

LESSONS *from* LITERATURE

Classroom Manual for English Literature Teachers



Family Violence Prevention Fund



Dear Educator,

As a teacher, you are a natural influencer, motivator and leader. *Lessons from Literature*SM is an innovative program that calls on English teachers just like you – from all across the country – to bring violence awareness and prevention into your classroom.

Every day millions of lives are devastated by violence within the home and in the community. Teenagers, like adults, sometimes experience violence and abuse in their young relationships as well. In fact, one in three teens reports knowing a friend or peer who has been hit, punched, kicked, slapped or physically hurt by a partner.

Lessons from Literature provides the framework for you to use the books and stories you're *already teaching* to increase awareness about the damaging effects of physical, sexual and verbal abuse. Designed to integrate easily into your existing literature curriculum, the program empowers you with resources that help your students build key academic skills and meet national education standards while also learning to recognize abusive uses of power and control *and* alternatives to violence. Two in-depth lessons are included in this manual to get you started, and we encourage you to create your *own* lessons using the Lesson Template on page 26.

The **Family Violence Prevention Fund** (FVPF) in partnership with the **National Council of Teachers of English** (NCTE), believes that if teachers can help shape the way young people think and act *now*, relationship abuse and violence can be extinguished for the next generation. Ultimately, teachers who integrate this program into their curriculum are helping adolescents build healthy, nonviolent relationships today *and* tomorrow.

We hope you'll find our program valuable, and we wish you and your students both academic and personal success.

Respectfully,

Esta Soler, President

Kent Williamson, Executive Director

**Family Violence
Prevention Fund**

NCTE National Council of
Teachers of English

Did You Know?

- 15.5 million U.S. children are living in homes where there is violence.
- Approximately one in three adolescent girls in the U.S. is a victim of physical, emotional or verbal abuse from a dating partner.
- Nearly one in four women in the U.S. reports experiencing violence by a current or former spouse or boyfriend at some point in her life.

Sources and additional facts can be found at www.lessonsfromliterature.org.

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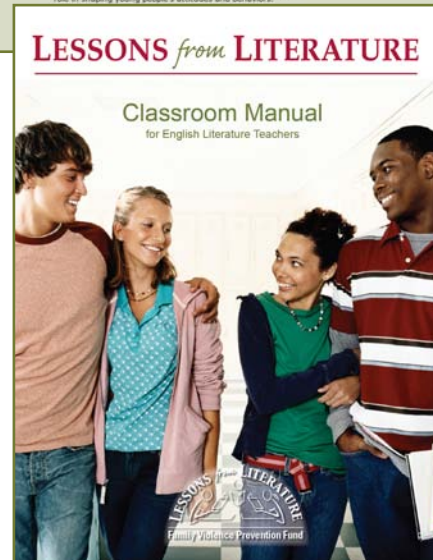
The *Lessons from Literature* Classroom Manual contains the tools you need to help you integrate the program into your core literature curriculum.

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The *Lessons from Literature* website is the central hub of the program. It provides easy access to all *Lessons from Literature* information and resources. All program materials are **FREE** for teachers.

Here's what you'll find at www.lessonsfromliterature.org:

- **Downloadable Curriculum:** This manual is your main teaching tool. It contains the lessons, lesson template and handouts to help you integrate the program into your core literature curriculum.
- **About the Program:** Learn about the program and read the framework.
- **Getting Ready to Teach:** Review background information and related terms about teaching the topics of abuse and violence.
- **Additional Resources:** Download fact sheets on teen dating abuse and other materials for teachers and students.
- **Resource Library:** Search the online compilation of books, movies, poems and other resources to create your own lesson plans or add a creative and meaningful exercise to a pre-existing lesson.
- **Teaching Community:** Join your fellow teachers and share lessons, resources, ideas and experiences teaching the program. (See below.)
- **Lessons from Literature Academy:** A professional development opportunity to learn and work with other educators to prevent teen relationship abuse.



Your Feedback Is Important To Us!

Lessons from Literature was designed with the input of educators from all over the country to ensure the most appropriate and relevant program for diverse students and settings. Please email us at lessonsfromliterature@endabuse.org to let us know how the program is working for you and your students. We'd like to hear what you like best and ways you'd like to see it improved. Your feedback will be carefully considered as we continue to build additional elements for future years.

Join Our Teaching Community

You're invited to join the *Lessons from Literature* Teaching Community, an online community for teachers who are helping their students build healthy relationships and inspiring them to create a conscious, responsible and respectful 21st century. Submit your lesson plans, ideas and experiences in using the *Lessons from Literature* program in your classroom. Go to www.lessonsfromliterature.org/community to join us today!

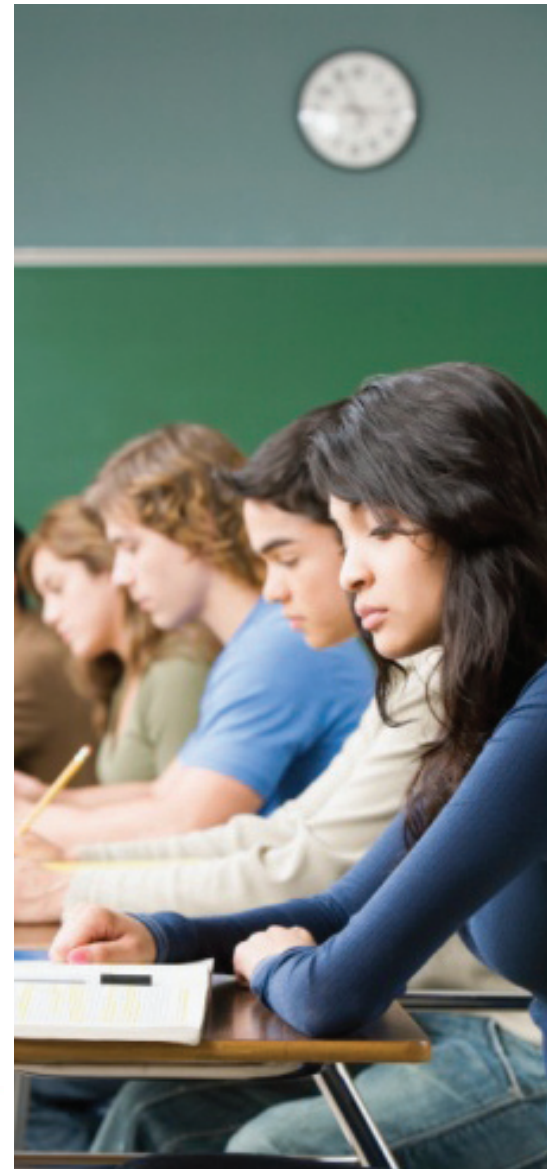
Supporting Student Achievement

Lessons from Literature is designed to help students achieve success in school and in life by fostering the development of academic, social and 21st century skills.

- **National Council of Teachers of English (NCTE):** *Lessons from Literature* lessons are aligned with the English Language Standards put forth by NCTE. The program is designed using pedagogical principles that focus on developing advanced academic skills. Visit the *Lessons from Literature* website for a full list of [NCTE Education Standards](#) met through the program, and also check out www.ncte.org.
- **American School Counselor Association (ASCA):** *Lessons from Literature* helps students develop important academic and personal/social skills needed to achieve success in school and in life. For more information, visit www.schoolcounselor.org.
- **Partnership for 21st Century Skills:** *Lessons from Literature* helps teachers promote the development of 21st century skills by weaving themes of global awareness and civic literacy into the study of literature. To learn more about the Partnership for 21st Century Skills, visit www.21stcenturyskills.org.

Note: The **ASCA National Standards for Students** address the academic, personal/social and career development of students so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society.

Note: The **Partnership for 21st Century Skills** believes schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects. These themes include: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health literacy.



PARTNERSHIP FOR
21ST CENTURY SKILLS

Program Objectives

Lessons from Literature is designed to raise student awareness of violence and abuse in intimate and peer relationships and equip students with tools and skills for choosing alternatives to violence. The program helps students learn to:

1. Describe the dynamics of abusive use of power and control in relationships.

- Abusive uses of power and control in a relationship can lead to physical and sexual violence.
- Often, such violent behavior and choices are preceded by other damaging, more emotionally-based abuse such as coercion, threats, or hurtful language.
- Refer to the [Power and Control Wheel](#) on page 32 as a visual aid and for more examples.

2. Explain the consequences of physical, verbal and sexual abuse and the impact of such abuse on individuals and society.

- Abuse not only affects the victim and the abuser, but can also affect their friends, family, and community.
- Consequences of abuse can be temporary or permanent; they can be physical, emotional, health-related, economic, social and/or sexual.
- Some forms of relationship abuse – specifically, physical and sexual assault – are illegal, and consequences can include suspension, expulsion or even incarceration of the abuser.
- Encourage your students to identify and explain these consequences when analyzing the literature.

3. Identify and propose alternatives to using violence.

- Alternatives to violence are those behaviors and actions that do not cause or have the intent to cause harm.
- When considering alternatives to violence or analyzing the choices made by characters in literature, it's important to understand that each situation is unique and that ways of responding safely and nonviolently will vary.

4. Create and communicate personal boundaries.

- Personal boundaries help define interactions that are consensual, comfortable, nonthreatening and respectful.
- Everyone has the right to communicate how they want to be treated by others.

5. Apply principles of respectful behavior toward others in daily life.

- Refer to the [Respect Wheel](#) on page 33 as a visual aid; also use it as a starting point to create classroom and personal principles of respect.



