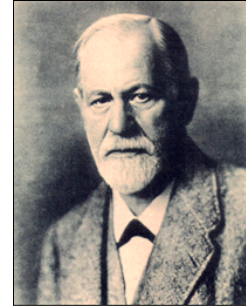


Flying Freudian Fun

A look at ethical decision making

Authors: Jessica Nassau and Jocie Wilson
Grade: 9th grade English
Subject: English 1-2 CP
Unit: *Lord of the Flies*



1. Concept: **Ethics**
(and their place in decision making)

2. Generalizations/Essential Understanding(s):
Individuals must decide between satisfying desires or contributing towards the good of a community

3. Facts/Terms:

- Ethics
- Character
- Conflict
- Good and Evil
- Psyche
- Id
- Ego
- Superego

4. Standards – Skills, Knowledge, Abilities:
Some standards will be targeted for all students. Other standards will be met depending on which assignment the individual student selects.

Reading

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

Writing

- 2.1 Write biographical or autobiographical narratives or short stories:

- a. Relate a sequence of events and communicate the significance of the events to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- d. Pace the presentation of actions to accommodate changes in time and mood.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.4 Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

Listening and Speaking Strategies

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

2.4 Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
- a. Structure ideas and arguments in a coherent, logical fashion.
 - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. Anticipate and address the listener's concerns and counterarguments.

Essential Question:

How do the Id, the Ego, and the Superego contribute to the ethical decision-making process?

Activity 1: Mini-lesson on Freud's Model of the Human Psyche

- a. Direct instruction in lecture form with accompanying graphic organizer for note-taking
 - b. Class conversation: Which character represents each aspect of the psyche?
 - c. Closure activity: Think/Pair Share
Turn to your partner and share definitions of Id, Ego and Superego
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Activity 2: Extended Practice

Differentiation Based Upon: Student Interest

- Students will have the choice of three activities to demonstrate their understanding of Freud's model of the human psyche as it pertains to ethical dilemmas.
- Students may work as individuals, with a partner, or in a group of three, depending on their selection.
- Each assignment requires that the student understands the difference between the id, the ego, and the superego and their roles in ethical decision-making.
- Students will select between the following writing styles according to preference: creative, personal, or analytical.
- While all choices could lead to an at grade-level or above response, Choice C demands the most of students' abilities, as it requires that the student look beyond themselves and the world around them, and within the world of the book *Lord of the Flies*.

Choice A – Moral Dilemma Skit

- Students who select this option will be working in groups of three.
- Students will create a hypothetical moral dilemma and then write a skit dramatizing the internal debate between the id, the ego, and the superego.
- Students will also follow their skit with an explanation of why each element of the psyche was arguing for their particular position.
- Both the skit and the subsequent explanation should be written as well as performed.

Choice B – Autobiographical Incident

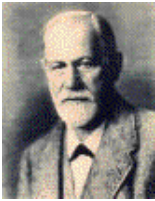
- Students who select this option will be working individually.
- They will write about a time when they faced a moral dilemma.
 - They should include the role the id, ego and superego played in making their decision. They should also focus on narrative details like sensory imagery.
 - They should also include the outcome or consequences of their actions, whether those are tangible or psychological.

Choice C – Newspaper Column

- Students who select this option will be working in pairs, though they will not be selecting their own partners (explanation following).
- Students will be given a model to follow based on the *New York Times*' "The Ethicist" column.
 - As a character in the novel, students will compose a letter to "The Ethicist" describing a moral dilemma.
 - The letter will highlight the problem and seek advice on the problem's solution.
- Then, the teacher will randomly pair students, and students will have to answer each other's letters as The Ethicist.
 - Responses should focus on the consequences of unethical behavior, as well as the merits of ethical choices.



Id



Freud's Model of the Human Psyche

Ego



Superego

