Distribute and Discuss

LOTF Packet:

- Reading and Vocabulary handout calendars
- Vocabulary
- Objectives
- Literary terms
Things we will need:

- Shelter
- Food
- Gather wood
- Homemade clothing
- Homemade tools
- Eating utensils

Who will lead us?
Journal

Imagine it is early morning and you have just crashed on a deserted island. The pilot is dead!! We are the only ones left...what are we going to do?
“Ultimately, the only power to which man should aspire is that which he exercises over himself.”

Elie Wiesel

US (Romanian-born) activist, novelist (1928 - )

Author of “Night”
Objectives:
- Preview chapter 1 and 2
- Preview vocabulary chapters 1 and 2

Strategy One: How to begin a book.

Read aloud in class
• Crooks (p.7): curves behind the knees
• Lodgments (p.7): resting places
• Proffer (p.9): offer
• Fledged (p.9): covered as a bird with feathers
• Garter (p.11): a band worn to hold up stocks
• Sidelong (p.11): sideways
• Motif (p.12): single or repeated design
• Efflorescence (p.12): blossoming
• Lolled (p.14): lounged

• Swathing (p.14): engulfing
• Effulgence (p.15): brilliance
• Enmity (p.15): ill-willed
• Fronds (p.15): large leaves
• Decorous (p.16): proper and in good taste
• Interposed (p.16): intruded
• Embossed (p.17): raised
• Pursed (p.18): puckered
• Fluking (p.18): changing by chance
• Strident (p.18): harsh and loud
• Wubber (p.18): blubber; cry
• Fawn (p.20): light; grayish brown
• Jerseyed (p.20): dressed in a knit garment
Tow (toe): pale; straw colored
Incredulous: unbelieving
Hambone frill: a collar frill; resembling a baked ham
Matins: morning prayers
Preceptor: choir leader
Sniggers: snickers
Furtive: sly
Pallidly: without liveliness
Skewed: slanting
Pliant: pliable; flexible
Immured: walled in
Plunking: plunking (onomatopoeia)
Hiatus: break in time
Enormity: great wickedness

Chorister: singer in a choir
Clamor: loud din
Obscurely: mysteriously
Mortification: shame; humiliation
Suffusion: flush
Togs: clothes for a specific use
Pallor: paleness
Clouted: struck
Crags: steep ragged rocks
Surmounted: topped
Deflies: gorges
Bastion: stronghold
Asterne: toward the back of the ship
Twining: meandering; curving
Aromatic: fragrant
Induced: persuaded
Confirmation: agreement
Compelled: forced
Swathes: areas similar to rows left by a mower
Errant: disobedient
Martyred: suffering
Ebullience: exuberance or liveliness
Officious: too eager to serve or advise
Leeward: facing the same direction that the wind is blowing
Windward: facing the direction from which the wind is coming
Recrimination: an accusation made in retaliation
Hayrick: large pile of hay
Tumult: uproar
Capering: playful leaping or dancing
How to Begin a Novel

• What is your reaction to the title?
• Based on the cover, what do you think this book is about?
• How long as it been since this book was published?
• What if anything do you know about William Golding?
Read the first pages,

- What do you think of Ralph? Piggy?
- What situation do Ralph and Piggy face?
- What is the narrator like?
- Who seems to be the most important character?
- Who seems to the main character?
- What do you predict will happen next?
- What does the focus of the story seem to be?
- What more do you want to know about the character and the setting?
Read Aloud

- Chapters 1 and 2
Homework:
Finish Chapters 1 and 2 and do vocabulary handout:
Chapter 1 and 2
Objectives:
Lesson: Plot: The Freytag Pyramid Model and Explain AP Discussion for Chapters 1 and 2
Preview Vocabulary chapter 3 and 4
Lessons: Review Personification and Imagery
At such moments, you realize that you and the other are, in fact, one. It's a big realization. Survival is the second law of life. The first is that we are all one.”

Joseph Campbell
Lesson: Freytag Pyramid

Exposition

Rising Action

Climax

Falling Action

Denouement
AP Discussion Strategies
How does the reaction of the fair-haired boy differ from the fat boy’s at the realization that there are no adults around?
Personification

**Personification** is giving human traits (qualities, feelings, action, or characteristics) to non-living objects (things, colors, qualities, or ideas).

For example: The window winked at me. The verb, wink, is a human action. A window is a non-living object.
What rhetorical device does Golding use in his description of the light and breezes?
Possible Answer:

Golding uses personification. The breezes “crept” and the palm fronds moved by the breeze seemed to” whisper” while the light “ slid over their bodies or moved like bright, winged things in the shade.”
What gives the conch value?
Possible Answer:

Piggy’s declaration gives the conch its value. He recognized its power to summon the group.
Journal

“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.”

