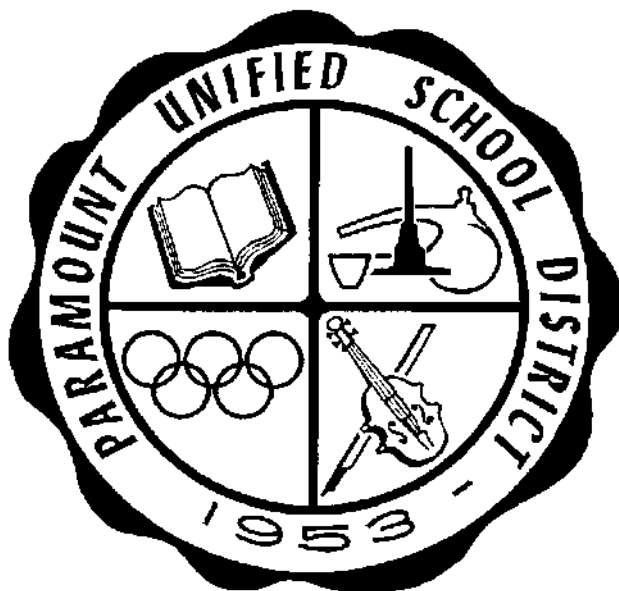


Paramount Unified School District
Educational Services



***English Language Arts 2
Curriculum Guide
Unit 2
2016-2017***



Unit Focus: Theme and Characterization

<p style="text-align: center;">Standards</p> <p>Focus Standards RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature RL 9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p style="text-align: center;">Transfer Goals</p> <ol style="list-style-type: none"> 1. Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes. 2. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose. 3. Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. 4. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations. 		
	<p style="text-align: center;">Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Characterization is revealed through what a character says and does. • Theme is revealed both by how characters in a story behave and by what happens to the characters in the story. • Authors structure text intentionally to create an impact on the reader. • Human nature can be influenced by both external and internal factors. • Good writers use multiple types of sentences. • Apostrophes can be used to make a noun possessive or to form a contraction, but never to make a noun plural. Authors can use apostrophes and other punctuation to make dialogue more realistic. 	<p style="text-align: center;">Essential Questions</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What motivates characters to behave the way they do? • What do this character’s thoughts and actions reveal about the theme of the story? • How does the structure of the story create different effects on the reader? • Are humans basically selfish or altruistic? • How does a person’s environment shape his or her behavior? • Should minors be held to the same standards of behavior as adults? Should their actions have the same consequences? • When should I use an apostrophe? How do authors use apostrophes and other punctuation to make dialogue more realistic? 	<p style="text-align: center;">Resources</p> <p>Anchor Text: <i>Lord of the Flies</i> by William Golding (novel)</p> <p>Related Texts: “Is Human Nature Fundamentally Selfish or Altruistic?” (informational article) “Teens Are Still Developing Empathy Skills” (informational article) “Setting: Putting Us There” by John Leggett (informational text, Textbook pg. 50-51)</p>
	<p style="text-align: center;">Knowledge</p> <p><i>Students will need to know...</i></p> <ul style="list-style-type: none"> • How a character’s words and actions reveal their personality and motivations. • The definition of a theme. • Text structure, including elements of plot, literary elements, and organizational patterns. • Societies are formed around rules and expectations for behavior. • There are four different types of sentences (simple, compound, complex, and compound-complex). • Correct apostrophe usage. 	<p style="text-align: center;">Skills</p> <p><i>Students will need to develop skill at...</i></p> <ul style="list-style-type: none"> • Inferring characters’ motivations based on their words and actions. • Determining and tracing the development of a theme throughout a story. • Identifying elements of plot, literary elements, and organizational patterns in a text. • Writing various types of sentences and punctuating them correctly. • Using apostrophes appropriately. 	<p>Nonprint: PPT- Intro to LoTF</p>



Unit 2 Text Sequence

October 24 - January 19 (42 days)

LESSON	# OF DAYS	TEXT(S)
1	2	<i>Lord of the Flies</i> Intro PPT + “Is Human Nature Fundamentally Selfish or Altruistic?”
2	3	<i>LOTF</i> Chapter 1 + “Setting: Putting Us There”
3	3	<i>LOTF</i> Chapter 2-3
4	2	<i>LOTF</i> Chapter 4
5	1	“Teens Still Developing Empathy Skills”
6	3	<i>LOTF</i> Chapter 5-6
7	2	<i>LOTF</i> Chapter 7
8	3	<i>LOTF</i> Chapter 8-9
9	5	<i>LOTF</i> Chapter 10-12
10	10	Writing Workshop
11	4	Inquiry Project
12	1	Apostrophes and Dialogue*
	3	End-of-Unit Benchmark Assessment

