Exploring Life on the Island

A Group Analysis of *Lord of the Flies*

You will pull together a polished presentation that responds to the topic and questions you have been assigned. You will be expected to formulate a plan, incorporate audio/visual techniques and present well analyzed and contemplated information.

The Requirements:

1. Your presentation will include the following:

-A hook to draw the audience's interest

-A carefully prepared analysis that links together the questions and subject you have been assigned

-Use of oral/visual/kinaesthetic tactics to maintain audience interest

-Some incorporation of a quoted material to lend substance to your ideas. These quotations should be made available to your classmates.

-A handout that summarizes key ideas you will discuss (these handouts will become study notes for the exam)

-An activity/game to engage the audience and encourage participation (as well as creating a deeper knowledge of your subject)

-Lead a short class discussion where you also provide your own interpretations, opinions, and textual support as you will be the "experts" on the subject

-Presentation will be 10-15 minutes

4. I will be looking for on task behaviour, high quality product and mature response to the topic.

5. Attendance on your presentation date is mandatory!

The Analysis. . .

Group One- Setting

Your task is to present a clear and detailed analysis of the setting. Feel free to make any creative representations of setting you choose. Please prepare your presentation to include:

-The time period the story takes place

-The physical circumstances of the boys and its influence on both their day to day lives and their chances of survival

-A concept of appearance of the island-its’ size, characteristics, shape etc. Your presentation of the island must include quoted references and features you describe. It would be a great addition to create a visual of the island.

-Take note of a series of constraints the setting places on the boys and/or benefits. Weigh these ideas against one another and create a discussion around the concept of island dwelling in general as a setting for the story.

Group Two: Characters

Your task is to contemplate and describe the key characters in the story.

-Who are the main characters? How are they portrayed "before" their arrival on the island? How do they change as the story progresses?

-Describe each main character's strategy--what is his plan on the island?

-Who are the secondary characters? What significance do they hold in the story? How does the role of each distinguish from the main character(s)? Give evidence for support.

-Create visual representations of the interrelationships between characters. Show where difficulties, close bonds, and or unique twists can be discovered in the relationships between the boys (were any of these shocking?).

Group Three: Conflicts

Your task is to carefully contemplate the problems and issues encountered by the boys.

-Explain some of the types of conflicts

-What causes most of the conflict? Provide a number of ideas.

-What are the effects of the problems? Consider other characters, their hopes of rescue etc.

-Think beyond the typical "types of conflict". Are there other forces in conflict on the island? Discuss.

-Lastly, present an argument detailing your group's interpretation of conflict in terms of presenting us with ways of thinking about war, our own place in the world etc.)

Group Four: Questioning the Text/Writing Style

Your task is a unique but important one! Your group will question some of the ideas, problems, characters etc and make some conclusions.

-What passages have you found difficult to understand? Create an explanation for them.

-Find any references to outside factors you do not understand (for example Home Counties). List them and try to discover their definitions. Present your findings to the class.

-What ideas do you find interesting or confusing? Explain what the group's perspective is on these issues. Ask the class for input.

-What do you want to know that the story has not asked yet? Explain.

-What passages are particularly appealing in terms of the way they are written? Consider descriptive/almost poetic passages. Show the role these passages play in better conveying Golding's "intentions".

-What images are particularly striking? Explain in terms of plot/character development?

Group Five: Syntax and Literary Devices

Your task will be to focus on the diction chosen by Golding, which helps to create the tone and mood of the novel.

-Remind the class what the difference is between mood and tone. Then discuss each, by providing specific literary devices.

-Look at various sentence structures and how they change or mirror the tone/mood. Provide specific examples from the text and how they are effective.

-Look at literary devices that are used throughout the novel and the effectiveness or lack there of. Remember to also include research of the significance of Golding's terms or the use of devices in general.