Teaching Considerations

Using the themes of power, control, abuse and respect exemplified in literature to facilitate classroom discussion and reflection about healthy, non-violent relationships may not be a familiar instructional approach. Below are considerations for integrating the *Lessons from Literature* program into your core literature curriculum.

Grow Your Awareness

In getting ready to teach *Lessons from Literature*, it's important to develop your *own* awareness of the dynamics and impacts of physical, verbal and sexual abuse so that you are confident and prepared to address these issues in the classroom.

- The *Lessons from Literature* website offers preparation materials and information to help get you started. We strongly encourage you to review the online sections entitled [Getting Ready to Teach](#) and [About the Program](#).
- Be a model of respect and empathy.
- Handle delicate situations carefully and without judgment.

Create a Safe and Respectful Classroom

Before addressing the topics of abuse and violence, it's important to work toward creating a classroom environment that is conducive to open and respectful dialogue.

- Be sure to establish clear ground rules for student interactions. You may choose to have students sign a pledge to demonstrate their commitment to these rules.
- Remember that *you* know your students best. When planning class discussions and activities, consider their maturity level. Some topics may be better addressed at a later time.

Know Your Resources

There is no doubt that the sensitive topics of relationship abuse and violence should be approached with care. Talk with school administrators and counselors to learn about policies regarding harassment, abuse and physical and sexual violence. Be aware of the mandatory reporting requirements that apply to you as a teacher. You may choose to communicate these legal requirements to your students.

Get Help When Needed

If you suspect a student is in an abusive or violent situation, be sure to take the proper steps to address the issue. Follow mandatory reporting requirements that apply to you as a teacher, and be prepared to refer a student to the school counselor, a local resource, or emergency services if needed. Refer to [Responding to Relationship Abuse](#) on page 39 for teen abuse services and domestic violence agencies.



Strategies for Supporting Student Learning

We encourage you to incorporate some or all of the following reading and writing strategies into the literature study to support student learning and comprehension.

In the sample lessons that begin on pages 9 and 18, we've referenced where they might be useful and relevant.



Strategies

Think Alouds

While reading, students in a small group share their thinking process in response to a text. They interrupt the reading of a text to intersperse mental pictures or questions, to puzzle over words or meanings, to make connections from their own lives, to make predictions about the direction the text will take, and to share their feelings about the text. Students can take turns thinking aloud in this way with sections of text.

Annotating Text/ Talking to the Text

Readers are invited to write their thoughts on the text as they read, raise questions, make connections and voice concerns. In pairs or small groups, they can share their different markings, debrief the experience, and further discuss the text.

Dual-entry Journals

After reading, the reader writes what he or she believes the text is saying, noting his/her current understanding as a brief summary statement in one column, and in another, how he/she has come to that interpretation. This could be seen as Evidence (*I saw in the text*) and Interpretation (*I thought*). After working individually on their evidence and interpretation charts, students can then share their sense-making in pairs or in small groups.

Metacognitive Logs

Students can use logs to respond to essential questions or sentence stems as they read, such as, *I was confused...*, *I thought about...*, etc. as an ongoing routine.



Lesson

Their Eyes Were Watching God

A novel by Zora Neale Hurston



Family Violence Prevention Fund

Lesson: *Their Eyes Were Watching God*

Overview

In the following unit, students will explore themes of power, control, abuse and respect in relationships and how these impact identity and self-growth of individuals and society in the book *Their Eyes Were Watching God*. The terms “power” and “control” refer to how power in an intimate or peer relationship can be used, either positively or negatively, to control or influence another person.

This lesson incorporates media literacy to help students discover and analyze the impact various media have on our values and thinking. It also incorporates observation research to help students connect what they read in literature and absorb from media with their daily lives.

Learning Objectives

- Identify and describe power and control dynamics between characters and relate these to Hurston’s use of imagery.
- Analyze the cyclical structure of Hurston’s plot and the novel’s character development to identify incidents of relationship abuse in the literature.
- Explain the impact of abuse and violence on individuals and society.
- Identify personal boundaries for the novel’s protagonist and for students’ own lives.
- Recognize the implications of media images and relate these implications to power, control and relationships.
- Create a media product or campaign to address the influence of media on societal views of men and women.

Instructional Sequence

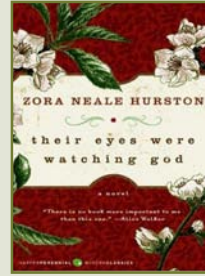
Outlined below you’ll find the *Lessons from Literature* recommended instructional sequence for teaching *Their Eyes Were Watching God*. This lesson was designed to be taught as-is or integrated into your existing lesson plan for this book. We recommend you tailor this sequence to your own teaching style and your students’ abilities and interests.

Part I: This section kicks off the lesson with an activity to familiarize students with the themes of power, control, abuse and respect.

Part II: This section deepens students’ understanding of power, control, abuse and respect after they’ve had the opportunity to explore these themes in Part I.

Part III: This section has culminating activities and assessment opportunities that you can select from to complete this literature unit. At this point in the lesson, it is assumed that students have engaged in most or all of the Discussions, along with any other activities you’ve taught along the way.

Approximate Time: 3 Weeks (daily 55-minute sessions)



Their Eyes Were Watching God
©1937

ISBN: 0-06-019949-0

Materials

Their Eyes Were Watching God – one copy of the novel per student recommended

Teacher Preparation

Photocopy [Handouts](#) (see page 31) – one per student

Terms

Power, control, abuse, violence, consequences, principles of respectful behavior (See online section [Getting Ready to Teach](#) for term definitions.)

English Language Standards

- Reading comprehension/Critical thinking/Analysis
- Writing expression
- Language/literary techniques, terms
- Research skills
- Cultural understanding
- Active (civic) participation

Print or download the full NCTE Education Standards Chart at www.lessonsfromliterature.org.

Discussions: Designed to be integrated throughout Parts II and III of the lesson, this section offers discussion topics and activities that address themes of power, control, abuse and respect, as students make their way through the reading. These Discussions provide students with multiple opportunities to articulate their ideas, engage in dialogue with their peers, and reflect on how these ideas relate to the text and the real world.

Part I | Understanding Power and Control and Their Impact

1 Introduction: To activate students' prior knowledge of power and control, have students come up with a list of people who they believe have power. Discuss ways those people can use their power positively and/or negatively. Then, ask students to make two lists: one of people whom they think have used their power for *good*, and one for those who have *abused* their power. Have students make brief notes describing the examples of power. Explain that some people will appear in both categories because, while specific behavior can be good or bad, people rarely fit into just one category. Some examples of powerful figures include: the school principal, the president, police officers, parents, teachers, and students. Discuss the types of power these people have and ways they can use this power, both positively and negatively.

2 Discuss: Introduce and distribute the [Power and Control Wheel/PCW](#) (see page 32) to students. Allow them time to read and ask questions or comment. Ask students to reassess their power and control lists from Step 1. Does the PCW change any of their markings? Then discuss what students learned. What had they not considered before about power and control?

3 Homework: Have students collect imagery of males, females and relationships in society today (magazines, television commercials, television programs). You may choose to have students do this from one or a number of sources, which determines the time you will spend on this activity.

TEACHING Tip

TV commercials/program clips should be no longer than three minutes.

4 In class: Introduce the short autobiographical piece, *Girl*, by Jamaica Kincaid. Have students annotate the text as they read and listen. Then have students free-write, considering the messages they have received during childhood about being a girl or a boy.

TEACHING Tip

You can find Jamaica Kincaid's piece, Girl, online at: Bedford St. Martin'sVirtualLit Interactive Fiction Tutorial (<http://bcs.bedfordstmartins.com/virtualit/fiction/>)

5 In groups: Introduce the concept of society's influence on shaping our beliefs through the use of media. Divide the class into groups and assign each group one type of image or media. First, have students use the [think aloud](#) strategy (see *Strategies for Supporting Student Learning* on page 8) while examining the image/media.

