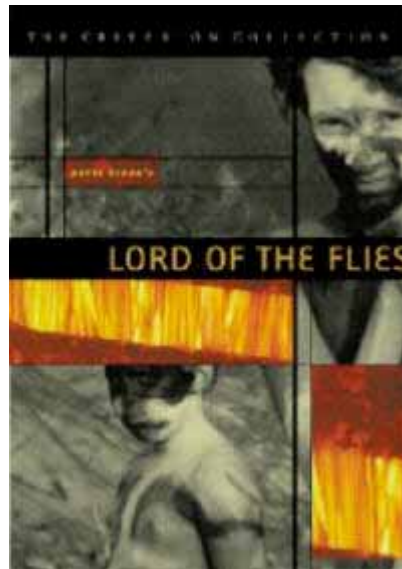


LORD OF THE FLIES  
Unit plan-grade 11  
LLED 314-301  
Jennifer Park  
and  
Marina Simpson



Here are the IRP fulfillments for English 11 which we will fulfill in this unit plan

**For Comprehend and Respond (*Strategies and Skills*)**

- describe and apply appropriate strategies for locating and using information from a variety of print and non-print sources
- use efficient note-making and note-taking strategies
- explain the effects of a variety of literary devices and techniques, including figurative language, symbolism, parody, and irony
- consciously use and evaluate a wide variety of strategies before, during, and after reading to increase their comprehension and recall

**Comprehend and Respond (*Comprehension*)**

- demonstrate an understanding of the main ideas, events, or themes of a variety of increasingly complex novels, dramas, stories, poetry, other print material, and electronic media
- interpret details and subtleties to clarify gaps or ambiguities in written, oral, or visual works
- interpret details in and draw conclusions from the information presented in a variety of graphic formats, including illustrations, maps, charts, and graphs
- organize details and information they have read, heard, or viewed using a variety of written or graphic forms

**Comprehend and Respond (*Engagement and Personal Response*)**

- make connections between the ideas and information presented in literary and mass media works and their own experiences
- support their opinions or respond to questions and tasks about the works they have read or viewed
- make connections among the themes and ideas expressed in various materials
- Display respect for diverse cultures of communities represented in the classroom

**Comprehend and Respond (*Critical Analysis*)**

-students will draw reasoned conclusions from information found in various written, spoken, or visual communications and defend their conclusions rationally

- analyse communications to identify weak argumentation
- demonstrate an appreciation of how their experience and their membership in communities influence their interpretations of what they read
- comprehend and analyze different presentations of the same ideas

### **Communicate Ideas and Information (*Knowledge of Language*)**

- adjust their form, style, tone, and language to suit specific audiences and purposes

### **Communicate Ideas and Information (*Improving Communications*)**

- manipulate the conventions of language for stylistic effect
- demonstrate a willingness to accept and provide constructive criticism and feedback to improve the clarity, meaning, and style of their communications

### **Communicate Ideas and Information (*Presenting and Valuing*)**

- demonstrate pride and satisfaction in using language to create and express ideas and personal viewpoints

### **Self and Society (*Personal Awareness*)**

- set communication goals and develop and monitor action plans
- demonstrate a commitment to increasing their proficiency in all aspects of communication

### **Self and Society (*Working Together*)**

- evaluate and adjust their own roles to align with the group's purpose
- apply a variety of strategies including diplomacy and compromise to solve problems and achieve group goals
- assess the value, limitations, and ethical issues associated with collaborative work

### **Self and Society (*Building Community*)**

- communicate to clarify their ideas, understanding, and opinions
- value and respect the diversity of language and culture in Canadian society
- demonstrate an openness to the divergent ideas and opinions expressed by classmates and others

## Chapter 1: *The Sound of The Shell*

### Objectives:

- 1) Students will learn briefly about the author's life and the basic plotline of the novel.
- 2) Students will learn about and be able to identify foreshadowing and the point of view of third person omniscient.
- 3) Students will personalize the novel situation of being stranded on an island and work collaboratively.
- 4) Students will critically examine and evaluate events through
- 5) Students will demonstrate understanding on literal and figurative levels of the events and learn new vocabulary from the chapter.

### Materials:

- 1) Handouts. A list of 30 items students can have with them on the island.
- 2) Questions, vocab sheet.
- 3) Journal topics.

### Format:

- 1) Survivor. In groups of four, students are given sheets with 30 items they can have on the island. As a group they must choose 15 of the items and list their order of importance. Next, they must make a plan of action. As a class, the groups discuss and defend their decisions.
- 2) Lecture. Read short biography of William Golding and plot synopsis.
- 3) Lecture. Foreshadowing and third person omniscient point of view. Give examples from chapter. Students take notes.
- 4) Journal writing. Students choose 1 of 2 topics:
  - i) You have just arrived on the island. What will you do for the first week?
  - ii) If you were on the island which 3 personal items would you bring and why? Which people in your life would you bring?
- 5) Questions and vocab.
- 6) Jeopardy.

