



## What separates the civilized from the savage?

Golding's *Lord of the Flies*

DUE THE DAY OF YOUR FINAL

**Objective:** This assessment will ask you to demonstrate your thinking about our unit guiding question on savagery versus civility after having read *Lord of the Flies*. Additionally, it will ask you to continue to cultivate your presentation skills and to defend your thinking with textual analysis. It will also ask you to draw on your understanding of effective persuasive writing. What a great way to culminate all our thinking this year!

**Overview:** After reading *Lord of the Flies*, you find yourself questioning societal institutions that sometimes impose seemingly irrational rules and regulations and disallow individuals to cultivate their own moral compass. Conversely, you're contemplate if it is these very rules that keep the savage civilized.

To challenge creators of these societal institutions to think differently about balancing freedom versus imposing regulations, you have decided to focus on that institution in which you spend the most time: school.

With a group of your fellow academicians, you decide to put together a proposal to the authority figures of your school—teachers and administrators—that suggests an alternative model for such issues as classroom regulations, the student code of conduct, as well as basic procedures in place that intend to promote civility in the student population (for example, bell schedules).

Your product should be professional both in tone and in presentation. This is your chance to create change at your school; handle this opportunity appropriately and wow the educators at your school with your understanding of our guiding question. Keep in mind that the objective of a school is to create civilized young adults both in terms of their knowledge of academic subjects and also in terms of social skills; think about how you can best achieve this without creating individuals who are incapable of being "civilized" without these imposed structures.

**Timeline:** I will introduce this project on Monday, May 4<sup>th</sup>. We will then use the rest of our class time to brainstorm and begin work. You will also have work time Thursday and Friday that week. Presentations will take place on the day of your final, Monday, May 11.

### Directions:

- Begin by deciding who, if anyone, you'd like to work with. You may work with as many as 3 people. Be sure these will be individuals with whom you'll be able to collaborate with outside of class, online or otherwise, as I don't expect our class time will provide sufficient time to complete this.
- Next, determine your answer to our guiding question, what separates the civilized from the savage. Consider these sub-questions and how they might play into your thinking:

- Why weren't the rules the boys established successful? What changes would they have needed to make to be more successful?
- What innate parts of us need to be cultivated/ stifled to maintain our civility?
- What made the savage boys more successful than those who maintained their civility? How could these roles have been reversed?
- Determine a pattern of 3 pieces of textual evidence that show that.
- Determine a part of our student handbook to which you could best apply your thinking (i.e. absences, dress, code, classes one is required to take, etc.) and claim it by recording your topic of choice on the back board. No repeats!
- Then, determine how you'll apply your thinking about the guiding question and your textual evidence to that part of the handbook. In other words, ask yourself what part of these rules need to be revised, added, kept, or eliminated.
- Lastly, reflect on/ rationalize your thinking:
  - Why are these the parts that need to be kept?
  - Revised?
  - Added?
  - Eliminated?
 Your answers to all these questions should tie back to your thinking about the text and about our guiding question.

How will we show our thinking? Ultimately you'll have 2 products.

1. A presentation. This will occur the day of your final. This presentation should contain the following:
  - a. Your conclusions about *Lord of the Flies*. Be sure to include both your thinking about that guiding question and the text that supports that thinking.
  - b. How you connected to that section of the student handbook. In other words, why did you choose to revise the dress code, for example? The list of classes people need to take to graduate? Etc.
  - c. What, then, do you propose in terms of these changes? Additions? Revisions? Eliminations? Etc.
  - d. Your rationale. WHY do you propose these changes, additions, revisions, and eliminations?

If you choose to work with others, this product will receive a group grade.

Please note, as the rubric suggests, that your evaluation criteria for your presentation's effectiveness will be the same for that of your independent study presentations. Review and apply what we talked about in terms of effective speaking skills and creating strong presentation visuals.

2. A written reflection. Each group member will submit a written product that...
  - a. Begins with a topic sentence addressing our guiding question.
  - b. Uses 3 pieces of supporting evidence from the text to defend that thinking. This might be the same 3 pieces of evidence you use in your presentation.
  - c. Employs effective writing skills: think lead-ins, lead-outs, transitions, concluding sentences, effective grammar and mechanics.

Each individual will submit this product, even if he or she is working with others.

