

Lord of the Flies Unit, Lesson 7

Good to Be Bad

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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 seventh lesson of the "Lord of the Flies" unit, students examine the idea of evil and whether or not individuals can overcome the worst thing they have ever done.

Snapshot

Engage

Students participate in an Always, Sometimes, or Never True activity.

Explore

Students read assigned articles attempting to answer these questions: *Can we come back from the worst thing we've ever done? Does the worst thing we have ever done define who we are?*

Explain

Students share articles using a Jigsaw activity.

Extend

Students discuss topics in a Socratic Seminar.

Evaluate

Students watch a video and answer the following question based on the reading and class discussion in Padlet: *Do you agree with the argument made by Bryan Stevenson*?

Standards

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

CLR401: Locate important details in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.1.S.2: Follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.
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

- Always Sometimes Never True—Lord of the Flies Unit, Lesson 7 - Spanish.docx
- Always Sometimes Never True—Lord of the Flies Unit, Lesson 7 - Spanish.pdf
- Always Sometimes Never True—Lord of the Flies Unit, Lesson 7.docx
- Always Sometimes Never True—Lord of the Flies Unit, Lesson 7.pdf
- Lesson Slides—Lord of the Flies Unit, Lesson 7.pptx

Materials

- Lesson Slides (attached)
- Always, Sometimes, Never True handout (attached; one per student)
- "Psychology of Fraud: Why do Good People do Bad Things?" (linked; one copy per group of four students)
- "Why do Good People do Bad Things?" (linked; one copy per group of four students)
- "What Makes Good People do Bad Things?" (linked; one copy per group of four students)
- "Do Juvenile Killers Deserve Life Behind Bars?" (linked; one copy per group of four students)
- Pens/pencils
- Internet access for video

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slide 3.** Remind students of the essential question for the unit. Display **slide 4** and review the learning objectives for this lesson.

Display **slide 5**. Pass out the attached **Always, Sometimes, Never True** handout.

Review the directions for the Always, Sometimes, or Never True strategy with students and have them reflect on the quotes in the handout individually.

Once students have completed the Always, Sometimes, Never True handout, show **slides 6-11** to guide a whole group discussion. Encourage students to take notes on their handouts as their classmates give their reasons for their answers.

Explore

Teacher's Note: Activity Preparation

Before the Explore phase, print and prepare the four articles below for distribution. You may choose to print copies for each student (with each group of four requiring one set of four articles), or distribute the links to students via internet-enabled devices like phones or laptops. One source, CommonLit, may require you subscribe to a free account before you can access the article.

Display **slide 12.** Share the instructional strategy, Jigsaw, with students. Assign students to groups of four. Then have them number off from 1 to 4 within each group. Distribute the following news articles and have students read the article corresponding to their number. There should be four students per group, with each group member reading a different article ("ones" reading article one, "twos" reading article two, etc.).

1. "Psychology of Fraud: Why Good People Do Bad Things"
2. "Why Do Good People Do Bad Things?"
3. "What Makes Good People Do Bad Things?"
4. "Do Juvenile Killers Deserve Life Behind Bars?"

As students read, ask them to monitor their reading to answer the questions. They are becoming an "expert" on their article.

- Can we come back from the worst thing we have ever done?
- Does the worst thing we have ever done define who we are?

Explain

Display **slide 13**. To complete the Jigsaw activity, have students share out their articles with their groups. After the groups have completed their discussions and expanded their information about this topic, hold a class discussion.

Ask students to share any new information they have learned from the reading. Have students reflect on how their earlier knowledge differed from or was expanded by reading the articles.

Extend

Teacher's Note: Preparing for a Socratic Seminar

If this is the first time you or your students have participated in a Socratic Seminar, review the steps below.

1. The purpose of a Socratic Seminar is to initiate an ongoing discussion of a topic using support from a text (close textual analysis). Ensure that the texts you select provide ample avenues for interpretation and discussion. As the students read the texts, encourage them to make annotations.
2. Schedule activities so that students have at least 24 hours to prepare for a Socratic Seminar. Remind them that the more textual support they have, the more in-depth and rich their discussions will be. Encourage them to generate a few open-ended questions of their own.
3. Provide students with 4-6 questions (2-3 that are closely aligned with the texts and 2-3 that are more philosophical) in a handout. These questions will be addressed during the Socratic Seminar. To facilitate this step, attach the questions to the texts so students can make annotations specific to the questions as they are reading.
4. Before beginning the Seminar, cover the rules. The seminar is not a debate. Students work to gain a deeper understanding of what the author is trying to express in the text. The point of the exercise is collaboration, not argumentation.
5. Make sure that you have already distributed the classroom Established Norms for collaboration. You may want to review them together before starting this exercise.