~ Charles Darwin
Re-read the description of the choir leader on page 20. Discuss Golding’s use of color and imagery, and what it may foreshadow?
Possible Answer:

Golding describes the choir leader in dark, severe terms. He says the boy is skeleton-like, tall, thin, bony, crumpled, and ugly. Golding tops off the description with red hair, a black, flowing cape, and a disposition given to anger. The red and black colors are used to represent evil. The description summons images of a devil, and probably foreshadows the boy’s malevolent character.
Journal Questions:

- Why is Ralph chosen over Piggy and Jack to be leader?
- What “unknown” force has arranged the rocks?
- What is the most notable symbol of chapter one and what does it represent?
- What is the general goal of the group throughout chapter one?
Test Chapters 1 & 2
<table>
<thead>
<tr>
<th>Vocabulary Preview: Chapters 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Festooned: decorated with large ribbons</td>
</tr>
<tr>
<td>Tendril: slender, coiled, hanging plant</td>
</tr>
<tr>
<td>Pendant: hanging</td>
</tr>
<tr>
<td>Bolting: out of control</td>
</tr>
<tr>
<td>Avidly: eagerly</td>
</tr>
<tr>
<td>Inscrutable: not easily understood</td>
</tr>
<tr>
<td>Castenet: percussion instrument clicked in the hand</td>
</tr>
<tr>
<td>Seductive: tempting</td>
</tr>
<tr>
<td>Vicissitudes: difficulties or hardships</td>
</tr>
<tr>
<td>Contrite: sincerely sorry for shortcomings</td>
</tr>
<tr>
<td>Gesticulated: gestured while speaking</td>
</tr>
<tr>
<td>Compulsion: irresistible</td>
</tr>
<tr>
<td>Declivities: descending slopes</td>
</tr>
<tr>
<td>Rapt: completely absorbed</td>
</tr>
<tr>
<td>Tacit: unstated</td>
</tr>
<tr>
<td>Susurration: murmur</td>
</tr>
<tr>
<td>Sepals: modified leaves at the base of a flower’s pedals</td>
</tr>
</tbody>
</table>
Preview Vocabulary Chapter 4

- Whelming: engulfing
- Opalescence: reflecting rainbow-colored light
- Impending: as though hanging suspended
- Blatant: noisy; clamorous
- Generic: in general
- Belligerence: an aggressive, stubborn attitude
- Chastisement: punishment
- Impalpable: not capable of being felt
- Incursion: a breakthrough into enemy territory
- Detritus: debris
- Myriad: innumerable
- Runnels: little streams
- Crooning: singing softly
- Fibrous: with fibers or threads
- Swarthiness: darkness of skin
- Samneric: sam and eric combined as one person
- Sinewy: strong
- Disinclination: mild preference
- Footling: useless
- Balm: a healing agent
- Malevolently: with hostility
- Nob: (British) one have a superior position
<table>
<thead>
<tr>
<th>Imagery:</th>
<th>Personification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples from the text:</td>
<td>Examples from the text:</td>
</tr>
</tbody>
</table>
Quick Write

“Only Thing We Have to Fear Is Fear Itself”

FDR’s First Inaugural Address
Objectives:

- Explain and Model AP Discussion Strategies for Chapters 3 and 4
- Define and Explain: Symbolism as a literary device
Symbolism

Symbolism is the narrative technique used to give significance or deeper meaning to certain people or objects, which represent some other figure. For example, a rose can be a symbol of love. Depending on the color of the rose it may mean a particular kind of love (i.e. red roses symbolize passion and pink roses represent friendship).
What do each of the following items from LOTF represent on a symbolic level?

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Conch shell</td>
<td></td>
</tr>
<tr>
<td>Piggy’s specs</td>
<td></td>
</tr>
<tr>
<td>The island</td>
<td></td>
</tr>
<tr>
<td>The “Scar”</td>
<td></td>
</tr>
<tr>
<td>The Beast</td>
<td></td>
</tr>
<tr>
<td>Lord of the Flies</td>
<td></td>
</tr>
</tbody>
</table>
In your groups and using your text, discuss the layout of the island and then create a group drawing.
Quick Write:
What do you think of the novel so far?
Allusion

A reference made to something outside the text.
What allusion is made?
Possible Answer:

An allusion is made to Treasure Island, an adventure story in which a young boy finds himself in a pirate-treasure adventure. While the story is suspenseful, it is also fairly apparent that the boy is never in real danger.
The little boy with the mulberry-colored birthmark comes forward to speak of what?