### Evaluation:

Questions /15, vocab /7, Group work /4(contribution to group discussion, class discussion, cooperation, and listening), Journal /5. Total: /31

## Chapter 1: *The Sound of The Shell* Questions and Vocabulary

1. What is the “scar”? /2
2. How did the boys get to the island? /2
3. What happened to England? /2
4. Why did the boys choose Ralph as a leader? Who would you have chosen and why? /4
5. Give an example of foreshadowing. /2
6. What is the point of view of the narrator? Justify. /3

- |                               |  |
|-------------------------------|--|
| 1. ___ Reef                   | a. A great lustre or brightness.                     |
| 2. ___ Asthma                 | b. A shallow lake.                                   |
| 3. ___ Foliage                | c. Raised, standing out in relief.                   |
| 4. ___ Effulgence             | d. A shell used as a trumpet.                        |
| 5. ___ Lagoon                 | e. A chain of rocks at or near the surface of water. |
| 6. ___ Conch                  | f. Leaves.   |
| 7. ___ Embossed.<br>wheezing. | g. Chronic respiration problem, characterized by     |

## Jeopardy Questions

1. What does Piggy call his glasses? Specs.
2. Who carries a knife? Jack.
3. Piggy run or blow the conch on account of his... Asthma.
4. What color is Simon's hair? Black.
5. Who faints in the sand? Simon.
6. Who is the secretive, mysterious looking boy? Roger.
7. What is Jack's last name? Merridew.
8. Who becomes chief? Ralph.
9. What are the boys eating? Fruit.
10. What is the name of the shell Ralph blows to call an assembly?  
Conch.

## Chapter 2: *Fire On the Mountain*

### **Objectives:**

- 1) Students will state and evaluate rules.
- 2) Students will represent their image of the island in a drawing of a map.
- 3) Students will display their knowledge of events in chapter 2 through answers to questions.
- 4) Students will learn new vocabulary.

### **Materials:**

- 1) Paper, pencils, erasers, pencil crayons.
- 2) Questions and vocab sheets

### **Format:**

- 1) Students reflect on survival activity from last day. Individually, write a list of 10 rules in order of importance for your island inhabitants. Discuss as a class.
- 2) Questions and vocab.
- 3) Draw a map of the island. Include labels, legend, details.
- 4) Journal. Describe the island without looking at the book.

### **Evaluation:**

Questions /16, vocab /13, map(completion, labels, legend, details, overall presentation), rules /10, /5, journal /5, total /49

## Chapter 2: *Fire On the Mountain* Questions and Vocabulary

1. What are three strategies Piggy and Ralph use to gain organization? /3
2. Why are the little boys scared (especially the boy with the mulberry-coloured birth mark)? /2
3. Does Ralph think they'll be rescued? By whom? /2
4. How does Ralph plan to attract attention to the island? /2
5. How do the boys make a fire? /2
6. Give three reasons why Piggy is angry at the end of the chapter. /3
7. What could have happened to the littlun with the mulberry-coloured birthmark? /2

- |                        |                               |
|------------------------|-------------------------------|
| 1. ___ Tirade          | a. A good position generally. |
| 2. ___ Indignantly     | b. Flat, round, woolen cap.   |
| 3. ___ Recrimination   | c. Doubt.                     |
| 4. ___ Capered         | d. Enthusiasm.                |
| 5. ___ Coign           | e. Accusing in return.        |
| 6. ___ Errant          | f. Angry rant.                |
| 7. ___ Gesticulate     | g. Loud noise.                |
| 8. ___ Dubiety         | h. Secretly planning.         |
| 9. ___ Clamour         | i. Important.                 |
| 10. ___ Conspirational | j. Mistaken.                  |
| 11. ___ Ebulliance     | k. Skipped and danced.        |
| 12. ___ Beret          | l. Show with body language.   |
| 13. ___ Officious      | m. Righteously angry.         |



## Chapter 3: *Huts On the Beach*

### Objectives:

- 1) Students will learn about and be able to identify how imagery is used in descriptions of character and physical environment to portray Good and Evil.
- 2) Students will learn about characters as symbols of Good and Evil.
- 3) Students will demonstrate knowledge of the chapter through answering questions and learning vocabulary.

### Materials:

- 1) Photos of a tropical island, the North Pole, the Australian Outback, the Amazon Jungle, and a desert.
- 2) Question and vocab sheets.