Group Six: Compare and Contrast the novel and movie representation of the *Lord of the Flies.*

Your task will be to look at similarities and differences between the novel and the visual representation of the novel.

-Provide a few similarities that are effectively portrayed in the movie.

-Provide differences between the novel and movie. What character, situation, scene worked better in either the movie or novel? Explain in detail. How would you have altered the movie to better represent specific scenes, characters etc.?

-Focus on the themes and symbols and how they are illustrated in both the movie and the novel. Which is more effective?

-Focus on the realistic aspect of both the novel and the movie. How do they compare? Which, if either, seems more plausible or possible? Is it meant to be realistic?

Group Seven: Making Sense of the Violence

Your task is to look at the various elements of violence within the story.

-Provide specific examples and explain what the larger representation or meaning of it is about.

-Consider what the motives are? Can anyone fix the problem? How can the problem be resolved or prevented?

-Look at the play *Macbeth*, that we already studied, and what are some similarities and/or differences between the characters, actions, situations etc. in *Macbeth* to the *Lord of the Flies*

-What is Golding stating about violence in general or about the behaviour of humans?

Group Eight: Fable and Allegory of Humans and Human Flaws

Your task is to look at the overall story and plot of the *Lord of the Flies* and create specific examples of what Golding is addressing with respect to human interaction, behaviour, and well-being.

-Provide specific examples that Golding presents as a simplistic idea or behaviour, and how he is portraying a much "larger idea"

-Are most of his perceptions of humans displayed in a negative or positive manner? Does he provide solutions, or areas of improvement?

-Consider the fact that children are the main characters? What is this illustrating?

-Consider the changes in the characters.

-Focus on the ending. Does Golding provide hope for mankind? How could the ending be changed if you don't think it is?

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| Content 30 | -students offer great/new insights and ideas, all requirements are covered in depth, quotes and references are used as support where possible, audience learns from the presentation, careful preparation is apparent (includes visual components, an activity, handout, and leads a discussion) |
| Presentation Skills 10 | -students handle presentation tips with ease, audience is involved, fresh and unique ideas are used for the presentation of the material, A/V materials are used properly, enthusiasm and interest from the audience is apparent |

TOTAL: /40

**LOTF GROUP PRESENTATION RUBRIC (\_\_\_/50)**

**GROUP:**

**TOPIC:**

A score of 2 marks for each element = COMPLETE / ACHIEVED

A score of 1 mark for each element = SOME ASPECTS COMPLETE / ACHEIVED

A score of 0 for each element = INCOMPLETE / NOT ACHIEVED

**CONTENT (\_\_\_/30)**

* Students offer great/new insights and ideas
* all requirements are covered in depth
  + a hook to draw the audience's interest
  + a carefully prepared analysis that links together the questions and subject
  + use of oral/visual/kinaesthetic tactics to maintain audience interest
  + some incorporation of a quoted material to lend substance to ideas
  + quotations made available to classmates.
  + a handout that summarizes key ideas discussed
  + an activity/game to engage the audience and encourage participation
  + a short class discussion lead by members
  + presentation is at least 15 minutes
* group has provided interpretations, opinions, and textual support
* audience seems engaged and is able to learn from presentation
* handout is organised and accessible
* group appears to be the experts on the subject

**PRESENTATION (\_\_\_/10)**

* all materials are prepared in advance and ready to go for date/time of presentation
* material is presented in a fresh and unique way
* attempts are made to actively engage the audience
* supplementary materials (slideshow, reenactments, etc.) presented in a professional and mature manner
* presentation is organized and has flow

**INDIVIDUAL PRESENTATION AND CONTRIBUTION (\_\_\_/10)**

* appears confident and well rehearsed
* appears knowledgeable about the content delivered, is truly an “expert”
* delivers with a clear voice (projection, volume, enunciation, etc.)
* maintains an appropriate amount of eye contact
* participation in group project demonstrated maturity, thoughtful contributions and reliability

**COMMENTS:**