*Lesson can be moved to accommodate teacher preferences and scheduling



INSTRUCTIONAL SEQUENCE

LESSON 1: 2 DAYS

NOTES: Lord of the Flies Intro PPT

TEXT(S): “Is Human Nature Fundamentally Selfish or Altruistic?” Handout

STANDARDS:

RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI 9-10.2 Determine a central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

ACADEMIC VOCABULARY:
altruistic

TEXT DESCRIPTION: The LOTF Intro PPT gives some background information on Lord of the Flies, William Golding, and British culture. The article “Is Human Nature Fundamentally Selfish or Altruistic?” discusses human evolution. Specifically, it raises the idea that humans do better when we work together for the good of the community rather than when we only look out for ourselves. This challenges the idea that being selfish is a benefit when it comes to survival.

LESSON UNDERSTANDING:

- ❖ Human nature can be influenced by both external and internal factors.

ESSENTIAL QUESTION:

- ❖ Are humans basically selfish or altruistic?

Focus Questions:

- ❖ According to the article, are humans basically selfish or altruistic?
- ❖ According to Golding, are humans basically selfish or altruistic?

LESSON OVERVIEW: As the teacher goes through the PPT, students will take notes on their Cloze Notes handout. Then students will read the article. The class will discuss the article, and students will answer questions on their handout.

READ THE TEXT:

- ❖ Students read the article.
- ❖ Briefly discuss key points and vocabulary with students, checking for understanding as they go.

UNDERSTAND THE TEXT:

- ❖ Text Dependent Questions (on Handout)
 1. What conclusion does the article draw about human nature? Use evidence from the text to support your answer.
 2. Would Golding agree or disagree with the author of the article? Explain your reasoning.



	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will participate in a class discussion about the article and the quote from Golding included in the PPT. ❖ Students will answer text-dependent questions about both the article and the quote.
<p>LESSON 2: 3 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (Chapter 1)</p> <p>“Setting: Putting us There” Textbook pp. 50-51</p> <p>STANDARDS: RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>ACADEMIC VOCABULARY: specious enmity pallid decorous</p>	<p><u>TEXT DESCRIPTION:</u> In Chapter 1, the boys find that their plane has crashed. Ralph and Piggy find a conch shell and decide to blow it to draw the other surviving boys to their location. The group elects Ralph as their leader, although a boy named Jack also clearly wants to lead. Ralph, along with Jack and Simon, goes to explore the island. The boys come across a pig, and Jack wants to kill it, but he can’t bring himself to do it and the pig escapes. Jack promises that next time he won’t hesitate. The boys return to the beach. The “Setting” piece from the textbook discusses the importance of setting in a story and how setting can sometimes be seen as a character of its own.</p> <p><u>LESSON UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ Characterization is revealed through what a character says and does. ❖ Human nature can be influenced by both external and internal factors. <p><u>ESSENTIAL QUESTIONS:</u></p> <ul style="list-style-type: none"> ❖ What motivates characters to behave the way they do? ❖ How does a person’s environment shape his or her behavior? <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ❖ What are the character traits of the main characters? ❖ Why is it significant that the story takes place on an island? <p><u>LESSON OVERVIEW:</u> The class will read Chapter 1 together. They will create bubble maps to describe the main characters (Ralph, Piggy, Jack, Simon, Samneric, and the Littluns, the Island). Then, they will read the “Setting” piece and discuss the significance of the story taking place on an island.</p> <p><u>READ THE TEXT:</u></p> <ul style="list-style-type: none"> ❖ Teachers can decide how best to present the text: read aloud, listen to audio, partner read, independent read, or a combination.



