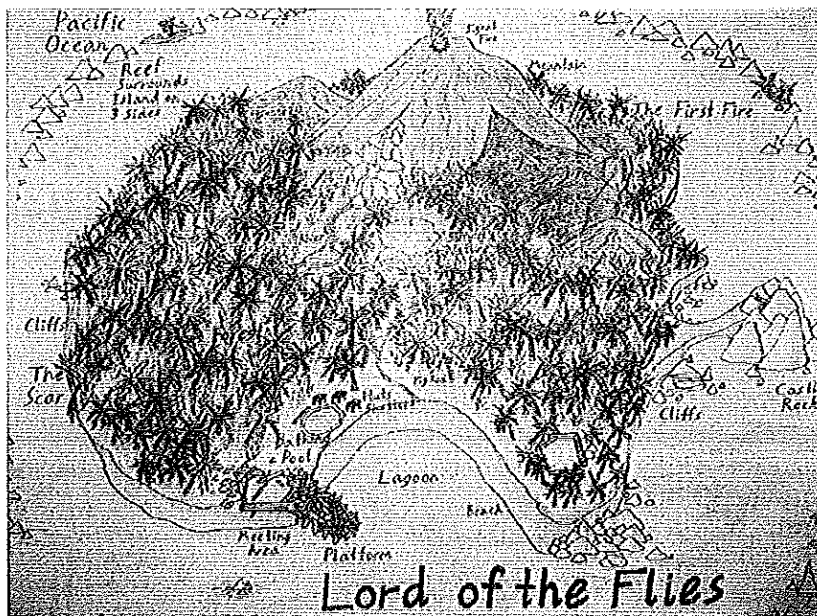
Event	Description (Summary) and Analysis (How is this and act of...)
An act of savagery	
An act of civility	
A symbol/act of democracy	
A symbol/act of wisdom	

A religious symbol/act	
A symbol/act of innocence	
A symbol/act of identity	
Your favorite scene	

Both parts of the project must be included to receive any credit. Your project must be turned in on time. There are no excuses. I will be accessible by email all break long. Email me if you have any questions, concerns, need some advice, etc. You can even send me a pic of your project and ask what I think. I am here to help.

LNappi@schools.nyc.gov

Here's some inspiration!



Element	4	3	2	1
Part 1: The Island Map	Student has all 9 sections of the island clearly drawn and labeled on the map.	Student has 7-8 sections of the island clearly drawn and labeled on the map.	Student has 7 or less sections of the island clearly drawn and labeled on the map.	Student map is missing multiple sections of the island.
Part 1: The Island Map	Map shows an immense amount of creativity and effort.	Map shows some creativity and effort with minor errors	Map shows little creativity/effort and many errors. Map is sloppy.	Map shows no creativity or effort, is sloppy, incomplete and has many errors.
Part 2: Events	All 8 events are clearly written and labeled on the map.	6-7 events are written and labeled on the map.	More than 3 events are missing and/or not labeled on the map.	Events are completely missing. Cards are not affixed to the map.
Part 2: Events	All events include description and analysis. Shows excellent effort and thought. Uses evidence from the text and includes complete and thorough analysis.	All events include description and analysis. Shows some effort and thoughtfulness. uses evidence from the text.	Event descriptions and analysis are missing information. Analysis is lacking thorough thoughtfulness. Is more descriptive than analytical.	Event descriptions are lacking basic information. Mostly summary and little analysis. Shows little to no effort.
Part 3: Topographic Map	Topo map is complete, shows all places clearly labeled and is accurate.	Topo map is complete, shows all places clearly labeled and is mostly accurate.	Topo map is incomplete or all places are not clearly labeled or is not accurate.	Topo map is not included.

Total: _____/20

Comments: