



LORD OF THE FLIES
By William Golding

Teacher's Guide
By Jim David

Unit Overview

William Golding's *Lord of the Flies* is an excellent example of why we need government and proper authority. The characters in the book demonstrate differences between authority and power without authority, as the young British boys struggle to coexist after a plane crash leaves them stranded on a deserted island. Integrated with the *Foundations of Democracy* unit on *Authority* and *We the People: The Citizen & the Constitution*, Unit One, Lesson 2, *Lord of the Flies* will give students insight into the need for government and proper authority.

Suggested Grade Level

Middle school

Estimated Time to Complete

Unit plan is two weeks

Unit Objectives

Students will be able to

- define *state of nature*;
- define *consent*;
- give three reasons why government is needed;
- define both *authority* and *power* and contrast both;
- give and explain John Locke's three ideas about *natural rights*;
- define *social contract*;
- compare and contrast the state of nature within the confines of the book *Lord of the Flies*.

Materials Needed

- Copy of *Lord of the Flies* by William Golding
- *We the People: The Citizen & the Constitution*, middle grades edition
- *Foundations of Democracy*, middle grades edition

Unit Procedures

1. Introduce the unit. Have students create a "week without teachers" diagram. Tell the students that tomorrow after school starts there will be an assembly. At the assembly the teachers will leave. After that, all exits will be sealed and locked. No one gets in and no one gets out. Have the students describe what will happen over the next several minutes in this example. Make

them think the whole day out. Consider things like food, bathrooms, the gym, sleeping arrangements (be as detailed as you want).

Have students describe what happens on day two. Remind them by day three about school cleanliness, lack of showers, toilet paper. Ask them what happens to smaller students, smarter students, and perhaps bigger students. Ask them what this school will look like on day four. Discuss how students would get food, how smaller students could protect themselves, etc.

2. On day one, read chapters one and two of *Lord of the Flies*: “The Sound and the Shell” and “Fire on the Mountain.”
3. On day two, read lessons one and two of *Foundations of Democracy*. Stress the difference between authority and power without authority.
4. On day three, read chapters three and four of *Lord of the Flies*: “Huts on the Beach” and “Painted Faces and Long Hair.” Debrief the reading by making predictions based on the *Foundations of Democracy* lesson on authority and power without authority from day two.
5. On day four, read *We the People: The Citizen & The Constitution*, Level 2, Unit 1, Lesson 2. Define the terms *state of nature*, *natural rights*, *social contract*, and *purposes of government*. Do activities on pages 15 and 19. Have students interpret the picture on page 17. Have students interpret the picture on 17 relating it to *Lord of the Flies*.
6. On day five, read chapters five and six of *Lord of the Flies*: “Beast from the Water” and “Beast from the Air.” Have students see if they can find what characters are using power without authority. Have students see if they can identify what social contracts have been made or broken at this point in the story.
7. On day six, read lessons three and four of *Foundations of Democracy, Authority*. Ask students which *Lord of the Flies* characters have justified their authority. Ask students which character of *Lord of the Flies* they would select for positions of authority and why.
8. On day seven, read chapters seven and eight of *Lord of the Flies*: “Shadows and Tall Trees” and “Gift for the Darkness.” Debrief by asking what natural rights the boys want and what authority or power without authority students see in the story. Ask what the state of nature looks like in chapters seven and eight.
9. On day eight, read chapters nine and ten of *Lord of the Flies*: “A View to a Death” and “The Shell and the Glasses.”
10. On day nine, read Lesson 5 of *Foundations of Democracy*. Have students consider Jack’s behavior from *Lord of the Flies* when looking at who should be selected for positions of authority.
11. On day ten, read chapters eleven and twelve of *Lord of the Flies*: “Castle Rock” and “Cry of the Hunters.”
12. On day eleven, read Lesson 8 of *Foundations of Democracy, Authority* and have students look at/discuss the consequences of using or not using authority.

13. On day twelve, have students consider what happens next for the boys in *Lord of the Flies* now that they are “saved.” Have students describe why government and proper authority is needed.
14. On days thirteen and fourteen, do this *Lord of the Flies* Island activity. Collect a few empty plastic bottles. Print out vocabulary terms on paper and cut into small strips. Put laminate or tape around each term to prevent smudging, fading or ripping. Put the strips in the bottles. Fill the bottles 70 percent with sandbox sand (or rice). Students now can turn the bottles to the side and twist each to try to “hunt” for the vocabulary terms and define them.

National Standards for Civics and Government

Grades 5–8 Content Standards

I. What are Civic Life, Politics, and Government?

- A. What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

V. What are the Roles of the Citizen in American Democracy?

- A. What is citizenship?
- B. What are the rights of citizens?
- C. What are the responsibilities of citizens?
- D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

Common Core State Standards

English Language Arts, Reading/Literature, Grade 8

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

English Language Arts, Reading/Literature, Grade 7

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

English Language Arts, Reading/Literature, Grade 6

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

Correlations to SVPDP Curricula

- *Foundations of Democracy, Authority*, Lessons 1, 2, 3, 4, 5,6, and 8
- *We the People: The Citizen & the Constitution*, Level 2, Unit 1, Lesson 2