

Lord of the Flies

Gifted and Talented Challenge Pack

zigzageducation.co.uk

POD
8898

Publish your own work... Write to a brief...
Register at publishmenow.co.uk

Follow us on Twitter [@ZigZagEng](https://twitter.com/ZigZagEng)

Contents

Thank You for Choosing ZigZag	ii
Teacher Feedback Opportunity.....	iii
Terms and Conditions of Use	iv
Teacher’s Introduction.....	1
Course Components and Examination Boards	2
Activity Types.....	3
Pre-reading Activities.....	4
Important Events.....	5
Reminder.....	5
Comprehension.....	8
Application	9
Analytical Tasks	10
Evaluation Tasks.....	13
Synthesis Tasks.....	14
Exam-style Question	15
Characters.....	16
Reminder.....	16
Comprehension.....	18
Application	22
Analytical Tasks	23
Evaluation Tasks.....	24
Synthesis Tasks.....	26
Exam-style Question	27
Context	28
Reminder.....	28
Comprehension.....	29
Application	30
Analytical Tasks	31
Evaluation Tasks.....	32
Synthesis Tasks.....	33
Exam-style Question	34
Language.....	35
Reminder.....	35
Comprehension.....	36
Application	37
Analytical Tasks	38
Evaluation Tasks.....	40
Synthesis Tasks.....	41
Exam-style Question	42
Structure	43
Reminder.....	43
Comprehension.....	44
Application	45
Analytical Tasks	46
Evaluation Tasks.....	48
Synthesis Tasks.....	49
Exam-style Question	50
Form.....	51
Reminder	51
Comprehension.....	52
Application.....	53
Analytical Tasks.....	54
Evaluation Tasks.....	55
Synthesis Tasks	56
Exam-style Question	57
Themes	58
Reminder	58
Comprehension.....	59
Application.....	61
Analytical Tasks.....	62
Evaluation Tasks.....	63
Synthesis Tasks	65
Exam-style Question	66
Ideas	67
Reminder	67
Comprehension.....	68
Application.....	69
Analytical Tasks.....	70
Evaluation Tasks.....	71
Synthesis Tasks	72
Exam-style Question	73
Settings	74
Reminder	74
Comprehension.....	75
Application.....	76
Analytical Tasks.....	77
Evaluation Tasks.....	78
Synthesis Tasks	79
Exam-style Question	80
Interpretations	81
Reminder	81
Comprehension.....	82
Application.....	83
Analytical Tasks.....	84
Evaluation Tasks.....	85
Synthesis Tasks	86
Exam-style Question	87
Glossary	88
Reading List.....	90
Teacher’s Notes and Exemplar Answers	91

Teacher's Introduction

This resource is designed for students studying *Lord of the Flies* for GCSE English Literature with AQA, Edexcel, Eduqas and WJEC. The activities are designed to cater for students aiming for grades 6–9 in their Literature examination.

In order to stretch more-able students and to help them achieve a grade 6 or above, the resource is divided up into key areas as opposed to chapters. The resource covers the following key areas of the novel as a whole: important events, characters, context, language, structure, form, themes, ideas and interpretations. Within each key area, you will find a range of the following activities: reminder tasks to enable students to recall the key points; comprehension tasks to enable students to demonstrate clear and advanced understanding; application tasks to enable students to apply their knowledge of the novel to a new situation or an unseen extract; analytical tasks to enable students to analyse explicit and implicit meanings; evaluation tasks to enable students to evaluate and demonstrate individual interpretations; synthesis tasks to enable students to formulate new, creative and individual ideas. At the end of each key area, there will also be an exam-style question with an annotated response to show students the best way of achieving a grade 8/9. The different types of activity listed above will be signposted with an icon (see 'Activity Types').

All activities are signposted in order to show which Assessment Objective is relevant. For a detailed description of Assessment Objectives, and which Assessment Objectives are applicable to your chosen examination board, please see 'Course Components and Examination Boards'.

Although the resource itself is generally aimed at grade 6 and above, certain activities are signposted as being specifically for a grade 8/9. There are also specific tips for the examination and/or how to gain an 8/9. These are highlighted with stars to alert students to read and/or copy into their books.

In order for teachers (and students) to have flexibility, this resource is designed to be 'dipped into', as opposed to working through it chronologically. Some tasks can be completed while teaching the novel and others are designed to be used once the whole novel has been read. The pack is also an excellent revision and homework resource and it is worth noting that there are lots of activities which could be used for Speaking and Listening Assessments. Revision activities have been marked with a question mark icon.



A web page containing all the links in this resource is conveniently provided on ZigZag Education's website at **zzed.uk/8898**

You may find this helpful for accessing the websites rather than typing in each URL.

There is a glossary and a recommended reading list at the end of the resource to be used by both teachers and students if required. There is also a 'Teacher's Notes and Exemplar Answers' section at the end of the resource which in some cases provides correct answers, but in other cases should just be used for guidance and example answers only. All extracts and quotations have been taken from William Golding, *Lord of the Flies* (Educational Edition) (London: Faber and Faber, 1962). Page numbers throughout the resource will, therefore, refer to this copy of the text.

I hope you will find this resource most useful and, more importantly, I hope it challenges students to be creative and think independently. Finally, I hope you enjoy teaching the great classic *Lord of the Flies*.

July 2018

Free Updates!

Register your email address to receive any future free updates* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to **zzed.uk/freeupdates**

Course Components and Examination Boards

This pack is intended for students studying *Lord of the Flies* for GCSE English Literature. The 'Post 1914 Literature' and 'Modern Text' components of the GCSE Literature examination boards listed in the table below. Please check the relevant examination board's assessment objective weightings.