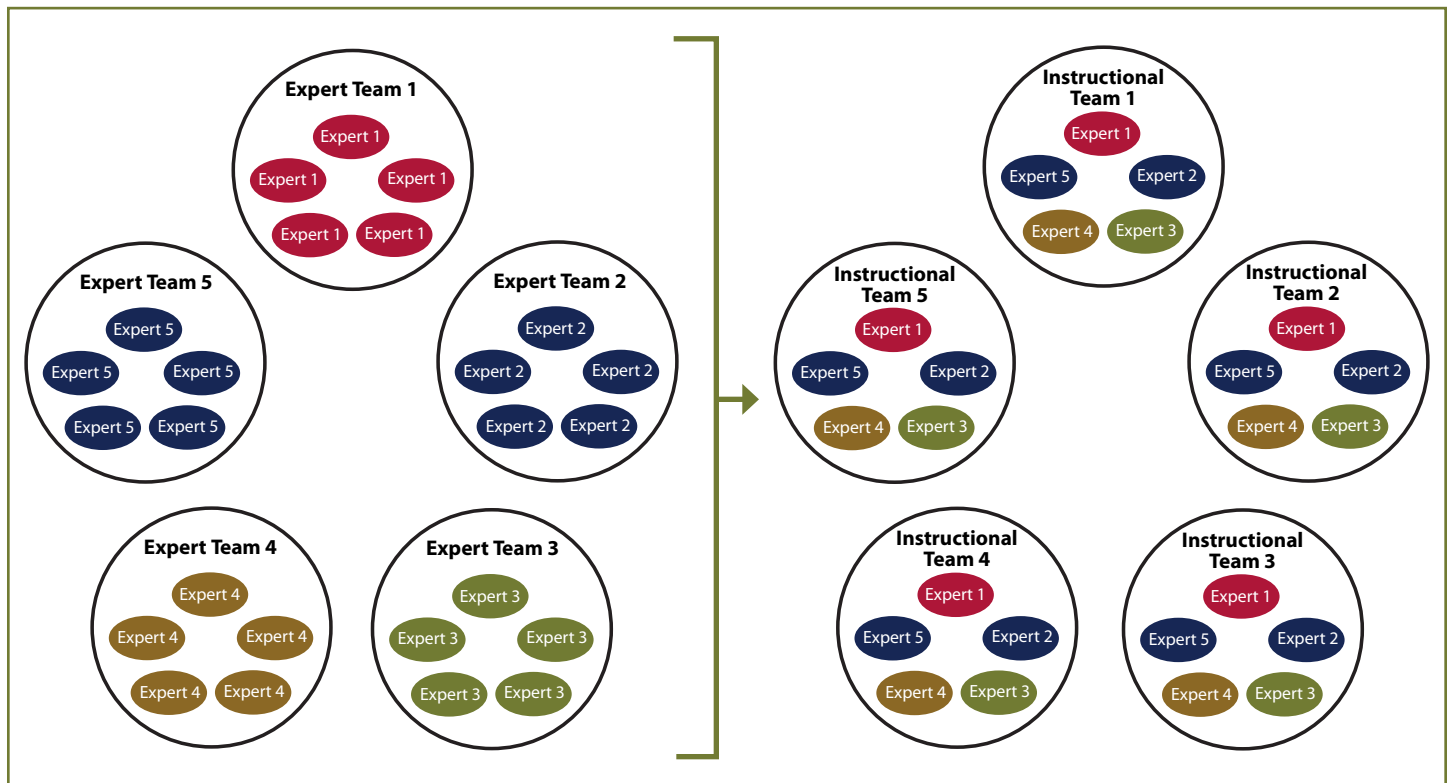
6 Examine: Ask groups to use the two *Guiding Questions for Media Images* handouts (see page 31) to carefully examine the messages regarding status and behavior expected of respective genders. Have them explore the implications that are communicated visually (photos) and verbally (TV/Internet). They may create [dual-entry journals](#) (see *Strategies for Supporting Student Learning* on page 8) for their work.

7 Wrap-up: After students have finished, share the guiding discussion questions below. As students work, refer them to the PCW. Help students connect where the images might lead to issues of the misuse of power and control and have them explain their reasons.

- How do these images and other advertisements send simplified messages or stereotypes about the roles of men and women and how they should interact?
- What are some of the consequences of these messages about relationships between people?
Students may write a response to the images they have examined and what they have noticed/learned.

Part II | Deepening Our Understanding of Power and Control through Literature

- Examining the Cycle of Abuse:** Have students divide the book into four sections: Janie's life with Nanny, with Logan, with Joe Starks, and with Tea Cake. Have students work in groups using the [Plot Diagram](#) handout on page 38 to create a plot diagram for one of the four sections. Then, in a class discussion, have students share plot cycles and examine the abuse cycles in the text. Introduce and distribute the [Respect Wheel/RW](#) (see page 33). Help students make connections using the PCW and RW.
 - Examining Relationships through Imagery:** Like the media, Hurston paints images throughout her novel. As a romantic writer, she uses a great deal of nature. Help students connect the nature imagery to the PCW and RW.
- How does Hurston use nature to reflect the state of relationships throughout the novel? Have students choose a section of the text and create a [dual-entry journal](#) (see *Strategies for Supporting Student Learning* on page 8) to examine the evidence (quote and type of imagery: auditory, gustatory, olfactory, tactile, thermal, visual) and its effect (what it shows about relationships).
- Wrap-up:** Have students jigsaw what they have learned in a class discussion and then create a [Venn diagram](#) (see example on page 26) to show where they see overlaps in attitudes/behavior of characters. The aspects can come from the PCW, RW, or the students.



Example Jigsaw Activity Set-up

Part III | Assessment and Culminating Activities

Assessment Opportunities

1 Learning to Make Choices

At the beginning of the novel, Nanny makes choices for Janie. Then, Janie begins to make choices for herself. Do her choices lead her to what she seeks? Write a persuasive letter. Use examples from the text and the PCW and RW to develop and support your answer.

2 Relationships and Social Norms: Then and Now

Each of Janie's relationships is complex, with both positive and negative aspects; she negotiates her way through each relationship, influenced by her family history and the societal norms and expectations of the time. In a letter to Janie, discuss what her search has taught you about defining your own personal boundaries of what is acceptable or not in relationships. Considering societal and media influences on expectations and roles of men and women, compare her struggles in defining personal boundaries and healthy relationships in the early 20th century to contemporary society. Use the PCW and RW, along with examples from the text and your own experience.

3 Express Yourself

Write a letter to one of Janie's husbands discussing his behavior toward Janie and the results of this behavior. Consider how the behavior affects the husband and Janie while referencing societal expectations and the historical context of the novel. Does their behavior help each of them achieve what they want for themselves and their relationship? Use examples from the text and the PCW and RW.

Culminating Activities

1 Observe and Reflect

Spend one to three days conducting observation research: How do boys and girls interact? Consider any power and control dynamics at play, both positive and negative. Then, analyze what you have learned in a written reflection, including evidence of behavior(s) observed, some thought on the motivations for those behavior(s), and an explanation(s) of the consequence(s) of those behavior(s). Conclude by considering the part each plays in using power and control and ways boys and girls can avoid abuse by creating personal boundaries and practicing the principles of respect.

TEACHING *Tip*

Observation research can be conducted in the school whereby students analyze the behavior of their peers. As an alternative, you can also choose to have students examine behavior they witness on TV, in a movie, or in another form of media.

2 Create an Ad

Using the themes we've discussed throughout this book, including power, control, abuse and respect, create an ad that addresses relationships, friendships or other peer dynamics within our school. Your ad can be a TV skit, radio script, billboard design or something similar. Use the media techniques explored in the media images activity, the *Guiding Questions for Media Images 1* and *2* handouts (see pages 34–35), the PCW and the RW as references.

TEACHING *Tips*

- *You may choose to assign this as an individual project or have students work in groups based on their interest in a particular type of media.*
- *You may use the Media Literacy Rubrics (see pages 36-37) or design a similar rubric.*

Discussions | Weaving Power and Control into the Central Literature Theme

Their Eyes Were Watching God is a story of growing up and finding one's identity. Janie, the protagonist, attempts to find love, navigating through a series of relationships that result in varying levels of freedom, alienation and abuse.

Essential Questions

The following *essential questions* can help guide class discussion throughout the reading of the text:

- What is acceptable behavior in a healthy relationship?
- How do our families affect our behavior and our relationships?
- What does society expect of men and women in their relationships?
- How do these expectations impact society?
- How do the choices we make affect our lives and our relationships?



Facilitating Safe and Respectful Class Discussion

Your students may not be familiar with discussing topics of relationship abuse and violence. If your students need a break from a difficult topic, you can reintroduce an essential question to guide the discussion toward more philosophical and general concepts. You can also assign [dual-entry journals](#) (see Strategies for Supporting Student Learning on page 8) or written reflections for students to explore their opinions and feelings beyond the discussion.

Be aware of the mandatory reporting requirements that apply to you as a teacher, and be prepared to refer a student to the school counselor, a local resource or emergency services, if needed. See [Responding to Relationship Abuse](#) on page 39.

Chapter 1

Power and Control and Societal Views on Gender

Examine the initial introduction to characters. Provide students with the first two pages of text (first eight paragraphs ending with "...level some day."). Have students [annotate the text](#) (see *Strategies for Supporting Student Learning* on page 8) as they [think aloud](#) (see *Strategies for Supporting Student Learning* on page 8), considering the following questions:

- What views of men (paragraph 1 and 8) and women (paragraphs 2 and 3) are presented?
- What do these paragraphs tell the reader about the author's feelings (tone) toward each character or group?
- Why are the Sitters so negative?
- What predictions can you make about this text based on the different views of characters: Janie versus the Sitters?

Wrap-up: Have students choose one of the following questions and write a reflection/response, providing evidence from both the media images and the text. They may choose to write a comparative response.

- How does the porch sitters' conversation reflect the expectations and roles of men and women during the early 20th century? How do you see the media images you have examined connecting to this text and Hurston's ideas?
Student answers may include: Hurston contradicts common media images by presenting men as passive and women as active. Women seem to live in dreams; women are competent and can do everything. The woman seems to be in a less powerful role, defeated by outside forces; the image of death is the opposite of media portrayal of people as always pretty, happy, and alive. Women are plagued by gossip; the group looks down on the woman — they are the "in" crowd. Women are objectified and put on a pedestal.
- What might Hurston be trying to show the reader regarding power and control dynamics here? *Student answers may include: Hurston makes women more active/powerful than men, challenging societal norms. Hurston makes the group of people powerful over the individual woman; they are judges, but they are also controlled by the "bossman" and don't always have power or influence.*

TEACHING Tip

Hurston's use of dialect often challenges students' reading and comprehension of the text. To help them overcome this challenge, here are two ways to incorporate the Strategies for Supporting Student Learning, described on page 8: For the rest of the chapter, have students keep a [metacognitive log](#) to track their understanding of the text. In class, allow students to discuss their questions and sort out parts that are unclear to them by [thinking aloud](#).