What element does he introduce?

How does he describe it?

How does the description phrase “the small boy twisted further into himself” hint at a theme?
The six-year-old hints at the presence of a “beastie” on the island. If this were the Garden of Eden, it could be said that the boy introduces a consideration of evil. He describes a “snake-thing” vaguely reminiscent of the serpent in the Garden of Eden. The boy “twists” into himself like a snake, subtly indicating, for the first time, Golding’s belief that the beast is within all of us.
Anaphora (an-NAF-ruh): Figure of repetition that occurs when the first word or set of words in one sentence, clause, or phrase is/are repeated at or very near the beginning of successive sentences, clauses, or phrases; repetition of the initial word(s) over successive phrases or clauses.

Example:
"To raise a happy, healthy, and hopeful child, it takes a family; it takes teachers; it takes clergy; it takes business people; it takes community leaders; it takes those who protect our health and safety. It takes all of us."
Golding writes, “The shameful knowledge grew in them and they did not know how to begin confession.” What is the shameful knowledge? How is confession made?
After gathering all the wood and leaves, the leaders of the group realize that they have no idea how they will start the fire. Ralph was the first to speak, asking Jack to light the fire, and then, asking the group if anyone had any matches. Jack comes up with the idea of using Piggy’s spectacles as lenses to ignite the leaves.
Homework

- Study Questions for Chapter 3 and 4 due Monday
- Test on Chapter 3 & 4 on Monday
- Handout pages due Monday: 13, 14 & 15
Objectives:

- Explain the concept of Verisimilitude and find examples in the text of LOTF.
- Review Hyperbole and find examples in the text.
Video Clip: Quick Write
What questions do you have after watching the video clip?
VERISIMILITUDE

The sense that what one reads is "real," or at least realistic and believable. For instance, the reader possesses a sense of verisimilitude when reading a story in which a character cuts his finger, and the finger bleeds. If the character's cut finger had produced sparks of fire rather than blood, the story would not possess verisimilitude. Note that even fantasy novels and science fiction stories that discuss impossible events can have verisimilitude if the reader is able to read them with suspended disbelief.
How does Golding create a feeling of verisimilitude in the description of Jack’s hunting adventure?
Possible Answer:

Golding uses many sensory details and longer sentence structure, even some alliteration, to draw the reader in. Jack smells the air to assess it for information. His tongue crosses over dry cracked lips. The woods are silent until Jack stirs up “a nest of sticks”. The silence is shattered, and echoes are “set ringing by a harsh cry that seemed to come out of the abyss of ages.” The reader can see the beautiful flowers, and hear Jack’s heart beating. The heat rising from the droppings feel warm.
With a partner, find 2 examples of verisimilitude in chapters 1-4
What is a Hyperbole?

an exaggeration or overstatement.
Examples of Hyperboles

“My English teacher is so old...”

- "she showed us a yearbook from 1500 B.C.!”
- "she considers Shakespeare to be 'new-fangled modern art'!"
- "she personally knew Shakespeare!”
- "she remembers the tragedy when the dinosaurs died!”
- "she has wrinkles on her palms.”
- "she's mentioned in the Old Testament.”
- "she taught cave men to start a fire.”
- "she edited the bible for mistakes!”
- "she claims that she invented the question mark!”
- "we looked up the word 'ancient', and there was full definition with her name and a big picture of her smiling...”
- "she knows how to speak cave-man language!”
More advanced examples of hyperbole

“Here once the embattled farmers stood,
And fired the shot heard round the world.”
~ Ralph Waldo Emerson,
(The Concord Hymn)
Turn to page 55

Where is the hyperbole? What does the hyperbole convey?
Possible Answer:

An hyperbole is used to convey the vast differences between the two boys. As surely as two continents are vastly different—different cultures, different animals, different everything—so are the two boys. Yet, the theory that used to be known as “continental drift” asserts that those bodies that are now separate continents were once attached and were separated by tremendous geological forces.
Define and use each word in a sentence.

- Bastion
- Skewed
- Ebullience
- Pall
- Gesticulation
- Hiatus
- Specious
Round Table Discussion

- How is Simon different than Ralph?
- What is a societal archetype?
- What societal archetypes do Ralph, Jack and Simon represent?
- In what ways does the author create a Christ-likeness about Simon?
- One of the foundations of a civilization is a unified language. How is that aspect of society developed in the microcosm on the island?
- In Chapter 3, the personal conflict between Ralph and Jack mirrors the thematic conflict of the novel. What is the thematic conflict?
**Synecdoche** (sih-NECK-duh-kee): Figure of comparison in which a word standing for part of something is used for the whole of that thing or vice versa; any part or portion or quality of a thing used to stand for the whole of the thing or vice versa -- genus to species or species to genus.

- Example: "Give us this day our daily bread." -- Matthew 6:11
- **Note:** In this case, the part (bread) stands in for the whole (food and perhaps other necessities of life)
With a partner. Cite the synecdoche from your text.
Possible Answer:

“The mask compelled them.”

The mask stands for Jack
Protagonist:
the leading character, hero, or heroine of a drama or other literary work.
Antagonist

a person who is opposed to, struggles against, or competes with another; opponent; adversary.

The adversary of the hero or protagonist of a drama or other literary work
Identify the Protagonist and Antagonist in the novel.
Take out your handout packet

✓ Complete Symbolism chart
✓ Complete Characterization chart
✓ With your partner, complete “What makes a great leader” chart
Homework

- Study Questions for Chapter 4 due Friday
- Quiz: Friday Chapter 3 & 4
Objectives:
AP Discussion Strategies
- Lesson: Mood and Tone
- Preview Chapters 5 & 6
MOOD

MOOD is the overall feelings or emotions that are created IN THE READER.

The “power of the pen” can move mountains.

Authors “move” their readers’ moods through their choice of words and level of detail.
After New Year's the time came to put all the decorations away and settle in for the long, cold winter. The house seemed to sigh as we boxed up its finery. The tree was dry and brittle, and now waited forlornly by the side of the road to be picked up.

**Mood:** Dreary, depressed. How do we know? "cold, sigh, brittle, forlornly"
During the holidays, my mother's house glittered with decorations and hummed with preparations. We ate cookies and drank cider while we helped her wrap bright packages and trim the tree. We felt warm and excited, listening to Christmas carols and even singing along sometimes. We would tease each other about our terrible voices and then sing even louder.

**Mood:** Content, happy. How do we know? Words like "warm, excited, glittered" are used by the author.
MOOD

Brain Muscle Work-out

- Cheerful
- Relieved
- Gloomy
- Bleak
- Uncertain
- Bittersweet
- Relaxed
- Lazy
- Hopeless
- Tense
- Furious
- Disappointed
- Dreamy, foggy
- Content
- Satisfied
- Angry
- Motivated
- Inspired
- Confident
- Eerie
TONE

TONE is simply the author’s attitude toward the subject.

You can recognize the tone/attitude by the language/word choices the author uses. His language will reveal his perspective/opinion (that is, whether it is positive/negative) about the subject. Tone **must be inferred** through the use of descriptive words.
The girls were playing in the pond, splashing each other and trying to catch fish with their hands. They were having fun, but kept looking over their shoulders at the looming forest. The long grass of the field kept moving and they sort of felt like they were being watched... About a half hour passed and still the girls kept checking the field for movements. It seemed like a pair of dark eyes was on them. They even considered going back inside, but that would mean homework time. So they continued splashing, but with caution now. Their eyes hardly left the field.

The **tone** of this passage is *ominous*, suggesting a little bit of **fear or foreboding**. Words like "caution, dark, and looming" lead readers to the tone.
So, let’s *TONE* our brain muscles with descriptive vocabulary exercises!!

- Bitter
- Serious
- Witty
- Playful
- Tender
- Sympathetic
- Haunting
- Mysterious
- Suspenseful
- Tasteful/distasteful
- Nonchalant
- Angry
- Attached/Detached
- Innocent
- Poignant
- Compassionate
- Humorous
- Gore-y
Vocabulary

Define and use in a sentence:

Scar
Define and use in a sentence

Devour
Define and use in a sentence

Bastion
Define and use in a sentence

Hiatus
Define and use in a sentence

decorous
Define and use in a sentence

efflorescence
What word means?

A long angry speech
What word means?

A commotion
What word means?

The act of accusing in return
What word means?

Using power unjustly
What word means?

