

Lord of the Flies Unit, Lesson 2

Leader of the Pack

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

Essential Question

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

Summary

In this second lesson of the "Lord of the Flies" unit, students examine leadership qualities, looking especially at characters Jack and Ralph. Students analyze multiple points of view in the text.

Snapshot

Engage

Students participate in a Chain Notes activity, analyzing characteristics of a good leader.

Explore

Students reread a portion of the text annotating and highlighting, looking at Jack and Ralph in particular.

Explain

Students create a T-chart identifying leadership qualities of Jack and Ralph.

Extend

Students use the Step in, Step Out, Step Back strategy to reflect on different characters' perspectives and experiences.

Evaluate

Students analyze statements and theorize which character would say they are true.

Standards

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

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.R.3: Evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:
- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

Attachments

- Chain Notes Sheet—Lord of the Flies Unit, Lesson 2 - Spanish.docx
- Chain Notes Sheet—Lord of the Flies Unit, Lesson 2 - Spanish.pdf
- Chain Notes Sheet—Lord of the Flies Unit, Lesson 2.docx
- Chain Notes Sheet—Lord of the Flies Unit, Lesson 2.pdf
- Close Reading Passages—Lord of the Flies Unit, Lesson 2 - Spanish.docx
- Close Reading Passages—Lord of the Flies Unit, Lesson 2 - Spanish.pdf
- Close Reading Passages—Lord of the Flies Unit, Lesson 2.docx
- Close Reading Passages—Lord of the Flies Unit, Lesson 2.pdf
- Jack Ralph Leadership Qualities T-Chart—Lord of the Flies Unit, Lesson 2 - Spanish.docx
- Jack Ralph Leadership Qualities T-Chart—Lord of the Flies Unit, Lesson 2 - Spanish.pdf
- Jack Ralph Leadership Qualities T-Chart—Lord of the Flies Unit, Lesson 2.docx
- Jack Ralph Leadership Qualities T-Chart—Lord of the Flies Unit, Lesson 2.pdf
- Lesson Slides—Lord of the Flies Unit, Lesson 2.pptx
- Step In Step Out Step Back—Lord of the Flies Unit, Lesson 2 - Spanish.docx
- Step In Step Out Step Back—Lord of the Flies Unit, Lesson 2 - Spanish.pdf
- Step In Step Out Step Back—Lord of the Flies Unit, Lesson 2.docx
- Step In Step Out Step Back—Lord of the Flies Unit, Lesson 2.pdf
- True for Who—Lord of the Flies Unit, Lesson 2 - Spanish.docx
- True for Who—Lord of the Flies Unit, Lesson 2 - Spanish.pdf
- True for Who—Lord of the Flies Unit, Lesson 2.docx
- True for Who—Lord of the Flies Unit, Lesson 2.pdf

Materials

- Lesson Slides (attached)
- Chain Notes Handout (attached; one per group)
- Step In, Step Out, Step Back Graphic Organizer (attached; one per student)
- True for Who Statements (attached; one per student)
- Jack and Ralph T-Chart (attached; one per student)
- Close Reading Passages (attached; one per student)
- True for Who? Google Slides
- Pens/pencils
- Highlighters (2 different colors)
- Laptops or devices with internet access

Engage

Begin the lesson by displaying **slide 2** from the attached **Lesson Slides**.

Display **slide 3.** Share the essential question for this unit. Read the question aloud and tell students that, by the end of the lesson, they will develop ideas about William Golding's use of symbolism.

Display **slide 4**. Share the lesson's learning objectives.

Distribute the attached **Chain Notes** handout. Display **slide 5**. Ask students to answer the question, *What makes a good leader?* Have them use the instructional strategy, Chain Notes, to aid in their understanding of the characters.

Use the timer in **slide 5.** Ask students to write as many responses as they can in 90 seconds. When the timer goes off, have students pass their papers to a partner. Ask students to continue to pass their sheets around until they create sufficient lists. Once allotted time is up, stop the activity. Have students share and discuss their responses.

Explore

Display **slide 6**. Distribute the attached **Close Reading Passages** with excerpts from chapters 1-3. Have students use the instructional strategy, Categorical Highlighting, as they focus on Jack and Ralph. Ask students to look for the following:

- What specific leadership characteristics do you see in each character?
- What individual qualities are apparent in the excerpts?
- What makes each character unique?
- What would make one a good leader?
- What qualities would not make them good leaders?

