

Lord of the Flies Unit, Lesson 3

Behind the Mask

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

Essential Question

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

Summary

In this third lesson of the "Lord of the Flies" unit, students research the history of masks across cultures. Students then create a mask that represents a character from the story, using textual evidence to support their choices.

Snapshot

Engage

Students participate in an I Notice, I Wonder activity while watching a short video.

Explore

Students explore a website about masks and continue the I Notice, I Wonder while building a Driving Question Board for research.

Explain

Students research the particular style of mask that they found in their exploration and learn more about it.

Extend

Students create a mask inspired by a character from the story, using text-based evidence to complete.

Extend 2

Students complete the Career Cluster Activity.

Evaluate

Students write a one-paragraph description of their masks with design details and rationale.

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)

9.6.R.2: Synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.
9.6.W.3: Integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.

Attachments

- I Notice I Wonder—Lord of the Flies Unit, Lesson 3 - Spanish.docx
- I Notice I Wonder—Lord of the Flies Unit, Lesson 3 - Spanish.pdf
- I Notice I Wonder—Lord of the Flies Unit, Lesson 3.docx
- I Notice I Wonder—Lord of the Flies Unit, Lesson 3.pdf
- Lesson Slides—Lord of the Flies Unit, Lesson 3.pptx
- Make Your Own Mask—Lord of the Flies Unit, Lesson 3 - Spanish.docx
- Make Your Own Mask—Lord of the Flies Unit, Lesson 3 - Spanish.pdf
- Make Your Own Mask—Lord of the Flies Unit, Lesson 3.docx
- Make Your Own Mask—Lord of the Flies Unit, Lesson 3.pdf
- Mask Resources Page—Lord of the Flies Unit, Lesson 3 - Spanish.docx
- Mask Resources Page—Lord of the Flies Unit, Lesson 3 - Spanish.pdf
- Mask Resources Page—Lord of the Flies Unit, Lesson 3.docx
- Mask Resources Page—Lord of the Flies Unit, Lesson 3.pdf

Materials

- Lesson Slides (attached)
- Mask Resource Page (attached; one per student)
- I Notice, I Wonder (attached; one per student)
- Make Your Own Mask Template (attached; one per student)
- Pen/pencil/markers
- Arts supplies to decorate individual masks
- Devices with internet access

Engage

Begin the lesson by showing **slides 2-4** of the attached **Lesson Slides**, which introduce the title of the lesson, the essential question, and the learning objectives. Emphasize that the essential question will be addressed throughout the lesson as well as the entire unit.

Display **slide 5** to prepare students for an activity to complete while watching the video.

Pass out the attached **I Notice, I Wonder** handout and share the instructional strategy, I Notice, I Wonder, with students.

Display **slide 6** and play the video, "Masks of the World."

Embedded video
https://youtube.com/watch?v=FVXe44Vmy0U

Display **slide 7**. Ask students to share the notes they took during the video with their Elbow Partner.

Display **slide 8**. Have students share out their "I Wonder" questions to create a collaborative Driving Question Board. Inform them that they will revisit this list for further research in the class.

Explore

Teacher's Note

The Driving Question Board is derived from the I WONDER column in the I Notice, I Wonder handout.

Display **slide 9**. Share the website Second Face: Museum of Cultural Masks.

Ask students to continue adding to their I Notice, I Wonder handout from earlier. After students have explored some masks and found one they are interested in, have them revisit the Driving Question Board. Ask them to choose a question that they would like to learn more about.

Explain

Display **slide 10**. Pass out the attached **Mask Resource Page** handout, which has multiple resources for students to use in their research of a particular style of mask. Instruct students to create a single Google Slide that includes the following:

- Image;
- Where the mask originated;
- Significance of the mask;
- Answer to the driving question they chose;
- Links to websites where they found information.

Teacher's Note

This lesson isn't designed to teach citation writing; however, if you have not yet taught it to the class, here are some citation builder resources:

- Purdue OWL // Purdue Writing Lab
- Online APA Citation Generator Free - PapersOwl.com
- Citation Machine®: APA Format & APA Citation Generator
- Citation Builder – UNC Chapel Hill Libraries

Display **slide 11** and have students share out their slides with the class.

Display **slide 12** and ask students if any of the driving questions on the Driving Question Board have been answered at this time.

Extend

Display **slide 13** and pass out the attached **Make Your Own Mask Template**. Instruct students to design and decorate a mask using text-based evidence to create an accurate representation of the chosen (or assigned) character in the novel.

OPTIONAL - Extend 2

As an additional extension activity, you may wish to have students explore the Arti-Facts student activity. Arti-Facts is an activity where students will learn about the many different types of museums and complete a virtual tour in which they "visit" different museums around the country. After viewing how museums display their curated materials, students will have the opportunity to curate their own exhibit, using mask cards that have detailed information about where they originated. Finally, students will hear from a museum educator who has worked in parks and historical homes to share history with visitors from around the world.

Evaluate

Display **slide 14**. Now that the students have made a mask for a character from the story, ask them to think about a mask for themselves and to write one paragraph about their proposed mask. Use the **Make Your Own Mask template**, or design and decorate your own mask.

Teacher's Note: Preparation for Lesson 4

In preparation for Lesson 4, pass out copies of the book *Lord of the Flies* by William Golding and instruct students to read chapters 6-8 before your next class period.

Resources

- Adams, W.L. (2014). *Carnival of Venice: Mysterious masks make the celebration*. CNN Travel. http://edition.cnn.com/travel/article/whats-with-those-mysterious-masks-the-dark-drama-of-venice-carnival/index.html
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- Huang, S. (2011). *Exploring the arts of African masks*. Final course project. Oklahoma State University. https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/1/3078/files/2012/06/Sui-Huang.pdf
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- Museum of Natural and Cultural History. (n.d.). *Native American masks of the northwest coast and Alaska*. University of Oregon. https://mnch.uoregon.edu/collections-galleries/native-american-masks-northwest-coast-and-alaska
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