A downward slope
Why is the fire important?
Who is allowed to interrupt the speaker holding the conch?
Who dies first?
What is Ralph’s two-fold mission statement?
How has life on the island developed a rhythm?
Define diction
Literary Terms

Define diction
Literary Terms

Define tone
Define mood
Literary Term

Define symbolism. Give an example from the text.
Define hyperbole
Define verisimilitude
What is irony?
Name the three types of irony.
Define:
Point of View
What is the POV of LOTF?
Word Mapping

Pick 3 words from Chapter 3 & 4 and word map them!
What makes a story allegorical?
Name two themes from LOTF
Define:
Allusion
Name an allusion in LOTF
Name the 5 elements of plot.
More Vocabulary

Define and use in a sentence:

sinewy
Define and use in a sentence

Tacit
Define and use in a sentence

effigy
Define and use in a sentence: incantation
Define and use in a sentence

Taut
Chapter 5 & 6

Tuesday, November 1, 2011

Objective: Identify Conflict and Theme in LOTF
Quick Write (10 minutes)

• Write about a time that you had a conflict with someone. Was it resolved?
• If so, how?
• If not, what would you say this person today?
What is Conflict?

an argument or decision-making process within one character's mind. An internal conflict is stated this way: Should I swallow my pride and go visit my son, or should I wait until he comes to me with an apology? An internal conflict has a motive and its resolution is important to the development of the plot.
External Conflict

a fight, argument, disagreement or simply opposition in which 2 sides are present. Characters, themes, ideas, forces can all be in conflict. Conflicts are stated this way: Joe vs. Sue, man vs. nature, love vs. hate, freedom vs. bondage, free vs. caged, beautiful vs. ugly. Be sure that both sides of the vs. are the same part of speech and that they are, in fact, nearly opposite or in opposition in the book. An external conflict is shown through actions (fight, argument, physical struggle), character traits (a good and a bad character), dialogues, descriptions - just about anything. Identification of conflicts will lead you to theme. The resolution of the external conflict will advance the plot toward the climax and the end.
Turn to page 38 and 39 in Packet 2
1. Read the instructions silently
2. With your partner, complete the charts for Chapter 1 -4
3. Use your book for accuracy
# Class Discussion

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Conflict and who’s involved</th>
<th>Type of Conflict</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are Secondary Conflicts?

Man Versus Man

- The conflict between two characters is generally considered a conflict between one man and another man. This is the most common and most obvious literary conflict.

Man Versus Himself

- Internal conflict is another common conflict in literature. This is often portrayed by a character fighting against his own conscience or moral beliefs.

Man Versus Nature

- This conflict is portrayed when man fights against the forces of nature. This can be represented in several ways, possibly as man fighting against a whale, as in "Moby Dick," or man fighting against disease.

Man Versus Society

- The conflict of man versus society is often represented by a person who is an outcast or by a character who tries to break the normal rules society has established.
Themes on LOTF

- Civilization vs. Savagery
- Loss of Innocence
- Individualism vs. Community
- The Nature of Evil
- Man vs. Evil
- Dehumanization of relationships
- The Negative Consequences of War
Homework

- Read Chapters 5 & 6
- Do page 16 in packet #1
- Test on Monday, November 7th
Objectives:

- Review: Foreshadowing and Flashback
- Lesson: Sigmund Freud: Psychological Analysis
Who is Sigmund Freud?

(1856—1939)

Sigmund Freud
Sigmund Freud, physiologist, medical doctor, psychologist and father of psychoanalysis, was an influential thinker of the twentieth century. Working initially in close collaboration with Joseph Breuer, Freud elaborated the theory that the mind is a complex energy-system, the structural investigation of which is proper province of psychology.
He articulated and refined the concepts of the unconscious, of repression, and proposed a tripartite account of the mind’s structure, all as part of a radically new conceptual and therapeutic frame of reference for the understanding of human psychological development and the treatment of abnormal mental conditions. Notwithstanding the multiple manifestations of psychoanalysis as it exists today, it can in almost all fundamental respects be traced directly back to Freud’s original work.
Further, Freud’s innovative treatment of human actions, dreams, and indeed of cultural artifacts as invariably possessing implicit symbolic significance has proven to be extraordinarily fecund, and has had massive implications for a wide variety of fields, including anthropology, semiotics, and artistic creativity and appreciation in addition to psychology. However, Freud’s most important and frequently re-iterated claim, that with psychoanalysis he had invented a new science of the mind, remains the subject of much critical debate and controversy.
Psychological Analysis

Freud has been influential in two related but distinct ways. He simultaneously developed a theory of how the human mind is organized and operates internally, and a theory of how human behavior both conditions and results from this particular theoretical understanding. This led him to favor certain clinical techniques for attempting to help cure psychopathology. He theorized that personality is developed by the person's childhood experiences.
Freud’s Theory
A famous psychiatrist once said that evil men do what good men only dream of.
The id contains all of our most basic animal and primitive impulses that demand satisfaction. It's the Mr. Hyde emerging from the restrained Dr. Jekyll. It's that little devil that sits on your shoulder, whispering temptations and spurring you on. Whenever you see a selfish, spoiled child in the grocery store demanding a toy and throwing a tantrum if he doesn't get his way, you'll know that's the id in action!
The id is a type of "container" that holds our desires. Relentlessly driven by a force Freud called the *libido*, the collective energy of life's instincts and will to survive, the id must be satisfied! We're all born with the id in full force. It's unregulated and untouched by the constraints of the world outside of our minds. When a baby gets hungry, does she sit quietly and wait until someone remembers to feed her? Anyone who has a little brother or sister knows about this...
The Ego: Enter the ego

