



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. • Human nature can be influenced by both external and internal factors. • A character can be symbolic of something greater. • Symbols are used to represent a concept of humanity. • 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 factors drive a character’s motivations? • 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? • What is necessary to uphold a civilization? • How do fear and desire for acceptance alter a society? • 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 20 (42 days)

LESSON	# OF DAYS	TEXT(S)
1	1	<i>Lord of the Flies</i> Intro PPT “Is Human Nature Fundamentally Selfish or Altruistic?”
2	6	<i>Lord of the Flies</i> , Chapters 1-4
3	1	“Teens Still Developing Empathy Skills”
4	5	<i>Lord of the Flies</i> , Chapters 5-9
	1	<i>Lord of the Flies</i> , Formative Assessment
5	5	<i>Lord of the Flies</i> , Chapters 10-12
6	10	Inquiry Project
7	5	Writing Process Essay
8	1	Grammar Review
	2	Benchmark Essay
9	2	Benchmark Review
	3	Finals



INSTRUCTIONAL SEQUENCE

LESSON 1: 1 DAY

NOTES: *Lord of the Flies* Intro PPT

TEXT(S):

“Is Human Nature Fundamentally Selfish or Altruistic” Handout

STANDARDS:

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

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

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

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

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

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

TEXT DESCRIPTION: The *Lord of the Flies* 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.

UNIT UNDERSTANDINGS:

- ❖ Characterization is revealed through what a character states and does.
- ❖ Theme is revealed through characters’ interactions and through events that occur in the novel.
- ❖ Human nature can be influenced by both external and internal factors.
- ❖ A character can be symbolic of something greater.
- ❖ Symbols are used to represent a concept of humanity.

LESSON UNDERSTANDINGS:

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

ESSENTIAL QUESTIONS:

- ❖ Are humans basically selfish or altruistic?
- ❖ What is necessary to uphold a civilization?
- ❖ What factors drive a character’s motivations?
- ❖ How do fear and desire for acceptance alter a society?

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 teachers 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.



<p>ACADEMIC VOCABULARY: symbolism dynamic static altruistic theme</p>	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> ❖ Independent reading ❖ Briefly discuss key points and vocabulary with students, checking for understanding as they go. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ Text-dependent questions: <ol style="list-style-type: none"> 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 quote from Golding included in the PPT ❖ Students will answer text-dependent questions about both the article and the quote.
<p>LESSON 2: 6 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (Chapters 1-4)</p> <p>STANDARDS: RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. 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</p>	<p><u>TEXT DESCRIPTION:</u> <i>Lord of the Flies</i> by William Golding represents a sect of dystopian literature, which depicts a society founded on utopian principles which quickly leads to the suffering of its citizens.</p> <p><u>UNIT UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ Characterization is revealed through what a character states and does. ❖ Theme is revealed through characters’ interactions and through events that occur in the novel. ❖ Human nature is influenced by both external and internal factors. ❖ A character can be symbolic of something greater. ❖ Symbols are used to represent a concept of humanity. <p><u>LESSON UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ Ralph, Jack, Simon, and Piggy have character traits that are revealed by what they state and do. ❖ The internal factors faced by Ralph, Jack, Simon, and Piggy help influence government and society that they create. ❖ The symbolism represented in the characters can be a reflection of human nature. ❖ The conch is used to give equal representation.



L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

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.

ACADEMIC VOCABULARY:

symbolism
dynamic
static
altruistic

TEXT-SPECIFIC VOCABULARY:

furtive
indignation
hiatus
tirade
clamored
tumult
oppressive
antagonism
indignant
blatant
malevolently
blatant

ESSENTIAL QUESTIONS:

- ❖ What do this character’s thoughts and actions reveal about the theme of the story?
- ❖ Are humans basically selfish or altruistic?
- ❖ What is necessary to uphold a civilization?
- ❖ What factors drive a character’s motivations?
- ❖ How do fear and desire for acceptance alter a society?

