

Lord of the Flies Unit, Lesson 5

Big Scary Animal

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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 fifth lesson of the "Lord of the Flies" unit, students analyze the word choice the author uses to show characters' thoughts and actions and to compare the evolution of characters in the story to outside characters. Students begin the lesson by comparing words used in an article about Oklahoma's famous Sasquatch and words used in the novel to describe the Beast, determining underlining feelings and emotions within the story. Next, using Dr. Sheldon Cooper from the popular hit television show, Big Bang Theory, students practice analyzing a character's evolution in a storyline. Finally, students compare Sheldon's evolution to the boys' post-hunting evolution.

Snapshot

Engage

Students read an article and watch a clip about Sasquatch in Oklahoma.

Explore

Students participate in a card sort, differentiating between Sasquatch and the beast.

Explain

Students reread a section of the book and highlight certain aspects that demonstrate underlying feelings and the actions of the boys.

Extend

Students watch the evolutions of Sheldon Cooper and his fear of birds and storyboard their own example of character evolution.

Evaluate

Students write a short comparison thinking about how the boys have changed post-hunting.

Standards

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

WME301: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple

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

- Answers Sasquatch Beast Card Sort—Lord of the Flies Unit, Lesson 5.docx
- Answers Sasquatch Beast Card Sort—Lord of the Flies Unit, Lesson 5.pdf
- Chapter 6 Excerpt—Lord of the Flies Unit, Lesson 5 - Spanish.docx
- Chapter 6 Excerpt—Lord of the Flies Unit, Lesson 5 - Spanish.pdf
- Chapter 6 Excerpt—Lord of the Flies Unit, Lesson 5.docx
- Chapter 6 Excerpt—Lord of the Flies Unit, Lesson 5.pdf
- Lesson Slides—Lord of the Flies Unit, Lesson 5.pptx
- Sasquatch Beast Card Sort—Lord of the Flies Unit, Lesson 5 - Spanish.docx
- Sasquatch Beast Card Sort—Lord of the Flies Unit, Lesson 5 - Spanish.pdf
- Sasquatch Beast Card Sort—Lord of the Flies Unit, Lesson 5.docx
- Sasquatch Beast Card Sort—Lord of the Flies Unit, Lesson 5.pdf
- Storyboarding Handout—Lord of the Flies Unit, Lesson 5 - Spanish.docx
- Storyboarding Handout—Lord of the Flies Unit, Lesson 5 - Spanish.pdf
- Storyboarding Handout—Lord of the Flies Unit, Lesson 5.docx
- Storyboarding Handout—Lord of the Flies Unit, Lesson 5.pdf

Materials

- Lesson Slides (attached)
- Sasquatch/Beast Card Sort (attached; one per student)
- Chapter 6 Excerpt (attached; one per student)
- Storyboarding handout (attached; one per student)
- Sasquatch/Beat Card Sort Answers (attached)
- "Oklahoma State Lawmaker Files Bill Calling for Bigfoot Hunting Season" article from The Hill (linked; one per student)
- Pens/pencils
- Highlighters (two colors)

Engage

Teacher's Note: Preparation for the Lesson

Allow yourself sufficient time for printing and preparing the various materials before beginning this lesson. For the Engage activity, be sure to print out a copy of the linked article from The Hill for each student.

For the Explore activity, print and cut out the Card Sort cards (one set per pair of students). Printing the cards on heavier paper, such as card stock, and laminating them will ensure that they last longer than just this one lesson.

Show **slide 2** from the attached **Lesson Slides**. Explain to students that they are continuing the "Lord of the Flies" unit.

Show **slides 3 and 4.** Review the unit's essential question and the lesson's objectives.

Show **slide 5.** Play the video: *22 Cryptids Explained*.

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

After students have finished watching, distribute the linked article "Oklahoma State Lawmaker Files Bill Calling for Bigfoot Hunting Season."

Display **slide 6**. As they read, remind them of the prompt questions: *Are Sasquatch scary? Why do Okies want to hunt them?*

Explore

Distribute the attached **Card Sort Cards** to groups of two and have them divide the cards into two categories: One that describes the Beast from *Lord of the Flies* and one that describes Sasquatch.

Remind students to think about the qualities of the Beast and those of Sasquatch, based on the descriptions they have read in the book, the article, and heard in the Cryptids video.