Wouldn't it be nice if you could get everything you wanted, whenever and however you wanted it? Unfortunately, most of us know otherwise. We all know how frustrating it can be when a desire goes unmet or gets stifled. Well, you can blame your ego for that. The *ego* is Freud's second mental apparatus of personality. The ego's main function is to mediate between the id's demands and the external world around us — reality in other words. Does the Rolling Stones' song "You Can't Always Get What You Want" come to mind?
So far, it seems that, if it wasn't for reality, we would be a lot more satisfied. Even though the ego finds itself in conflict with the id, satisfaction is not abandoned. The ego is like a sports agent for a really talented athlete. Even though the athlete may demand a multimillion-dollar contract, the agent reminds him that he could price himself out of a job. So the ego negotiates with the id in order to get it what it wants without costing it too much in the long run. The ego accomplishes this important task by converting, diverting, and transforming the powerful forces of the id into more useful and realistic modes of satisfaction. It attempts to harness the id's power, regulating it in order to achieve satisfaction despite the limits of reality.
The last component of personality to develop is the superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society—our sense of right and wrong. The superego provides guidelines for making judgments. According to Freud, the superego begins to emerge at around age five.

There are two parts of the superego:

- The ego Ideal: includes the rules and standards for good behaviors. These behaviors include those which are approved of by parental and other authority figures. Obeying these rules leads to feelings of pride, value and accomplishment.

- The conscience includes information about things that are viewed as bad by parents and society. These behaviors are often forbidden and lead to bad consequences, punishments or feelings of guilt and remorse.

- The superego acts to perfect and civilize our behavior. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standards rather than upon realistic principles. The superego is present in the conscious, preconscious and unconscious.
The Interaction of the Id, Ego and Superego

• With so many competing forces, it is easy to see how conflict might arise between the id, ego and superego. Freud used the term ego strength to refer to the ego's ability to function despite these dueling forces. A person with good ego strength is able to effectively manage these pressures, while those with too much or too little ego strength can become too unyielding or too disrupting.

• According to Freud, the key to a healthy personality is a balance between the id, the ego, and the superego.
### Review: Id, Ego, SuperEgo

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Definitions</th>
<th>Character in LOTF that might exhibit characteristics. Who? Which psychological form?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Id</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ego</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Super Ego</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Allegory

a representation of an abstract or spiritual meaning through concrete or material forms; figurative treatment of one subject under the guise of another.
Symbolism can operate on a larger level. Allegory is sustained symbolism carried throughout the text. Usually the characters in an allegory have symbolic meaning and may represent particular virtues or psychological states. The plot of the story is worked out in the usual way, but the story carries a second message about life that can be worked out by figuring out the symbolism.
How does Ralph react when a boar comes charging down the path?
To what does Ralph's demonstration of his hunting prowess lead?
What did the boys see on the mountain top?
Why is the action of the story increasingly taking place in the near darkness or in the deep night when only the moon and stars give a little light?
How does Ralph's waning confidence in himself show in his words and actions?
Although he is not able to get the boys to vote Ralph out of office as chief, Jack manages to overthrow Ralph's authority anyway. How?
Jack suggests a way to keep the beast happy. What is it?
Describe Simon's strange encounter with the Lord of the Flies.
Who or what is the Lord of the Flies?
Objectives:

- Lessons: Symbolism in character’s names
  - Euphemism
  - Ambiguities of namelessness characters
- Review Allegory from yesterday’s lesson
- Explain and Model AP Discussion Strategies (Ch 7-8)
Quick Write

Your choice of topic...
1. What time of day does Ralph unwisely choose for this assembly?
2. Which matters does Ralph intend to address and solve?
3. Who first speaks of the beast in the jungle?
4. Who first introduces the notion that the beast comes from the sea?
5. Which of the boys is the first to denounce the power of the conch?
6. Who does Ralph chastise for wandering in the jungle at night?
7. Which of the boys suggests that the beast could be from the sea because all the creatures in the sea haven’t been found...
8. What falls onto the island during the night?
9. Who is tending the fire when the “beast” is discovered?
10. What makes the “beast” move?
11. What does Ralph tell Jack to do at the meeting when Jack tries to talk out of turn?
12. What do the boys discover when they get to the tail end of the island?
13. Who volunteers to go first and see if the beast is ahead?
14. How does Jack view the island abutment they discover?
15. What do the boys do when they enter the small island?
Vocabulary

