

Lord of the Flies Unit, Lesson 1

I'm a Survivor

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Grade Level	9th – 10th Grade
Subject	English/Language Arts
Course	British Literature

Essential Question

How does the author use symbolism to develop characterization and theme?

Summary

In this introductory lesson to the "Lord of the Flies" unit of study, students learn what a microcosm is, what its significance to this story is, and how to build a microcosm of their own. The author's use of the microcosm to symbolize human nature sets the stage for the unit and focuses on author William Golding's use of symbolism to develop characterization and theme throughout the novel.

Snapshot

Engage

Students complete a digital survey about emergency items and analyze responses.

Explore

Students read and highlight a related passage.

Explain

Students revisit emergency items and make connections with symbolism.

Extend

Students build a microcosm.

Evaluate

Students participate in a Gallery Walk and complete a Muddiest Point as a reflection.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.R.4: Evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- sound devices (i.e., onomatopoeia, alliteration, assonance)
- irony (i.e., verbal, situational, dramatic)

Attachments

- Lesson Slides—Lord of the Flies Unit, Lesson pptx.pptx
- Lord of the Flies as Microcosm-Lord of the Flies Unit, Lesson 1 - Spanish.docx
- Lord of the Flies as Microcosm-Lord of the Flies Unit, Lesson 1 - Spanish.pdf
- Lord of the Flies as Microcosm—Lord of the Flies Unit, Lesson 1.docx
- Lord of the Flies as Microcosm—Lord of the Flies Unit, Lesson 1.pdf
- Microcosm Checklist—Lord of the Flies Unit, Lesson 1 - Spanish.docx
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- Teacher Copy Lord of the Flies as Microcosm—Lord of the Flies Unit, Lesson 1.docx
- Teacher Copy Lord of the Flies as Microcosm—Lord of the Flies Unit, Lesson 1.pdf

Materials

- Lesson Slides (attached)
- Lord of the Flies as Microcosm handout (attached; one per student)
- Microcosm Checklist (attached; one per student)
- Materials for building a microcosm
- Pens/pencils
- Highlighters
- Sticky notes
- Emergency Items Padlet (students to make)

Engage

Begin by displaying from the attached **Lesson Slides** the title slide on **slide 2** and explain to students that this lesson is the start of a new novel unit. Share the guiding question and objectives for this lesson on **slides 3-4.**

Display **slide 5** and pose the question to the students: *"What three things (nearby, that you can grab easily) would you bring with you in an emergency situation?"* Share with students access to a Padlet. Ask students to share their thoughts using the Padlet. Advise them that their responses will be posted publicly with the class. Give the students time to reflect and enter their answers to the Padlet.

Make sure you keep the data collected in the Padlet for each student. They will revisit their 3 items in a lesson at the end of the unit.

After all the responses are captured, display the results. Give students time to read over and reflect on the responses they see. After students have reviewed classmate's responses, show **slide 6**. Ask the students analyze the results using the strategy I Notice, I Wonder.

Some questions to guide the discussion are as follows:

- Are there any patterns that you can see?
- Are there any items that you notice only boys/girls/other want to bring with them?
- Are there any items that you see that make you wonder if it's really something someone should be bringing with them?
- What are some questions you have about items some of your classmates listed?

Use these guiding questions, as well as some that you come up with organically as the lesson plays out, to discuss what students would bring with them in an emergency.

Explore

Teacher's Note: Optional

"Lord of the Flies" by William Golding, was published in 1954. Most people have heard of it and have a general knowledge of its content. However, for students who have not heard of the storyline, you may want to briefly summarize the story:

"Lord of the Flies" tells the story of a group of British schoolboys who survive a plane crash only to find themselves the sole inhabitants of an island. They are forced to hunt for food, create shelter, and develop their own civilization to survive.

Distribute the attached **Lord of the Flies as Microcosm** handout and highlighters. Display **slide 7** and describe annotating strategy Categorical Highlighting. Instruct students to highlight the following as they read the passage:

- Pink— Identifies their understanding of a microcosm;
- Blue—Identifies their understanding of symbolism;
- Yellow—Identifies any connections they find between microcosms and symbolism.

Give students ample time to read, highlight, and reflect.

After students are done reading and highlighting, display **slide 8** and have them work with a partner nearby to discuss the following questions:

- What is a microcosm?
- How does it relate to symbolism?
- What do you think *Lord of the Flies* is a microcosm of?
- Make a prediction: what might this story be about/include?

Teacher's Note

While students discuss their notions of a microcosm, consider monitoring their discussion by walking around and asking follow-up questions about what you hear them share with their partners. The idea is to encourage students to think deeply about the reading. Make connections and prepare for reading the novel.

Explain

Revisit the Padlet created in the Engage with the three objects students decided to take with them in an emergency situation. Display **slide 9** and instruct students to reflect on their objects and how they might represent them.

Slide 9 shows three examples of items that students might bring. Instruct students to complete a modified One-Pager to explain why they chose the objects they did and how they represent them in writing.

Have them find and reproduce images of the items on the front side of the page. Have them explain how the items relate and represent them on the back of the page.

Once students have completed their One-Pager, move to **slides 10-11** or **slides 12-17** to provide a concrete explanation of the concepts of microcosm and symbolism.

Teacher's Note: Differentiation

Depending on student's background knowledge, you may choose to use **slides 10-11** or **slides 12-17**. The former is a condensed version that includes both the definition and examples on one slide. The latter separates the two, provides two slides of examples, and images to help support the definition.

Extend

Move to **slide 18**. Have students plan and build their own microcosm that reflects the world as they see it. Print out copies of the attached **Microcosm Checklist** handout and distribute to each student. Ask them to check off the required elements as they add them to their projects.

This activity has two (2) different options to choose from.

Teacher's Note: Creating a Microcosm—Option 1

You may choose to have students create a digital microcosm instead of a physical, 3-D one by using Google Slides. A template for this can be found here. Make a copy of this template for your own drive. An example has been created as well.

Teacher's Note: Creating a Microcosm—Option 2

You may also choose to have students create a physical microcosm. If this is the case, you will want to ensure that you have enough materials for students. These materials include, but are not limited to:

- Craft moss
- Rocks
- Shells
- Glass decorative stones
- Play-Doh
- Pipe cleaners
- Cut-out leaves
- Old magazines for students to cut things out
- Popsicle sticks and/or toothpicks
- Construction paper
- Plastic army men (to represent people)
- Plastic animals
- Shoeboxes or plastic takeout containers to contain the microcosms

Once the students have completed the microcosm, instruct them to write a paragraph description that explains the reasoning for each item chosen.

Evaluate

Move to **slide 19** and instruct students to take some time to view their classmates' microcosm creations. Consider setting a timer for a specific amount of time for viewing. You can find a variety of visual timers on the K20 Center YouTube page. Let students know that after viewing the microcosms, they will be asked to reflect on what they have learned.

After the Gallery Walk/Carousel, display **slide 20.** Ask students to write out what they saw as the Muddiest Point on a sticky note, a blank piece of paper, or digital submission. Ask them, *"What about microcosm and symbolism is still a little muddy, or confusing, for you? Write that on your sheet and turn it in."* This will serve as an Exit Ticket for the lesson.

Teacher's Note: Preparation for Lesson 2

In preparation for Lesson 2, pass out copies of the book *Lord of the Flies* by William Golding. Assign students to read chapters 1-3 before the next class period.

Resources

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