### Format:

- 1) Hook. Show photos. Take a poll of how many people would choose each place as a *Survivor* setting.
- 2) As a class, make a list of words on the board to describe each setting. Have students examine their words. Do they have negative or positive connotations?
- 3) Lecture. Character symbolism and imagery.
- 4) Questions (as a class) and vocab.
- 5) Journal.
  - i) Good vs. Evil
  - ii) Why did you choose the environment you chose for potential *Survivor*?

### Evaluation:

- 1) Vocab /12, journal /5, total: /17

### Chapter 3: *Huts On the Beach* Questions and Vocabulary

1. What jobs are Simon, Ralph, and Jack doing? /3
2. Describe Jack by his physical appearance and personality. /2
3. Do the same for Simon. /2
4. What are some ways Golding uses descriptive language and imagery to manipulate the way we see Simon and Jack? Give examples from the chapter. /20
5. What makes Simon a good/kind character? /2

- |                    |  |
|--------------------|--|
| 1. ___Festooned    | a. Crazy.  |
| 2. ___Tendril      | b. A plant's coiling threadlike climbing organ.                                  |
| 3. ___Furtive      | c. Hollow shell of ivory or wood, struck by the fingers to make a clicking sound |
| 4. ___Castanet     |  |
| 5. ___Gesticulated | d. The trunk of a tree   |
| 6. ___Susurrations | e. Enough.   |
| 7. ___Avidly       | f. Remorse.  |
| 8. ___Bole         | g. Eagerly.  |
| 9. ___Vicissitudes | h. Changes.  |
| 10. ___Batty       | i. Secret.   |
| 11. ___Contrite    | j. Hung, like garland.   |
| 12. ___Sufficient  | k. Show with body language.  |

## Chapter 4: *Painted Faces and Long Hair*

### **Objectives:**

- 1) Students will express their impression of a character.
- 2) Students will explain their impression of that character.
- 3) Students will show their knowledge of the chapter through questions and vocab.
- 4) Students will learn about and discuss psychological perspectives of group behavior and anonymity.

### **Materials:**

- 1) Paper, pencil crayons

### **Format:**

- 1) Hook. Show picture of mask and short article. Discuss use of mask and transformation.
- 2) Students choose characters to design masks for. Draw masks.
- 3) Journals. Students justify their design and color choices.
- 4) Questions. Give them vocab (no marks).
- 5) Lecture. Psychology/human behavior-group mentality and anonymity. Colors of Jack's mask, same as Nazi flag-power of color scheme.

### **Evaluation:**

Mask (completion, detail, effort) /6, questions /17, journal /5, total: /28

#### Chapter 4: *Painted Faces and Long Hair* Questions and Vocabulary

- 1) Describe how the littluns spend their time on the island. /4
- 2) Describe in 2 sentences each, Percival, Henry, Johnny. /6
- 3) How does the mask transform Jack? /3
- 4) How do you think Jack felt about killing the pig (refer to text)? /2
- 5) Why does Ralph get so angry? /2

- |                    |                                       |
|--------------------|---------------------------------------|
| 1. ___Preposterous | a. Rudeness.                          |
| 2. ___Diameter     | b. Unspoken; silent.                  |
| 3. ___Mirage       | c. The name for the younger boys.     |
| 4. ___Littlun      | d. The back of the neck.              |
| 5. ___Chastisement | e. Reprimand.                         |
| 6. ___Mere         | f. A mass of loosened fragments.      |
| 7. ___Subsided     | g. Any immense number.                |
| 8. ___Belligerence | h. The measurement through or across. |
| 9. ___Tacitly      | i. Unbelievable; absurd.              |
| 10. ___Nape        | j. Went down; decreased.              |
| 11. ___Detritus    | k. An illusory image.                 |
| 12. ___Myriad      | l. A pool or lake.                    |

## Chapter 5: *Beast from Water*

### Objectives:

- 1) Students will learn about metaphors.
- 2) Students will analyze monsters as metaphors for society's fears.
- 3) Students will demonstrate literal and figurative knowledge of chapter.
- 4) Students will learn new vocabulary.
- 5) Students will use research skills.

### Materials:

- 1) Pictures of popular monsters and article about monsters.
- 2) Questions and vocab.

### Format:

- 1) Hook. Show pictures of famous monsters. Discussion. What monsters do the students know of? What makes them scary? What kinds of monsters are there in different cultures?
- 2) Journal. Monsters.
- 3) Lecture and discussion. Monsters as metaphors for society's fears.
- 4) Questions and vocabulary.
- 6) Homework. Students can research through books, internet, interview. Find a monster they've never heard of before. Write down the description and characteristics of this monster. 1 paragraph.