Assessment Objectives	AQA Paper 1: Section A Modern texts	Edexcel Component 1: Section B / Post 1914 Literature	Eduq Component 1: Section A 1914 Poetry
AO1: Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations 	✓	✓	✓
AO2: Analyse the language, form and structure used by a writer to create meanings and effects using relevant terminology appropriate	✓	✓	✓
AO3: Show understanding of the relationships between texts and the contexts in which they were written	✓	✓	✓
AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	✓	✓	✓

Note: Mark schemes provided by the exam boards do not necessarily show you how to achieve a grade and/or level within the mark scheme. For more information on how to achieve specific grades, visit the following web page:



<http://www.gov.uk/government/publications/grade-descriptors-for-gcse-grades>

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity Types

Activity Type	Explanation	
Reminder	To enable students to recall the key points	
 Comprehension	To enable students to demonstrate clear and advanced understanding	
Application	To enable students to apply their knowledge of the novel to a new situation or an unseen extract	
Analytical tasks	To enable students to analyse explicit and implicit meaning	
 Evaluation tasks	To enable students to evaluate and demonstrate individual interpretations	
Synthesis tasks	To enable students to formulate new, creative and individual ideas	
Exam-style question	To enable students to practise answering higher-tier questions and to understand what an 8/9 response looks like	

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Complete the following activities to get you thinking about the context of the

1. Research the context associated with *Lord of the Flies*. For example, you could look at the atomic bombings at www.atomicheritage.org or www.history.com

Complete one of the following to enhance your understanding of World War II and the Jewish race:

2. Watch *Schindler's List*
3. Read and/or watch *The Book Thief*
4. Read *The Diary of Anne Frank*
5. Watch *Darkest Hour*

You could now write a review of the book/film.

Complete one of the following:



Get Creative with Writing (AO3/4)

- Imagine you are Winston Churchill. Write a political speech to the people about Hitler and the coming war.
- Write an article detailing the atrocities committed in World War II.
- Imagine you are a soldier in World War II. Write a blog about your experiences.



Get Creative with Media and ICT (AO3/4)

- Design a Facebook page for Winston Churchill. What would you post on the following dates:
 - 1st September 1939?
 - 9th August 1941?
 - 7th December 1941?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



IMPORTANT EVENTS

The following key events from the novel are jumbled up. Your job is to put them in order in which they happen using the numbered list on the next page.

Once you have worked out the correct order, write the chapter in which they happen.

Simon starts to think that the beast may be a figment of his imagination	The boys go in search of the beast after Sam 'n' Eric's supposed discovery	Pig
Jack leaves the group to form his own tribe at Castle Rock following an argument with Ralph	The naval officer arrives and the boys are rescued	discovery
The boys fail to be rescued by a passing ship because the fire has gone out	Ralph gets caught up in the pig hunt	
Roger throws stones at Henry	Sam 'n' Eric mistake the dead parachutist for the beast	The
Ralph is chased by Jack and the other boys	The first mention of a beast	
Ralph is elected leader at the first meeting	The boys re-enact the killing of a pig with Robert	Jack's head
The conch is discovered	Jack kills his first pig	At
Jack paints his face	Jack fails to kill a pig but advocates that next time he will	Ra
Simon faints in the forest after imagining the sow's head talking to him	Simon's glasses are stolen during the night	Sim

Essay Tip!

Remember, your essay should always move through the events in the novel chronologically to show how you have understood the overall structure.

INSPECTION COPY

**COPYRIGHT
PROTECTED**





AO1
AO2

IMPORTANT EVENTS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.



INSPECTION COPY



INSPECTION COPY



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT
PROTECTED**





15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

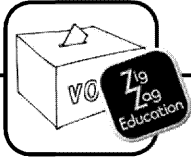
27.

How did you do?
Go back to copy of the novel and check that you have placed the events in the

IMPORTANT EVENTS

Answer the following comprehension activities based on three important events.

Write full answers using small, integrated quotations and remember to use the p... when explaining your answers.



Piggy is elected chief at the first assembly

1. What does this event tell us about the boys at the begin...
2. What knowledge of the outside world are the boys draw...
3. Why is this event important in terms of our understandi...
4. Which of Golding's ideas emerge during this part of the...



Simon is killed

5. What does this event reveal about the boys and how the...
6. What does Golding show us about human nature throug...
7. Who, in your opinion, is to blame for Simon's death and...
8. Why, because of who is killed, is this event more signific...



Ralph is taken by Jack and his tribe

9. What does this show us about the island and the boys?
10. Why is it significant that there is only Ralph left during t...
11. What does Roger do with the 'stick' and what does this r...
12. What ideas and themes does Golding draw our attention...
13. How does the naval officer react when he sees Ralph / th...
14. How do you interpret the naval officer's reaction?
15. What was Golding trying to tell us through the naval off...



Going Further...

16. Pick another three important events and write a paragraph that emerge through these events.



In the... you have in an examination you won't be able to cover all the important... write about the events you can analyse in the most depth to reach th...

Essay Tip!



INSPECTION COPY

**COPYRIGHT
PROTECTED**

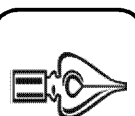




Getting Started

Try these starter activities to get you thinking about important events.

1. Speak for five minutes about what you see as the most important events in the novel.
2. Pretend you are a main character, stand up and tell the class what you are involved in.
3. In pairs, pretend one of you is William Golding while the other asks you what you think are the most important events in the novel and why.
4. Where on the island do the following important events take place? The chief is killed; the boys build a fire; Simon is killed; the boys offer a pig's head to the dead; Piggy is killed; the naval officer finds the boys.



Application

5. Read the following extract from p. 21 and answer the questions.

Ralph had stopped smiling and was pointing into the lagoon among the ferny weeds.

'A stone.'

'No. A shell.'

Suddenly, Piggy was a bubble with decorous excitement.

'See! A shell! I seen one like that before. On some of the islands. He used to blow it and then his mum would come and get it. (p. 21)

6. What significance does the finding of the conch have for the boys?



Tips

- ① Use small, integrated quotations from the whole novel.
- ① Comment on the ideas that Golding conveys through the events.
- ① Comment on other key events where the conch is significant.
- ① Try to use the following words and phrases: civilisation, social conditioning.

'Explicit' Meaning vs 'Implicit' Meaning: Getting that G

Look at the following example and then try filling in the table on the following page

Tip: Use this phrase (or similar – see below in table) in examinations to move beyond a grade 5.

Tip: Close

Event/point	Grade 5 (clear understanding/explanation)	Grade 6 (developed/exploration)
Ralph is elected leader at the first assembly, 'Let's vote... I'm chief then'. (p. 30)	<i>The boys vote Ralph to become chief to take charge on the island, mainly because he had the conch and called the meeting.</i>	<p><i>It also shows that they respect Ralph and that they see him as adequate enough to fulfil the role of leader and take charge while they are on the island and 'decide things'.</i></p> <p>Other phrases that can be used to develop your ideas include:</p> <ul style="list-style-type: none"> - Perhaps the writer wants to reveal... - Another interpretation could be...

Tip: Continue to use quotations when analysing.