How will my work be evaluated? Here is the checklist on which I will evaluate your writing. Please see the presentation rubric on the following page.

- Response is professional in tone (school appropriate) & style (well-proofread, free of error).
- Begins with an effective topic sentence addresses student's argument regarding our guiding question as well as rationale for that argument
- Provides 3 concrete pieces of evidence from *LOTF* that support argument well
- Effectively leads out of examples, discussing how they connect to argument
- Organized thinking includes transitions and lead ins if using quotations.
- Paragraph brought to an adequate close.
- Thoughtfully titled

**Presentation:** \_\_\_\_\_ / 50

Excellent	Good	Fair	Poor
Organization is evident and easy to follow.	Presentation has a method of organization; however, organization may be challenging to follow at times.	No organization evident; however, lack of organization is not distracting.	No organization. This lack of organization takes away from the content.
Color contrast, minimal text, and text size makes for clear, purposeful visuals that add interest and reinforce the message of the presentation throughout its duration. Additionally, visuals are free of errors that would distract from that message.	At points in presentation, visuals are clear and un-crowded. Occasionally, however, slides may be ineffective or challenging to read. Those visuals may have distracting errors, and/or only connect to parts of presentation.	At many places, slides are crowded and challenging to read, thereby rendering them ineffective. Additionally, those visuals may have distracting errors, and/or only connect to parts of presentation.	No visuals.
Student uses effective speaking skills. He or she is speaks loudly, articulates well, moves and gestures purposefully, and connects to audience with eye contact throughout making him/ her seem an expert. Additionally, he or she either has presentation memorized or uses note cards. Tone of presentation is formal.	At most points, student reads clearly, articulates, moves and gestures purposefully, and connects with eye contact. Although student may read from paper or note cards at times, he or she has clearly practiced multiple times. Tone of presentation is formal in most places.	At some points, student reads clearly, articulates, moves and gestures purposefully, and connects with eye contact. Student may read from paper or note cards; however, he or she has clearly practiced. Tone of presentation is formal in places.	Student read from paper. Additionally, it may be hard to hear or understand presentation and movements/ gestures may distract from message. Tone of presentation is informal.

Presentation is approximately 5 minutes. \_\_\_\_\_

(If using video in your presentation, that will constitute no more than 1 min. of your presentation time.)

2 points will be deducted from earned grade for every minute presentation is short.

Student was well-prepared, having tested all links, drop boxed presentation, etc. Lack of preparedness will also detract from final grade \_\_\_\_\_

**Analysis and application:** \_\_\_\_\_ / 50

Excellent	Good	Fair	Poor
Presentation presents a clear, poignant understanding about guiding question for <i>LOTF</i> .	Presentation presents a clear conclusion about <i>LOTF</i> guiding question.	Presentation presents ideas about <i>LOTF</i> guiding question, but conclusions may not be clear.	Presentation neglects to capture thinking about guiding question.
Thinking about guiding question defended with 3 concrete, relevant, and varied examples from text.	Thinking about guiding question defended with 2 concrete examples from text or may include evidence that is vague, irrelevant, superfluous or redundant.	Thinking about guiding question defended with ideas from text, but may include minimal support or all support is vague, irrelevant, superfluous, or redundant.	Does not defend thinking with text.
Discussion of guiding question and supporting examples suggests excellent reading comprehension and analysis.	In places, discussion of guiding questions and supporting examples suggests interesting thinking about text. Also demonstrates good reading comprehension.	Discussion of guiding question and supporting examples suggests good reading comprehension.	Discussion of guiding question and supporting examples suggests misunderstanding of text.
Connections between conclusions about guiding question and chosen handbook section are explicit and relevant.	Connections between conclusions about guiding question and chosen handbook section are vague	Connections between handbook section demonstrate misunderstanding.	No connection between guiding question and chosen handbook section.
Handbook section is revised in a way that is thorough, thoughtful, and purposeful.	Handbook section is revised purposefully. Could have been more thorough and/ or thoughtful.	Handbook section is minimally revised. Could have been approached much more thoroughly and thoughtfully.	Handbook section looks the same. Revisions are unclear.
Revised student handbook section suggests excellent application of thinking about text to another context.	In places, revised student handbook section suggests excellent application of thinking about text to another context.	Revised student handbook section suggests ability to apply of thinking about text to another context.	Presentation suggests challenges to apply thinking about text to another context.