Have students highlight Ralph's qualities in one color; Jack's in another.

Explain

Have students return to the list of qualities of a leader they completed in the Chain Notes activity and in the Categorical Highlighting close reading.

Display **slide 7** and introduce the T-Chart strategy. Distribute the attached **Jack/Ralph Leadership Qualities T-Chart**. Instruct them to think specifically about Jack and Ralph and their leadership qualities as they complete their T-Charts.

Teacher's Note

Make sure that each student has access to their T-Charts for later on in the unit.

Extend

Display **slide 8**. Explain the Step in, Step Out, Step Back strategy and have students choose a character to focus on.

Teacher's Note

Make sure students are aware this is looking at the characters' perspectives about their experience on the island in general.

Distribute that attached **Step In, Step Out, Step Back** handout.

Display **slide 9.** Read the **Step In** prompt: *Given what you see and know at this time, what do you think this person might feel, believe, know, or experience?* Direct students to the corresponding box on the handout and give them time to complete this section of the handout based on their chosen character.

Display **slide 10**. Read the **Step Out** prompt: *What else would you like or need to learn to understand this person's perspective better?* Direct students to the corresponding box on the handout. Give students time to complete this section of the handout based on their chosen character.

Display **slide 11**. Read the **Step Back** prompt: G*iven your exploration of this perspective so far, what do you notice about your own perspective and what it takes to take somebody else's?* Direct students to the corresponding box on the handout and give them sufficient time to complete this section of the handout based on their chosen character.

Teacher's Note

As students are working on each section, make sure to walk around and check their comprehension and that they are completing the questions appropriately.

Direct students to share out what they reflected on. As they are sharing, remind them to take notes on the handout in the box labeled: *Notes about other characters from the share-out*.

Evaluate

Display **slide 12.** Introduce the next activity, True for Who?

Put the students in groups of 3 of 4. There are two options to continue. You can choose to do the True for Who activity digitally with Google Slides or with the paper handout.

Optional Technology: Digital True for Who with Google Slides

Share the "Force Copy" **True for Who Google Slides** with each group and have each student use their own device or all group around one. Instruct the students to follow the directions on the first slide. As groups read through each of the following slides, discuss the statement at the top and for whom this statement is true, maybe true for, and not true. The group must reach a consensus in which column each sticky note should be placed. Repeat these steps for each of the statement slides.

Distribute a copy of the attached **True for Who?** handout to each group. Instruct students to read and follow the directions on the top of the page.

Optional Slides

Use **slides 13–21** as a whole class after the group discussions to share out what was discussed in each group.

After the students complete the activity, have them choose one of the statements and, using text evidence, briefly write about why they think that statement is fitting for their chosen character.

Students can complete the writing assignment on paper or via Google docs. Have them submit their work to you when completed.

Teacher's Note: Preparation for Lesson 3

In preparation for Lesson 3, pass out copies of the book *Lord of the Flies* by William Golding and instruct students to read chapters 4–5 before the next class period.

Resources

- Cassaro, A. (2012). *Man-made monsters*. [Digital image]. Behance. https://www.behance.net/gallery/13858009/Lord-of-The-Fliesce
- Emperor Deathsaur. (2014) *Lord of the Flies island*. [Digital image] Wikimedia. https://commons.wikimedia.org/wiki/File:Lord_of_the_Flies_Island_that_is_Featured_in_the_Story_%22Lord_of_the_Flies%22.jpgons
- Gabriel, S. (n.d.). *Lord of the flies*. [Digital Image]. ArtStation. https://www.pinterest.com.mx/pin/299278337739256207/
- Golding, W. (1954) *Lord of the Flies*. Faber and Faber.
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center (n.d.). Chain notes. Strategies. https://learn.k20center.ou.edu/strategy/52
- K20 Center (n.d.). Step in, step out, step back. Strategies. https://learn.k20center.ou.edu/strategy/1585
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- Shmoop. *Piggy's glasses*. [Digital image]. https://www.shmoop.com/study-guides/literature/lord-of-the-flies/analysisoop