8/9

Calling All 8/9 Students




For an 8/9, the tip is to **analyse** and give an informed personal response. This is how to do this in the next activity.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



'Explicit' Meaning vs 'Implicit' Meaning

Event	Grade 5 (clear understanding/explanation)	Grade 6 (developed/exploration)
 <p>The boy: the passing because the fire has gone out</p>		
<p>Jack paints his face and kills a pig for the first time</p>		
 <p>The boys enact the killing of a pig using Robert</p>		
<p>Jack and his hunters kill another pig and use its head as an offering for the beast</p> 		




INSPECTION COPY

**COPYRIGHT
PROTECTED**



Event	Grade 5 (clear understanding/explanation)	Grade 6 (developed/exploration)	Grade 7 (critical/analytical)
Simon is killed and his body is carried out to sea			
Piggy's glasses are stolen			
Piggy falls off the cliff and dies			
Ralph is chased and Roger sharpens a stick at both ends			
The boys are rescued by the naval officer			

When you are thinking of a personal response, consider what literature. How does it contribute to our understanding of the world? The first one has been done for you. Use research to inform what you say.

Event	8/9 (evaluate and demonstrate informed response)
The boys' relationship with Piggy is strained because of his fire has gone out  EXAMPLE	<i>Through Jack's actions, Golding shows the reader that the boys 'sacrifice others' needs for their own selfish instincts and prioritise gratifying their own needs even when someone's life is at stake. This idea is associated with Freud's 'Id' - the part of the subconscious that wants instant gratification and is the most primitive part of the mind.</i>
Jack paints his face and kills a pig for the first time	
The boys re-enact the killing of a pig using Robert	
Jack and his hunters kill another pig and use its head as an offering for the beast	
Simon is killed and his body is carried out to sea 	
Piggy's glasses are stolen	
Piggy falls off the cliff and dies	
Ralph is chased and Roger sharpens a stick at both ends 	
The boys are rescued by the naval officer	

INSPECTION COPY

**COPYRIGHT
PROTECTED**

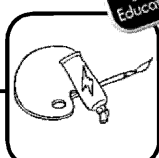


IMPORTANT EVENTS



Get Creative with Drama

- In groups, perform one of the key events, such as the picnic.
- As a class, stage a Jeremy Kyle show where the key characters discuss their most responsible actions.
- In pairs, report a key event in the style of the 10 o'clock news.



Get Creative with Art

- Storyboard one of the key events.
- Create a collage of six of the key events in the novel.



Get Creative with Writing

- Write your own quiz based on the key events (write multiple choice questions; include the correct answer, an answer that could be correct, and an answer that is clearly wrong).
- Write up one of the key events for a very young child; you may need to use the conventions of fairy-tale characters. So to retell the event, e.g. Ralph is the hero, Piggy is the helper, Simon is the victim.

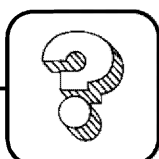
Prefer to write as one of the main characters. Write a blog entry about one of the key events.



Get Creative with ICT and Media

- Design your own soundtrack for the key events (e.g. songs that represent the boys letting the fire go out).
- Turn the soundtrack into a quiz, where students have to guess which song.

Design a Facebook page for either one of the boys. Include pictures and/or written updates.



What have you learnt?

- Write your own guided revision notes on six key events to help you remember.
- Draw a spider diagram showing everything you've learnt about the key events.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



IMPORTANT EVENTS

The following essay question has been started for you to illustrate the best way of the essay or answer the question underneath.

How important is the finding of the conch in Lord of the Flies?

Discourse
marker
used



In the *moment* Ralph and Piggy find the conch in Chapter 1, 'something creamy lay among the weeds', the writer gives the conch a great importance and makes it appear precious and desirable. Piggy describes it as 'ever so valuable' and Ralph describes it as 'a thing to be seen, but not touched'. This description *possibly* suggests the conch is 'valuable' to the *reader's understanding* of the story when we learn that, after reading the *whole* novel, the conch truly comes to represent civilisation and order, we realise that the finding of it is therefore *fundamental* to the novel as a whole.

Discourse
markers

The writer *clearly* shows the finding of the conch is important when it is primarily used by Ralph to summon the rest of the boys to an assembly. 'The *note boomed...a child appeared*'. This initial assembly, the result of blowing the conch, represents the initial behaviour of the boys at the start of the novel and their compliance to conform to what is orderly, *even* though it leads a 'party of boys... in two parallel lines'. This understanding of the boys' need for order and civilisation is central to our understanding of the boys' descent into savagery; *all themes that emerge and interdependently* on the finding of the conch.

Question



What significance does the event of Simon's murder have for the boys?

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1
AO2

CHARACTERS



Getting Started

Match the following quotation or five with the correct character.

Quotation



1) '... tall, thin, and bony; and his hair was red' (p.27)

2) 'He was shorter... and very fat' (p.12)

3) 'a skinny, vivid little boy... straight hair that hung down, black and coarse' (p. 32)

4) 'shock of black hair... gloomy face' (p. 76)

5) 'The boy with the fair hair... he might make a boxer' (p. 41)



Going Further...

- Draw a timeline for each character and plot the key moments.
- Fill in the table on the following page for each character you need to.



Further Still...

Design a quiz for the rest of the class based on your favourite character.



**COPYRIGHT
PROTECTED**



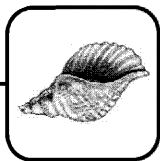
Character	Detailed description	What they are like at the beginning	What they are like at the end

INSPECTION COPY

COPYRIGHT
PROTECTED

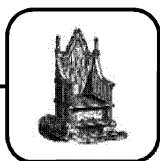


The following questions can either be discussed or answered in writing.



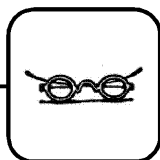
Ralph

1. What social class does Ralph belong to and why do you think so?
2. What evidence is there from Chapter 1 that Ralph is innocent? What does that tell us about how he is portrayed this way at the beginning of the story?
3. In the chapter 'Beast from Water', how does Ralph's third thought change?
4. What does Ralph mean when he says 'how I wish!' this and why doesn't he finish the sentence?
5. Read the extract from 'Shadows and Tall Trees' from 'or' 'everything was good-humoured and friendly' (pp. 138-139). What does it tell us about Ralph?
6. 'Ralph wept...' (p. 248) Why in your opinion does Ralph weep? What does this tell us about him?
7. Research the meaning of the name Ralph. How is the name used in the novel?



