ELA B30: Lord of the Flies: PANEL DISCUSSION

Assignment

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**Speaking/Listening Target(s)**

* I can *effectively* participate in a **panel discussion**.
* I can *speak* to share thoughts, opinions and feelings.
* I can *speak* to express understanding, clarify and extend thinking.
* I can *recognize* and adjust **verbal** and **nonverbal presentation elements** (i.e., volume, eye contact, poise).
* I can *recognize* and *identify* **bias** and **fallacy** in a speaker’s argument.
* I can *distinguish* between **emotional appeal** and **reasoned argument**.

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**Panel discussions** occur when a group discusses an issue by pooling the group’s knowledge and working toward a solution or decision. Panel discussions encourage the sharing of different views. They encourage participants and audience to adopt an attitude of **inquiry.** An attitude of **inquiry** is any process that has the aim of **augmenting** [**knowledge**](http://en.wikipedia.org/wiki/Knowledge), **resolving** [**doubt**](http://en.wikipedia.org/wiki/Doubt), or **solving a** [**problem**](http://en.wikipedia.org/wiki/Problem). They also allow for *audience participation*.

**Aim**

The **aim** of a panel discussion is to carry on a guided and informal discussion *before an audience* as if the panel were meeting alone. There should be **volunteering of facts**, **asking questions**, **stating opinions** - all expressed with geniality, with *respect* for the contributions of other members, without speech making, and without making invidious personal references. The secondary function of the panel is to answer questions from the audience. The **overall aim** is to see your thought process, organizational skills and speaking capabilities.

**What is the difference between a debate and a panel discussion?**

Panels can be very *entertaining*, as they do provide the kind of back-and-forth attention to issues seen in debates, but provide a more **informal appearance**, much like a keen and *passionate discussion between two individuals or groups*.  The trick here is to avoid chaos or, conversely, dominance by a superior speaker-- that is, when a speaker begins to talk, you must be careful not to tread on their lines, resulting in a loud mish-mash of noise...  conversely, an accomplished speaker must be careful not to speak too much, monopolizing the allotted time.   *Careful preparation and understanding of the dynamics of your group will result in a balanced presentation that allows all speakers to have equal time.*

**Things to consider that may help your argument:**

Stanford Prison Experiment

The effects of Authority on Obedience Milgram

The Theory of Structural Models of Personality Freud

The Novel

**Panel Presentation Topics**

1. **The rules and conventions of civilization keep man's dark side from manifesting itself.**

Golding's view of man is that he is naturally predisposed to do evil. When rules or civilization are weakened, man's dark side is unleashed. Man's natural tendency to do evil remains harnessed through the controls and conventions imposed by civilization. However, should these controls be removed, man reverts to his natural barbaric state.

* Choose details from the novel and other resources to *develop* or *refute* this **interpretation of Golding's novel**.

**Group(s):**

1. **The best way to rule is through Reason and Understanding**

**Allusion** is a literary device used by authors to add a deeper layer of meaning and understanding to characters and events in literature by referencing the bible. Golding adopts this technique when he deliberately portrays Simon as a Christ like figure. Parallels between the biblical Jesus Christ and Simon may be detected in their actions, circumstances, and responses to others. As well, think of Ralph and what traits he embodies as a leader.

* Choose details from the novel and other resources to *support* or *refute* this interpretation of  **the best way to rule is through reason and understanding**

**Group(s):**

1. **The best way to rule is through Fear and dictatorship**
Some characters in novels are strong examples of antagonists. In fact, a character can be so dark or evil that they appear to embody the devil himself. Characteristics of Lucifer are explored through the character of Jack Merridew in the novel *Lord of the Flies.* As well, places in society are guided by fear.
* Choose details from the novel and other resources to support or refute this interpretation of the best way to rule is through fear and dictatorship.

**Group(s):**

1. **Island as a microcosm of society**

Often a smaller version of society exists in literature which reflects the larger "civilization". In *Lord of the Flies*, the society that they boys create mirrors "civilization" in a broader context. Even though they become disconnected from the rest of the world, problems associated with the nature of man reemerge on the island. Although the boys initially set out to create an orderly society, they repeat in this miniature version of the world, the same follies as their adult counterparts.

* Choose details from the novel and other resources that either *support* or *refute* this **allegorical interpretation** of the novel.

