



# Lord of the Flies Unit, Lesson 4

## Bad to the Bone



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<b>Grade Level</b>	9th Grade
<b>Subject</b>	English/Language Arts
<b>Course</b>	British Literature, World Literature

### Essential Question

How does the author use symbolism to develop characterization and theme? Are humans inherently good or evil?

### Summary

In this fourth lesson of the "Lord of the Flies" unit, students continue examining this question: How does the author use symbolism to develop characterization and theme? Students specifically examine human nature through readings, a Four Corners activity, and a Flipgrid reflection.

### Snapshot

#### Engage

Students vote for a leader of the island and participate in a Four Corners activity about human nature.

#### Explore

Students read an article and use the Why-Lighting strategy to annotate an article.

#### Explain

Students and their partners discuss the Four Corners quotes from different points of view that have been clarified and informed by the reading.

#### Extend

Students read excerpts from the text and complete a chart on human nature.

#### Evaluate

Students record a Sentence, Phrase, Word on Flip that summarizes their points of view on human nature.

## Standards

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

- [Close Reading Lord of the Flies—Lord of the Flies Unit, Lesson 4 - Spanish.docx](#)
- [Close Reading Lord of the Flies—Lord of the Flies Unit, Lesson 4 - Spanish.pdf](#)
- [Close Reading Lord of the Flies—Lord of the Flies Unit, Lesson 4.docx](#)
- [Close Reading Lord of the Flies—Lord of the Flies Unit, Lesson 4.pdf](#)
- [Four Corners Quotations—Lord of the Flies Unit, Lesson 4 - Spanish.docx](#)
- [Four Corners Quotations—Lord of the Flies Unit, Lesson 4 - Spanish.pdf](#)
- [Four Corners Quotations—Lord of the Flies Unit, Lesson 4.docx](#)
- [Four Corners Quotations—Lord of the Flies Unit, Lesson 4.pdf](#)
- [Human Nature Chart—Lord of the Flies Unit, Lesson 4 - Spanish.docx](#)
- [Human Nature Chart—Lord of the Flies Unit, Lesson 4 - Spanish.pdf](#)
- [Human Nature Chart—Lord of the Flies Unit, Lesson 4.docx](#)
- [Human Nature Chart—Lord of the Flies Unit, Lesson 4.pdf](#)
- [Lesson Slides—Lord of the Flies Unit, Lesson 4.pptx](#)

## Materials

- Lesson Slides (attached)
- Chart - Human Nature (attached; one per student)
- Four Corners Signs (attached; select four to use for this activity)
- Close Reading (attached; one per student)
- "[Behind a Halloween Mask, Even 'Good Kids' Can Turn into Candy Thieves](#)" NPR article (linked; one per student)
- Pens/pencils
- Highlighters (2 colors)
- Tape to hang posters
- Devices with internet access

# Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slide 2**. Remind students they are continuing the "Lord of the Flies" unit. Review the essential question for the unit on **slide 3**: *How does the author use symbolism to develop characterization and theme?*

Display **slide 4**. Review the learning objective for today's lesson: Evaluate character descriptions to answer the question: *Are humans inherently good or evil?*

In the previous lesson, students examined the leadership qualities of Jack and Ralph. Have someone briefly characterize each character, focusing on their leadership qualities. Ask students to take an informal class survey identifying who they believe should be the Leader of the Island. Tally the show of hands and write responses on the whiteboard: Jack or Ralph.

## Teacher's Note

Print the attached quotations for the Four Corners activity. There are seven quotations available in the attachments. Choose four. Post in the four corners of the room.

Move to **slide 5**. Instruct students in the [Four Corners](#) strategy.

Have students walk around the room and read each of the mini-posters displayed in each corner of the classroom. Ask each student to think about which quotation most closely expresses their opinion.

Instruct students to consider their own reasoning carefully and to evaluate their thoughts before standing near the poster that best matches their opinions.

You can also display the quotes using the appropriate **slides 6-12**.