Jack

8. In 'The Sound of the Shell', how does Jack and Ralph polarise?
9. 'The boy who controlled him' (p. 26) What is significant about this? What does it tell us about Jack at the beginning of the novel?
10. What does it tell us about Jack's language in the first chapter? 'A Death'?
11. Why do you think Jack bullies Piggy?
12. Pick out as many examples as possible from the novel where Jack is cruel to Piggy.
13. What is the deeper meaning as to why Jack paints his face? 'Paint'?



Piggy

14. What social class does Piggy belong to and how do you know?
15. What disabilities does Piggy have and why is this central to his character?
16. How do you know that Piggy is a weak character?
17. How do you know that Piggy is an intelligent character?
18. How do you know that Piggy is a more responsible, mature character?
19. Why do you think the other boys chose to kill off Piggy's character?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



...continued from previous page



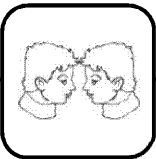
Simon

20. How is Simon different from all the other boys?
21. Why do you think Simon failed?
22. Why do you think that it is Simon who recognises that the boys are savage?
23. Why do you think the writer chose to kill off Simon's character?
24. 'Simon's dead body moved out towards the open sea.' (p. 85) Describe Simon's appearance.
25. Find out the meaning of Simon's name. How is it significant?



Roger

26. What type of boy is Roger?
27. 'Roger's arm was conditioned by civilization...' (p. 78) What does this mean?
28. Is Roger more of a savage than Jack?
29. Explain your answer to Question 3.



Sam 'n' Eric

30. Why do you think the twins are referred to by the other boys as 'Sam and Eric'?
31. Why do you think Sam 'n' Eric remain loyal to Ralph for most of the story?
32. Why do you think they fabricate the story about the 'beast'?



Littluns

33. What is the significance of including a group called the 'littluns'?
34. Can you name any of the 'littluns'?
35. Roughly, how old are the 'littluns'?
36. What happens to them at night?
37. Which 'littlun' goes missing in 'Fire on the Mountain' and why?
38. What is the significance of Percival reciting his personal lullaby at the meeting in 'Beast from Water'?



Characters' Relationships

39. What is Ralph and Jack's relationship like at the beginning?
40. How does Jack and Ralph's relationship change throughout the story?
41. What is the older boys' relationship like with the 'littluns'?
42. How would you describe Ralph's relationship with Piggy?



Going Further

Fill in the table on the following page.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Ralph's relationships	Detailed description	What is this relationship like at the beginning?	What is this relationship like at the end?	chapter
With Jack				
With Piggy				
With Simon				
With the whole group				
With the island				



8/9

Calling All 8/9 Students

Are there any political interpretations of the relationships?
Are the relationships symbolic?



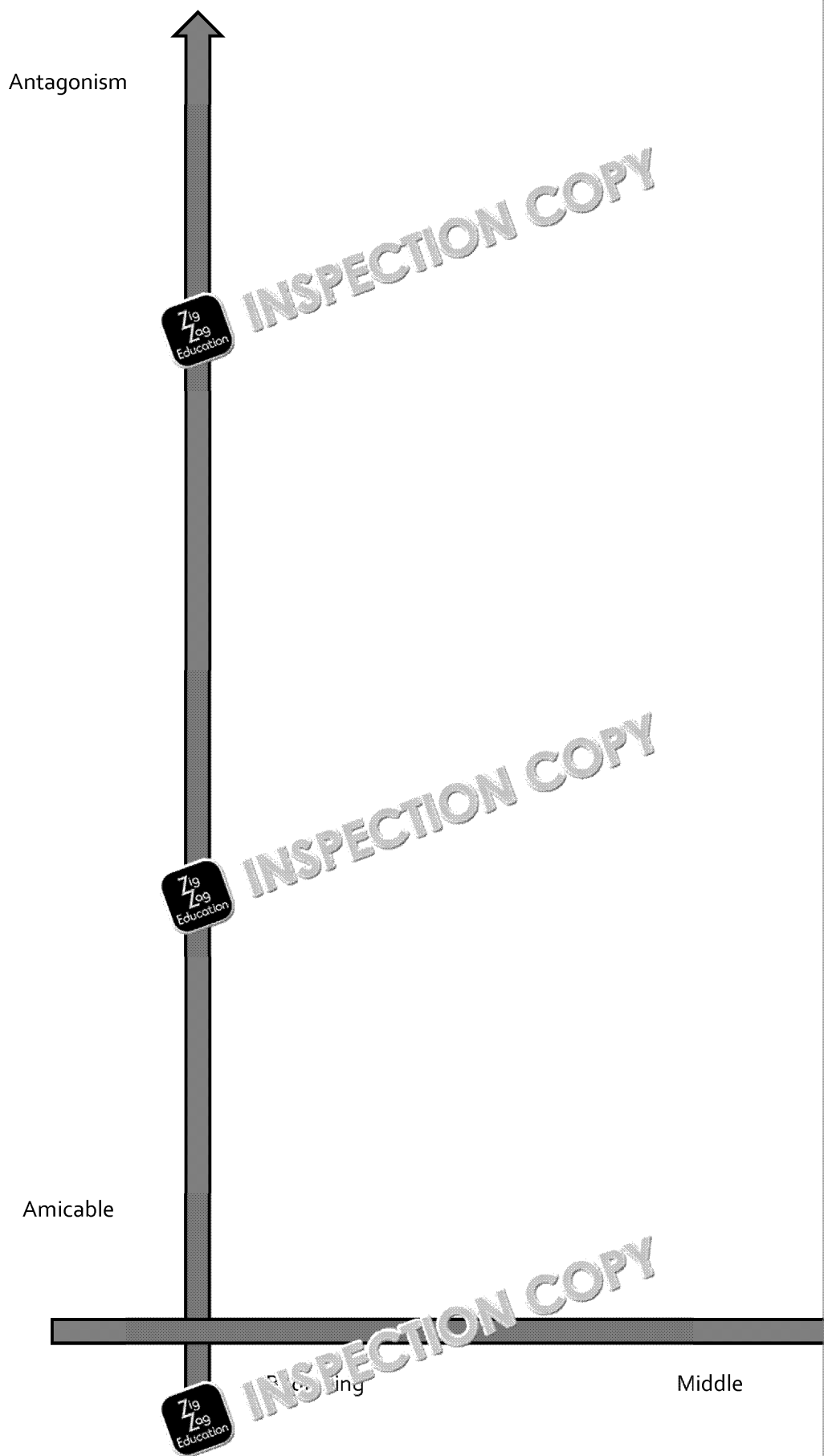
Further Still...