	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ Text-Dependent Questions (see handout in Curriculum Group) ❖ Thinking Map Opportunities <ul style="list-style-type: none"> • Use Bubble Maps to describe main characters and their character traits/attributes <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will complete text-dependent questions. ❖ Students will use their answers to the discussion and text-dependent questions to help guide their completion of their Bubble Maps.
<p>LESSON 3: 3 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (Chapters 2-3)</p> <p>STANDARDS: RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL 9-10.2 Determine a theme of a text and analyze its development over the course of</p>	<p><u>TEXT DESCRIPTION:</u> In Chapter 2, Ralph summons the boys to a meeting. He tells the group they need to organize. They decide the conch shell will determine whose turn it is to speak. Piggy points out that no one knows where they are, and a littlun says he saw a beast in the woods. The boys are scared. Ralph suggests they build a fire on the mountain so passing ships or planes can spot them. They start the fire and it gets out of control. Afterward, Piggy says that the littlun who saw the beast is missing. The boys are ashamed, but pretend nothing has happened. In Chapter 3, Jack tries and fails to hunt a pig. Ralph and Simon are trying to build huts for the boys. The others are mostly playing in the lagoon. Ralph worries about the littluns, but Jack is more concerned with how to catch a pig. Ralph accuses Jack of avoiding real work by hunting. Simon goes into the jungle alone, where he finds a quiet spot and sits down to appreciate the beauty of the nature around him.</p> <p><u>LESSON UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ Characterization is revealed through what a character says and does. ❖ Theme is revealed both by how characters in a story behave and by what happens to the characters in the story. ❖ Authors structure text intentionally to create an impact on the reader. <p><u>ESSENTIAL QUESTIONS:</u></p> <ul style="list-style-type: none"> ❖ What motivates characters to behave the way they do? ❖ What do this character’s thoughts and actions reveal about the theme of the story? ❖ How does the structure of the story create different effects on the reader? ❖ Should minors be held to the same standard of behavior as adults? Should their actions have the same consequences?



a text; provide an objective summary of the text. **RL 9-10.5** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. **W9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ACADEMIC VOCABULARY:

clamor
errant
officious
tumult
inscrutable
incredulous
opaque
tacit

Focus Questions:

- ❖ What decisions do the characters make that lead to the fire getting out of control?
- ❖ Who is to blame for the little boy’s death?

LESSON OVERVIEW: Students will read Chapters 2-3 and answer text-dependent questions. After Chapter 2, students will complete half of a multi-flow map examining the causes of the death of the boy with the mulberry birthmark. Then they will write a paragraph addressing whether or not the boys (and Ralph and Jack in particular) should be held responsible for the littlun’s death. They must use textual evidence to support their reasoning.

READ THE TEXT:

- ❖ Teachers can decide how best to present the text: read aloud, listen to audio, partner read, independent read, or a combination.

UNDERSTAND THE TEXT:

- ❖ Text-dependent questions (see handout in Curriculum Group)
- ❖ Thinking Map Opportunities
 - Use a partial Multi-Flow Map to show the causes of the fire getting out of control

EXPRESS UNDERSTANDING:

- ❖ After answering the Chapter 2 questions and completing their Multi-Flow Map, students will write a paragraph answering the following question: Should Ralph and Jack be held responsible for the death of the boy with the mulberry colored birthmark? Use evidence from the text, as well as your own knowledge and opinions, to support your answer. You can answer differently for each boy.



LESSON 4: 2 DAYS

TEXT(S): *Lord of the Flies* by William Golding (Chapter 4)

STANDARDS:

RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9-10.2 Determine a theme of a text and analyze its development over the course of a text; provide an objective summary of the text.

RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.

TEXT DESCRIPTION: In Chapter 4, we see that the boys are enjoying days on the islands, but they get fearful at night. The littluns are talking more and more about the “beastie” on the island. Ralph and Piggy see a ship on the horizon, but they realize that the signal fire has gone out. Ralph is upset with Jack, because the hunters were responsible for maintaining the fire. However, Jack returns from his hunt covered in blood with a dead pig. When Piggy says the hunters are immature, Jack slaps him, breaking his glasses. Jack admits he was wrong to let the fire go out, but doesn't apologize to Piggy. Jack begins to resent Ralph. The boys roast the pig, reenacting the hunt for entertainment. Ralph walks off alone to call a meeting.

LESSON UNDERSTANDINGS:

- ❖ Characterization is revealed through what a character says and does.
- ❖ Theme is revealed both by how characters in a story behave and by what happens to the characters in the story.
- ❖ Human nature can be influenced by both external and internal factors.

ESSENTIAL QUESTIONS:

- ❖ What motivates characters to behave the way they do?
- ❖ What do this character's thoughts and actions reveal about the theme of the story?
- ❖ Are humans basically selfish or altruistic?
- ❖ How does a person's environment shape his or her behavior?

