Lord of the Flies and *Antigone—A* Sociological Analysis

Overview

To conclude the final two units, we will be comparing and contrasting *Lord of the Flies* and *Antigone*, using the most basic principles of sociology to analyze these works and the important role society plays in them.

Components and Notes

1 Project components

1.1 This is a group activity: each group will have three individuals.

1.2 A PowerPoint (or OpenOffice Impress) slide show with a minimum of fourteen slides

1.2.1 One slide to provide an overview of *Lord of the Flies* from a sociological point of view

1.2.2 One slide to provide an overview of *Antigone* from a sociological point of view

1.2.3 One slide to discuss each of the five principles of sociology (see below), for an obvious total of five slides (seven to this point).

1.2.4 Six additional slides to analyze *Antigone* and Lord of the Flies according to three of the five principles of sociology.

1.2.4.1 Use one slide for *Antigone* and one for *LOTF* (which would make six slides, as you're looking at three principles)

1.2.4.2 You must chose principle number two (People obey rules that are socially constructed.); the other two are your choice.

1.2.5 A final slide comparing and contrasting the sociological elements of *Antigone* and *LOTF*.

1.3 Division of labor

1.3.1 Group members are to work together on the first seven slides as well as the final, compare/contrast slide.

1.3.2 The three principles are to be divided among the three individuals.

2 The principles of sociology and some ideas of how to apply them to *Antigone* and *LOTF*:

2.1 People behave differently in groups than they do as individuals.

2.1.1 *LOTF*:

2.1.1.1 What are some of the group dynamics?

2.1.1.2 How do the presence or absence of various individuals affect the dynamics of the group?

2.1.2 *Antigone*

2.1.2.1 How are the inhabitants of Thebes behaving in different groups?

2.1.2.2 Think about what Haemon says to Creon regarding public opinion and Creon's response.

2.2 People obey rules that are socially constructed.

2.2.1 LOTF

2.2.1.1 What are some of the rules they must re-construct in the absence of adults? Why do the boys obey them or disobey them?

2.2.1.2 What are some of the entirely new rules they must construct? Why do the boys obey them or disobey them?

2.2.2 Antigone

2.2.2.1 How did the rule about Polyneices come to be?

2.2.2.2 Why did Creon make such a proclamation

2.3 People socially construct the rules.

2.3.1 LOTF

2.3.1.1 How are the rules initially created?

2.3.1.2 What were some of the things the boys took into account as they were creating the island rules?

2.3.2 Antigone

2.3.2.1 Why did Creon make such a proclamation about Polyneices?

2.3.2.2 Does Creon feel bound by his own edicts? Why or why not?

2.3.2.3 How does Haemon try to affect Creon's decision?

2.3.2.4 What do the inhabitants of Thebes say about Creon's decision to execute Antigone and how does Creon react to this?

2.4 Some people have more say-so than others in making the rules.

2.4.1 LOTF

2.4.1.1 How is the power divided up initially?

2.4.1.2 Why does the power shift occur?

2.4.2 Antigone

2.4.2.1 How is it that Creon has more say-so?

2.4.2.2 How did he get his authority?

2.4.2.3 Can he lose his authority (think of what happened to Oedipus).

2.5 There are rewards for following the rules and penalties for breaking the rules.

2.5.1 LOTF

2.5.1.1 Are there any natural consequences for breaking the law? (Think about the hunters and their initial responsibilities.)

2.5.1.2 What are some of the rewards for following rules?

2.5.2 Antigone

2.5.2.1 Are there any natural consequences for breaking Creon's edict?

2.5.2.2 What rewards are evident in the play?