*Chapter 2***Power and Control, Identity and Societal Views on Race and Gender**

Create a family tree for Janie. Examine how power, control, abuse, and violence affected Janie's life and the lives of her ancestors. Issues of race and gender both surface. Direct students to the PCW and have them make connections, providing examples of behavior and explaining the connections to the PCW. Create a [dual-entry journal](#) (see *Strategies for Supporting Student Learning* on page 8) for the relationship between Janie and Nanny. The left side will be evidence from the text; the right side will be interpretation of text/connections to the media images students examined, the PCW, and the RW.

- How do Nanny's assessment and choices rely on the societal beliefs that surround her regarding the roles of men and women and their ethnicity? Consider her history and experiences.
- How does Nanny use power to control? [Direct students to the PCW and have them make connections.]
- Look at the *Respect Wheel*. Which of these are missing in the relationship between Nanny and Janie?

Wrap-up: Have students write a reflection predicting the consequences of Nanny's beliefs and choices and how they will affect Janie's life throughout the rest of the text.

*Chapters 3-9***Power and Control and Societal Views on Love Relationships**

As students read, have them create [dual-entry journals](#) (see *Strategies for Supporting Student Learning* on page 8) to process the text. As discussions about power and control continue, direct students back to the central themes in the novel: family, roles of men and women, love, and relationships. Students may use the PCW and RW to frame discussions/reflections. To facilitate discussion, you may ask:

- How do Logan's views of women and white people shape the way he treats Janie? How do these views affect Janie and Logan's marriage?
- How does Joe's view of men's and women's roles affect his behavior toward Janie? Does Joe see anything wrong with his constant finding of fault with Janie? Are Joe's controlling actions a display of real love? Does Janie believe Joe's actions are a display of love? Why or why not?
- How do the Sitters reinforce societal norms about power and control? Why do you think they do this? [The Sitters seem to sanction power, control, and abuse to some extent. Help students link this back to the Sitters' experiences at the beginning of chapter 1.]

Wrap-up: Have students write a reflection comparing Logan's and Joe's treatment of Janie. Students should consider how the men's treatment of Janie connects to today's media images of women.

*Chapters 9-20***Power and Control and Societal Views on Gender**

As students read, have them create [dual-entry journals](#) (see *Strategies for Supporting Student Learning* on page 8) to process the text. Continue to direct students back to the novel's central themes of family, roles of men and women, love and relationships.

- How does Virgible Woods (a.k.a. Tea Cake) differ from society in his views of men and women? [Help students connect Tea Cake and Janie's relationship to the RW.]
- How does he fall prey to societal views both of gender and of ethnicity?

Wrap-up: Have students write a reflection on Tea Cake's treatment of Janie. Do they see connections between his behavior and today's media images of women?

*Bird's-eye View***Power and Control, Identity and Love**

Mrs. Turner's appearance in chapters 16 and 17 raises the same issues that Janie's family tree does. Have students read these chapters [thinking aloud](#) and [annotating](#) (see *Strategies for Supporting Student Learning* on page 8) their thoughts. You may guide students to connect Mrs. Turner's views and Tea Cake's actions to the PCW with guiding questions:

- What happens when Tea Cake physically abuses Janie? Why does he use violence? How would Tea Cake explain this abuse? What does Janie think of his violent actions?
- What is the community's perception of Tea Cake and Janie's relationship after the physical abuse? How do expected roles within relationships and definitions of love contribute to this perception?
- Help students connect these characters' views and actions to Janie's family history.





Lesson

Lord of the Flies

A novel by William Golding

Lesson: *Lord of the Flies*

Overview

In the following unit, students will explore the themes of power, control, abuse and respect between the characters in the novel *Lord of the Flies*. The terms “power” and “control” refer to how power in an intimate relationship or between peers can be used, either positively or negatively, to control or influence another person.

Learning Objectives

- Identify and describe power and control dynamics between the characters and how their circumstances influence their behavior.
- Identify and explain the consequences of physical and verbal abuse.
- Propose ways in which the principles of respectful behavior can help people to have healthier relationships.
- Create a visual or audio presentation that demonstrates the principles of respectful behavior.

Instructional Sequence

Outlined below you'll find the *Lessons from Literature* recommended instructional sequence for teaching *Lord of the Flies*. This lesson was designed to be taught as-is or integrated into your existing lesson plan for this book. We recommend you tailor this sequence to your own teaching style and your students' abilities and interests.

Part I: This section kicks off the lesson with an activity to familiarize students with the themes of power, control, abuse and respect.

Part II: This section deepens students' understanding of power, control, abuse and respect after they've had the opportunity to explore these themes in Part I.

Part III: This section has culminating activities and assessment opportunities that you can select from to complete this literature unit. At this point in the lesson, it is assumed that students have engaged in most or all of the Discussions, along with any other activities you've taught along the way.

Approximate Time: 3 Weeks (daily 55-minute sessions)



Lord of the Flies
©1954
ISBN 0-399-52920-9

Materials

Lord of the Flies – one copy of the novel per student recommended

Teacher Preparation

Photocopy [Handouts](#) (see page 31) – one per student

Terms

Power, control, consequences, principles of respectful behavior, equality, exclusion, autonomy (See online section [Getting Ready to Teach](#) for term definitions.)

English Language Standards

- Reading comprehension/Critical thinking/Analysis
- Expression (verbal and written)
- Language/literary techniques, terms
- Research skills
- Technology skills
- Cultural understanding
- Active (civic) participation

Print or download the full NCTE Education Standards Chart at www.lessonsfromliterature.org.

Discussions: Designed to be integrated throughout Parts II and III of the lesson, this section offers discussion topics and activities that address themes of power, control, abuse and respect, as students make their way through the reading. These Discussions provide students with multiple opportunities to articulate their ideas, engage in dialogue with their peers, and reflect on how these ideas relate to the text and the real world.

Part I | Understanding Power and Control and Their Impact

1 Game set-up: Have students play the “I’m Going to a Party and Bringing...” game. Ask for three volunteers to begin; they will be the leaders. All three leaders will be told that to attend the party, classmates must bring an item that has a double consonant in it: **eggs**, **butter**, **balloons**, **apples**, **kittens**, etc. Leaders 2 and 3 each have an additional rule which they do NOT share with other leaders. Here are the rules:

- **Leader 1:** Accepts all students who offer a correct item (double-consonant word)
- **Leader 2:** Accepts only students who offer a correct item *and* share a common trait, such as eye or hair color, with this leader (leader decides prior to starting the game, but doesn’t share with other leaders)
- **Leader 3:** Accepts only students who offer a correct item *and* are sitting in a particular row or area of the classroom (leader decides prior to starting the game, but doesn’t share with other leaders)

2 Game play: Allow the leaders to run the game. Leaders begin by giving classmates examples of the things they may bring to the party. Leaders should NOT tell their classmates the double-consonant rule; classmates have to figure out the secret/pattern. Classmates begin to offer their items, stating: “I’m going to a party and bringing _____.” Leaders may move students to a different part of the classroom as they become “admitted” to the party. Allow the game to run until students have divided themselves up into two factions, with some students admitted to the party and others denied even though they offered a double-consonant item.

3 Debrief: Ask students (including the leaders) to think about how it felt to be admitted or excluded from the “party.” Use the following questions:

- How did it feel to be in charge?
- How did it feel to be able to come to the party?

- How did it feel to be left out of the party?
- What happened when certain people could or could not get into the party/group?
- Was leadership challenged? If so, how? What were the results?
- In this game, who had power and control?
- In what ways were power and control used?

4 Wrap-up: Remind students that while this was just a game, repeated and intentional exclusion among groups and between individuals happens every day. Explain that using power to exclude another individual or group from attending a party may be *hurtful*, but the repeated and intentional use of power and control to exclude and isolate can be *abuse*. Tell the class that they are going to explore ways that power and control are used among groups and individuals in the book, *Lord of the Flies*.

5 Homework: Observe the student population in your school and the various groups that exist. Look at characteristics that define and distinguish each group, such as mannerisms or clothing preferences. What do these groups have in common? In what ways do individuals behave differently when in a group versus alone? Does each group have a leader? What distinguishes the leader from other group members?

TEACHING Tip

Observation research can be conducted in the school whereby students analyze the behavior of their peers. As an alternative, you can also choose to have students examine behavior they witness on TV, in a movie, or in another form of media.

6 In-class follow-up: Introduce and distribute the [Power and Control Wheel/PCW](#) and [Respect Wheel/RW](#) (see pages 32–33) to students and ask them to consider the importance and influence of groups.

TEACHING Tip

Discussions (see page 23) can begin once students have completed Part I.

Part II | Deepening Our Understanding of Power and Control through Literature

TEACHING *Tip*

The following mock-trial activity can follow the characterization activity (Discussions, page 24).