### Evaluation:

Questions /12, vocab /6, total: 18

### Chapter 5: *Beast from Water* Questions and Vocabulary

- 1) Describe how Ralph has changed since the beginning of the novel. /4
- 2) What does Ralph admire about Piggy (p. 83)? /1
- 3) Describe the mood at the beginning of the chapter. /2
- 4) What is Simon's explanation for the beast (p. 96)? /2
- 5) Discuss what Piggy says, "If you're scared of someone you hate him but you can't stop thinking about him." /3

- |                    |   |
|--------------------|---|
| 1. ___ Solemnity   | a. To express agreement.                      |
| 2. ___ Discursive  | b. Running from premises to conclusion.       |
| 3. ___ Assent      | c. Formula of words said or sang for a spell. |
| 4. ___ Bogie       | d. Speak quickly and without importance.      |
| 5. ___ Jabber      | e. Seriousness.                               |
| 6. ___ Incantation | f. Monster or ghost.                          |

## Chapter 6: *Beast from Air*

### Objectives:

- 1) Students will share researched information.
- 2) Students will critically analyze metaphors according to their historical and cultural origins.
- 3) Students will make predications based on gathered knowledge.

### Materials:

- 1) Questions and vocabulary

### Format:

- 1) Homework check. In a class discussion students share what they've learned. In groups of four, they choose a monster and analyze it. What kind of fears does it represent, keeping in mind the culture and time of its origin. Share ideas with class.
- 2) Questions and vocabulary.
- 3) Journal. i) Now that you've read half of the novel, make predictions about what will happen.
  - ii) If you've already finished, think about what will happen after the end of the novel. (For either topic, justify your argument based on text information).

### Evaluation:

- 1) Homework /2, group work /4 (giving ideas, receiving ideas, cooperation, class discussion), questions and answers /7, vocab /7, journal /5, total: /25

## Chapter 6: *Beast from Air* Questions and Vocabulary

1. What is the “beast from air” that Samneric saw? /1
2. Why didn't Ralph blow the conch before the meeting? (p.108) /1
3. Discuss the meaning of the sentence, “However, Simon thought of the beast, there rose before his inward sight the picture of a human at once heroic and sick.” (p.112) /4
4. Why are Ralph and Jack cooperating with each other in spite of their hard feelings?
5. Why does Ralph's anger return? (p. 107)

- |                  |   |
|------------------|---|
| 1. ___ Swell     | a. Bird's droppings.                            |
| 2. ___ Polyp     | b. A defense or tower.                          |
| 3. ___ Leviathan | c. A rise.                                      |
| 4. ___ Plinth    | d. Making dark, uncertain.                      |
| 5. ___ Guano     | e. Individual of a colonial animal.             |
| 6. ___ Bastion   | f. The square block under the base of a column. |
| 7. ___ Obscuring | g. Huge.  |



## Chapter 7-Shadows and Tall Trees

### Rationale

Students will understand ways in which people influence each other, and how this can cause people to lose control in the heat of mob passion. Through questions which are based on Bloom's Taxonomy, students will gain a deeper understanding of the themes and gain a deeper insight into the character of the boys through their actions. Students will also understand how people do things in order to gain/ maintain respect from others, and learn that people can consider self-image to be very important, that they will go to great lengths to keep it, although against their will.

### Objectives

- students will match vocab words with their meanings
- students will answer questions on characters and themes of the chapter
- students will write a journal entry discussing their involvement with the 4. novel

### Activities

1. Hook-show students overhead of pictures of the various book covers of
2. the novel
3. Vocab Sheet
4. Questions
5. Journal writing-do you feel like you're a close observer and have an intimate acquaintance with the characters or do you feel removed in time or space. Why?
6. In groups of four, discuss whether it was necessary that Ralph went to the mountain top to gain respect. Arrange one person to be a note-taker, and then write results on the board.
7. Share discussion results as a class
8. I will do a quick lecture, using overheads, on the "mob mentality" aspect of the game with Robert. We will discuss as a class why this escalated into violence, and the influence which a mob has in situations like this.

### Evaluation and Assessment

Questions will be marked according to their accuracy of facts, a reasonable explanation of their answers, appropriate grammar usage and syntax. Marked out of 14

I will mark the groups out of 10 for their participation in the group discussions, based on their involvement, comments made, sensibleness of their answers, cooperation.