Focus Questions:

- ❖ What do Jack's actions reveal about the theme of the story? Ralph's?
- ❖ Are our characters selfish, altruistic, or a combination of both?
- ❖ In what ways is the island changing the boys?
- ❖ What motivates Jack to act the way he does? What motivates Ralph?

LESSON OVERVIEW: Students will read Chapter 4 and answer text-dependent questions.

READ THE TEXT:

- ❖ Teachers can decide how best to present the text: read aloud, listen to audio, partner read, independent read, or a combination.



<p>ACADEMIC VOCABULARY: blatant belligerence chastise malevolent</p>	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ Text-dependent questions (see handout in Curriculum Group) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Thinking Map – Have students sort Ralph, Jack, Simon, and Roger into a Flow Map in order from “Most Good” to “Most Evil.” Require students to include evidence from the text underneath each box in the map. Facilitate a class discussion using Talk Moves that requires students to defend their placement using this evidence. Some sample discussion questions include: <ol style="list-style-type: none"> 1. Are any characters completely evil or completely good? 2. What words or actions reveal a character’s goodness/evilness? 3. How do insecurity and fear affect the different characters? ❖ As a follow-up, students could revisit their map throughout the story, adding evidence or rearranging characters as they read.
<p>LESSON 5: 1 DAY</p> <p>TEXT(S): “Teens Are Still Developing Empathy Skills,” Handout</p> <p>STANDARDS: RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>TEXT DESCRIPTION: The article discusses biological changes in teen boys that cause boys to struggle with perspective-taking and the ability to recognize and respond to others’ feelings. These changes occur roughly between ages 13-16. The article also discusses that the burst of testosterone boys receive during puberty can encourage a desire for dominance and power.</p> <p>LESSON UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Human nature can be influenced by both external and internal factors. <p>ESSENTIAL QUESTION:</p> <ul style="list-style-type: none"> ❖ Should minors be held to the same standards of behavior as adults? Should their actions have the same consequences? <p>Focus Questions:</p> <ul style="list-style-type: none"> ❖ What physical and psychological changes can affect the behavior of teenage boys? ❖ Are teenagers responsible for their actions?



<p>RL 9-10.2 Determine a theme of a text and analyze its development over the course of a text; provide an objective summary of the text.</p> <p>RL 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>ACADEMIC VOCABULARY: empathy</p>	<p>LESSON OVERVIEW: The class will read the article. As they read, students will pretend they are lawyers getting ready to defend the boys in the novel. They must highlight any information they think helps excuse the boys’ bad behavior.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ❖ Teacher will read text. Students may read certain selections in partners, independently, or out loud to the class. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ Close Read strategies <ul style="list-style-type: none"> • Students will highlight evidence as they read. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will make two partial Multi-Flow Maps—one for an example of Ralph’s “bad behavior” (such as Ralph sharing Piggy’s nickname with the other boys, even though Piggy asked him not to), and one for an example of Jack’s “bad behavior” (going hunting and letting the fire go out). Students should list the causes for each bad behavior using evidence from the article. ❖ Students can briefly discuss if this evidence changes their opinion on who is to blame (if anyone) for the death of the boy with the mulberry colored birthmark.
<p>LESSON 6: 3 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (Chapter 5-6)</p> <p>STANDARDS:</p> <p>RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.</p> <p>RL 9-10.3 Analyze how complex characters (e.g. those with</p>	<p>TEXT DESCRIPTION: In Chapter 5, Ralph berates the boys for failing to take care of themselves and help out. Ralph and Jack both argue that there is no beast on the island, but one of the littluns says the beast might come out of the ocean at night. Jack claims that if there is a beast, he will hunt and kill it. Jack runs off, and many hunters follow him. Ralph thinks about giving up on being leader, but Piggy and Simon tell him the boys need his guidance. The boys fall asleep to the sound of a littlun crying. In Chapter 6, an air battle takes place while the boys are sleeping. The boys are unaware of the battle, but a parachutist drifts down to the island, dead. He gets tangled in the rocks, and the wind in his parachute makes it seem as though he is raising and lowering his head. When Samneric wake up, they tend the fire, but they see the parachutist and believe it is the beast. They wake Ralph, who calls a meeting. Most of the older boys go off to look for the beast. They get distracted and start planning to build a fort, ignoring Ralph, who wants them to go rebuild the signal fire. Finally, they listen to Ralph, but their resentment of him is growing.</p>



multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9-10.2 Determine a theme of a text and analyze its development over the course of a text; provide an objective summary of the text.