- 1 **Mock trial:** The following mock-trial activity will challenge students to think like one of the characters and respond on his behalf. Divide the students into three groups:
 - **Group Jack:** This group should look at the entire time on the island from *Jack's* point of view.
 - **Group Ralph:** This groups should look at the entire time on the island from *Ralph's* point of view.
 - **Group Judges:** This group will act as an audience of judges, and will ask questions of Groups Jack and Ralph and pass judgment on them.
- 2 **Considering point of view:** The groups supporting Jack and Ralph should consider the following questions in order to prepare for questions from the judges:
 - What happened?
 - What events does each boy have firsthand *knowledge* of?
 - What events did each boy *hear* about?
 - Which actions will each boy defend the most emphatically?
 - What will each boy say about the other?
- 3 **Preparing to make a judgment:** The group acting as judges should prepare questions for both groups. In order to come to a fair judgment, what do the judges need to find out? How can they look beyond the boys' personalities and leadership styles to find an accurate depiction of what happened on the island? Explain that the judgment group must create questions that elicit both objective *and* subjective answers.
 - **Objective:** Facts with no personal feelings (*Jack left the fire to hunt; Ralph gave a list of rules for boys to follow on the island; etc.*)
 - **Subjective:** Opinions; the boys' personal feelings (*Jack was acting arrogantly and disrespectfully; Ralph didn't have enough sense to understand why meat was important; etc.*)

- 4 **Wrap-up:** In a debriefing discussion, explain to students that even with the unique circumstances the boys faced on the island, there was no excuse for the violence that occurred. While Jack and his team became violent toward others, many characters did not resort to violence. Most people are able to respond to stress, frustration, anger and adversity in ways that aren't abusive or violent. Use the RW and invite students to give examples of respectful ways to respond to difficult situations. (*For instance: communicating, negotiating and taking responsibility*)
- 5 **Homework:** Write a **SEE** format letter (**S**tatement, **E**xample, **E**xplanation) to one character that you feel strongly about. In your letter, assess the character's behavior by describing his actions and analyzing his motivations and intentions. Use the PCW, RW, the characterization activity (see page 24) and your own thoughts.

Here's the letter format:

- **Paragraph 1:** Introduce yourself to the character and give your purpose for writing the letter.
- **Paragraphs 2-4:** Describe what you understand about his actions using specific details from the story. These paragraphs should be very detailed and include examples from the text.
- **Paragraph 5/Conclusion:** Explain your assessment by making recommendations to the character.



Part III | Assessment and Culminating Activities

Assessment Opportunities

1 What Would You Do?

Choose three boys from the island and address the following questions for each:

- Does this boy contribute in any way to the tragedy on the island? Explain your viewpoint.
- Could he have acted to prevent any of the deaths? Why or why not? Explain.
- In your conclusion, imagine you were one of these boys, and write about what you might have done differently in his situation.

2 What If ...?

Think about how the use of power and control affected the outcome of events on the island. Choose one of the following scenarios to respond to:

- Imagine the boys weren't rescued from the island. What do you think would have been the long-term effects of Jack's abusive leadership style? In what ways could respectful behavior have created a more peaceful society?
- Why was Piggy excluded and not considered a leader? How could things have been different if the boys had respected Piggy and his opinions?

Culminating Activities

1 Ad Campaign

Create a commercial (such as a TV skit, radio script, or poster) that addresses abuse or respect. Use examples from the PCW and RW. Have students explain how abusive or respectful behavior affects relationships, individuals and groups.

- You may wish to refer to www.adcouncil.org or www.endabuse.org for examples of public service announcements.

TEACHING Tip

You may choose to allow students extra class periods to develop their presentations.

2 Code of Conduct

Imagine that you and your friends are faced with a challenge like that confronted by the boys in *Lord of the Flies*. How would you cope and behave on a deserted tropical island? Design a code of conduct to live by that would teach the knowledge, values and skills you would need to surmount all the challenges you would face. Use the RW as a reference and consider the following questions:

- How would you ensure that your own personal boundaries are upheld?
- How would you ensure the safety of everyone?



Discussions | Weaving Power and Control into the Central Literature Theme

Lord of the Flies is a novel that explores themes of autonomy and groups, acceptance and fear as motivations, and mechanics and defects of society. After a group of British schoolboys, escaping England during World War II, end up marooned on a tropical island, they attempt to establish a social order and a plan for being rescued. The book follows their attempts at social order and the results of those attempts.

Essential Questions

The following *essential questions* can help guide class discussion throughout the reading of the text:

- What makes an individual powerful?
- How does individual power change in relationships with others?
- Do individuals control groups, or do groups control individuals?
- How does a society maintain order? Are laws necessary?
- How do fear and desire for acceptance influence human behavior?
- What are the implications for contemporary society?
- Does violence create power or control?



Facilitating Safe and Respectful Class Discussion

Your students may not be familiar with discussing topics of relationship abuse and violence. If your students need a break from a difficult topic, you can reintroduce an essential question to guide the discussion toward more philosophical and general concepts. You can also assign [dual-entry journals](#) (see Strategies for Supporting Student Learning on page 8) or written reflections for students to explore their opinions and feelings beyond the discussion.

Be aware of the mandatory reporting requirements that apply to you as a teacher, and be prepared to refer a student to the school counselor, a local resource or emergency services, if needed. See [Responding to Relationship Abuse](#) on page 39.

*Characterization***Societal Expectations and Gender Roles/Social Order**

Divide students into groups to complete character analyses on each of the major characters: Ralph, Piggy, Sam and Eric, Jack Merridew, Maurice, Roger and Simon. Students can complete this activity throughout the reading of the literature selection.

TEACHING Tip

You may choose to introduce Being a Boy, by Julius Lester, to kick off the discussion.

- Discuss society's expectations for boys as they grow into adulthood, considering how expectations differ between cultures and over time.
- Make a list of society's expectations for boys as they grow into men. Have students refer to this list as they analyze the characters.
- Describe each boy's attributes. Create a **CASA** chart to document evidence from the text for the following:
 - Other Characters' reactions to the boy
 - The character's **Actions**
 - The character's **Speech**
 - The **Author's** (Golding's) descriptions of the boy
- As students work, have them consider what motivates each boy to act the way he does. You may have students keep a [think aloud journal](#) (see *Strategies for Supporting Student Learning* on page 8) to record their thoughts as they move through the work. They may also record observations about the boys related to the PCW and RW. They may consider the following guiding questions:
 - How does the evidence for each boy's attributes reflect societal views of men?
 - How do societal views of men influence the amount of power and control each boy has or is perceived to have by the other boys?

*Ideas and Events to Consider for Individual Characters***Ralph**

- Referring to Simon, "He's queer. He's funny." (**chapter 3**)
- Criticizing the boys for their lack of cooperation (**chapters 3, 4**)
- Treatment of the littluns (**chapter 5**)
- Demonstrating his hunting prowess (**chapter 7**)
- Waning confidence in himself (**chapters 7, 8**)

Maurice

- Destroying the littluns' sand castle (**chapter 4**)

Roger

- Destroying the littluns' sand castle (**chapter 4**)
- Harassing the young boy named Henry (**chapter 4**)

Jack

- Slashing the green candle buds (**chapter 1**)
- Hesitating when he lifts his knife to kill the piglet, and his promise for the next time he meets a pig (**chapter 1**)
- Treatment of the littluns (**chapter 5**)
- Overthrowing Ralph's authority (**chapters 7, 8**)
- Reaction if someone interferes with him (**chapter 10**)
- Plans for Ralph (**chapter 11**)

Simon

- Saying he thinks the "beast" may be inside the boys themselves (**chapter 5**)

*Chapters 1, 2***The Acquisition of Power and Control**

As students read, have them keep a [dual-entry journal](#) (see *Strategies for Supporting Student Learning* on page 8). In class, have students begin the CASA character analysis for Ralph, Piggy, and Jack, the first three characters described at length in the text. After completing the four elements of the character analysis (see CASA description on page 24), have students consider how the boys begin to create a society for themselves: Why do they generate the rules they do? Have students use their character analyses to apply the PCW to Ralph, Piggy, and Jack; they should consider each boy's treatment of others, using the following guiding questions:

- How does each boy use his physical characteristics to influence individuals and the group? Are these actions respectful?
- How does each boy use his personality traits to influence individuals and the group? Are these measures respectful of others?
- How successful in controlling others is each of these three boys? How does each boy acquire power? Are these ways respectful?

Wrap-up: Based on examining physical and personality traits, what are the different types of strength and power? Have students free-write on this topic first, then discuss as a group.

- Consider how personality characteristics of the three boys affected their acquisition of power. Write a reflection on the similarities and differences between these characteristics and those valued in society today.

*Chapter 3***Power and Control, Respect and Acceptance and Fear**

In this chapter, Ralph and Jack discuss the feelings of the boys on the island. Have students [think aloud](#) (see *Strategies for Supporting Student Learning* on page 8) about these feelings as they read, considering the following guiding questions:

- Why do people choose to join a group?
- Why do groups choose to accept others into their group?
- Why do groups choose to reject others from their group?
- Why do people choose to remain in a group? What are the risks of leaving a group?

Wrap-up: Have students free-write about how the boys' society compares to their own high school environment or other behavior they have observed, experienced or learned about.

*Chapter 4***Power and Control and Violence**

The boys on the island seem to have split into two groups: Ralph's builders and Jack's hunters. As students read, have them create a [dual-entry journal](#) (see *Strategies for Supporting Student Learning* on page 8) to address the following guiding question:

- What do the focus on hunting and the desire to kill a pig reveal about the boys' understanding of life, violence, power and control?

Wrap-up: Have your views about life, violence, power and control changed since the beginning of the book? Discuss.