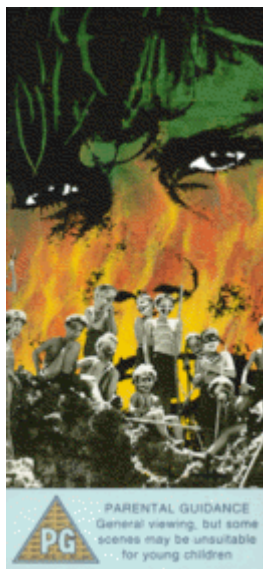
## Chapter 7-Shadows and Tall Trees

### Questions

- 1.) Who became the “pig” after the hunt? (1)
- 2.) What caused the boys to act this way? (3)
- 3.) Who does Jack suggest that they use next time to play the game, and what does this reveal about him? (3)
- 4.) Give an example in this chapter how fear deceives people and explain. (2)
- 5.) What caused the boys to act the way that they did during the game? (3)
- 6.) What impression do you get of Roger? (2)

### Vocab

- |                |   |
|----------------|---|
| 1.Furtive__    | a. sly, secret  |
| 2.Brine__      | b. the water of the sea                                     |
| 3.Scurfy__     | c. a waterfall descending over a steep, rocky surface       |
| 4.Cascades__   | d. a small valley or ravine worn away by running water      |
| 5.Gully__      | e. not allowing passage                                     |
| 6.Obtuseness__ | f. a profoundly wise person                                 |
| 7.Flounder__   | g. to struggle clumsily                                     |
| 8.Impassable__ | h. not quick or alert in perception                         |
| 9.Sagely__     | i. resembling, producing, or covered as with a scaly matter |
|                | j. or incrustation on a surface                             |



<http://lordoftheflies.org/img/book.htm>



## Chapter 8- Gift for the Darkness

### Rationale

Through the questions, students will evaluate suggestions made by the characters and the deeper meanings of the text. They will learn how to analyze a character based on his actions, and make connections between characters. They will understand the actions of characters based upon an anthropological and religious study.

They will be able to understand the theme of evil based on the historical background of Beelzebub, and analyze and construct the theme based upon a close reading of the text.

### Objectives

- students will match vocab words with their meanings
- students will answer questions on the chapter based on theme and character
- students will connect religious influences with people's actions

### Material

- handout on definitions and references to Lord of the Flies and Beelzebub

### Activity

1. Hook- discuss quotation "and now that thing squats by the fire as though it didn't want us to be rescued" (138)
2. Vocab matching
3. Journal writing-write a diary entry for one of the characters
4. Lecture on religious sacrifices, their meaning and history
5. Lecture on historical background of Lord of the Flies (Beelzebub), cross-references, and its context of Judaism and Christianity
6. In groups of four, discuss key passages regarding the scene between Simon and the LOTF, and then groups present it to the class. As a class, we will compare answers and discuss.

### Evaluation and Assessment

Questions will be marked according to their accuracy of facts, a reasonable explanation of their answers, appropriate grammar usage and syntax. Marked out of 22.

The Journal will be marked out of 10, based on thoughtfulness, reasoning, grammar and syntax.

Participation in class work will be marked out of 5

Group activity will be marked out of 10, based on reasoning and thoughtfulness of discussion points, relevancy of discussion points, respectful collaboration with others, and effort.

## Chapter 8- Gift for the Darkness

### Questions

- 1.) Why do you think the boys join Jack later in secret? (5)
- 2.) Why did Jack say that the beast is a hunter? (5)
- 3.) How does Simon and the boy with the birthmark resemble each other? (4)
- 4.) What do you think of Simon's suggestion? (p. 142) Support your opinion. (3)
- 5.) Why did Simon go off by himself into the forest and what does this say about his character if anything? (5)

### Vocab

- |                  |   |
|------------------|---|
| 1. Tremulous__   | a. the end that is not used or consumed; remnant                                  |
| 2. Prefect__     | b. a branch of a tree, esp. on of the larger branches                             |
| 3. Disc__        | c. characterized by shyness and modesty; reserved                                 |
| 4. Embers __     | d. any surface that is flat and round, or seemingly so                            |
| 5. Demure__      | e. the spike of a cereal plant, containing the seed grains                        |
| 6. Sensuously__  | f. an injury to a person's dignity; contemptuous treatment                        |
| 7. Ear__         | g. displaying a play of lustrous changing colours                                 |
| 8. Bough__       | h. creates a false impression, illusion; misleading                               |
| 9. Covert__      | i. to have a wearisome or tiresome effect   |
|                  | j. to take out the belly or abdomen   |
| 10. Butts__      | k. a person appointed to any or various positions of authority or superintendence |
| 11. Pall__       | l. a thicket giving shelter to wild animals or game                               |
| 12. Paunched__   | m. a glowing fragment (as of coal) from a fire                                    |
| 13. Furtive__    | n. expressive of stealth or underhandedness                                       |
| 14. Indignity__  | o. perceived by or affecting the senses   |
| 15. Illusive__   | p. characterized by trembling, as from fear or nervousness                        |
| 16. Iridescent__ |   |

One entry found for **Beelzebub**

Main Entry: **Beel·ze·bub** 

Pronunciation: bE-'el-zi-'b&b, 'bEl-zi-, 'bel-

Function: *noun*

Etymology: *Beelzebub*, prince of devils, from Latin, from Greek *Beelzeboub*, from Hebrew *Ba'al zebhubh*, a Philistine god, literally, lord of flies

