

## ***The Lord of the Flies* by William Golding**

English Language Arts, 9th Grade

### WHAT'S THE STORY?

A group of British schoolboys crashes on a deserted island. As they determine that no adults have survived, they begin the process of organizing themselves for survival purposes. Initially, all is well as basic needs are met and rescue seems plausible. However, human nature intervenes; power struggles arise and attention to commonly accepted societal practices erodes in favor of chaos and disorder. Ultimately, through the novel's lead protagonist, Golding leaves the reader with the awareness of the need for virtue, goodness, and order.

### CONNECTIONS TO CURRICULUM

*The following are some, but not all, of the connections to curriculum for this novel.*

- **Unit 1: Personal Identity**
  - Essential Question: "How does the process of reading, speaking and writing inform our ability to grasp our own identity?"
- **Unit 2: The Individual and the Community**
  - Essential Question: "How does community influence identity?"
- **Unit 3: Communicating Ideas**
  - Essential Question: "How do we form and support an idea?"
- **Unit 4: Constructing an Argument**
  - Essential Question: "What makes an effective argument?"

### KEY STANDARDS ADDRESSED

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9.1
- Determine a theme or central idea of a text and analyze in detail its development. RL.9.2
- 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.9.4
- Analyze and evaluate the representation of a subject or a key scene in multiple mediums-- including media, artistic, and other visual formats. RL.9.7
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to

- comprehend more fully when reading or listening. RL.9.10
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. RL.9.11
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.9.12
  - Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10. RL.9.13
  - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9.3
  - Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. RL.9.5
  - Analyze a particular point of view or cultural experience reflected in a work of literature. RL.9.6
  - Analyze how an author draws on and transforms source material in a specific work. RL.9.9
  - Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.9.2
  - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9.8
  - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9.1
  - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9.7