Chapters 5-8 | Power and Control and the Mechanics and Defects of Society

- Simon says, "...maybe there is a beast...What I mean is...maybe it's only us." As they read these chapters, have students create a [dual-entry journal](#) (see *Strategies for Supporting Student Learning* on page 8) to address how the boys are the beast, considering their use of power and control and using the PCW to help support their answers. The left column will contain examples of the boys as the beast; the right column will contain connections to the PCW.
- Consider the sign from the world of grown-ups in chapter 6. How does this compare/connect to what happens to the boys on the island? *Student answers may include: The men are at war (World War II); the boys are becoming as out of control as the men are. They have learned the hunting/killing behaviors from men.*

Chapters 9-12 | Power and Control, Violence and Acceptance and Fear

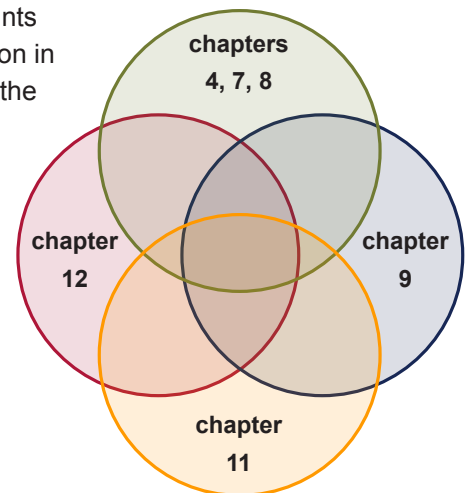
- Trace either the boys' treatment of Simon from chapters 1–8 or the boys' treatment of Piggy from chapters 1–11. As students read, have them use a [dual-entry journal](#) or [annotate the text](#) (see *Strategies for Supporting Student Learning* on page 8) to guide their reading. The left column will include treatment examples from the text; the right column will include connections to the PCW and consideration of the following guiding questions:
 - How was each boy treated by individuals and groups? (right-column examples)
 - Do you think this treatment influenced each boy's death? (left-column analysis)

Wrap-up: Have students write a reflection/response on what the boys' treatment of Simon and/or Piggy reveals about the use of power and control and the impact of groups.

Discussions Wrap-up

Examining the Misuse of Power and Control

- Have students use a Venn diagram to compare the hunts in chapters 4, 7 and 8 to the accidental murder of Simon in chapter 9, the capture of Samneric in chapter 11, and the intentional murder of Piggy in chapter 12.
 - What characteristics do they share?
 - How and why did intent change?
 - How does each event connect to the PCW?



Venn Diagram Example



Lesson Template

A guide for designing your own literature-based lessons around the themes of power, control, abuse and respect.

Lesson Template

This Lesson Template is designed to help you build your own *Lessons from Literature* lesson plan. If you are new to this program, we recommend you first review the lessons on pages 9 and 18.

The Lesson Template and sample lesson plans are based on teaching the concepts of power and control in the context of literature in an effort to deepen student understanding of healthy intimate and peer relationships. The terms “power” and “control” refer to how power can be used, either positively or negatively, to control or influence another person.

The Template is divided into four parts. *Discussions* are meant to be integrated throughout *Part II* and *Part III*. This intended instructional sequence is a general guide and is adaptable to your and your students’ needs.

Part I: Understanding Power and Control and Their Impact

- Kick-off activity for helping students get familiar with the terms and concepts of the *Lessons from Literature* program.
- After completing this activity, students will be ready for class discussions around the themes of power, control, abuse and respect.

Part II: Deepening Our Understanding of Power and Control through Literature

- Challenges students to think about and relate to the characters in order to understand and analyze their behavior, attitudes, relationships and motivations.
- Weave in *Discussions* exploring characterization and plot.

Part III: Assessment and Culminating Activities

- Create a menu of options for assessing student learning and for wrapping up the unit with a meaningful, project-based culminating activity.
- Begin once students have completed most of the *Discussions* activities and you are ready to wrap up the literature unit.

Discussions: Weaving “Power and Control” into the Central Literature Theme

- These discussion topics and activities are designed to be spread out over the course of the literature unit.

Building Your Own *Lessons from Literature* Lesson Plan

- We recommend that you design a lesson using a piece of literature with which you are comfortable and familiar.
- Design your lesson plan so that the learning goals meet academic standards and align with *Lessons from Literature* program objectives.
- We recommend using the principles of the Understanding By Design model, introduced by educators Grant Wiggins and Jay McTighe and available online at www.grantwiggins.org/ubd.html. Begin with the learning goal(s) and work backward to design a lesson that will help your students reach them. For more information, visit www.ubdexchange.org.

Part I | Understanding Power and Control and Their Impact

Part I of the lesson provides students with an introduction to the concepts of power and control as they are used in abusive and nonabusive situations. This activity may or may not relate to the text and is designed to activate students' prior knowledge.

Planning Your Part I Activity

- 1 Begin by tapping into students' prior knowledge of power and control with an introductory activity, sometimes called a "sponge activity."
 - You may choose to use examples from current events, well-known powerful figures in society or your community, a brief survey of opinions regarding the use of power and control, a game, or any other creative idea.
- 2 Use this activity to help students differentiate between abusive and nonabusive uses of power and control, and to further define the misuse of power and control in intimate and peer relationships.
 - Introduce the [Power and Control Wheel/PCW](#) and [Respect Wheel/RW](#) and invite students to ask questions.
- 3 Check for understanding of power and control, in both abusive and nonabusive instances.
 - Ask students to provide an example of each.

TEACHING Tip

One quick way to check for understanding is to give the students a sticky note at the end of class and ask them to give one example of power and one of control, write their names on their notes, and hand them in as they're walking out the door.

Part II | Deepening Our Understanding of Power and Control through Literature

Part II of the lesson helps your students deepen their understanding of the use of power and control in both intimate and peer relationships in the context of the literature selection.

Planning Your Part II Activity

- 1 Develop a deeper understanding of abusive and nonabusive uses of power and control by challenging students to think about and relate to the feelings and circumstances of various characters.
 - Challenge students to analyze the characters and relationships in order to begin to understand how environment, societal expectations, gender roles and other factors influence their behaviors.
- 2 Have students think about, write or discuss why certain events take place and why characters make certain decisions.
 - You may choose a writing assignment, a mock trial, a media and historical perspective research project, or another creative idea.
- 3 Provide an opportunity for students to problem-solve and consider alternatives to abuse and violence.
 - Encourage them to use the PCW, RW and their own ideas to illustrate their thinking.

Part III | Assessment and Culminating Activities

Part III of the lesson includes assessment opportunities and culminating activities. Students are encouraged to apply what they have learned in class to their lives and become role models for respect throughout their school and community.

Planning Your Part III Activities

- 1 In creating assessment opportunities, make themes of power, control, abuse and respect relate to everyday life. Some examples of assessments include:
 - Essay writing
 - Creating a thematic soundtrack or music playlist
 - Crafting an alternate story ending
 - Creating an audio/video clip such as a public service announcement or radio spot
- 2 Design creative, project-based culminating activity options that provide students with an opportunity to share with other classes or the school.
 - The objective is to encourage students to take responsibility for their education and work to make a positive change in their classroom and school environment.
 - Student-led education campaigns can encourage students to take a stand against abuse and educate their peers about the importance of respect both in the school and in the world.

Discussions | Weaving Power and Control into the Central Literature Theme

The Discussions section is designed to provide students with opportunities to talk about themes of power, control, abuse and respect using examples from the literature selection and in relation to the central literature themes normally discussed in literature study. Discussions are intended to take place throughout the reading of the text. Generally, “power and control” discussions should begin after Part I of the lesson, once students have an understanding of the themes.

Planning Your Classroom Discussions

- 1 Review the central literature theme(s) of the selection and think about how this theme relates to the themes of power, control and abuse. Use the *Power and Control Wheel* to help you identify examples in the text. Look for the misuse of power and control by one character or a group of characters with the intent to harm or control another character or group of characters. Use the *Respect Wheel* to help you identify examples of respect in the text.
- 2 Make a list of the examples of power, control, abuse and respect found in the literature selection, and highlight those examples that relate to the central literature theme.
- 3 Use the list of highlighted examples along with the *Lessons from Literature* program objectives (see page 6) to craft learning objectives for the lesson.
- 4 Divide the text into thematic sections or chapters according to where in the text the examples of power, control, abuse and respect occur and the events that surround each example.
- 5 Create specific discussion questions and activities for each section and/or chapter. Discussion activities may entail a writing assignment, group assignment, jigsaw activity, or graphic organizer, such as a Venn diagram. The activities should encourage students to use the PCW and RW, and their own ideas to illustrate their thinking.
- 6 Use the specific discussion questions to develop essential questions. Essential questions are general enough to apply to any text or real-life situation. They should challenge students to question and reflect on power, control, abuse and respect as they relate to the central theme(s) and events within the literature selection as well as in real life.

TEACHING Tip

We encourage you to incorporate some of the [Strategies for Supporting Student Learning](#) (see page 8).



