

Lord of the Flies

(Template Revised from <http://differentiationcentral.com/teachertools.html>)

Curriculum Area: English	
Grade Level: 11	
GLO/SLO	
General Learning Outcome:	
Understand and interpret content- use a variety of strategies to comprehend literature and other texts (for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations), and develop strategies for close reading of literature in order to understand contextual elements (for example, understanding subtext).	
Specific Learning Outcome:	
Compare the personality traits, roles, relationships, motivations, attitudes, values and archetypal qualities, when appropriate, of characters developed/ persons presented in literature and other texts.	
Student Groupings	Materials
-Large group, small group, pairs, individual	-Novel, <i>Lord of the Flies</i> , by William Golding -Pencil or pen, paper, and/ or word processor
How will you differentiate? Content Process Product	
Content will be differentiated by giving students visual and auditory aids to support their readings if necessary. Students can be provided with a movie or auditory version of the novel if necessary.	
In addition to giving students opportunities to work in multiple group or individual settings, students access information in a variety of ways. For instance, graphic organizers and diaries are used rather than relying only on reading a novel and writing an assignment.	
The product of this assignment is a diary, which students may present as a video, audio recording, sketchbook, or written journal. Students are able to demonstrate learning in a creative way, where they can fully engage in the process.	
How will you differentiate? Readiness Interest Learning Style	
Students will have support of peers and the instructor at various stages of this lesson. The initial review will refresh students who have comprehended the novel already, and help clarify for students who less far along. Group work will allow students to discuss ideas with peers, and gain new insights and understanding. The final product is open-ended and gives students an opportunity to present learning in a way that they find appropriate.	

For this assignment, students are able to choose the character they would like to focus on when writing a diary entry. The prompts for the diary entries are open enough for students to reference various parts of the novel that may have personal significance. As well, students have the opportunity to be creative when giving the character a voice- they may choose to represent the diary as a video, audio recording, sketchbook, or in written form.

This lesson allows students to learn through various learning styles, and show their learning in a way that is meaningful for the individual. Whole class discussions facilitate verbal and auditory dialogue, the group activity involves presenting information visually, and creating a product allows students to use kinesthetic strengths if desired.

As a result of this lesson, students will :

Know: The personality traits, roles, and attitudes of characters in the novel Lord of the Flies.

Understand: How characters can grow, develop, and change throughout a novel.

Do (skills): Create a diary entry of a character from Lord of the Flies.

Steps in the lesson: (whole group activities and use of targeted differentiation strategy)

Introduction: Whole class discussion on major characters in the novel. Prompt students by asking them how personality traits are emphasized or de-emphasized as various aspects of the plot change. Explain activity to students- write two diary entries from the perspective of a character in the novel.

Body: Explain how RAFTs are completed- writers must consider the role, audience, format, and topic of their writing. Show a completed RAFT to the students, as well as examples of the completed assignment.

In groups of 3-4, have students create a mind-map or graphic organizer of their choice based on the personality traits of a specific character from the novel. Have groups share ideas with the class.

Have students individually choose a character from the novel, and respond to the following prompts in the form of a diary entry: "How does it make you (as the character) feel to be on an island with no adults?" "What are your thoughts on war?"

In pairs, have students share and discuss their diary entries.

Closure: Review how to write a RAFT as a class. Ask students about questions, and leave elements of writing a RAFT assignment up on the board. Have students hand in diary entries when complete.

Assessment: Monitor student discussion during large and small group activities. Use a rubric to evaluate diary entries, and determine whether the student has embraced the perspective of the

chosen character. Diary entries must show that the student understands the traits, roles, relationships, and values of the chosen character. As well, the RAFT must show an understanding of the elements in the RAFT process.

Rationale for use of differentiation strategy: It can be difficult to miss the specific roles that characters have within the novel when students focus mainly on the plot. RAFT assignments are used in this lesson to help students identify with characters, and imagine how the characters would act in specific situations. Students are also encouraged to compare the roles, relationships, and motives of characters.