

**Subject area/course:** English/Language Arts

**Grade level/band:** 9

**Task source:** Center for Collaborative Education (CCE); Author: John Olkovikas

## What Color Should It Be?

### TEACHER'S GUIDE

#### A. Task overview:

This task requires students to analyze the development of a theme by analyzing the author's use of a color's symbolic meaning(s). Students present their analysis through an essay that is drafted and peer reviewed on email and submitted via email as an attachment.

#### B. Aligned standards:

##### 1. Common Core State Standards

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### 2. Critical Abilities

**Analysis of Information:** Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

**Use of Technology:** Present information, findings, and supporting evidence, making strategic use of digital media and visual displays to enhance understanding. Use technology, including the Internet, to research, produce, publish, and update individual



or shared products in response to ongoing feedback, including new arguments or information.

### 3. Other standards

New Hampshire Competencies:

ELA 1: Comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

### C. Time/schedule requirements:

4 weeks

### D. Materials/resources:

- Access to the internet
- *The Lord of the Flies* (text)
- Color symbolism and culture: <http://www.incredibleart.org/lessons/middle/color2.htm>
- *The Lord of the Flies* (online PDF): [http://gv.pl/pdf/lord\\_of\\_the\\_flies.pdf](http://gv.pl/pdf/lord_of_the_flies.pdf)

### E. Prior knowledge:

Understanding the symbolism of color in order to analyze and interpret a literary text.

### F. Connection to curriculum:

The task builds upon the skills of the previous unit. While reading *Anthem*, students study the use of light and dark imagery, analyzing how the author uses it to develop the characters and themes in the text. Studying *Lord of the Flies* provides an extension of that unit by developing a deeper understanding of an author's use of symbolism to develop character changes and themes.

### G. Teacher instructions:

Part 1: *The Lord of the Flies*, text and movie

- For the beginning part of the unit, the class will watch the 1964 version of *The Lord of the Flies* to preload comprehension of the novel, so the main characters and events are known prior to reading.
- Students will next read the novel, using a literary circle approach, with mini-lessons on close reading of the novel to develop a fuller comprehension of the novel, and tracing of color symbolism and theme.

Part 2: Study of color symbolism

- Use the following website to help students learn about color symbolism in culture: <http://www.incredibleart.org/lessons/middle/color2.htm>
- Continue reading the novel and instruct students to use Post-it notes to mark text sections that contain symbolic uses of color (white, green, red, black, pink) and an object (the sea/water, island/rocks, pig, fire, conch).

- Place students in reciprocal teaching groups that meet after each chapter's due date to summarize, question, analyze important quotes, develop vocabulary, and track symbols (objects and colors). After group meetings, ask students to write their best examples on posters around the room, dedicated to individual colors.
- Early on in the text, provide students with a copy of the passage where the choirboys are first introduced to read and use INSERT codes. The purpose is to analyze how Golding uses color to develop Jack's character, which is building upon their knowledge of light and dark imagery. As the novel progresses, students should choose and provide passages for their classmates to code, allowing them to take ownership of which passages are important.

#### Part 3: Searching for data

- Have students enhance their evidence collection by searching the online PDF of the novel for color symbolism: [http://gv.pl/pdf/lord\\_of\\_the\\_flies.pdf](http://gv.pl/pdf/lord_of_the_flies.pdf)

#### Part 4: Writing the emails/reflections

- Instructor provides information about composing a professional email: correct address, subject line, diction, and form.
- At the end of each chapter, students will write one 200-300-word draft email to a classmate, identifying the use of color and symbol, and explaining what the color and symbol mean in that chapter. Students should copy the instructor in the email.
- Each student should then write a 150-250-word response to a classmate's email, reacting to the classmate's ideas. Again, copies should go to the instructor.
- When the book is finished, students will choose one email to revise, and will write a formal final analysis of the color and symbol, explaining how each one develops one of the novel's themes. The final analyses should be submitted to the instructor as an attachment to an email.

### **H. Student support:**

Possible accommodations:

- All student directions will be provided in writing and will be read orally.
- The student directions and rubric may be modified to simplify language.
- Additional time may be allotted.
- Extended time and additional supports and tools may be provided.

### **I. Extensions or variations:**

The reflections may be done as conventional papers rather than using technology.

### **J. Scoring:**

Student work can be scored using the QPA Common Literary Analysis rubric.