RL 9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RL 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.

ACADEMIC VOCABULARY:

lamentable
derisive
inarticulate
ineffectual
tremulous
emphatic
diffident
impenetrable

LESSON UNDERSTANDING:

- ❖ Theme is revealed by both how characters in a story behave and by what happens to the characters in the story.

ESSENTIAL QUESTIONS:

- ❖ What motivates characters to behave the way they do?
- ❖ How does a person’s environment shape his or her behavior?

Focus Questions:

- ❖ What events support the boys’ belief that there is a beast on the island?
- ❖ Which characters doubt the beast’s existence?
- ❖ What effect does their belief in the beast (or lack thereof) have on the way the characters act?

LESSON OVERVIEW: As students read Chapters 5 and 6, they will continue to analyze characters, the roles that they play in the novel, and how their actions affect other characters. They will determine the need that the boys feel for a common enemy and why, despite the fact that there is no proof, many of the boys insist that a beast exists. During the lesson students will be looking for author’s purpose, the inferences and implications that can be made as a result of the events in the novel, and character motivations. They will also identify the use of irony and determine its purpose in the book and how it advances the “mirage” that is consistently mentioned throughout the story.

READ THE TEXT:

- ❖ Teachers can decide how best to present the text: read aloud, listen to audio, partner read, independent read, or a combination.

UNDERSTAND THE TEXT:

- ❖ Close Read Strategies
 - Close read the opening of Chapter 6. Break students into groups and carefully read the first page and a half of the chapter. Have students paraphrase this scene in their own words to ensure comprehension of what the “beast” really is.
- ❖ Text-dependent questions (see handout in Curriculum Group)



	<ul style="list-style-type: none"> ❖ Thinking Map Opportunities <ul style="list-style-type: none"> • Students will create a Multi-Flow Map that first identifies the three events that “prove” there is a beast, either through testimonials or theories posed by the boys. For the middle box, they will claim that a beast exists/a common, tangible enemy has been established. Finally, they will come up with three effects that may occur as a result of this strengthened belief in the beast. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will participate in a class discussion about the proposed questions. ❖ Students will glean information from the discussion and answer text-dependent comprehension and analysis questions. ❖ Students will complete the multi-flow map and demonstrate understanding that there are reasons as to why the boys believe there is a beast, and once these beliefs have been validated, what different types of things may happen as a result, such as character motivations or interactions.
<p>LESSON 7: 2 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (Chapter 7)</p> <p>STANDARDS:</p> <p>RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.</p> <p>RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL 9-10.2 Determine a theme of a</p>	<p><u>TEXT DESCRIPTION:</u> In Chapter 7, the boys spot a boar and try to hunt it. The boar escapes, but the boys are full of bloodlust from the hunt and reenact the hunt, with Robert pretending to be the boar. The hunters are so caught up that they beat Robert badly before they remember themselves. Jack jokes that next time they should use a littlun as the boar. Night falls, and Ralph, Roger, and Jack climb the mountain, still hunting the beast. They spot the parachutist, but they think it’s a monster and run back down the mountain to warn the group.</p> <p><u>LESSON UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ Characterization is revealed through what a character says and does. ❖ Theme is revealed both by how characters in a story behave and by what happens to the characters in the story. <p><u>ESSENTIAL QUESTION:</u></p> <ul style="list-style-type: none"> ❖ What do this character’s thoughts and actions reveal about the theme of the story? <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ❖ What psychological effect does the reenactment of the hunt have on the boys? How does this scene develop the theme of the story?