Display **slide 14**. Inform the class that they will participate in a structured discussion on the questions: *"Can we come back from the worst thing we have ever done? Does the worst thing we have ever done define who we are?"*

Teacher's Note: Directing the Socratic Seminar

Divide the class into two groups: the Inner and Outer Circles. The role of the Inner Circle participants is to answer and discuss the questions provided. Having several smaller groups enables more students to participate. Small groups are more likely to engage in discussion than large groups.

The role of the Outer Circle participants is to quietly listen to the discussion and record their observations of the speakers. Having an Outer Circle encourages the speakers to be more conscious of their participation. Although the role of the Outer Circle is not directly participatory. The presence of other students' observing the dialogue increases meaningful participation in the Inner Circle.

When the first group of students is ready to begin, ask one of the questions that closely aligns to the text to get the conversation started. Beginning with an open-ended question helps build confidence for later discussion when the tougher questions are introduced. Provide 15-30 minutes for the discussion of each question per group.

Once the first group in the ***Inner Circle*** has completed their discussion, have the students switch spots with those in the ***Outer Circle***.

Teacher's Note

If you observe the conversations lagging, you may want to prompt students with a few of the following questions. "Where in the text does it say ___?" "Is this what you meant when you said ___?" and "What do you think the author was trying to say with ___?"

Once both groups have had a chance to participate in the Socratic Seminar, ask students to reflect and evaluate as a class. Have students self-reflect on their participation throughout the activity and complete a general evaluation of the activity as a concluding activity.

Consider the following guiding questions as a concluding exercise:

1. At any point, did the Socratic Seminar revert to something other than a dialogue? If so, how did your group handle this?
2. How did group members demonstrate they were actively listening and building on others' ideas?
3. How has your understanding of the texts been affected by the ideas explored in this seminar?
4. What parts of the discussion did you find most interesting? In what parts were you least engaged?
5. What would you like to do differently as a participant the next time you are in a seminar?

Evaluate

Preparation Note: Video in Padlet

For this activity, you will want to set up a Padlet before class. Use the following instructions to do so:

1. To set up your Padlet, use the instructions on the Padlet Tech Tool Card.
2. Once your Padlet is ready for use, instruct your learners to create a post by selecting the "+" icon at the bottom right corner of the screen.
3. Then, direct them to select the "+12" button on the right side of the post box. This will show all options for attachment types.
4. Learners should select the "Video recorder" option. This will open a window for learners to record a video of themselves, up to two minutes long.
5. Instruct learners to select the correct camera and microphone options at the bottom of the window.
6. Direct learners to select the camera icon at the bottom of the window when they are ready to record. The recording will begin immediately.
7. Learners may pause, stop, watch back, discard, and re-record their video until they are satisfied with it.
8. When their video is ready, ask learners to select the "Playback and save" button in the top right corner of the window. Then, select "Save" again.
9. Once the video has been added to their post, learners may complete their post by adding a "Subject" as well as any additional text needed to the caption before posting.
10. When the post is ready, instruct learners to select the "Publish" button, which will add the post to the Padlet bulletin board.

Display **slide 15**. Ask students to critically view the video as you play it

Embedded video
https://youtube.com/watch?v=CfNVlpA83gA

Based on the reading, discussion, and any part of this lesson, ask the students: "Do you agree with the argument made by Bryan Stevenson?"

Display **slide 16**. Ask the students to record their response to this prompt in Padlet using the video or audio recording option.

Resources

- Effron, D. (2018, Aug. 14). *Why do good people do bad things?* The Ethics Center. https://ethics.org.au/good-people-bad-deeds/
- Dittmann, M. (2004). *What makes good people do bad things?* CommonLit.https://www.commonlit.org/texts/what-makes-good-people-do-bad-things
- Joffe-Walt, C., & Spiegel, A. (2012, May 1). *Psychology of fraud: Why good people do bad things*. NPR. https://www.npr.org/2012/05/01/151764534/psychology-of-fraud-why-good-people-do-bad-things
- K20 Center. (n.d.). Always, Sometimes, or Never True. Strategies. https://learn.k20center.ou.edu/strategy/145
- K20 Center. (n.d.). Bell Ringers and Exit Tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Socratic Seminar. Strategies. https://learn.k20center.ou.edu/strategy/781
- Stevenson, B. (2012). *We are more than the worst thing we've ever done*. [Video]. TedTalk. https://youtube/CfNVlpA83gA
- Totenberg, N. (2012). *Do juvenile killers deserve life behind bars?* CommonLit. https://www.commonlit.org/en/texts/do-juvenile-killers-deserve-life-behind-bars