Use the graph on the next page to plot the antagonistic moments between Jack and Ralph. Write annotations next to the points that...



**COPYRIGHT
PROTECTED**





INSPECTION COPY

**COPYRIGHT
PROTECTED**



AO1
AO2

CHARACTERS

Read the extract from Chapter 5 starting from 'Jack! Jack! You haven't got ups going to say?' cried Piggy again. 'Look at her!' (p. 114) and answer the difficulty.

1. What does the text tell us about Jack, Ralph and Piggy from this extract?
2. How does the writer show Jack and Ralph to be the complete opposite of each other?
3. What do you learn about the characters' values and priorities from the extract?
4. How does the description of the other boys' behaviour add to our understanding of the story?

8/9

Calling All 8/9 Students

How does the writer use punctuation in this passage to enhance the description of characters and their emotions?

How does the writer show the antagonism between the characters?



INSPECTION COPY

COPYRIGHT
PROTECTED



Explicit Meaning vs Implicit Meaning: Getting that Grasp

Fill in the following table, with the first two parts partly filled in to get you started.

Quotation	Explicit Meaning	
 <p>1) 'his hair was red' (p. 27)</p>	<p>Jack has red hair which is usually associated with a fiery temper.</p>	<p>Perhaps in Chapter 2, the group might decide that Red is a connotation of his leadership, a strong and passionate leader, it's not</p>
<p>2) 'the boy with the fair hair' (p. 11)</p>		
 <p>3)</p>	<p>Piggy has an obvious disability which makes him weaker than the rest of the boys.</p>	
<p>4) 'Simon found for them the fruit they could not reach... passed them back down to the endless, outstretched hands' (p. 71)</p>		

Going Further...

Discuss your Implicit interpretations with a partner and see if they are different.

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1

AO2

AO4

CHARACTERS

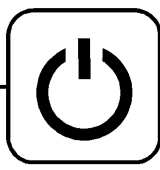
Allegoric Characters

The characters in *Lord of the Flies* can be referred to as **allegoric**; their **symbolic** or **metaphorical**. In other words, each character represents a distinct type of person.

8/9

Calling All 8/9 Students

You will be able to provide original interpretations of the characters. Think about who the characters might represent. One way to do this is to consider their characteristics.



Getting Started

Fill in the characters who embody the following ideas.

1.
2.
3.
4.



Going Further

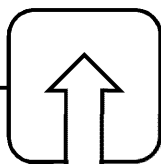
Who do the following characteristics relate to?

Compassionate	Responsible	Forceful
Evil	Democratic	Rational
Regimental	Irresponsible	Apprehensive
Manipulative	Altruistic	Barbaric
Intelligent	Talented	Kind
Diplomatic	Mystical	Murderous
Brave	Arrogant	Practical
Inconsiderate	Bully	Aggressive

COPYRIGHT
PROTECTED



...continued from previous page



Further Still

Thinking of the characteristics you identified for the main characters allegorically? Use the table below to help you.

Character	Types of people they represent	Examples of leaders they represent
Ralph		
Jack		
Piggy	e.g. intellectual	
Simon		e.g. Jesus/Gandhi



Extension

Explain and justify your interpretations to the class.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



AO1
AO2
AO4

CHARACTERS

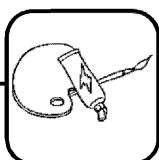


Get Creative with Drama

- Hot seat members of the class while they are in role as a character.
- Improvisation and role-play 20 years after the boys are rescued.
- Create a radio show or TV talk show where characters are interviewed about life on the island.



- As a class, assume the role of one of the boys and hold a class discussion to discuss, e.g. what should happen to students who don't follow the rules.



Get Creative with Art

- Create a collage for one of the characters, looking for words and images that describe that character.



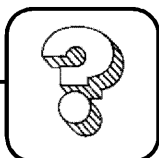
Get Creative with Writing

- Write a monologue for either Ralph or Jack and, if you're ready, perform it for your Speaking and Listening Assessment for GCSE English.
- Write a speech for Ralph or Jack to persuade the rest of the boys to follow the rules at the first assembly.
- Imagine you are one of the main characters and write an account of your time on the island.



Get Creative with ICT and Media

- Design Jack, Ralph or Piggy's Facebook profile page.



What have you learnt?

- Write postcard-sized revision notes for each character.
- Create a spider diagram showing everything you've learnt about the characters.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



The following essay question has been started for you to illustrate the best way of writing an essay or answer the question underneath.

How does Golding present Jack in Lord of the Flies?

When Jack is first introduced to the characters, the writer describes him as 'ugly without silliness' which suggests an *innate quality that is repellent rather than unattractiveness* and the writer hints at his savage tendencies through his dialogue to the rest of the group, 'Choir! Stand still!' The writer's use of the *exclamation* shows Jack's authority and the fact that he is in control. The writer also hints at his power when he says to the choir, 'the choir belong to you' further highlighting his tendency to being in control. Taking into consideration the *context of the novel* and the influence that WW2 had on the writer, we could infer that the writer intends the character to resemble characteristics of a dictator, which shows that the novel is *allegoric* and that the island is a *microcosm*.

Jack's 'dark' side is *unravels* as he develops into a *savage*. This is also hinted at the beginning of the novel when the 'fumbling dark was fumbling along... black cap...'. The colour black has connotations of misery, evil, and death, all of which come to be synonymous with the character. However, what the writer truly does is use references to 'black' and the 'dark' to *reveal the truth* of the story: 'the darkness of a man's heart'.

We also learn early on that Jack is selfish and obsessed with hunting and therefore killing a pig, 'I was for a moment to decide where to stab him'.

Language analysis

Link to context

Perceptive analysis

Question: How does Golding present Simon in Lord of the Flies?
the story?

INSPECTION COPY

**COPYRIGHT
PROTECTED**





Getting Started



Use the Internet or the introduction to the novel to answer the

1. What is the difference between social, cultural and historical context?
2. When was the book written?
3. Where is the book set?
4. List two major events that had happened prior to the novel by Golding.
5. What was Britain like when the novel was written?
6. What are the similarities between the context of the novel and the context of the novel?
7. What are the differences between the context of the novel and the context of the novel?



Going Further

8. Try to find an example from the novel that reflects the social context.

Context	Events in the novel
Social 	
Cultural	
Historical 	

INSPECTION COPY

**COPYRIGHT
PROTECTED**



AO3

CONTEXT



Getting Started

Answer the following question, referencing the text and using your own knowledge.

