Lord of the Flies

WebQuest Description: This WebQuest will lead you to answers about "The Lord of the Flies" and its author William Golding. You will find out biographical information about Golding, important literary information about "The Lord of the Flies" as well as how the novel was pertinent during its time, and how it is still pertinent today.

Grade Level: 9-12

Curriculum: English / Language Arts

Keywords: "The Lord of the Flies" William Golding

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Introduction

You are in the midst of reading The Lord of the Flies by William Golding. I am sure some of you are wondering why you are reading this novel. This novel is a complex text that touches on a number of issues within society. This WebQuest will allow you to find out why this novel is still important. You will be divided into groups of four. Each group will have a different task (see process tab) to complete. At the end you will create a presentation in Google Doc and add it to a class Google Doc. The information in each of the presentations will be the information you need to complete your background information sheet for The Lord of the Flies. Each group member will have a different job to do. By the end of this WebQuest you will know about William Gold and why he wrote this novel as well as why The Lord of the Flies is still important and influential today.

Tasks

Your task is to discover who William Golding was and why he wrote The Lord of the Flies. You will conduct research (see process tab for instructions) in order to find out various aspects of Golding and the writing of The Lord of the Flies. You will then present your personal findings to your group members, and as a group you present the key facts you found to the class. By the end of the presentations everyone should have clear background information for the novel.

Process

Now it is time for you to begin your research. Each member will be assigned a role there will be a biographer, book critic, a librarian, and a philosopher. Each person will have a set of specific questions to answer. Once everyone has answered their questions you will come together with your group and share your answers. You should write down the answers that your fellow group members share with you. You will then create a group presentation using the Google Docs presentation tool. Your final task will be to present what you think to be the top 2 or 3 facts from each section to the class. Your presentation should be eye-catching and engaging. Some groups will present the same key facts, that is okay. Other groups will have different facts to present, that is okay too. By the end of all the presentations everyone’s background sheet should be completely filled out. Click on this link to access the background information sheet (you will need to make a copy of the Google Doc to fill it out): javascript:nicTemp(); Each member will answer the appropriate questions using the following websites: Biographer will answer the biographic questions. The book critic will answer the book critique questions. The librarian will answer the library questions. The philosopher will answer the philosophical style questions. There is also an extra space for you to add any interesting information that you come across.

Please write down the title of the website(s) that you used to answer your assigned questions. Websites to use:

Use &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n...
the most important facts in the information that you found. Be sure that you are able to explain why you think these facts are most important if you are asked to do so. You may use visual aids and any information found on the websites provided for you.&nbsp;4. 3-4 interesting facts about Golding or The Lord of the Flies. 5. The name of all the members in your group. Finally, post the link to your presentation on this Google Doc. I will share the Google Doc with the class on Edmodo so that you all will have the opportunity to use the presentations later in the class.&nbsp;https://docs.google.com/document/d/1DwZEdJy5EqoN5z1ZaHix06Qsx0XB7ZeSQ1JYr_KgM/edit#step 4: The final step in this process is to present your group's findings to your classmates using the presentation your group created. You will present your group's findings to the rest of the class. Some of you may choose to present the same information. By the end of all the presentations your entire background information sheet should be completely filled out. &nbsp;Reflection: Once this project is complete you will write a brief reflection (3-4 paragraphs) about the process. In your reflection I would like you to address how you chose each website you used, which website you found most helpful, what each group member contributed to the group presentation, any ways you think your group could have improved its presentation, and any ways in which you think this WebQuest could be improved.&nbsp;

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions answered/Individual Worksheets</td>
<td>Questions for each section are not answered.</td>
<td>Some questions are answered.</td>
<td>Most questions are answered.</td>
<td>All questions are answered.</td>
<td></td>
</tr>
<tr>
<td>Collaborative Work</td>
<td>Group members do not work together to complete the group presentation. Group member(s) do not present their individual findings.</td>
<td>Group members do minimal amount of work together. Only 1 or 2 group members present individual findings.</td>
<td>Group members work together. Most group members present their individual findings.</td>
<td>Group members work collaboratively with each member significantly contributing to the creation of the presentation. All group members share their individual findings.</td>
<td></td>
</tr>
<tr>
<td>Large class presentation</td>
<td>Group does not have a presentation ready.</td>
<td>Presentation only includes 1-2 items on the check list. Group is not engaged with their audience.</td>
<td>Presentation includes most of the items on the check list. Only missing 1 or 2 items. Group is somewhat engaging with their audience.</td>
<td>All items on the check list are included on the presentation. Groups is engaging with their audience.</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>No reflection is turned in</td>
<td>Reflection includes on minimal amount of information.</td>
<td>The reflection includes a majority of the information mentioned in the reflection assignment, and it is at least 3 paragraphs.</td>
<td>All of the information has been reflected on (see assignment), and it is at least 3 paragraphs, preferably 4.</td>
<td></td>
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</tbody>
</table>

Total Score

**Conclusion**

In the course of this WebQuest you should have gathered a plethora of information about Golding and about The Lord of the Flies. This knowledge will help you to better understand and analyze the novel. As you are re-reading The Lord of the Flies you should be thinking about the information you have found in the course of this WebQuest. The Lord of the Flies can be a complex text; however, with the information you have on your backgroundsheets you should have a better idea of what to look for and include in your reading journal. Your reading journals are a place for you to explore your ideas about the text. Do not be afraid to “get something wrong” in them; they are like your safe place. If you want to further search the internet for even more ideas about the novel please do so, and then explore them in your journals. See what you can pick out of the novel. Consider what is being said between the lines, what Golding is explicitly saying, and what he is implicitly saying. If you need help finding more resources or ideas please ask.
This WebQuest is a way for high school seniors to participate in a sort of mini research project. It is very scaffolded and guided. In North Carolina seniors are required to conduct research and write a paper in order to graduate. By setting them up to find out different aspects of William Golding's life and information about The Lord of the Flies students are able to conduct research on a much tighter structure. This WebQuest also gives students the opportunity to work with other students in a collaborative manner as well as see what types of websites might constitute a "good" source. This WebQuest could be completed in a number of different ways depending on the time and content constraints of each classroom. A full 90 minutes could be spent completing the WebQuest; however it could be chunked into parts and completed in smaller 20 or 30 minute segments. If you would like to have students complete the WebQuest I would advise printing off the information sheet they will be filling out as well as printing off the rubric for them.

**Standards**

**12th Grade English**
The Common Core State Standards addressed are:

- **W.11-12.6** Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations or each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**NETS Standard(s) addressed:**

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. Process data and report results.

**Credits**
Credit to Zunal for providing the template for this WebQuest.

**Other**
Modification Suggestions
If you need to modify this for students with learning disabilities or IEPs there are several ways to do so. In this WebQuest students have free reign on how they are presenting their findings, I suggest Google Drive presentation, and they are required to submit the link to me, but they also have the option of using a different presentation format if it is approved. If you wanted to make the presentation more structured you could create a template in Google Drive and ask students to make a copy and insert their information. This makes it easier for the student because they know exactly what they need to find, and they know exactly how you want it presented.