<p>text and analyze its development over the course of a text; provide an objective summary of the text.</p> <p>RL 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>ACADEMIC VOCABULARY: covert obtuse floundering impervious</p>	<p>❖ What does the climb up the mountain reveal about the relationship between Ralph and Jack?</p> <p>LESSON OVERVIEW: Students will read Chapter 7 and answer text-dependent questions.</p> <p>READ THE TEXT:</p> <p>❖ Teacher will read text. Students may read certain selections in partners, independently, or out loud to the class.</p> <p>UNDERSTAND THE TEXT:</p> <p>❖ Text Dependent Questions (see handout in Curriculum Group)</p> <p>EXPRESS UNDERSTANDING:</p> <p>❖ Students will answer text-dependent questions. ❖ Students will participate in class discussion.</p>
<p>LESSON 8: 3 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (Chapters 8-9)</p> <p>STANDARDS:</p> <p>RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.</p> <p>RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance</p>	<p>TEXT DESCRIPTION: In Chapter 8, Jack calls a meeting and declares that Ralph is a coward. The other boys will not vote Ralph out of power, and Jack storms off, saying that anyone who wants to follow him can do so. Piggy and Ralph decide to build a new signal fire on the beach, but that night many of the boys sneak off to join Jack. Jack and his hunters, meanwhile, have killed a sow. They cut off its head and leave it on a stake in the woods. Jack’s hunters steal fire from Ralph, and invite all the boys in Ralph’s camp to attend a feast at the hunters’ camp. Simon sneaks into the woods to return to his quiet spot, but when he arrives, he finds the sow’s head. It is covered in flies, and Simon imagines that it speaks to him, declaring that it is the “Lord of the Flies” and that it lives inside all human beings. Simon is terrified and faints. In Chapter 9, Simon wakes up to find a storm is approaching. He finds the parachutist, realizes it is harmless, and frees it from the rocks. He sees the fire from Jack’s feast and goes to tell the boys that the beast wasn’t real. Piggy and Ralph are at the feast, watching as Jack behaves like a king. Jack’s hunters begin a wild hunting dance, whipping themselves into a frenzy, and reenacting the hunt. They notice Simon sneaking out of the woods, but do not recognize him in their excited state. They shout that he’s the beast and attack him, killing him. The storm falls, and as Simon’s body is washed out to sea, the parachutist’s body is blown down from the mountain onto the beach, making the boys run away screaming.</p>



the plot or develop the theme.

RL 9-10.2 Determine a theme of a text and analyze its development over the course of a text; provide an objective summary of the text.

RL 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.

W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W 9-10.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ACADEMIC VOCABULARY:

rebuke
fervor
cynical
parody

LESSON UNDERSTANDINGS:

- ❖ Characterization is revealed through what a character says and does.
- ❖ Theme is revealed both by how characters in a story behave and by what happens to the characters in the story.
- ❖ Authors structure text intentionally to create an impact on the reader.

ESSENTIAL QUESTIONS:

- ❖ What do this character’s thoughts and actions reveal about the theme of the story?
- ❖ How does the structure of the story create different effects on the reader?

Focus Questions:

- ❖ What is the “Lord of the Flies”? What does it symbolize?
- ❖ Why do the boys pick Jack over Ralph? Why do they sneak away instead of following Jack when he leaves?
- ❖ In what way is Simon’s death symbolic?
- ❖ Which boys participate in Simon’s death? Are some boys guiltier than others?

LESSON OVERVIEW: Students will read Chapters 8-9 and answer text-dependent questions.

READ THE TEXT:

- ❖ Teacher will read text. Students may read certain selections in partners, independently, or out loud to the class.

READ THE TEXT:

- ❖ Teachers should chunk the text. Different sections may be read aloud by teacher, read aloud by students, or read independently or in partners. Teachers should pause during reading to discuss text and answer text-dependent questions.

UNDERSTAND THE TEXT:

- ❖ Text Dependent Questions (see handout in Curriculum Group)
- ❖ Thinking Map Opportunities
 - Use a Bridge Map to show the symbolism of the conch, beast, pig’s head, and Simon.