**Group(s):**

1. **Symbolism as Persuasion**

The sow's head and the conch shell each wield a certain kind of power over the boys. In what ways do these objects' powers differ? In what way is Lord of the Flies a novel about power? About the power of symbols? About the power of a person to use symbols to control a group?

Choose details from the novel and other resources that either support or refute that symbols are a form of persuasion

**Panel Discussion Format**

**Time Guideline(s):**  10-15minutes per group

1. Opening remarks by a moderator (The **moderator** initiates discussion, summarizes ideas, etc).
2. Introduction of speakers.
3. Formal presentation by panel members on their conclusion for the novel topic.
4. In your groups, an informal exchange of comments, additions, and rebuttals.
5. Audience Questions and comments.

**Additional Tip(s):**

* Within your group decide how best to split up the topic for presentation. Ensure that all members will be presenting the **same amount** of material and ensure that there is no duplication of ideas.
* Organize how the topic will be presented:

(1) Have someone do an introduction (as well as present information)

(2) Have some else prepare a conclusion (as well as present information).

* Enlightening facts, experience and evidence is what will draw in your audience.
* Inform your audience in the beginning of the presentation of when you would like audience questions. Questions usually will be best left to the end to ensure that all members get equal time

**Group Discussion**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Students’ Names \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

**Participation** Rating: \_\_\_ Rating: \_\_\_ Rating: \_\_\_

 Comments: Comments: Comments:

4 Perceptive, Insightful

3 Thoughtful, Methodical

2 On Topic, Mechanical

1 Sporadic, Weak

**Preparation (Research)** Rating: \_\_\_ Rating: \_\_\_ Rating: \_\_\_

 Comments: Comments: Comments:

4 Concentration, Professional

3 Organized, Developmental

2 Disorganized, Noncontributory

1 Sporadic, Very Weak

 (Unprepared)

**Listening** Rating: \_\_\_ Rating: \_\_\_ Rating: \_\_\_

 Comments: Comments: Comments:

4 Interested, Involved

3 Focused

2 Attentive

1 Weak, Inconsistent

**Respect for Others in the**

**Group**

Rating:\_\_\_ Rating: \_\_\_ Rating: \_\_\_

Comments: Comments: Comments:

4 Considerate, Courteous

3 Aware, Tactful

2 Limited Regard

1 Indifferent, Unaware

**Comment(s)**

**Panel Discussion Evaluation**

|  |
| --- |
| Student:  |
| Preparation (Research and Background Reading) | 1 2 3 4 5 6 7 8 9 10 |
| Ability to Persuade | 1 2 3 4 5 6 7 8 9 10 |
| Contribution to Group Learning | 1 2 3 4 5 6 7 8 9 10 |
| Ability to Listen (Concentration and Understanding) | 1 2 3 4 5 6 7 8 9 10 |
| Clearness of Ideas Presented | 1 2 3 4 5 6 7 8 9 10 |
| Effectiveness of Delivery (Volume, Rate, Gesture) | 1 2 3 4 5 6 7 8 9 10 |
| Effective use of Language (Word Choice, Grammar, Sentence Structure) | 1 2 3 4 5 6 7 8 9 10 |
| Overall Organization (Introduction, Body, Conclusion) | 1 2 3 4 5 6 7 8 9 10 |
| Responses to Question(s) | 1 2 3 4 5 6 7 8 9 10 |
| Comment(s): \_\_\_\_\_ 100 |

ELA B30 – VSSP Strategy for Panel Discussion(s)

**Making Notes**

**Vertical Split Page Procedure (VSSP)**

Listening Activity

**Listening Target(s)**

* I can *recognize* and *identify* **bias** and **fallacy** in a speaker’s argument.
* I can *distinguish* between **emotional appeal** and **reasoned argument**.

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**Aim**

Take *brief* notes on the left-hand side only. The right-hand side is used after listening for *reorganizing* and *expanding on the scribbles to the left*.

|  |  |
| --- | --- |
| **Novel Topic** |  |
| **Thesis/Position**(Refute/Support) |  |
| **Support(s)** |  |
| **Bias’ and/or Fallacies** |  |

**Fallacy** is error in reasoning. This *differs* from a factual error, which is simply being wrong about the facts. To be more specific, a fallacy is an “argument” in which the premises given for the conclusion do not provide the needed degree of support.