FOCUS QUESTIONS:

- ❖ Why do people focus more on fear rather than collaborate to address the basic needs of food, shelter, and clothing?
- ❖ How do Ralph, Simon, and Piggy establish order and come to a consensus of government?
- ❖ How do the motivations of Jack and his boys attempt to disrupt the creation of the government?
- ❖ Why are order and rules necessary to civilization?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Lord of the Flies*. Students should annotate during their reading, for this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions.

READ THE TEXT:

- ❖ Independent reading
- ❖ Annotate characterization, figurative language, and symbolism

UNDERSTAND THE TEXT:

- ❖ **Text-dependent questions**
 1. How is a leader chosen? Explain whether or not you agree with their choice of leadership. (W 9-10.9)
 2. Describe both the physical and personality traits of Ralph, Piggy, Jack, and Simon. (RL 9-10.3)
 3. What is the significance of the conch? (W 9-10.9)
- ❖ **Language Skills**
 - Continue teaching students how to use evidence to support their arguments. (SL 9-10.1)



	<ul style="list-style-type: none"> ❖ Thinking Maps <ul style="list-style-type: none"> • Use a Double Bubble Map to compare and contrast Ralph and Jack. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Pair-share and completion of reading guide (annotations and evidence-based answers). ❖ Small-group and class-wide discussion of text-based questions ❖ Writing task – quickwrite: <ol style="list-style-type: none"> 1. Are we born evil? Or do we become evil through experience?
<p>LESSON 3: 1 DAY</p> <p>TEXT:</p> <p>“Teens Are Still Developing Empathy Skills,” Handout</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. RL 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel</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(S):</p> <ul style="list-style-type: none"> ❖ Human nature can be influenced by both external and internal factors. <p>ESSENTIAL QUESTION(S):</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>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>plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>ACADEMIC VOCABULARY: empathy</p>	<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 half 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 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 4: 5 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (Chapters 5-9)</p> <p>STANDARDS: RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL/ RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. 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</p>	<p>TEXT DESCRIPTION: <i>Lord of the Flies</i> by William Golding represents a sect of dystopian literature, which depicts a society founded on utopian principles which quickly leads to the suffering of its citizens.</p> <p>UNIT UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ❖ Characterization is revealed through what a character states and does. ❖ Theme is revealed through characters’ interactions and through events that occur in the novel. ❖ Human nature is influenced by both external and internal factors. ❖ A character can be symbolic of something greater. ❖ Symbols are used to represent a concept of humanity. <p>LESSON UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ❖ Internal factors bring irrational fear and disrupts the leadership of Ralph. ❖ Symbols can gain or lose significance. ❖ External factors disrupt the original goals of basic survival. ❖ A character’s personality can be represented by symbols. <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ❖ What do this character’s thoughts and actions reveal about the theme of the story? ❖ Are humans basically selfish or altruistic?



L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

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

ACADEMIC VOCABULARY:

symbolism
dynamic
static
altruistic
theme

- ❖ What is necessary to uphold a civilization?
- ❖ What factors drive a character’s motivations?
- ❖ How do fear and desire for acceptance alter a society?

FOCUS QUESTIONS:

- ❖ Why do people focus more on fear rather than collaborate to address the basic needs of food, shelter, and clothing?
- ❖ How does the appearance of the beast change the focus of the society?
- ❖ How does the beast bring out the boys’ savagery?
- ❖ Why is Ralph afraid of using the conch?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Lord of the Flies*. Students should annotate during their reading, for this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions.

READ THE TEXT:

- ❖ Independent reading
- ❖ Annotate characterization, figurative language, and symbolism

UNDERSTAND THE TEXT:

❖ **Text-dependent Questions**

1. How does the Beast and the hunt bring out the savagery of the boys? RL/ RI 9-10.2
2. How does fear disrupt order and rules in society? W 9-10.1
3. How does Jack distract the boys from the real needs of the boys? W 9-10.1

❖ **Language Skills**

- Continue teaching students how to use evidence to support their arguments. SL 9-10.1

❖ **Thinking Maps**

- Use a Flow Map to show the sequence of events from order to savagery within the boys



