

Lord of the Flies Unit, Lesson 6

I've Got the Power

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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 sixth lesson of the "Lord of the Flies" unit, students will analyze the text for symbols of power. Students will categorize evidence from the novel to support the claim that either the seashell or the glasses were the ultimate symbol of power.

Snapshot

Engage

Students watch a clip from the movie *Thor*.

Explore

Students look for examples of power in the novel and build T-Chart.

Explain

Students participate in whole group Tug of War activity.

Extend

Students contribute other symbols of power to a Collaborative Word Cloud.

Evaluate

Students write a One-Pager describing symbols of power from a favorite movie/TV show.

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 6.pptx
- T-Chart Activity—Lord of the Flies Unit, Lesson 6 - Spanish.docx
- T-Chart Activity—Lord of the Flies Unit, Lesson 6 - Spanish.pdf
- T-Chart Activity—Lord of the Flies Unit, Lesson 6.docx
- T-Chart Activity—Lord of the Flies Unit, Lesson 6.pdf
- Tug of War—Lord of the Flies Unit, Lesson 6.pptx

Materials

- Lesson Slides (attached)
- T-Chart Activity handout (attached; one per student)
- Tug of War Slides (attached; optional)
- Collaborative Word Cloud generator (such as Mentimeter)
- Internet access
- Tablets or laptops
- Sticky notes
- Pens/pencils
- Paper (for One-Pager)
- Crayons/colored pencils/markers (for One-Pager)

Engage

Teacher's Note: Preparation for the Lesson

Before the lesson, you will need to queue up a Collaborative Word Cloud such as Mentimeter to share out with students so they can participate in the Extend activity.

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

Display **slides 3-4**. Review the essential question and the learning objectives.

Display **slide 5.** Play the following movie clip from the movie *Thor*.

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

Explore

Display **slide 6.** Explain the T-Chart strategy to the class. Pass out the attached **T-Chart Activity** handout. Direct students to look through the novel for examples that prove the seashell and glasses are both symbols of power. Ask them to write their examples on their copies of the T-Chart.

If students struggle to locate examples, suggest they partner with a classmate or work collaboratively in small groups in order to formulate a stronger point of view by sharing evidence from the text.

Explain

Teacher's Note

On the board or a chart, draw two columns and label the left column "SHELL" and the right column "GLASSES." Project **slide 8** while students are explaining their rationale for selecting their support quotation.

Display **slide 7.** Share the Tug-of-War instructional strategy with students.

Display **slide 8.** Have students decide which of the two symbols of power in the novel, the conch shell or the glasses, is the better symbol of power.

- Have students select a quote from the novel to support their claim.
- Ask them to write their quotes on their sticky notes.
- Have students go to the board and place their sticky notes in either the column for the shell or the column for the glasses.
- Ask them to explain their reasons for choosing their particular quotes.

Optional Tech Integration

Using the attached **Tug-of-War Slides**, upload a copy to Google and share the link with students so they can virtually move their sticky notes along the Tug-of-War rope.

Extend

Display **slide 9.** Pose the following question to students: *What are some other symbols of power that appear in the text?* Remind students that these need to be concrete quotes from the text.

At this time, share the link to the Collaborative Word Cloud generator that you set up earlier with the class. As students type in their examples, guide them to make the observation that the larger the word in the cloud, the more consensus the class has on what the main symbols of power are from the text. *Are there any words that surprise you? Stick out to you? Make you wonder?*

Evaluate

Display **slide 10.** Share the One-Pager strategy with students. **Slide 10** illustrates what students will create. Explain to them that they will be creating a One-Pager that illustrates a symbol of power from one of their favorite movies.

Display **slide 11.** The labeled diagram demonstrates how the student example meets the criteria. Each criterion will appear as you continue to advance the slide to allow you to point out the student's work sample.

- Title (student example from *Thor* uses Mjölnir*)*
- Border around the page that includes the theme (student example from *Thor* uses the quote, *"Whosoever holds this hammer, if they be worthy, shall possess the power of Thor."* It is also highlighted in the color red.)
- Image of the symbol of power (student example from *Thor* uses Mjölnir, Thor's hammer)
- Three or more questions with the answers included:
    1. *Why was Thor stripped of his power? A: Thor was stripped of his power after he refused to listen to his father and went after the Frost Giants. It was foolish and unsafe.*
    2. *What information can you infer from Loki's reaction to Thor being chosen as king? A: I can infer that Loki was jealous that Thor was chosen as king, because of his reaction following the decision. He tried to strip Thor of his power and remove him from Asgard for good!*
    3. *Draw and label a diagram of the 9 Realms.*
- A statement about why you believe this to be a symbol of power (student example from *Thor*: *Mjölnir is a symbol of power in the movie Thor. Only the person who is worthy of it can lift it and therefore will have the power of Thor, the God of Thunder.*)

Display **slide 12** for students while they are working on their One-Pager. The slide shows both the example and the criteria.

Teacher's Note

In preparation for Lesson 7, pass out copies of the book *Lord of the Flies* by William Golding and instruct students to read chapters 11-12 before the next class period.

Resources

- K20 Center. (n.d.). Collaborative Word Clouds. Strategies. https://learn.k20center.ou.edu/strategy/103
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). One-Pager. Strategies. https://learn.k20center.ou.edu/strategy/72
- K20 Center. (n.d.). T-Chart. Strategies. https://learn.k20center.ou.edu/strategy/86
- K20 Center. (n.d.). Tug-of-War. Strategies. https://learn.k20center.ou.edu/strategy/98
- OpenClipart-Vectors. (2013). *Rope [Image]*. Pixabay. https://pixabay.com/vectors/rope-cord-sisal-string-material-160161/
- TopMovieClips. (2017). *Thor vs Odin - Odin Takes Thor's Power (Scene)* [Video]. YouTube. https://www.youtube.com/watch?v=_IfYZZDTays&list=RDCMUClVbhSLxwws-KSsPKz135bw