Handouts

Lesson: Their Eyes Were Watching God

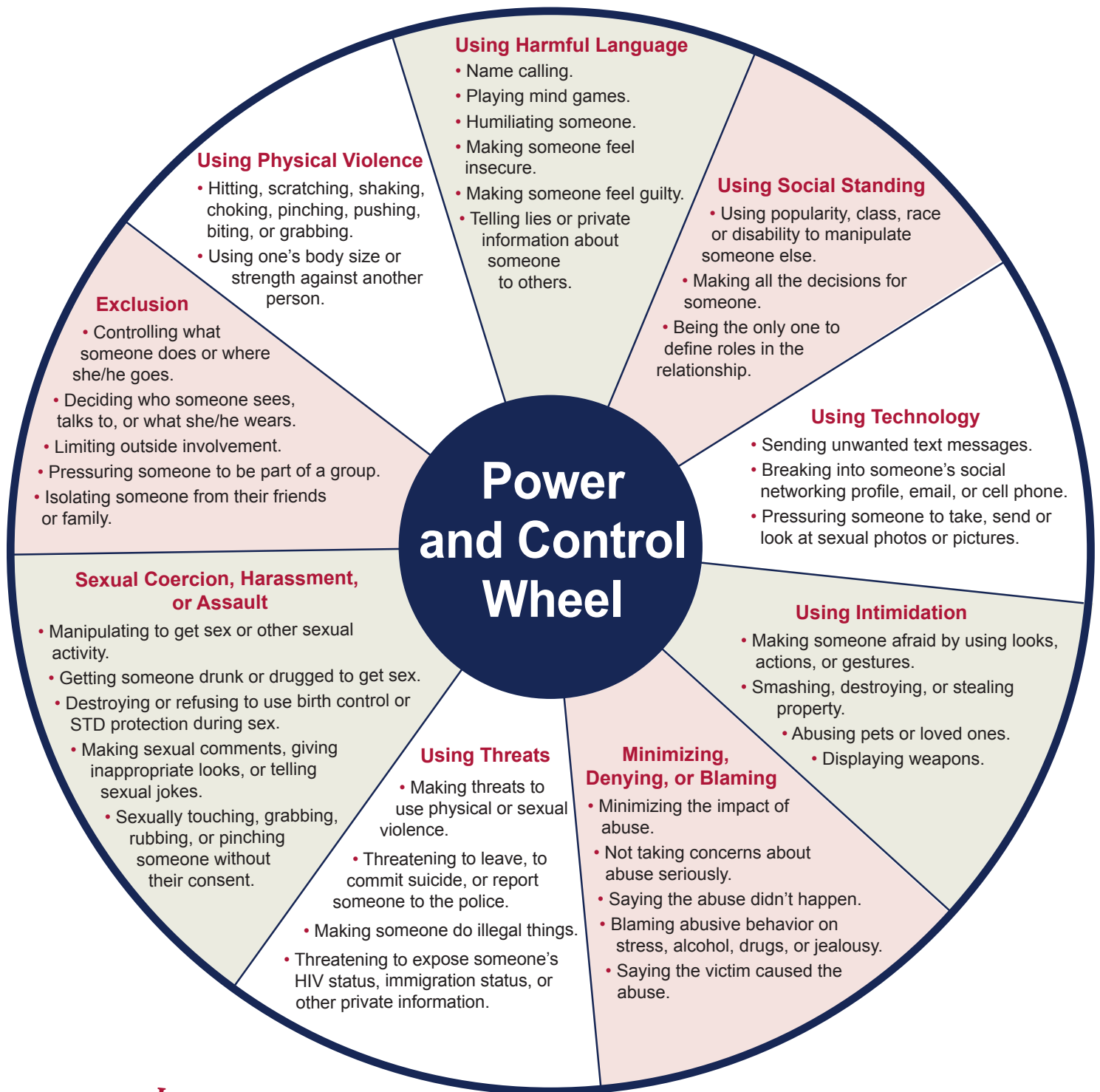
- Power and Control Wheel32
- Respect Wheel33
- Guiding Questions for Media Images 134
- Guiding Questions for Media Images 235
- Media Literacy Rubric 136
- Media Literacy Rubric 237
- Plot Diagram38

Lesson: Lord of the Flies

- Power and Control Wheel32
- Respect Wheel33

Handout | *Power and Control Wheel/PCW*

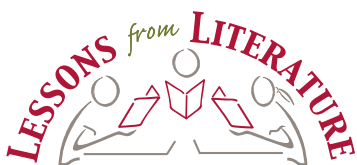
In an abusive or violent relationship, power and control are repeatedly misused against a girlfriend, boyfriend, family member, or peer. Here are some examples of physical, verbal, and sexual abuse and violence.



Family Violence Prevention Fund

Handout | *Respect Wheel/RW*

In a healthy relationship, there is mutual respect among the individuals. Below are some examples of how respect can be expressed in relationships with a girlfriend, boyfriend, family member, or peer.



Family Violence Prevention Fund

Handout | *Guiding Questions for Media Images 1*

Examining Aspects of Images Up Close and Personal

- **Target Audience:** Based on the age(s) of the person(s), their clothing, activity, the background, the visual stimuli in the image, and the product/article, at whom is each image targeted? Whom does the photographer/advertiser want to attract to look at this image?
- **Focus:** What does the photographer focus on? Which body part(s) do you see? Are certain areas of the body emphasized over others? Does this focus match the product/message of the advertisement/article?
- **Clothing/Makeup:** How much of the person(s) are covered? Why does the advertiser show the person(s) in this particular clothing/makeup? Does the clothing match the product/message of the advertisement/article?
- **Position:** What activities are the person(s) doing? What position are the person(s) in? Do these activities and positions match the product/message of the advertisement/article?
- **Camera Angles:** How has the photo been taken: straight on, from above, from below, from the side? How does this change how you look at the image? What does it make you focus on? Does this match the product/message of the advertisement/article?
- **Color:** Often, darker colors are used to attract males, while lighter colors are used to attract females. How does the color impact the way you feel about the image? If you are stuck or confused, consider how you would feel if you radically changed the color scheme in the advertisement.
- **Lighting:** Is it bright? Does it shine only on certain parts of the person(s) or in certain spaces of the image? How does lighting force you to focus on certain aspects of the image? Does this match the product/message of the advertisement/article?
- **Background:** What is in the background of the photo? In particular, look carefully at small details and negative/empty spaces that might create shapes or outlines. Does this background communicate anything to the viewer?

Additional Aspects to Examine for Television

Commercials: Visual and Audio Appeal

- **Motion:** What kind of motion do the images have? How does this motion connect to the product/message of the advertisement? Does it match? Is it appropriate?



- **Pacing:** How fast or slowly do the images occur? What does this pacing make you focus on? Does it distract your attention from the product/message of the advertisement?
- **Special Effects:** What special effects does the producer use? What do these effects make you focus on? Do they distract your attention from the product/message of the advertisement?
- **Sound Effects:** What sounds do you hear? What do these effects make you focus on? Do they distract your attention from the product/message of the advertisement?
- **Music:** What does this music make you feel? Does it distract your attention from the product/message of the advertisement?

Final Questions for Analysis

- **Patterns:** After looking at a number of images, what patterns in the images emerge?
- **Effect/Impact:** What messages does each image send to males and females about expectations, position in society, capabilities, etc.? What questions does this activity raise for you about portrayal of males and females? Do these messages promote healthy or unhealthy relationships? What do these images say about power among men and women?

Handout | *Guiding Questions for Media Images 2*

Examining the Messages Up Close and Personal

- **Irrelevant Evidence:** Does the image present evidence that does not match the product/message of the advertisement/article? For instance, does it show excessive skin when the advertisement is for a sweater?
- **Emotional Appeals:** Does the image try to provoke your emotions? This is often called propaganda, which aims to make the observer react based on emotions rather than thoughts. (See below for examples.)
- **Logical Appeals:** Does the image try to make the case that there are reasons to like it or believe it? (See below for examples.)

Final Questions for Analysis

- **Patterns:** After looking at a number of images, what patterns in the images emerge?
- **Effect/Impact:** What messages does each image send to males and females about expectations, position in society, capabilities, etc.? What questions does this activity raise for you about portrayal of males and females? Do these messages promote healthy or unhealthy behavior? How do these images imply power and control among men and women?

Emotional Appeals

Bandwagon	This is peer pressure, the “everybody’s doing it, wearing it, eating it, drinking it, listening to it, buying it, being it, so you should too!” argument. It makes people feel they will be loved and accepted if they follow the crowd.
Testimonial	This is the “famous people do this, wear this, eat this, drink this, listen to this, buy this, are this, so you should too” argument. Having celebrities that people “identify with” testify to the benefit of something often makes people feel they can trust the information.
Individuality	This is the opposite of bandwagon, the “you will be so cool, so unique, so different, so special if you do, wear, eat, drink, listen to, buy, be this” argument. It aims to make people feel they will somehow stand out.
Loaded Words	These are words that get an instant reaction, and they can be positive (free) or negative (loser). It includes name-calling, either positive or negative. The observer reacts to the word in a positive or negative way and is thus attracted or repelled.
Humor	This technique gets people to laugh and puts them in a frame of mind to listen/believe by feeling good.
Security	This is the “you want to be safe and alive, don’t you?” argument. It makes people feel they need to do this, wear this, eat this, drink this, listen to this, buy this, be this to be safe and secure.
Stereotyping	This makes generalizations about groups of people based on age, gender, size, skin color, ethnicity, or interests. It lumps people together and assumes people in a particular group all share the same characteristics. It can be used either positively or negatively.
Sex Appeal	This is using a particular gender to appeal to a particular sexual orientation; it aims to arouse emotional response based on the appeal of the person(s) featured.
Slogan	This is the catchy phrase that sticks in your head.

Logical Appeals

Facts and Figures	This provides numbers and data for you to consider.
Card-stacking	This gives you positive information that makes the image seem good. It generally leaves out anything negative; it’s typically one side of the story.
Comparison	This gives you something else to compare the image to. It aims to promote one image over an alternative(s).