	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Pair-share and completion of reading guide (annotations and evidence-based answers). ❖ Small-group and class-wide discussion of text-based questions ❖ Writing task – quickwrite: <ul style="list-style-type: none"> • Why do people focus more on fear rather than collaborate to address the basic needs of food, shelter, and clothing?
<p>LESSON 5: 5 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (Chapters 10-12)</p> <p>STANDARDS: RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL/ RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. 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 L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage 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: <i>Lord of the Flies</i> by William Golding represents a sect of dystopian literature, which depicts a society founded on utopian principles which quickly leads to the suffering of its citizens.</p> <p>UNIT UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ❖ Characterization is revealed through what a character states and does. ❖ Theme is revealed through characters’ interactions and through events that occur in the novel. ❖ Human nature is influenced by both external and internal factors. ❖ A character can be symbolic of something greater. ❖ Symbols are used to represent a concept of humanity. <p>LESSON UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ❖ Distinct character traits are shown as the group splits into two factions. ❖ Internal and external factors affect leadership style. ❖ Symbols represent characters and health of the group. ❖ Internal and external factors influence the boys into releasing their savagery. <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ❖ What do this character’s actions reveal about the theme of the story? ❖ Are humans basically selfish or altruistic? ❖ What is necessary to uphold a civilization? ❖ What factors drive a character’s motivations? ❖ How do fear and desire for acceptance alter a society?



ACADEMIC VOCABULARY:

symbolism
dynamic
static
altruistic
theme

TEXT-SPECIFIC VOCABULARY:

assimilating
compelled
myopia
luminous
sniveling
parried
talisman
cynically
acrid
crepitation
quavered

FOCUS QUESTIONS:

- ❖ Why do people focus more on fear rather than collaborate to address the basic needs of food, shelter, and clothing?
- ❖ Who is responsible for Simon’s death?
- ❖ How is the crushed conch symbolic of order in the society?
- ❖ Why do the boys refused to listen to Piggy and Ralph?

LESSON OVERVIEW: Prior to the lesson, students will have read the assigned chapters from *Lord of the Flies*. Students should annotate during their reading, for this will help to keep track of key concepts. After the reading of the text, students will participate in class discussions related to the essential and focus questions.

READ THE TEXT:

- ❖ Independent reading
- ❖ Annotate characterization, figurative language, and symbolism

UNDERSTAND THE TEXT:

- ❖ **Text-dependent Questions**
 1. Describe how Samneric, Piggy, and Ralph justify their involvement in Simon’s death? RL/ RI 9-10.2
 2. What happens to Piggy? Why doesn’t he move out of the way? W 9-10.1
 3. What evidence does Ralph have that convinces him that Jack and the others will never leave him alone? W 9-10.1
- ❖ **Language Skills**
 - Continue teaching students how to use evidence to support their arguments. SL 9-10.1
- ❖ **Thinking Maps**
 - Use a Flow Map to show the sequence of events as the leadership changes from Ralph to Jack.

EXPRESS UNDERSTANDING:

- ❖ Pair-share and completion of reading guide (annotations and evidence-based answers).
- ❖ Small-group and class-wide discussion of text-based questions



	<ul style="list-style-type: none"> ❖ Writing task – quickwrite: <ol style="list-style-type: none"> 1. What is necessary to uphold a civilization?
<p>LESSON 6: 10 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding Reliable Internet Sources</p> <p>STANDARDS: RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL/ RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. 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 L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage 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><u>TEXT DESCRIPTION:</u> <i>Lord of the Flies</i> by William Golding represents a sect of dystopian literature, which depicts a society founded on utopian principles which quickly leads to the suffering of its citizens.</p> <p><u>UNIT UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ Characterization is revealed through what a character states and does. ❖ Theme is revealed through characters’ interactions and through events that occur in the novel. ❖ Human nature is influenced by both external and internal factors. ❖ A character can be symbolic of something greater. ❖ Symbols are used to represent a concept of humanity. <p><u>LESSON UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ Human nature can be influenced by both external and internal factors. <p><u>ESSENTIAL QUESTIONS:</u></p> <ul style="list-style-type: none"> ❖ What do this character’s actions reveal about the theme of the story? ❖ Are humans basically selfish or altruistic? ❖ What is necessary to uphold a civilization? ❖ What factors drive a character’s motivations? ❖ How do fear and desire for acceptance alter a society? <p><u>FOCUS QUESTIONS:</u></p> <ul style="list-style-type: none"> ❖ Is this individual selfish or altruistic? ❖ In what way was this person influenced by external factors? Internal factors? <p><u>LESSON OVERVIEW:</u> 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</p>



