

Unit Description/Importance:

Students will take the information that they have learned from reading *Lord of the Flies* and incorporate that into their own version of the story. Students will need to do research on a specific island in order to create their own adult-free government on the island, and survive to the best of their abilities.

Common Core Standards:

- CCSS.ELA-LITERACY.RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- CCSS.ELA-LITERACY.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- CCSS.ELA-LITERACY.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.

Materials/sources needed:

Lord of the Flies, papers, pencils, markers, crayons, laptops/devices to research

Key points:

1. Students will understand the importance of government versus anarchy.
2. Students will work together to create their own government.
3. Students will present their research in an invigorating way that incorporates arts integration.

Essential Question:

When students are left to their own devices, what are the most important things that they focus on in regards to creating their own government?

	Teacher's Goals: ⇨	Achievement	Students' Goals:
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		Strategy	
Introduction to Lesson/Assessment of Prior Knowledge:	Get students to understand the importance of collaboration when forming a government.	Having students work together to create their own government and implicating issues when students are led astray.	Create a government that meets the parameters: Keeps everybody alive Keeps everybody fed Resembles everyday life (for the most part) Creates implements for protection/food
Lesson/Activities:	<ol style="list-style-type: none"> 1. Finish reading <i>Lord of the Flies</i> (however much time this takes) and have an in class discussion 2. Introduce the project to the students and in class work 3. In class work 4. Presentations 	Overall, make sure students understand the importance of cooperation and government	<ol style="list-style-type: none"> 1. Understand the plot of the book as well as concept of hierarchy and government 2. Begin work on creating their own government 3. See above 4. Successfully present the information they have found
Homework/Outside Work/Reading:	N/A	N/A	<ol style="list-style-type: none"> 1. Read <i>Lord of the Flies</i> outside of class 2. Work on presentations as needed
Intermittent Assessments of Understanding	Make sure the students take away the important aspects of the book Help students create their own governments	In class discussions of <i>Lord of the Flies</i> Check in on students while they work on their presentations	Understand cooperation in government

Review	Discuss LotF with students periodically throughout the reading period and at the end of reading Check in with students while they work on their projects to make sure they are researching the correct things		Understand all of the above
Assessment of Understanding/"Final Test"	Final presentation	Final presentation	Final presentation

Teacher final review of lesson:	Extra credit options:
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Lesson 1 Procedure:

- Finish reading *Lord of the Flies* in class
- Lead a discussion about the hierarchies that were seen in the book
 - Segue into a discussion about the government established in the book prior to the children's rescue (the pros and cons of what they thought of/established)
- Move onto lesson 2 if enough time

Lesson 2 Procedure:

- Introduce the project to students
 - We are going on a field trip to Brazil. Things are going well when...CRASH! You and your fellow classmates have crashed on Snake Island! The teacher and the pilot are dead, but all of you have managed to survive. You only have the clothes on your back with you. You will need to establish your own government to survive. How can we as inhabitants of this island create a government in such a way that:
 - Keeps everybody alive
 - Keeps everybody fed
 - Resembles everyday life (for the most part)
 - Creates implements for protection/food
 - Students will be broken up into four groups, each one focusing on a different research topic. Students will need to research basic survival needs (such as how to create a fire, how long you can survive without food/water, how to read time without a clock/watch, how to create protection using only what you find in nature, how to hunt for food, what plants are good/poisonous, how to extract salt from water) as well as research specifically the Snake Island and its wildlife.

- Students will then have to find a way to present their findings that is NOT a powerpoint. They will have to use art in some form to present their information (they may create a song/poem, create paintings/drawings, or present their information in some other form). The purpose of this is to have students think outside of the box, because they will need this knowledge to create a government that is outside of the realm of their own experiences.
- Give students time in class to work on their projects

Lesson 3 Procedure:

- Allow students class time to work on their projects
 - Teacher should be available for students to ask questions
 - Teacher should go to each group to see how they are progressing and ask them questions about their projects

Lesson 4 Procedure

- Students will present their projects
 - Each student will give feedback for all of the other students
- Once each student presents, the students will work together to implement all of their findings into one government
 - Disagreements are encouraged here, as the students will likely disagree on the best way for things to be run
 - The importance of this aspect is that students need to find one, unanimous way for their island to be run