Handout | *Media Literacy Rubric 1*

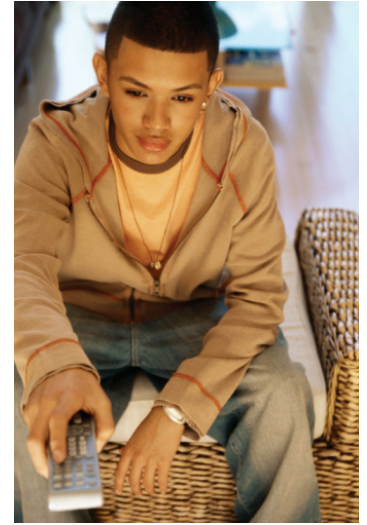
Does media imagery influence YOU?

Consider two questions about the visual imagery you examined:

- How effective is the visual imagery you have examined?
- Does this visual imagery present the “truth”? Does it present simplification or stereotypes of its subjects?

These questions require you to use a skill called “analysis.” Analysis means that you find and examine evidence to make judgments about it. Let’s look at how you can approach this assignment to succeed:

1. First, you have to make an informed judgment — this is your argument — based on the aspects of the imagery that you’ve examined.
2. Then you have to explain how these elements and techniques do or don’t work for a teenage audience.



Each student will be graded on his or her response. The response should demonstrate the following:

To earn an A	To earn a B	To earn a C
<ul style="list-style-type: none">• Discuss at least one piece of evidence from each of seven or more aspects you examined• Provide evidence for each part you discuss• Provide an explanation for how the evidence supports your argument• Include an analysis of the imagery’s “truth” throughout the analysis of evidence to come to a conclusion• Use correct grammar, punctuation, spelling• Show great thought in word choice• Raise questions about what the imagery leaves out	<ul style="list-style-type: none">• Discuss at least one piece of evidence from each of five to six aspects you examined• Provide evidence for each part you discuss• Provide an explanation for how the evidence supports your argument• Consider the imagery’s “truth” in some of the analysis and conclusion• Use mostly correct grammar, punctuation, spelling• Show some thought in word choice	<ul style="list-style-type: none">• Discuss at least one piece of evidence from each of three to four aspects you examined• Provide evidence for each part you discuss• Provide an explanation for how the evidence supports your argument• Have a brief conclusion about the imagery’s “truth”• Generally use correct grammar, punctuation, spelling

Handout | *Media Literacy Rubric 2*

Can YOU do what advertisers do?

You will consider everything you've learned about media imagery and apply it to develop a media campaign that addresses either prevailing societal views of males and females in school, or behavior(s) of males and females in school. You will work like advertisers actually work to create successful advertising campaigns.

Here are the steps:

Brainstorm Project Ideas: Develop ideas for how to reach your peers at school.

Assess Media: Review the effectiveness and practicality of each form of media to determine which types of projects you will create.

Create Group Project — Phase 1: Divide into groups to work on a specific project. Create a project plan, sketching out what the project will look like.

Get Group Project Feedback: Share project plans with other groups and then discuss with the class to gain feedback on the plan. (This will help groups revise their plans in order to create the best product possible.)

Create Group Project — Phase 2: After feedback, each group will revise its project plan and then execute it.

Each group will be graded on its product. The product should demonstrate the following:

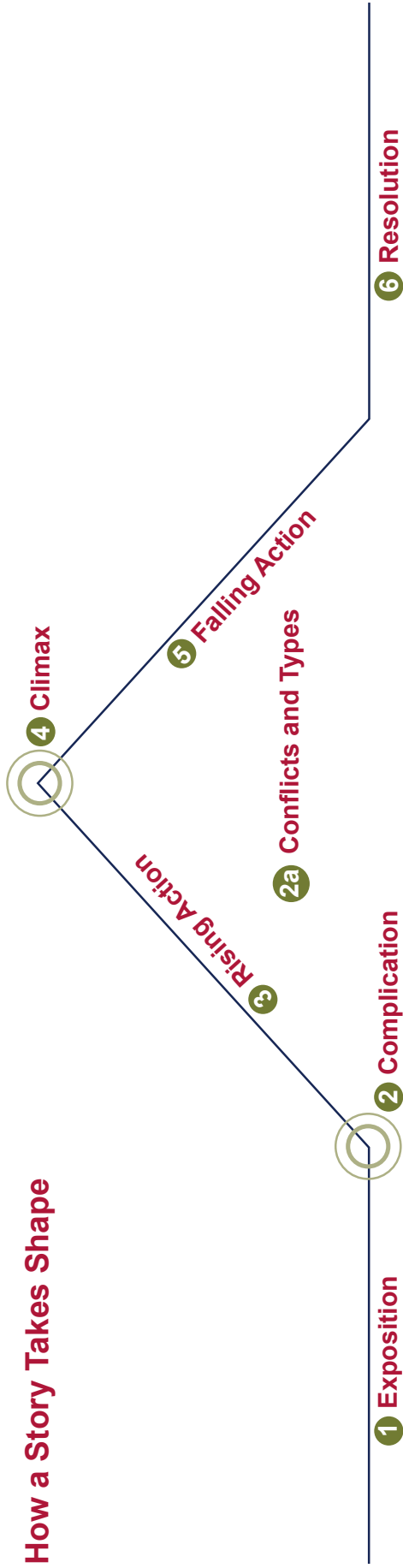
To earn an A	To earn a B	To earn a C
<ul style="list-style-type: none"> • Great consideration to group and class feedback and makes positive changes that go beyond feedback in project plan • Deep and careful thought in word choice to grab students effectively • Effective use of as many visual/sound techniques as possible and appropriate for students • Effective use of as many persuasive techniques as possible, in a way that is appropriate for students • Correct grammar, punctuation, spelling 	<ul style="list-style-type: none"> • Consideration to group and class feedback and makes positive changes in project plan • Careful thought in word choice to grab students' attention • Good use of some visual/sound techniques appropriate for students • Good use of some persuasive techniques appropriate for students • Correct grammar, punctuation, spelling 	<ul style="list-style-type: none"> • Some consideration to group and class feedback and makes a few changes in project plan • Some thought in word choice to grab students' attention • Use of some visual/sound techniques appropriate for students • Use of some persuasive techniques appropriate for students • Correct grammar, punctuation, spelling

Each student will be graded on his or her explanation and/or presentation of the product. The student should:

To earn an A	To earn a B	To earn a C
<ul style="list-style-type: none"> • Explain in great detail the purpose of the product's design • Explain in great detail how it will reach students • Explain in great detail the purpose of the product's placement at school 	<ul style="list-style-type: none"> • Explain in more detail the purpose of the product's design • Explain in more detail how it will reach students • Explain in more detail the purpose of the product's placement at school 	<ul style="list-style-type: none"> • Explain the product's design • Explain how it will reach students • Explain the product's placement at school

Handout | Plot Diagram

How a Story Takes Shape



1 Exposition — gives background on setting and characters

3 Rising Action — emotion and conflict build as the character(s) deal(s) with complication(s)

4 Climax (or turning point) — the highest point of emotion; the complication is at its worst

5 Falling Action — the complication begins to move toward resolution

2 Complication — the problem or challenge that main character(s) must resolve

- 2a Conflicts and Types** —
- Internal vs. external
 - Person vs. person
 - Person vs. nature or force
 - Person vs. group

6 Resolution — the complication is resolved in some way

Responding to Relationship Abuse

If you think a student may be experiencing abuse, follow your mandatory reporting requirements and contact your school counselor. Refer your student to national helplines, local resources or emergency services, if needed. Ask your school counselor for contact information for local resources, fill it in below and consider posting this page in the classroom for student access.

National Helplines

National Teen Dating Abuse Help Line

866-331-9474

866-331-8453 TTY

www.loveisrespect.org

The National Teen Dating Abuse Help Line offers one-on-one service from peer advocates. The helpline operates 24 hours a day, 7 days a week and offers translation services. Assistance via online chat services is available four p.m. to midnight CST, 7 days a week.

National Domestic Violence Hotline

800-799-SAFE (7233)

800-787-3224 TTY

www.ndvh.org

The National Domestic Violence Hotline, operating 24 hours a day, 365 days a year, offers services in more than 170 languages. The hotline provides crisis intervention, safety planning, information and referrals to agencies in all 50 states, Puerto Rico and the U.S. Virgin Islands.

Rape, Abuse & Incest National Network (RAINN) Hotline

800-656-HOPE (4673)

www.rainn.org

The Rape, Abuse & Incest National Network offers assistance 24 hours a day, 7 days a week. Callers are automatically directed to on-duty volunteers to answer questions and provide support and local resources.

More Information

Family Violence Prevention Fund

www.endabuse.org

The Family Violence Prevention Fund (FVPF) created *Lessons from Literature* to partner with educators across the country to prevent teen dating abuse. The FVPF website offers additional information on teen dating abuse and resources for parents, coaches, health care workers, policy makers and community leaders to help prevent domestic violence.

American School Counselor Association (ASCA)

www.schoolcounselor.org

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

Local Resources

- Rape and Sexual Assault Services:

- County Department of Public Health:

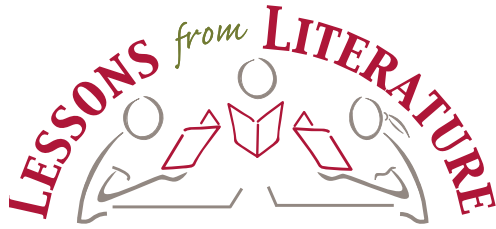
- Domestic Violence/Family Violence Support Groups:

- Local Domestic Violence Shelters:

- School and Community Teen Programs:

- Other:

In the case of immediate danger, please call 911.



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