Explain

Teacher's Note

Provide two different colors of highlighter. If done digitally, suggest students use the highlighting colors used in the **slide 8**. If highlighters are not available, instruct students to circle feelings and underline the actions of the boys.

Distribute the attached **Excerpt-Chapter 6** handout.

Display **slide 8**. Instruct students to use the instructional strategy, Categorical Highlighting. Have students highlight sentences where the author shares the underlying *feelings* of the boys in one color and the *actions* the boys displayed in another color.

Extend

Embedded video
https://youtube.com/watch?v=vIDDxHLXm-E

Display **slide 9.** Show the students the video clip of Sheldon and the Blue Jay's initial interactions.

Display **slide 10.** Explain the Storyboarding instructional strategy to students. Before moving to **slide 11**, ask students to describe the key events that take place in the clip.

Display **slide 11.** Share the example storyboard for the Big Bang Theory clip. *Each event will appear when you advance the video slide forward.*

Inform students that this experience was not the end of Sheldon's journey with the bird.

Display **slide 12**. Show the evolution of Sheldon and the Blue Jay's relationship.

Embedded video
https://youtube.com/watch?v=fTheN1VvHVM

Display **slide 13.** Before adding events to the storyboard, ask the students to describe the key events that took place in the clip, advancing one event at a time in the slide.

Display **slide 14.** Show the students the final clip of the evolution of Sheldon's relationship with Lovey Dovey.

Embedded video
https://youtube.com/watch?v=wXXi80gLAmw

Display **slide 15.** Before adding events to the storyboard, ask the students to describe the key events that took place in the clip, advancing one event at a time in the slide.

Display **slide 16**. Ask the students to think critically about generating an example of their own. Read the questions on the slide. Give the students time to process and generate an idea with an Elbow Partner. Ask for volunteers to share out in a whole group.

Teacher's Note

Possible examples to share out with students:

- Elsa from "Frozen": Acts angry as if she could care less about her sister, but, in fact, she's just afraid of hurting her again.
- Characters in "Stranger Things": Students act scared, but always search for their friend/face the monster/nemesis etc.
- Daniel (from The Karate Kid): Afraid of the Cobra Kai, faces them in the tournament and wins.
- Tris (from Divergent): Dauntless and courageous, but actually is afraid of being found out; eventually overcomes.
- August (from Wonder): Fears acceptance, but goes to school and makes connections.
- Harry Potter: More afraid of the Dementors than of Lord Voldemort. Successfully uses a Bogart to defeat fear.

Evaluate

Distribute the attached **Storyboarding** handout. Display **slide 17**. Instruct the students to take time to compare Sheldon's evolution to the boy's post-hunting evolution. Ask students to think critically about the boys in *Lord of the Flies* from the beginning of the novel through Chapter 6. Have them discuss the changes they identify. Display **slide 18** and guide them as they develop their storyboards.

Teacher's Note

In preparation for lesson 6, pass out copies of the book *Lord of the Flies* by William Golding and instruct students to read chapters 9-10 before the next class period.

Resources

- Dreamstime. (n.d.) *Bigfoot crossing sign*. [Digital image]. https://www.dreamstime.com/royalty-free-stock-photo-bigfoot-crossing-image26216995
- Encyclopædia Britannica, Inc. (n.d.). *Sasquatch*. Encyclopædia Britannica. https://www.britannica.com/topic/Sasquatch
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- K20 Center. (n.d.). Card Sort. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b
- K20 Center. (n.d.). Categorical Highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
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- Mental Floss. (2020). *22 Cryptids Explained*. [Video]. YouTube. https://www.youtube.com/watch?v=jUZCLOEIkZc
- Perry, D. (2018, January 25). *How a 1924 Bigfoot battle helped launch a Northwest legend*. Oregonlive. https://www.oregonlive.com/history/2018/01/1924_bigfoot_battle_on_mt_st_h.html
- Walton, X. (2019, June 13). *'This can't be real': Shelby woman says she's seen sasquatch in the woods by her home*. WCNC.com. https://www.wcnc.com/article/news/sasquatch-sightings-shelby-woman-says-shes-seen-big-foot/275-ef3c2fdb-405e-4526-8b61-e9e64b89c954
- YouTube. (2012). *The Big Bang Theory: Sheldon Bird On Ledge S5x9*. [Video]. https://youtu.be/SKtURlmsnXU
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- YouTube. (2011). *The Big Bang Theory: Come back Lovey Dovey S5x9*. [Video]. https://youtu.be/wXXi80gLAmw