Date: before 12th century

**1** : [DEVIL](#)

**2** : a fallen angel in Milton's *Paradise Lost* ranking next to Satan

## The International Standard Bible Encyclopedia

### BEELZEBUB

be-el'-ze-bub (in the King James Version and the Revised Version (British and American) is an error (after the Vulgate) for Beelzebul (Revised Version margin) Beelzeboul; Westcott and Hort, The New Testament in Greek, Beezeboul):

In the time of Christ this was the current name for the chief or prince of demons, and was identified with [SATAN](#) (which see) and the [DEVIL](#) (which see). The Jews committed the unpardonable sin of ascribing Christ's work of casting out demons to Beelzebul, thus ascribing to the worst source the supreme manifestation of goodness ([Matthew 10:25](#); [12:24,27](#); [Mark 3:22](#); [Luke 11:15,18,19](#)). There can be little doubt that it is the same name as [BAALZEBUB](#) (which see). It is a well-known phenomenon in the history of religions that the gods of one nation become the devils of its neighbors and enemies. When the Aryans divided into Indians and Iranians, the Devas remained gods for the Indians, but became devils (daevas) for the Iranians, while the Ahuras remained gods for the Iranians and became devils (asuras) for the Indians. Why Baalzebub became Beelzebul, why the b changed into l, is a matter of conjecture. It may have been an accident of popular pronunciation, or a conscious perversion (Beelzebul in Syriac = "lord of dung"), or Old Testament zebhubh may have been a perversion, accidental or intentional of zebhul (= "house"), so that Baalzebul meant "lord of the house." These are the chief theories offered

(Cheyne in EB; Barton in Hastings, ERE).

T. Rees

## **BAALZEBUB - 4**

ba-al-ze'-bub ba`al zebhubh = "Lord of flies"; Baal-muian:

A deity worshipped by the Philistines at Ekron ([2 Kings 1:2.3.6.16](#)). All that can be gathered from this one reference to him in ancient literature is that he had some fame as a god that gave oracles. Ahaziah, son of Ahab, and king of Israel, went to consult him whether he should recover of his sickness, and was therefore rebuked by Elijah, who declared that his death would be the result of this insult to Yahweh. Why he was called "lord of flies," or whether his real name has not been corrupted and lost are matters of conjecture. See [BAAL \(1\)](#).



## Chapter 9- A View to a Death

### Rationale

Students will examine and be able to understand how conflict occurs and the social, psychological aspects involved in Jack and Ralph's relationship. They will examine the importance in developing plot, and how setting develops it and the literary importance of setting. They will be informed of their legal rights under the Canadian Constitution, and this will give them more understanding of the legal rights of themselves and others. This awareness can help prepare them for future careers in social justice of the legal system.

### Objectives

- students will match vocab words with their meanings
- students will answer questions on the chapter
- students will learn about conflict in the story
- students will learn the significance of setting
- students will familiarize themselves with the Canadian Constitution

### Material

- blank paper and pencil crayons
  - Canadian constitution handout
- [http://www.solon.org/Constitutions/Canada/English/ca\\_1982.html](http://www.solon.org/Constitutions/Canada/English/ca_1982.html)

### Activity

1. Hook-show poems about Simon's death
2. Vocab matching
3. Questions
4. Lecture on conflict in the story
5. In pairs, one student will be Jack and the other Ralph-each write letters to each other (alternately, on the same sheet) about their conflict. Rules will be set beforehand on the language of the letter.
6. Lecture on setting
7. As a class, discuss aspects of setting in the novel
8. In blank paper, students draw a scene/image which the setting evokes.
9. As a class, go over the Canadian Constitution, and discuss which ones were broken.
10. Journal- write an entry about violence you witnessed or have been close to.

### Assessment and Evaluation

- The journal will be graded out of 5
- The questions will be graded out of 17
- Participation in the class discussions will be graded out of 5

The activities will be graded out of 5 each

## Chapter 9- A View to a Death

### Questions

- 1.) Describe how Jack is compared to an idol. (3)
- 2.) Why does excluding Piggy unite the boys? (4)
- 3.) Give examples of how setting/atmosphere will reveal what will happen next. (5)
- 4.) What are the "boom beamed-bodied creatures with fiery eyes?" (p. 169) (2)
- 5.) What is happening to Simon on page 170? (3)

### Vocab

- |                      |  |
|----------------------|--|
| 1. Festoon__         | a. to rise before or overhand with an appearance of great size         |
| 2. Parody__          | b. any humorous, satirical imitation or a person, event, etc           |
| 3. Looming__         | c. the property of being luminous (reflecting light)                   |
| 4. Primly__          | d. to form into graceful curves or loops                               |
|                      | e. luminescence that is caused by the absorption of radiation or light |
| 5. Spit__            | f. formally precise or proper; stiffly neat                            |
| 6. Sulphurous__      | g. a pointed rod for skewing and holding meat over a fire              |
| 7. Phosphorescence__ | h. pertaining to the fires of hell; fiery or heated                    |