<p>ACADEMIC VOCABULARY: symbolism dynamic static altruistic theme</p>	<p>should be done individually.</p> <p>RESEARCH DETAILS:</p> <ul style="list-style-type: none"> ❖ Students will complete a Web Exploration to answer the following questions about their individuals. <ul style="list-style-type: none"> • How and when was this individual influenced by external or internal factors? • Does this individual demonstrate selfish or altruistic characteristics? • How the individual was shaped by society or how has the individual helped shape society? • What do the individual’s actions reveal about human nature?
<p>LESSON 7: 5 DAYS</p> <p>TEXT(S): <i>Lord of the Flies</i> by William Golding (novel) “Is Human Nature Fundamentally Selfish or Altruistic?” “Teens Are Still Developing Empathy Skills”</p> <p>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</p>	<p>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:</p> <p>In William Golding’s novel <i>Lord of the Flies</i>, the characters make several bad 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?</p> <p>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.</p> <p>LESSON UNDERSTANDING(S):</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. ❖ Human nature can be influenced by both external and internal factors. ❖ Good writers use multiple types of sentences.



selection, organization, and analysis of content.

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

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

L9-10.1,2,3 Demonstrate command of the conventions of standard English grammar and usage

ESSENTIAL QUESTION(S):

- ❖ What factors drive a character’s motivations?
- ❖ 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?

LESSON OVERVIEW: For the writing portion of the formative assessment, students will be asked to explain if Ralph and Jack are responsible for the death of the boy with the mulberry-colored birthmark. They must use evidence from the text (either the novel or one of the articles we’ve read) to support their reasoning. This should be a paragraph-length response. After Simon’s death, students will write another paragraph explaining whether Ralph or Jack is more responsible for the events of that night. Again, they must use textual evidence. Finally, they will write a third paragraph after Piggy’s death. These three paragraphs will then become the body paragraphs of their process essay. In class, they will create a thesis statement and add an intro paragraph and conclusion to create a complete draft of their essay.

PREWRITING:

- Multi-flow maps could be used to show the causes of each death (will help student determine if Ralph and Jack should be held responsible) A multi-flow map can be created before each paragraph is written.

DRAFTING:

- Students will write their three body paragraphs in class after each death occurs in the novel.

REVISING:

- In class, students will construct a thesis statement, add an intro paragraph and conclusion, and use transition words to incorporate their three paragraphs into their essay. They will also need to revise



	<p>their body paragraphs to make sure they address the thesis appropriately.</p> <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 8: 1 DAY APOSTROPHES and DIALOGUE</p> <p>STANDARDS: L9-10.1-3 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.
<p>LESSON 9: 2 DAYS Benchmark Test Preparation</p> <p>TEXT: Smarter Balanced Item Release Questions</p>	<p><u>LESSON UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ Context clues can help you identify a theme in a cold read. ❖ Inferences and conclusions must be supported by evidence from the text. <p><u>ESSENTIAL QUESTIONS:</u></p> <ul style="list-style-type: none"> ❖ What are the best tactics when identifying a theme in a cold read?



STANDARDS:

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

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

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

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

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

ACADEMIC VOCABULARY:

identify
determine
theme
infer

- ❖ Why is evidence from the text necessary to supporting a response?

LESSON OVERVIEW: Students use the Smarter Balanced release questions in order to practice and prepare for the benchmark test.

EXPRESS UNDERSTANDING:

- ❖ Students will identify a main theme in a cold read.
- ❖ Students will identify and use evidence to support their response.