1. Which points in the novel remind us that there is a war in the background?
2. How does Golding show us, through the characters, that they are committing inhumane and/or immoral acts, and which events do these events reflect?
3. Since it is usually adults that commit atrocities, why does Golding focus his story on children rather than adults?
4. How have the boys been conditioned to behave the way they do in the historical context?



Going Further

5. Explain how the novel has universal appeal.
6. Explain how the novel has timeless appeal.

8/9

8/9 Keywords and Definitions

Inhumane:

Immoral:

Amoral:

Social conditioning:

Conditioning:

Universal appeal:

cruel and barbaric; incomprehensible

wrong; not morally acceptable

acting without any morals at all

behaving according to social norms; learned behaviour that is acceptable by society

learned behaviour as a result of environment

appealing to all



**COPYRIGHT
PROTECTED**



8/9
Activity

Read the following extract from Joseph Conrad's *Heart of Darkness* 1899, and answer the questions that follow.

The vision seemed to enter the house with me – the phantoms, the wild crowd of obedient workers in the forests, the glitter of the reach between the poles of the drum, regular and muffled like the beating of a conquering darkness. It was a moment of truth in the wilderness, an invading and vengeful wish which, I would have to keep back alone for the salvation of the memory of what I had heard him say afar then – shapes, stirring at my back, in the glow of fires, in the woods, those broken phrases came back to me, with their ominous and terrifying simplicity. I remembered his abject threats, the colossal scale of his vile desire for torment, the tempestuous anguish of his soul. And I saw his collected languid manner when he said once, 'Ivory now is really mine.' The Company did not give it myself at a very great personal risk. I am afraid I claim it as theirs though. H'm. It is a difficult case to think I ought to do – resist? Eh? I want no more than justice – no more than justice. I saw the mahogany door on the first floor, and while I waited at me out of the glossy panel – stare with that wide embracing, condemning, loathing all the universe. A whispered cry, 'The horror! The horror!'

- Can you see any similarities between Conrad's and Golding's ideas?
- What do you think is meant by 'darkness' in the title and the phrase 'the horror' and how does this link to *Lord of the Flies*?
- What does Ralph weep for at the end of the novel that is significant?
- *Heart of Darkness* and *Lord of the Flies* were published at different times, but what do they suggest about the social, historical and cultural context of *Lord of the Flies*?

INSPECTION COPY

COPYRIGHT
PROTECTED

Fill in the table, showing that you understand the explicit and implicit meaning of

Quotation	Explicit meaning	
1) 'I saw the other boys on a plane... (the... at the tube... 13)	The boys have been evacuated during a war, seemingly via 'plane' which had a detachable 'tube'.	Write book personal lens
2) 'I've been wearing specs since I was three' (p. 14)		Page of the cure etc
3) 'He's a commander in the navy' / 'She kept a sweet shop' (p. 19)	There is a social or economic difference between Ralph and Piggy.	
4) '... we're not savages. We're English' (p. 55)		
5) 'There was a sudden bright explosion... the figure fell' (p. 118 / p. 119)		
6) 'I should have thought that a pack of... boys... would have been able to put up a better show than that' (p. 248)		

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1
AO3

CONTEXT



Getting Started



- Share your interpretations from the previous activity with your group.
- Find more quotations which can be analysed in terms of symbolism.



Going Further

Answer one of the following essay questions:



- How does Golding use the novel as a whole to present historical and cultural context and how effective is the presentation?
- What, in your opinion, are the most important aspects of context in the novel?



Extension



- Research the story of *The Coral Island* and create a list of similarities between this novel and *Lord of the Flies*.



INSPECTION COPY

COPYRIGHT
PROTECTED





Get Creative with Drama

- In pairs, create interesting monologues for a famous character, highlighting their similar personality traits.
- Act out a scene where the boys were evacuated.



Get Creative with Art

- Create a collage of headlines from newspapers that relate to the novel.
- Create a collage of headlines that relate to acts of human cruelty.



Get Creative with ICT and Media

- Create a PowerPoint presentation on WWII highlighting the impact of war and the events in the novel.
- Create a PowerPoint presentation showing the worst acts of war from the current day.
- Search the newspapers (past and/or present) for as many examples of human flaw in humanity and present your information to the class.
- Search the newspapers (past and/or present) for as many examples of human knowledge being used as a disadvantage and present your findings to the class.
- Design a website that students could use to access information about Lord of the Flies which would help them with their exam preparation.



**COPYRIGHT
PROTECTED**

The following essay question has been started for you to illustrate the best way of writing an essay or answer the question underneath.

The ideas presented in Lord of the Flies are universal and timeless.

Concise and confident focus on the question

One of the key ideas presented in the novel that is considered timeless and universal is the idea of evil that exists within mankind. If we take the character of Jack for example, who right from the beginning of the novel shows evil tendencies, 'He snatched his knife from the sheath and slammed it into the tree trunk'. We can assume that the writer uses Jack as an allegorical character symbolic of those in life with evil tendencies. The writer tries to shock the reader by Jack's actions, 'stab... kill', but essentially Golding tries to make us see that the island is a microcosm and the boys are committing, and have committed, similar and worse crimes and this is a timeless, universal idea.

Let's take the incident of killing the pig. It seems shocking that a 12-year-old boy knows how to kill an animal, 'you cut a pig's throat to bleed out', but the atrocities committed during World War II and subsequent wars since are also shocking. We could see Jack's character as typical of a dictator, 'I am the chief', and someone who won't stop until they get what they want which is epitomised through Jack's dialogue, 'we need meat'. In this sense, the idea of a dictator character and what he represents is timeless as there are always dictators and people who are prepared to commit terrible crimes to achieve what they want, which in this case is to become chief of the island and have power over the rest of the boys which he achieves, '...sat there like an idol'.

Analysing the writer's technique

COPYRIGHT
PROTECTED

Zig
Zag
Education

Question: Choose a section from the novel that reflects the context of the story about the significance of context in the novel.



Getting Started

Try these starter activities to get you thinking about important

Define the following:

- adjective;
- noun;
- verb;
- adverb.

Define the following:

- sensory language;
- metaphor;
- simile.

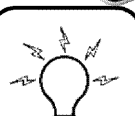
Define the following:

- pathetic fallacy;
- semantic field;
- anthropomorphism;
- symbolism.



Application

Read on to the extract from 'A View to a Death' starting with 'It is not that the sun is shining' to 'and already its blood was staining the sand' (p. 10). Identify the language terms you defined in the previous activity.