	<ul style="list-style-type: none"> • Use a partial Multi-Flow Map to show the causes of Simon’s death. Students should include some causes that are not directly stated in the novel but we can infer after reading “Teens Are Still Developing Empathy.” <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ After completing their Multi-Flow Map, students will write a paragraph explaining whether Ralph or Jack is more responsible for Simon’s death. They must give evidence for why the boy they chose is MORE responsible, and they must give evidence for why the other boy is LESS responsible. Evidence can be taken from the novel or from the “Teens Are Still Developing Empathy” article.
<p>LESSON 9: 5 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (Chapters 10-12)</p> <p>STANDARDS:</p> <p>RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.</p> <p>RL 9-10.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL 9-10.2 Determine a theme of a text and analyze its development over the course of a text; provide an objective summary of the text.</p> <p>RL 9-10.5 Analyze how an author’s choices concerning how to structure</p>	<p>TEXT DESCRIPTION: In Chapter 10, Piggy is in denial of his role in Simon’s murder, claiming it was an accident. Ralph is hysterical, insisting that they are murderers. Most of the boys have joined Jack at Castle Rock. Jack is ruling his tribe with cruelty and fear. Jack has convinced his tribe that Simon really was the beast, but now that he is dead, he says the beast can take any shape. The hunters attack Ralph’s camp and steal Piggy’s glasses, which means that now Ralph’s tribe can no longer make fire. In Chapter 11, Piggy and Ralph decide to go to Castle Rock to reason with Jack. Ralph and Jack, however, begin to fight, and as Piggy shouts at them to listen to reason, Roger shoves a rock down the mountainside toward them. Ralph hears the rock and dives out of the way, but Piggy is struck. The conch he is holding shatters and the boulder knocks him off the cliff, where he falls to his death on the rocks below. Ralph runs away. In Chapter 12, Ralph is hiding in the jungle. Jack’s tribe starts a fire to try to smoke Ralph out of hiding. He runs through the jungle, finally collapsing on the beach. A naval officer is there, who had seen the fire. He thinks the boys are just playing, but when he learns about everything that has happened, he is appalled that good English boys resorted so quickly to such violence and savagery. All of the boys begin to cry.</p> <p>LESSON UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ❖ Characterization is revealed through what a character says and does. ❖ Theme is revealed both by how characters in a story behave and by what happens to the characters in the story. <p>ESSENTIAL QUESTION:</p> <ul style="list-style-type: none"> ❖ What do this character’s thoughts and actions reveal about the theme of the story?



a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.

W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ACADEMIC VOCABULARY:

torrid
bleak
exult
multitudinous
luminous
trodden
pinnacle
cessation
hampered

Focus Questions:

- ❖ What type of leader is Jack? How does he control his followers?
- ❖ Who is responsible for Piggy's death?
- ❖ What does the naval officer say to the boys at the end of the story? How does this develop the theme of the story?

LESSON OVERVIEW: Students will read Chapters 10-12 and answer text-dependent questions. After Piggy's death in Chapter 11, students will create a partial Multi-Flow Map for this event. Then they will write a paragraph explaining whether Jack or Ralph is ultimately MORE responsible for Piggy's death.

READ THE TEXT:

- ❖ Teacher will read text. Students may read certain selections in partners, independently, or out loud to the class.

UNDERSTAND THE TEXT:

- ❖ Text Dependent Questions (see handout in Curriculum Group)
- ❖ Thinking Map Opportunities
 - Use a Tree Map to explain the differences between how Ralph, Piggy, and Jack respond to Simon's death. What do these differences reveal about their thoughts and beliefs?
 - Use a partial Multi-Flow Map to show who is responsible for Piggy's death and the reasons why.

EXPRESS UNDERSTANDING:

- ❖ After completing their Multi-Flow Map, students will write a paragraph explaining whether Jack or Ralph is MORE responsible for Piggy's death and providing evidence to support their claim. They should also include evidence that the other boy is LESS responsible.



LESSON 10: 10 DAYS

**TEXT(S): *Lord of the Flies* by William Golding (novel)
“Is Human Nature Fundamentally Selfish or Altruistic?”
“Teens Are Still Developing Empathy Skills”**

STANDARDS:

RL9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

WRITING TASK: Students will write a response-to-literature essay which brings in a research component to supplement explanation/analysis. Students will respond to the following prompt:

In William Golding’s novel *Lord of the Flies*, the characters make several decisions that have severe consequences. The boy with the mulberry birthmark, Simon, and Piggy are all casualties of the events that take place while the boys are on the island. Part of leadership is taking responsibility for things that happen while you’re in charge. Ralph and Jack both put themselves forward as leaders on the island. The main question is which leader should be held responsible for the deaths that occur in the novel?

Write an essay in which you discuss the reasons behind whether Ralph or Jack should be held responsible for the deaths of the boy with the mulberry birthmark, Simon, and Piggy. For each death, you must explain why one boy is more responsible than the other. Your goal is to persuade the reader through the use of specific evidence from the text and convincing analysis. You do not have to feel the same way about each death, as long as you explain your reasoning.

LESSON UNDERSTANDINGS:

- ❖ Characterization is revealed through what a character says and does.
- ❖ Theme is revealed both by how characters in a story behave and by what happens to the characters in the story.
- ❖ Human nature can be influenced by both external and internal factors.
- ❖ Good writers use multiple types of sentences.