### "Simon's Fate "

**As the sun separates from the clouds,  
Jack floats away from Ralph.  
As Jack's new tribe forms,  
Ralph rages as does the storm.  
Lightning flashes in everybody eyes,  
And they kill Simon, much to Ralph's surprise.  
As Simon lays on the beach,  
Ralph's conscience seems to be reached;  
And as the boys say "Goodbye,"  
Simon floats out with the tide.**

## **"Peace"**

**As he lays upon the beach,  
He sees what is in reach.  
He sees the light,  
And he does not fight.  
The land of murders is at his feet,  
And as he floats out into the sea,  
He now knows what his fate will be.  
God has taken him and given him a home.  
He is now resting in God's great dome.  
He is in the dome of love, the dome of peace.  
Peace is his for everlasting tranquility.**

**Both written by Danielle Mentock (<http://www.aufdenspring.com/ment.html>)s**

## Chapter 10-The Shell and the Glasses

### Rationale

Through the questions, students will understand how guilt affects people's behaviour and reasoning, and that it is a powerful feeling. They will examine how people use fear to manipulate others, along with propaganda techniques, and this may help them be more observant to propaganda in their lives.

### Objectives

- students will match vocab words with their meanings
- students will answer questions on the chapter
- students will analyze propaganda techniques and point out how Jack uses them to control others
- students will discuss how fear of the beast and fear of others are a driving force

### Materials

- index cards
- propaganda handout

### Activity

1. Hook-students write their greatest fear on a card, and may share with the class and explain.
2. Vocab matching
3. Questions as a class
4. Lecture-discuss aspects of fear in the chapter; examine why fear of the beast and fear of others are a driving force.
5. Look at the propaganda sheet.
6. In groups, I will give two aspects of propaganda in which the students will determine if Jack uses them or not.
7. Share as a class.
8. Journal-personal response to the novel

### Assessment and Evaluation

Questions will be graded out of 25  
Propaganda activity will be graded out of 10 per group, based on reasoning of their answers and accuracy.

## Chapter 10-The Shell and the Glasses

### Questions

- 1.) What was Samneric's explanation for the previous night and why did they say that? (4)
- 2.) Do you think that Jack is using "the beast" to maintain power or that he is sincerely fooled? Support. (5)
- 3.) Why were the boys half-relieved and half daunted by the beast. (5)
- 4.) Why is Jack "the chief now in truth?" (page 186) (4)
- 5.) What is the "curtain" in Ralph's mind and what does it imply? (4)
- 6.) What is Piggy's explanation of Simon's death, and why does he say that? (3)

### Vocab

- |                    |  |
|--------------------|--|
| 1. Crag__          | a. elongated, usually from the square or circular form |
| 2. Interrogative__ | b. a steep, rugged rock                                |
| 3. Oblong__        | c. English slang-crazy                                 |
| 4. Barmy__         | d. having the form or force of a question              |
| 5. Bowstave__      | e. plural for a stick to be made into bow              |

## Chapter 11-Castle Rock

### Rationale

Students will be able to understand the different character types in literature through LOTF. They will do character analysis, to have a deeper understanding of the complexity of people by realizing that people are not what they always seem to be, and can be unpredictable. Through a character biography, they will understand that unpredictable and violent people can come from a range of backgrounds.

### Objectives

- students will match vocab words with their meanings
- students will answer questions on the chapter
- students will analyze the characters, and focus on Roger

### Materials

- blank paper
- pencil crayons, felts

### Activities

1. Hook-discuss “they only knew too well the liberation into savagery that the concealing paint brought” (191)
2. Vocab matching
3. Journal writing-which character changed the most and why
4. think-pair-share- in pairs, students discuss the characters Simon, Piggy, Ralph, Jack, the twins, Roger, and the littluns
5. share as a class
6. students will write a biography on Roger and draw him hand in
7. Chapter questions

### Assessment and Evaluation

The journal will be graded out of 15  
The questions will be graded out of 27  
Participation in the partner activity will be graded out of 10  
The biography activity will be graded out of 15, based on the thoughtfulness, description, grammar and syntax and reasonableness of the biography, and the neatness, and insightfulness of the picture.