- improvisation
- apex
- derisive
- effigy
- tempestuously
- incantation
- incredulity
- taut
Symbolism in characters names

One way to see if symbolic meaning is being used in a story is to test a few names and see if the connections add meaning. Since we are expecting the characters to be symbolic we might expect to find their names characterize their role or what they symbolize. The nickname Jack is related to the name Jacob meaning “supplanter”, someone who replaces another by force or treachery. One meaning of the shortened Ralph, which is connected with Randolph, is “disinterested help”. Simon means “attentive”.

One of the most obvious things about names in this novel is that so many of them are missing. So far, no adult has been named, Ralph’s daddy and Piggy’s auntie included. The little ‘uns (littluns) are not named individually, but lumped unceremoniously together in a way that constantly recalls the irresponsibility that does not bother to name and count them. The boy with the mulberry-colored birthmark was not named. No plant or animal that lives on the island, with the exception of the pigs and gulls, is named.

WHY WOULD AN AUTHOR DO THIS?
Euphemism- is an offensive word substituted for a less harsh or less blunt one.

- Be Excused
- Between Jobs
- Big Boned
- Blow Chunks
- Bought the Farm
- Bun in the Oven
- Hankie Pankie

- The Birds and The Bees
- Visit the Ladies Room
- Visually Challenged
- Tired and Overemotional
- Smallest Room in the House
- Relocation Center
Euphemism

A euphemism is an offensive word substituted for a less harsh or less blunt one. A common euphemism is “passed away” as a substitute for “died”.

1. With a partner, write down 2 common euphemisms.

2. With a partner, find one euphemism in the novel.
<table>
<thead>
<tr>
<th>Characters Names</th>
<th>Meaning of name...does it fit? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger</td>
<td></td>
</tr>
<tr>
<td>Jack</td>
<td></td>
</tr>
<tr>
<td>Simon</td>
<td></td>
</tr>
<tr>
<td>Maurice</td>
<td></td>
</tr>
<tr>
<td>Sam</td>
<td></td>
</tr>
<tr>
<td>Eric</td>
<td></td>
</tr>
</tbody>
</table>
As you have learned, symbolism can also operate on a larger level. Allegory is sustained symbolism carried throughout a work. Usually the characters in an allegory have symbolic meaning and may represent particular virtues or psychological states. The plot of the story is worked out in the usual way, but the story carries a second message about life that can be worked out by figuring out the symbolism.
Please take out your allegory chart:

<table>
<thead>
<tr>
<th>Character</th>
<th>Identification with Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ralph</td>
<td>Ralph represents the struggle for order and democracy in a society. This is evident by his attempting to set up some semblance by using the conch shell.</td>
</tr>
<tr>
<td>Jack</td>
<td></td>
</tr>
<tr>
<td>Piggy</td>
<td></td>
</tr>
<tr>
<td>Simon</td>
<td></td>
</tr>
<tr>
<td>Roger</td>
<td></td>
</tr>
<tr>
<td>Sam and Eric</td>
<td></td>
</tr>
</tbody>
</table>
Tuesday, November 8, 2011

Objective: Model AP Questioning techniques and strategies

1. Word mapping
2. Video Clip
3. Class Discussion: Chapter 7 & 8 Questions
1. Simon tells Ralph he isn't certain, of course, but that he thinks Ralph will get back alright. Do you agree with Simon? Do you think that any or all of the boys will get rescued? Why or why not? Does Ralph think so? Why or why not?

2. When Ralph strikes the boar on the snout with his spear, how does he feel? Afterwards, he immediately jabs at Robert with his spear. What does he feel then? Is there any connection between the two events? Explain.

3. How would you describe the relationship between Ralph and Jack at this point? What is the source of their conflict? Do you think Jack hates Ralph? If so, why?
How does Jack view the hunters? How does Ralph view them?

Several pages into this chapter why does Jack leave the group?

Given the situation, what idea does Simon put forth, and what simple idea does Piggy have?

Why do most of the bigger boys go off with Jack?

What is significant in the following quotation: “The skirts of the forest and the scar were familiar, near the conch and the shelters...”?

The author says, “They [the hunters] agreed passionately out of the depths of their tormented private lives.” Why do you suppose Golding uses the words “tormented” and “private” to describe them?

What is Jack’s plan to get more of the bigger boys from Ralph’s camp? What does he plan for the beast?

What effect does the pig hunt, the kill, and its aftermath have on Jack and the hunters?