- *Human nature is not of itself vicious.* - Thomas Paine (**slide 6**)
- *Everyone is a moon and has a dark side which he never shows to anybody.* - Mark Twain (**slide 7**)
- *Human nature is evil, and goodness is caused by intentional activity.* - Xun Zi (**slide 8**)
- *Man's nature is not essentially evil.* - Mahatma Gandhi (**slide 9**)
- *Human nature is potentially aggressive and destructive and potentially orderly and constructive.* - Margaret Mead (**slide 10**)
- *All human beings are commingled out of good and evil.* - Robert Louis Stevenson (**slide 11**)
- *Surely I was sinful at birth, sinful from the time my mother conceived me.* - Psalm 51:5 (**slide 12**)

# Explore

## Teacher's Note

Before beginning this section of the lesson, be sure to print a copy of the following NPR article for each student: "[Behind a Halloween Mask, Even 'Good' Kids Can Turn into Candy Thieves.](#)"

Distribute a copy of the NPR article to each student.

Display **slide 14**. Share the instructional strategy [Why-Lighting](#) with students. Instruct them to read and simultaneously highlight quotes that prove or disprove the quote they most identified with in the Four Corners activity. Have them use one color highlighter for information that supports their choice and a different color for information that disproves or disagrees with their choice.

## Explain

Regroup students so that they sit with other students supporting *different* quotes from those they initially chose in the Four Corners activity.

Display **slide 15**. Instruct students to follow the prompts on the slide to drive their discussion. When they have completed their preliminary discussion, show **slide 16**. Ask them if they wish to change their original quotation selection. Ask individuals to share their decisions and reasons behind either changing or keeping their original quotation.

## Extend

Distribute the attached **Close Reading** handout and the **Chart - Human Nature** to students.

Display **slide 17**. Instruct students to read the excerpts in the Close Reading handout and answer the following questions on the Human Nature Chart.

- What behavior did the character(s) demonstrate?
- What is the context of the behavior?
  - Where was the encounter?
  - Who was around?
  - What is the situation?
- What does this tell us about human nature?

Have a quick class debriefing for students to share out their thoughts and opinions about what they believe about human nature.

# Evaluate

## Teacher's Note: Flip

If you have not used [Flip](#) previously, create an account and practice using it before class.

To conclude the lesson, move to **slide 18** and share the [Sentence, Phrase, Word](#) strategy. Give students time to gather their ideas.

Ask students to complete the following exercise on Flip:

- **Sentence:** Share one **sentence** that describes how they perceive the characters and events of the novel applied in the real world or in their lives.
- **Phrase:** Share one **phrase** that sticks out to them from either of the two texts they have read: the article or the novel.
- **Word:** Select one **word** that captures their answer to the question "*Are humans inherently good or evil?*"

Display **slide 19** and instruct students to record their ideas on Flip.

## Resources

- Golding, W., & Lowry, L. (2016). *Lord of the flies*. Penguin Books.
- K20 Center. (n.d.). Flip. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/1075>
- K20 Center. (n.d.). Four Corners. Strategies. <https://learn.k20center.ou.edu/strategy/138>
- K20 Center. (n.d.). Sentence, Phrase, Word. Strategies. <https://learn.k20center.ou.edu/strategy/54>
- K20 Center. (n.d.). Why-Lighting. Strategies. <https://learn.k20center.ou.edu/strategy/128>
- Static. (n.d.). *Debriefing*. [Digital image].  
<http://static1.1.sqspcdn.com/static/f/387594/3815206/1249893806443/debriefing.jpg?token=vuKIZF9InOhRvpVGMldjww1wn6M%3D>
- Vedantam, S. (2012). *Behind A Halloween mask, Even 'good' kids can turn into candy thieves*. NPR Hidden Brain. <https://www.npr.org/sections/thesalt/2012/10/31/164030718/behind-a-halloween-mask-even-good-kids-can-turn-into-candythieves>