ESSENTIAL QUESTIONS:

- ❖ What motivates characters to behave the way they do?
- ❖ What do this character’s thoughts and actions reveal about the theme of the story?
- ❖ Are humans basically selfish or altruistic?
- ❖ How does a person’s environment shape his or her behavior?
- ❖ Should minors be held to the same standards of behavior as adults? Should their actions have the same consequences?

Focus Questions:

- ❖ Who is to blame for Piggy’s death? What evidence supports your point of view?



<p>W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.</p> <p>L9-10.1,2,3 Demonstrate command of the conventions of standard English grammar and usage</p>	<p><u>LESSON OVERVIEW:</u> Students will use the paragraphs they wrote for the Express Understanding in Lessons 3, 8, and 9 to write their process essay. These three paragraphs will become the body paragraphs. In class, they will create a thesis statement and add an introduction paragraph and conclusion to create a complete draft of their essay.</p> <p>PREWRITING:</p> <ul style="list-style-type: none"> Using the Multi-Flow Maps and paragraphs they created in previous lessons, students will construct a thesis statement that addresses the prompt. <p>DRAFTING:</p> <ul style="list-style-type: none"> Students will compile their three body paragraphs and make any revisions necessary to align them with their thesis statement. Students should add transition words, phrases, and sentences as needed. Students will add an introduction paragraph and conclusion. <p>REVISING:</p> <ul style="list-style-type: none"> Students should revise their essay for cohesiveness. <p>EDITING:</p> <ul style="list-style-type: none"> Students will use a checklist to proofread their work and make corrections. <p>FINAL DRAFT:</p> <ul style="list-style-type: none"> Final draft will be typed using MLA format.
<p>LESSON 11: 4 DAYS</p> <p>TEXT(S): Reliable Internet Sources</p>	<p><u>INQUIRY TASK- RESEARCH:</u> Students will answer questions about human nature.</p> <p><u>LESSON UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ Human nature can be influenced by both external and internal factors. ❖ Good writers use multiple types of sentences



STANDARDS:

W 9-10.6 Use technology to produce, publish, and update projects.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions.

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically.

SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

ESSENTIAL QUESTIONS:

- ❖ Are humans basically selfish or altruistic?
- ❖ How does a person's environment shape his or her behavior?
- ❖ Should minors be held to the same standards of behavior as adults? Should their actions have the same consequences?

Focus Questions:

- ❖ Is this individual selfish or altruistic?
- ❖ In what way was this person influenced by external factors? Internal factors?

LESSON OVERVIEW:

Students will research a current individual influenced by external or internal factors which has shaped their selfish or altruistic attitude. They should make sure to identify reasons which demonstrate how this individual was shaped by society or how the individual helped shape society. Students will be assigned their individual, 3 - 4 students will research the same person, but their research should be done individually.

RESEARCH DETAILS:

- ❖ Students will complete a Web Exploration to answer the following questions about their individual.
 - How and when was this individual influenced by external or internal factors?
 - Does this individual demonstrate selfish or altruistic characteristics?
 - How was the individual shaped by society, or how has the individual helped shape society?
 - What do the individual's actions reveal about human nature?



<p>LESSON 12: 1 DAY</p> <p>Apostrophes and Dialogue</p> <p>STANDARDS: L.9-10.1-3 Demonstrate command of the conventions of standard English grammar and usage</p> <p>ACADEMIC VOCABULARY: apostrophe dialogue colloquialism contraction</p>	<p><u>LESSON UNDERSTANDINGS:</u></p> <ul style="list-style-type: none">❖ Apostrophes can be used to make a noun possessive or to form a contraction, but never to make a noun plural. Authors can use apostrophes and other types of punctuation to make dialogue sound more realistic. <p><u>ESSENTIAL QUESTIONS:</u></p> <ul style="list-style-type: none">❖ When should I use an apostrophe? How do authors use apostrophes to make dialogue more realistic? <p><u>LESSON OVERVIEW:</u> Students will review appropriate use of apostrophes. Then, they will examine how authors use apostrophes (and sometimes other punctuation) to make a character’s speech more realistic.</p> <p><u>EXPRESS UNDERSTANDING:</u></p> <ul style="list-style-type: none">❖ Students will identify examples of correct and stylistic apostrophe usage in the novel.❖ Students will write sentences using correct grammar, then rewrite those sentences to sound more colloquial, using apostrophes where appropriate.
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