



Gold Seal Lesson

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| Author(s): William Moreau | | | Lesson Title: <u>Lord of the Flies</u> – Thought Responses | | | |
| Grade Span | | | ICLE Application Model | | | |
| K-4 | 5-8 | 9-12 XX | A | B | C XX | D |

Instructional Focus:

Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening

Students listen for a variety of purposes appropriate to the grade level.

Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Performance Task

Previous to this lesson, students have finished reading William Golding's Lord of the Flies. Below are "Thought Responses" that students could respond to in a variety of ways. "Thought Response" activities ask students to dig back into the literature and challenge student understanding of major ideas/ themes/ backgrounds/ and applications to real life.

Activity options using these "Thought Responses":

- Students could work in small groups or individually (or a combination of both at times).
- Students could be assigned all the "Thought Response" activities/ questions below, or they could do selected ones. Choice could be teacher and/or student based.
- Students should brainstorm (prewrite) answers to questions/ activities through taking notes, listing references to the literature, and organizing all avenues of possible answers/ responses.
- Once prewriting is done, students could use their responses as a basis for discussion. One group or individual could be assigned as the presenter of a particular question's answer to the class. Or all students could be responsible for sharing something in response to each question. This could be organized via volunteers or through some sort of number or name drawing lottery.
- Students could also be asked to go beyond prewriting for all or selected questions (again, through student or teacher choice). They could be asked to write a rough draft and then eventually a final product that could be shared with other class members via a "reading circle" where students read responses aloud or pass them for silent peer reading.
- This whole process could take one class session or several class sessions depending upon the demands of the assignment.

Performance Task Continued...

Here are some suggested "Thought Responses" for William Golding's Lord of the Flies:

- 1) It has been said that the character of Simon could be considered a "Christ figure." For sake of argument, let's assume that this is true.
Explain with as many examples from the book as possible how Simon acted like a "Christ figure."
Explain what you believe a "Christ figure" would mean in the case of the character of Simon in the Lord of the Flies. (Why would the author do this? Why is it significant?)
- 2) Does the book Lord of the Flies offer any hope for mankind? Let's assume it does. Explain how it could. In other words, what good or hope or possible inspiration does this book present to its readers? (Attempt real hard to look on the bright side.)
- 3) Be Jack. In a first person narrative, explain your side of the story to the ship's captain after he has called you into his office to discuss your actions on the island. Be sure to be accurate with the book. Oh, yeah. The captain has already talked to Ralph.
- 4) Rent the movie. Watch it and write an essay comparing it to the book. You could do some reviewing (sharing what was good and what was bad about it), but your main task is to compare/ contrast the book and the movie.
- 5) This book offers an opinion on human nature that is not positive. Explain in detail what this view is and how it is presented.
- 6) Why did Golding select to have little boys on the island? Why not little girls? Why not little boys and little girls? Why did he select to leave adults off the island?
- 7) Select a main character and follow his development throughout the book. This is a formal character sketch. Include strengths and weaknesses and what role the character plays. Also, why is this character important to the story as a whole?
- 8) Rewrite an ending. Start with the last line from the book as the exact spot your new ending begins. Be sure to be accurate with the themes of the text.
- 9) Rewrite a new beginning. Give us some more background about how and why the boys end up on this island.
- 10) Are there any heroes in this novel? Assume there are and list those you would consider heroes and tell why each could be considered so.
- 11) What does this novel (and Golding) tell you about the following topics? Relate your answer to real life in 2001 and to the overall book Lord of the Flies:
 - About self-fulfilling ambitions and self-centeredness
 - About knowing the difference between right and wrong
 - About your own human nature
- 12) What was your favorite part/ scene in this novel? Explain what happens and use lots of detail to tell why you liked it.
- 13) Write a letter from one character to another. You should explain events from the novel as they would be interpreted by this character. Make sure you speak with the character's "voice."
- 14) What qualities of which character strike you as good characteristics to develop within yourself? Why? How does the character demonstrate these qualities? (You should explain three different qualities.)
- 15) Did you like this novel? Write a letter to the author, Mr. Golding, and explain your answer by telling specifically why or why not.
- 16)

ICLE Essential Skills

Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)

Use writing as a way of expressing personal creativity.(ela 31)

Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.(ela 25)

Scoring Guide:

This depends upon what students are asked to do. It could conceivably range from “credit” for participating in the prewriting and sharing sessions to making this project (prewriting, writing, peer editing, proofreading, self editing, sharing) a major percentage of a marking period’s value. For example, 50 points could be awarded for the prewriting/ note taking aspect; 100 points for the final written product of selected questions; 50 points for sharing findings if done with a speaking component. The teacher would have to create criteria for evaluation that would be shared with the students when the original assignment is introduced.

Keywords

| English Language Arts | Mathematics | Science |
|--|---------------------|----------------------|
| Reading | Algebra | Earth Science |
| Writing | Geometry | Life Science |
| Communications | Statistics | Chemistry |
| Literature | Calculus | Physics |
| Other Lord of the Flies Essay questions Literature projects Thought responses | Trigonometry | Other |
| | Other | |