Tips

Use a colour code to identify each language feature.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Answer the following questions to demonstrate your understanding of the writer's novel.

1

Basic

1. How is the island described in the opening chapter and what does the language create?
2. What type of language do the boys use and what impression does their use of language create?
3. What nouns are used to describe the characters at the beginning? How do these nouns change?
4. What is the effect of the nouns used for the majority of the novel up to the end of the novel?
5. What language is used to show that Jack has animal-like qualities in 'Huts on the Beach'?
6. Find as many examples as possible of sensory language in 'Tall Trees' and explain the effects.

2

Advanced

1. How is pathetic fallacy used in 'A View to a Death'?
2. What is the effect of using the word 'dance' when Jack says 'Dance' in 'Gift for the Leader'?
3. What is the effect of Jack saying to Ralph in 'Gift for the Leader' 'I'm not any longer. Not with you.'? (p. 158)
4. How does Golding use language to suggest the boys are becoming more savage as part of the novel?
5. What is the effect of the language used in the last two paragraphs of 'The End'?
6. What is the effect of the personification used after Piggy's death 'again...'? (p. 223)

3

Extension

- How does the writer use dialogue to show the contrast between Jack and Ralph?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Fill in the gaps of the following extract taken from 'Beast from Water' to experiment with language. The letters in brackets tell you whether it should be a verb, adjective, noun, etc.

'We need an (V). Not for (N) and falling off the group of littluns on the twister each other not for making (N), or for –' he lifted effort to find the compelling word '–for (N). Not for things straight.'

He paused for a moment.

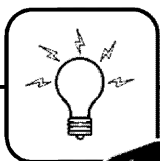
'I've been along. By myself I went, thinking what's what (N) to put things straight. And first of all, I'm

He paused for a moment and (Adv) pushed to Piggy (V) to the triangle, his (Adj) (V) the others

Ralph (V).

We (V) lots of (N). Everybody enjoys (V). We (V). But they don't get down (N) brought from the (N) and left under fresh (N). So it was, for a few days. Now the The (N) are (Adj). People (N).

There was a murmur of (N). (p. 98 / p. 99)



Tips




- ① Try to create different tones, e.g. sad, sinister, happy.
- ② Try to experiment with different ways you want to present your characters, e.g. young adults, old, etc.
- ③ Try to experiment with different time periods, e.g. what was set in 2013?

INSPECTION COPY

**COPYRIGHT
PROTECTED**






Read the descriptive passage from 'Simon, whom they expected to find there... Beach' (pp. 70–72) and fill in the table.

Quotation	Explicit Meaning	
 1) 'Tall trunks... life went on clamorously.' (p. 71)		<i>The 'pale and the eth gift</i>
 2) 'The white space was veiled with aromatic bushes, and was a of heat and light.' (p. 71)	<i>The clearing is hot, 'heat', and humid, but peaceful too, 'aromatic'.</i>	
 3) 'The creepers and the bushes were so close that he left sweat on them.' (p. 71)		

INSPECTION COPY

COPYRIGHT
PROTECTED

Quotation	Explicit Meaning	Implicit Meaning
4) <i>'... pair of gaudy butterflies that danced round each other in the hot air.'</i> (p. 72)		
 5) <i>'The deep sea breaking miles away on the reef made an undertone...'</i> (p. 72)		
 6) <i>'green candle-like buds'</i> (p. 72)		
 7) <i>'... white tips of the flowers rose delicately to meet the open air.'</i> (p. 72)		

**COPYRIGHT
PROTECTED**



AO1
AO2

LANGUAGE



Getting Started



Share your interpretation of the previous activity with a partner.



Find more examples of symbolism which can be analysed in terms of meaning. Is it from the same passage or a different one?



Going Further



Answer one of the following mini essay questions based on the text.

How does Golding use dialogue to present characters?

How effective is Golding's description of the island?



Extension



Find as many examples as possible where the writer refers to the island as a symbol.



Discuss why symbolism might be used and how effective it is.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



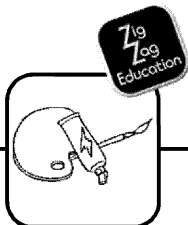
AO1
AO2
AO4

LANGUAGE



Get Creative with Speaking and Listening / Drama

- Design a game of language for a class to help the class learn
- Perform a dramatic version of the weather/storm which use as many sound props as possible.
- Use verbs from the novel, e.g. growl and have the re



Get Creative with Art

- Draw, or create a model, of the island based on the desc
- Create a collage of all the language features used in the



Get Creative with Writing

- Write a children's story using the descriptions of the isla
- Write a descriptive poem for one of the characters.



Get Creative with ICT and Media

- Create a Facebook page for two of the boys and write a using as many examples as possible of the boys' language. Create a PowerPoint to present to the class where you find pathetic fallacy, anthropomorphism, descriptions of the and figurative language.

**COPYRIGHT
PROTECTED**



The following essay question has been started for you to illustrate the best way of writing an essay or answer the question underneath.

How does Golding create tension prior to and during the murder of Simon in *Lord of the Flies*?

At the beginning of Chapter 9, Golding uses a variety of techniques to create an oppressive atmosphere on the island prior to Simon's death, '... build-up of clouds... the sky is ready to explode'. This creates the impression of a storm and therefore as a reader we can assume some powerful and important will take place, but the storm never happens and this sustains the **tension**. This tension is further heightened by the writer's use of **symbolism**, 'the sun had gone down' suggests there is no hope for Simon and the boys. 'Daylight' and 'sun' symbolises innocence, something the boys are about to lose as they commit the sin: murder.

Another technique used to create **tension** prior to the murder is the use of **imagery**, 'clouds brooded over the island'. The word 'brood' suggests a fear or worry almost for the boys and Simon, thus adding **tension** as we anticipate the storm may be in; morally and physically. 'Brood' also creates a moody atmosphere and this creates tension as we know that where there is usually discord.

There is also a particularly unnerving description of Simon's surroundings prior to his murder with a 'field of suffering and death, 'blood... glum... corruption', which makes the reader feel uneasy and a sense of something gone from what seemed like a paradise at the beginning of the novel with lots of references to light, 'the blue of the lagoon... palm trees... glittering fish', to a frightening place, 'the creepers shook the flies from the guts with a vicious note'. The fact that the boys are in a state of savagery makes them vulnerable and creates a sense of tension.

Perceptive language analysis

Comments on implicit meaning

Analysis of structure

INSPECTION COPY

**COPYRIGHT
PROTECTED**

**Zig
Zag
Education**

Question: How does Golding use symbolism in *Lord of the Flies*?

