



# Lord of the Flies Unit, Lesson 5

## Big Scary Animal



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<b>Grade Level</b>	9th Grade
<b>Subject</b>	English/Language Arts
<b>Course</b>	British Literature, Composition

### Essential Question

How does the author use symbolism to develop characterization and theme?

### Summary

In this fifth lesson of the "Lord of the Flies" unit, students analyze the word choice the author uses to show characters' thoughts and actions and to compare the evolution of characters in the story to outside characters. Students begin the lesson by comparing words used in an article about Oklahoma's famous Sasquatch and words used in the novel to describe the Beast, determining underlying feelings and emotions within the story. Next, using Dr. Sheldon Cooper from the popular hit television show, Big Bang Theory, students practice analyzing a character's evolution in a storyline. Finally, students compare Sheldon's evolution to the boys' post-hunting evolution.

### Snapshot

#### Engage

Students read an article and watch a clip about Sasquatch in Oklahoma.

#### Explore

Students participate in a card sort, differentiating between Sasquatch and the beast.

#### Explain

Students reread a section of the book and highlight certain aspects that demonstrate underlying feelings and the actions of the boys.

#### Extend

Students watch the evolutions of Sheldon Cooper and his fear of birds and storyboard their own example of character evolution.

#### Evaluate

Students write a short comparison thinking about how the boys have changed post-hunting.

## Standards

*Oklahoma Academic Standards for English Language Arts (Grade 9)*

**3.R:** Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

**9.3.R.4:** Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- tone
- symbolism
- irony

## Attachments

- [Answers-Sasquatch-Beast-Card-Sort.docx](#)
- [Answers-Sasquatch-Beast-Card-Sort.pdf](#)
- [Card-Sort-Sasquatch-Beast-Big-Scary-Animal - Spanish.docx](#)
- [Card-Sort-Sasquatch-Beast-Big-Scary-Animal - Spanish.pdf](#)
- [Card-Sort-Sasquatch-Beast-Big-Scary-Animal.docx](#)
- [Card-Sort-Sasquatch-Beast-Big-Scary-Animal.pdf](#)
- [Excerpt-CHAPTER-6-Big-Scary-Animal - Spanish.docx](#)
- [Excerpt-CHAPTER-6-Big-Scary-Animal - Spanish.pdf](#)
- [Excerpt-CHAPTER-6-Big-Scary-Animal.docx](#)
- [Excerpt-CHAPTER-6-Big-Scary-Animal.pdf](#)
- [Lesson-Slides-Big-Scary-Animal.pptx](#)
- [Storyboarding-Handout-Big-Scary-Animal - Spanish.docx](#)
- [Storyboarding-Handout-Big-Scary-Animal - Spanish.pdf](#)
- [Storyboarding-Handout-Big-Scary-Animal.docx](#)
- [Storyboarding-Handout-Big-Scary-Animal.pdf](#)

## Materials

- Lesson Slides (attached)
- Sasquatch/Beast Card Sort (attached; one per student)
- Chapter 6 Excerpt (attached; one per student)
- Storyboarding handout (attached; one per student)
- Sasquatch/Beast Card Sort Answers (attached)
- "[Oklahoma State Lawmaker Files Bill Calling for Bigfoot Hunting Season](#)" article from The Hill (linked; one per student)
- Pens/pencils
- Highlighters (two colors)

# Engage

## Teacher's Note: Preparation for the Lesson

Allow yourself sufficient time for printing and preparing the various materials before beginning this lesson. For the Engage activity, be sure to print out a copy of the linked article from The Hill for each student.

For the Explore activity, print and cut out the Card Sort cards (one set per pair of students). Printing the cards on heavier paper, such as card stock, and laminating them will ensure that they last longer than just this one lesson.

Show **slide 2** from the attached **Lesson Slides**. Explain to students that they are continuing the "Lord of the Flies" unit.

Show **slides 3 and 4**. Review the unit's essential question and the lesson's objectives.

Show **slide 5**. Play the video: *22 Cryptids Explained*.

### Embedded video

<https://youtube.com/watch?v=jUZCLOEIkZc>

After students have finished watching, distribute the linked article "[Oklahoma State Lawmaker Files Bill Calling for Bigfoot Hunting Season](#)."

Display **slide 6**. As they read, remind them of the prompt questions: *Are Sasquatch scary? Why do Okies want to hunt them?*

## Explore

Distribute the attached **Card Sort Cards** to groups of two and have them divide the cards into two categories: One that describes the Beast from *Lord of the Flies* and one that describes Sasquatch.

Remind students to think about the qualities of the Beast and those of Sasquatch, based on the descriptions they have read in the book, the article, and heard in the Cryptids video.

# Explain

## Teacher's Note

Provide two different colors of highlighter. If done digitally, suggest students use the highlighting colors used in the **slide 8**. If highlighters are not available, instruct students to circle feelings and underline the actions of the boys.

Distribute the attached **Excerpt-Chapter 6** handout.

Display **slide 8**. Instruct students to use the instructional strategy, [Categorical Highlighting](#). Have students highlight sentences where the author shares the underlying *feelings* of the boys in one color and the *actions* the boys displayed in another color.

## Extend

Display **slide 9**. Show the students the video clip of Sheldon and the Blue Jay's initial interactions.

### Embedded video

<https://youtube.com/watch?v=SKtURlmsnXU>

Display **slide 15**. Before adding events to the storyboard, ask the students to describe the key events that took place in the clip, advancing one event at a time in the slide.

Display **slide 16**. Ask the students to think critically about generating an example of their own. Read the questions on the slide. Give the students time to process and generate an idea with an [Elbow Partner](#). Ask for volunteers to share out in a whole group.

### Teacher's Note

Possible examples to share out with students:

- Elsa from "Frozen": Acts angry as if she could care less about her sister, but, in fact, she's just afraid of hurting her again.
- Characters in "Stranger Things": Students act scared, but always search for their friend/face the monster/nemesis etc.
- Daniel (from The Karate Kid): Afraid of the Cobra Kai, faces them in the tournament and wins.
- Tris (from Divergent): Dauntless and courageous, but actually is afraid of being found out; eventually overcomes.
- August (from Wonder): Fears acceptance, but goes to school and makes connections.
- Harry Potter: More afraid of the Dementors than of Lord Voldemort. Successfully uses a Bogart to defeat fear.

# Evaluate

Distribute the attached **Storyboarding** handout. Display **slide 17**. Instruct the students to take time to compare Sheldon's evolution to the boy's post-hunting evolution. Ask students to think critically about the boys in *Lord of the Flies* from the beginning of the novel through Chapter 6. Have them discuss the changes they identify. Display **slide 18** and guide them as they develop their storyboards.

## Teacher's Note

In preparation for lesson 6, pass out copies of the book *Lord of the Flies* by William Golding and instruct students to read chapters 9-10 before the next class period.

## Resources

- Dreamstime. (n.d.) *Bigfoot crossing sign*. [Digital image]. <https://www.dreamstime.com/royalty-free-stock-photo-bigfoot-crossing-image26216995>
- Encyclopædia Britannica, Inc. (n.d.). *Sasquatch*. Encyclopædia Britannica. <https://www.britannica.com/topic/Sasquatch>
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- YouTube. (2011). *The Big Bang Theory: Sheldon pats a bird S5x9*. [Video]. <https://youtu.be/fTheN1VvHVM>
- YouTube. (2011). *The Big Bang Theory: Come back Lovey Dovey S5x9*. [Video]. <https://youtu.be/wXXi80gLAMw>