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Please note that **ALL** lesson plans include: rationale, relevant curriculum frameworks, listing of necessary materials, educational and behavioral objectives or SSBAT, introductory activity, detailed step by step teaching procedures, wrap activity, both formal and observational/ informal assessment suggestions and associated worksheets/ rubrics. Lesson specific worksheets follow their lesson plan. At the end of the document, there are more general worksheets or class materials that can be used as homework or to guide a class discussion, lecture, or cooperative grouping.

#### Unit Overview (2-3)

*Includes unit rationale, general goals and educational objectives, Massachusetts Frameworks, and Unit Essential Questions.*

#### Lesson Plan One: *Survivor!* (4-5)

*Given a power point presentation, students will understand the historical background and setting of the novel. Given the survival skills activity, students will understand the steps required to recreate a civilization on a deserted island and demonstrate their understanding on a creative poster.*

#### Rubric – *Survivor Activity* (6)

#### Lesson Plan Two – *Connotation and Denotation: Operative in Everyday Life* (7-8)

*In this lesson, students will participate in an activity that emphasizes the presence of connotative meaning in everyday life. By using their “literary language” in a seemingly ordinary way, students will begin to realize that life, not just literature, can be looked at in a symbolic way. The purpose of emphasizing this mindset is that students must be able to practice their symbolic and connotative skills on a daily basis, just like any language. In doing so, students will feel at ease when looking at texts in a symbolic or connotative way.*

#### Lesson Plan Three – *Connotation and Denotation: Operative in William Golding’s Lord of the Flies* (9-10)

*In this lesson, students will participate in an activity that emphasizes the presence of connotative meaning in William Golding’s *Lord of the Flies*. Students have just practiced with their literary language in an everyday way, now they will be required to apply this knowledge to the beginning of *Lord of the Flies*.*

#### Worksheet – *Concrete to Connotated: Lord of the Flies* (11)

#### Worksheet – *Concrete to Connotated: Lord of the Flies Inverted* (12)

#### Lesson Plan Four – *Point Counterpoint: Is Taking a Human Life Ever Justifiable?* (13-14)

*In this lesson, students are introduced to a series of difficult questions regarding the killing of other human beings. While this is of course a sensitive topic, it is important for the students to establish their personal moral code before they can seriously contemplate the crimes committed on the island in *Lord of the Flies*. This activity acts as an activator near the end of the unit to motivate thinking about the moral fiber of Golding’s character and forces them to question what their own behavior would be like on the island. I believe that doing so will engage a more profound, personal experience*