For what expressed purpose does Jack say, “Sharpen a stick at both ends”?

Where is Simon?

After getting over the initial scare, how do most of the boys feel about the raid by the hunters?

What indication is there that the savages have begun to respect and fear their new boss?

Ralph asks Piggy why everything broke up, and Piggy says it is Jack’s fault. What is it, though, that the pig’s head tells Simon is the reason that “it’s no go. Why things are what they are?” Interpret the conversation between the Lord of the Flies and Simon.
Chapter 8

- Questions ????????????
Objectives:

Lessons:

- Poetry: An Elegy for Simon
- Review Theme
- Bring YOUR questions for Chapters 9 to class
Video Clip
What is poetry?

Poet W.H. Auden spoke of poetry as a “game of knowledge, a bringing to consciousness, by naming them, of emotions and their hidden relationships.” Thinking of poetry as a game we play with the poet can help us understand a genre that no one can clearly define.

The poet gives us sounds and sense set in a shape on a sheet of paper. The sounds include rhythms and repetitions. Saying the poem aloud several times will help you find its sound.
The sense includes literal and figurative language, imagery, made-up words, onomatopoeia, double meanings and constructions that break rules we usually follow for using language. The shape on the page helps us know how to read the poem. We enter the game and see what happens; we play with the sense and sound to not only find but feel meaning.
What is an elegy?

An elegy is a poem mourning someone’s death. Write a poem about Simon’s death. If you wish, make it from the point of view of one of the boys.
Writing an elegy for Simon

- Brainstorm (5 minutes)
- Who, What, Where and When?
- What has happened?
- Think about pronouns: he, I, we, etc...
- Just because I am ________________ doesn’t mean __________
Theme

The theme of a story might be thought of as the story’s point or its message. A theme is usually a generalization about life or human behavior or values—true, but not a truism; the author’s insight into the way things are that s/he wants to share with readers. Theme is an important part of a story’s meaning and is developed throughout the story. And it is important to note that a story can have multiple meanings and themes. If you are having trouble determining theme—look at the story’s conflicts.
Objectives:

- Preview vocabulary chapters 10-12
- Review learning objectives for LOTF
“Ultimately, the only power to which man should aspire is that which he exercises over himself.”

Elie Wiesel

US (Romanian-born) activist, novelist (1928 - )

Author of “Night”
Vocabulary Preview: Chapter 10-11

- Befouled: made foul
- Torrid: scorching
- Assimilating: taking in integrating
- Theological: relating to the study of God
- Barmy: (British) crazy
- Composite: something made up of distinct parts
- Purged: cleaned
- Luminous: glowing
- Myopia: near-sightedness
- Multitudinous: consisting of many parts
- Propitiating: appeasingly
- Unquenchable: unstoppable
- Impenetrable: unable to enter
- Pinnacles: peaks
Vocabulary Chapter 11-12

- Quavered: with a voice that trembled
- Ludicrous: ridiculous
- Sabers: curved swords
- Truculently: with aggressive savagery
- Cessation: stop
- Parried: warded off the blow
- Talisman: object considered to be a charm
- Delirious: filled with a frenzied excitement
- Shied: (past tense of shy)
- Obscurity: state of unknown
- Drill: durable cotton used for military uniforms

- Inimical: hostile
- Antiphonal: responses alternating from one group to a second
- Ululation: howling
- Ensconce: conceal
- Cordon: a line of people set up to prevent passage through an area
- Diddle: fool
- Diaphragm: separation between chest and abdomen
- Elephantine: moving with clumsiness
- Crepitation: crackling
- Epaulettes: shoulder ornaments on a military uniform
- Distended: swollen from internal pressure
In a story such as *Lord of the Flies*, which deals with complex issues, you will likely find multiple themes. But also try looking for a single, over-arching theme.

**STATE THE THEME OR THEMES YOU FIND AS YOU REVIEW THE NOVEL IN YOUR MIND. EXPLAIN HOW YOU CONCLUDED THAT THESE INSIGHTS ARE THEMATIC.**
# Theme

<table>
<thead>
<tr>
<th>Possible Theme</th>
<th>Rationale of theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Homework:

Bring 15-20 AP Discussion Questions to class

Criteria:
  Quote/Question:

  page number:

Comment:
Tuesday, November 15, 2011

Objectives:
Student-centered AP Discussion
Students will use self-generated questions to discuss and analyze “Lord of the Flies”.
Friday, December 11, 2009

Gallery Walk
“You see what power is - holding someone else's fear in your hand and showing it to them!“
• Round Table Discussion
• Test Review