

Structures of Lessons	Organize pair work, hold the presentation together, teamwork makes the dream work	Student presentations (45 Minutes; 20 Minutes presentation, 15 Minute discussion, 10-minute teacher feedback)
	Reading together; train pronunciation and reading aloud	Even though students read at home, there will be some time reserved during every lesson to read together aloud.
	Independent reading at home. Students self-motivate to read at home and send their questions / quotes in by mail.	As homework , students are to <u>mail in</u> themes (i.e. the conch, Piggy's glasses, the pig, the fire), vocabulary or interesting passages with comments from the respective chapter they've prepared for the lesson. They are also encouraged to keep notes of where in the reading they are referring to (i.e. page 56). We'll frequently refer to these inputs during the lesson.
Student Presentations	Organizing and leading a literature lesson (20 minutes plus 15 minutes class discussion).	Every week, one student pair will be assigned to present a review of the weekly chapter. In the beginning, the presentations will be mostly on the introduction of most important plot points and characters, progressing through the book, the later presentations will become more demanding as they should review important concepts from the teacher inputs such as human nature , allegory , what role the law plays in society, as well as utopia and dystopia . Students should design a handout with the most important plot points as well 3 to 5 questions for a 15-minute class discussion. Students are also free to do activities with the class (i.e. character comparison Jack vs. Ralph / drawing a map of the island, writing a poem, watch the Simpson parody and note differences/similarities, etc.)

Phase	Goals	Activities	Chapters	Concepts	Materials
Lesson 1 Introduction	Have students examine the front and back cover of their novels. Have them answer some questions; Take away fear of reading books	What information can we learn by only looking at the novel? [William Golding; won Nobel Prize] What kind of feelings does the title evoke with you? Now open the books - what strikes you about the novel? [large print, thin pages, how many pages?] When was it written? [1954] <collect on BB>	Front and Back Cover of Book		
	Building (on) background knowledge in history and literature and introduce students to the socio-historical and biographical framework of the novel	Elicit what students already know about the era then give short introduction to Cold War mentality; i.e. show images of Fallout Shelters and "Duck and Cover" Videos. Elicit the students' feelings about them. Highlight that fear and paranoia characterized the era of the Cold War.		History: Cold War	
Lesson 2	Students experience the first few pages of the novel as a class; Learning literary vocabulary and to analyse the mood of the text	Students reads 3.5 pages quietly and mark words/expressions that they don't understand. We then read it together as a class aloud or listen to it (-3:21). They get time to ask the words while we read it.	Chapter 1	Literature: Plot, Characters, Setting, Theme(s)	Youtube
	Students make predications and are given an outlook of the reading	After having a first impression of LoTF, the students write predictions regarding what the novel is about and what might happen to the boys next. Is the story going to have a happy or sad ending? We seal the predictions to take them back out at the end of the book.			Flash Cards
Lessons 3-8	There will be several activities focused on training core competencies in literature such as reading, writing, speaking, listening. The goal for the students is to understand what the novel is about (narrative) as well as the roles the characters play in the novel (character analysis).	On the literary level, chapters 1 and 2 focus heavily on the description of characters and the island. Together we prepare the outline of a character sheet to add to as book progresses. The list should consist of the most relevant characters, i.e. Ralph, Jack, Piggy, Simon, Roger and, as a collective, the "Littluns". Categories could be "appearance", "character traits" (self-assured/insecure, polite/impolite), "emotional life and world view" (i.e. attitudes and emotions).	Chapter 2	Literature: Characters	Character Sheet

	Furthermore, the students will also be introduced to new literary concept of allegory. Finally, I want students to form their own opinion on the novel's core messages of human nature.	We discuss consider the philosophical question of human nature whether man is inherently good or evil and which position the book takes. Students are encouraged to find arguments from their own experience supporting both positions.	Chapters 3 through 7	Society: Human Nature	
		Students learn what an allegory is and apply it to LoTF (i.e. the island is then the entire world, the boys' rules become are the law, two tribes are two countries etc.)		Literature: Allegory	Handout Allegory
Lessons 9-13	The second main part of the analysis of LoTF will go a little deeper into the discussion of society with the topic of anarchy and the law. Additionally, a new literary concept, that of dystopia/utopia will be introduced.	Through discussion, students collect what kind of role the law plays in our society. Who acts them out? Why do we need laws? When does this system break down? What kind of position does the book take? Students then explore the idea of what it means to self-govern, what role the laws (executive, legislative and judicative) play in our society. In order to explore leadership, I prepared a short introductory activity called "I'm going to a party and I'm bringing ..."	Chapters 8 through 12	Society: Law and Order	Intro Activity: "I'm going to a party and I'm bringing ..."
		The book starts out with the boys thinking that they are in a grownup-free utopia, but it quickly turns into its polar opposite - a dystopia. Students write definitions of both concepts and compare them. Teacher provides handout with contrastive language to help them.		Literature: Utopia or Dystopia	Handout Contrastive Language
		This would also be a good point to write a short essay on either the topic of human nature or anarchy citing the position LoTF takes.			Opt. Essay
Lesson 14/15 Consolidation	Students reflect on the novel as a whole, paying particular attention to the key themes and crucial scenes	Take out prediction cards from first lesson. Were your predictions correct?			Flash Cards with Predictions from L1
	A literature lesson classic, students should be rewarded with a movie after the book	Depending on time, there might be time to watch the movie.			DVD / .mp4