## Chapter 11-Castle Rock

### Questions

- 1.) What did Piggy and Ralph decide to do at the assembly? (1)
- 2.) Do you think that they made the right decision? Support. (3)
- 3.) What does the top of page 192 suggest about the way the twin viewed Ralph and why would they think that? (5)
- 4.) What does the description of Castle Rock say about it? (think imagery) (4)
- 5.) What do you think about Piggy's decision to get his glasses? (3)
- 6.) Why did being called a thief enrage Jack? (5)
- 7.) Why are Samneric described by "otherness"? (2)
- 8.) What is the "nameless authority" which Roger has? (pg. 201) (4)

### Vocab

- |                    |   |
|--------------------|---|
| 1. Myopia__        | a. a temporary or final ceasing (as of action)  |
| 2. Detaining__     | b. existing in great numbers; numerous  |
| 3. Multitudinous__ | c. to ward off; to dodge  |
| 4. Propitiate__    | d. to make favourably inclined; to appease  |
| 5. Prospect__      | e. adjective referring to something which delays or keeps under restraint   |
|                    | f. outlook or view over a region  |
| 6. Ludicrous__     | g. a one-edged sword, usually slightly curved or a fencing sword  |
|                    | h. having two cutting edges and a blunt point   |
| 7. Sabres__        |   |
| 8. Truculently__   | i. meriting derisive laughter or scorn as absurdly inept, false, or j. foolish  |
| 9. Inscrutably__   | j. anything that exercises a powerful influence   |
| 10. Cessation__    | k. fierce; savagely brutal  |
| 11. Unhandily__    |   |
|                    | l. condition in which the visual images come to a focus in front of the retina of the eye resulting especially in defective vision of distant objects |
| 12. Parry__        | m. clumsily   |
| 13. Talisman__     |   |

## Chapter 12-Cry of the Hunters

### Rationale

Students will gain a solid factual knowledge of the novel through knowing the sequence of plot events. Students will learn how the author was influenced by previous works and make connections between literary works, and students will make a value judgement of the novel and be able to support it to their classmates.

### Objectives

- students will match vocab words with their meanings
- students will answer questions on the chapter
- students will create a plot development chart
- students will evaluate the novel and support their opinions through a debate

### Materials

- long paper which can span an entire class wall
- pencil crayons, felts, stickers
- long ruler

### Activity

1. vocab matching
2. Chapter questions
3. plot overview of the novel
4. students will get into groups which are divided according to chapters, and work together to compose a wall chart depicting the events of the story.
5. in class debate based on the pros and cons of the novel, whether or not it was good, its relevance/irrelevance to present society, etc.
6. Journal- why/why not would this make a good TV series, OR choose a character and his life in ten years
7. For homework: in pairs, have students find information about *Coral Island* (2 sources), which the novel was based on. Discuss as class the next day.

### Assessment and Evaluation

The groups will be evaluated out of 20 for the plot chart, based on its accuracy, cohesiveness, and creativity.  
Students will be assessed out of 10 for their participation on the plot chart and co-operation with group members  
Questions will be marked out of 19  
The Coral Island assignment will be marked out of 7, based on its accuracy and use of sources.



## Chapter 12-Cry of the Hunters

### Questions

- 1.) What is the difference between Ralph's and Simon's reaction to the skull? Explain why. (4)
- 2.) What does it mean that "Roger sharpened a stick at both ends?" (page 210) (2)
- 3.) What does the tribe's burning of the island symbolize? (3)
- 4.) What would you do if you were Ralph in this chapter? (3)
- 5.) Explain the irony of the fire on the island. (2)

### Vocab

- |                   |   |
|-------------------|---|
| 1. Tendril__      | a. harshly or bitterly pungent in taste or smell                                  |
| 2. Fronds__       | b. an often large, finely divided leaf  |
| 3. Bough__        | c. howl; wail   |
| 4. Pax__          | d. a threadlike, leafless organ of climbing plants, often growing in spiral form  |
| 5. Acrid__        | f. a branch of a tree, especially one of the larger branches                      |
| 6. Inimical__     | g. peace  |
| 7. Antiphonal__   | h. unfriendly; hostile  |
| 8. Ululation__    | i. responsive   |
| 9. Goud__         | j. a place overgrown with bushes  |
| 10. Cordon__      | k. a crackling sound; a crackle   |
|                   | l. a line of persons or objects around a person or place                          |
| 11. Brake__       | m. a durable cotton twilled fabric  |
| 12. Crepitation__ | n. an ornamental fringed shoulder pad formerly worn as part of a military uniform |
|                   | so. gold or something that resembles gold laid on a surface                       |
| 13. Baulked__     | p. a small armed vessel in government service                                     |
| 14. Drill__       | q. to stop short/ refuse to proceed   |
| 15. Epaulettes__  |   |
| 16. Gilt__        |   |
| 17. Cutter__      |   |

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## Internet Links

The International Standard Bible Encyclopedia.

<http://www.studylight.org/enc/isb/view.cgi?number=T1059>

Merriam Webster's Dictionary. [www.merriamwebster.com](http://www.merriamwebster.com)