AO2

STRUCTURE



What is structure?

Structure refers to the sequence of events in the novel and how they are linked together. The structure links, therefore, the events, the actions, the characters and the development of themes and ideas.



Getting Started

Use the Internet or the introduction to the novel to answer the questions below.

1. The novel has a linear structure. What does this mean?
2. The structure shows progress in time. What does this mean?
3. What is a flashback and which character has one?
4. What is the point of a flashback in a linear structure?
5. Stories usually have a beginning, middle and end (equilibrium). In your own words, what is the beginning, middle and end of the novel?
6. What is the overall conclusion to the novel?



Going Further

Write down the chapters which correspond to the overall structure of the novel.

Section of the novel	Corresponding chapters
The boys arrive on the island and the island is seen as a paradise. The boys appear to be innocent.	
The boys' 'society' begins to break up and a descent into savage behaviour begins.	
The majority of the boys revolt against civilisation which leads to murder and bestiality.	

Essay Tip!

Your essay should try to reflect the structure of the novel.

COPYRIGHT
PROTECTED



Answer the following questions to demonstrate your understanding of the boys' descent into savagery.

1

Basic – Advanced (these questions increase in difficulty)

1. List points in the early stages of the novel that reveal Jack's descent into savagery. For example, this could be through the writer's use of language or symbolism.
2. Find five quotations for Jack and/or the rest of the boys which show him/them to be civilised.
3. Now find five contrasting quotations for Jack and/or the boys in the middle/end of the novel which show him/them to be savage.
4. At what point, or points, do the rest of the boys appear to show savage behaviour?
5. Why does Golding show a 'descent' into savagery as opposed to an ascent?
6. Do you feel that the descent is rapid or slow? Explain your answer.
7. How does Golding make the boys' descent believable?

2

Extension

8. Try to find out what the difference is between plot and story of the class.

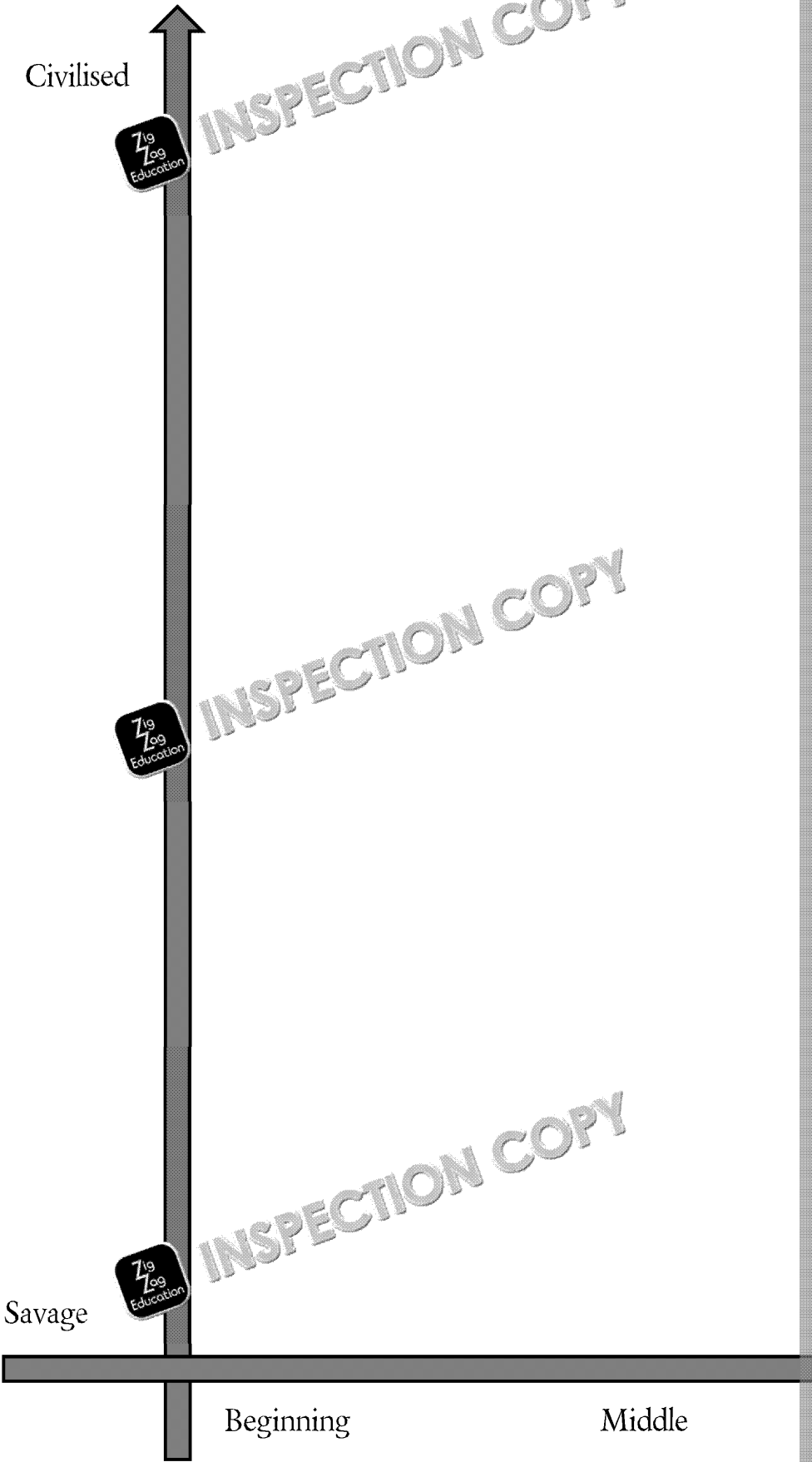
3

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Plot the points of savagery and civilisation from the whole novel on the graph with quotation next to it supporting your idea.



INSPECTION COPY

COPYRIGHT
PROTECTED



Looking at the key events in the plot, analyse the relevance each one has in the story and analyse how the plot is manipulated by the structure (implicit meaning).

Key Event in Plot	Implicit Meaning	
A plane, carrying a group of school boys, is shot down over a deserted island.	This is the start of the story; the boys are obviously central to the story and are needed for the rest of the events to unfold.	From the subliminal hence we come but symbolic savagery.
Piggy and Ralph find a conch shell.		Without breaking would not
Simon faints on the beach.		
The boys light the fire to attract the attention of passing ships; they use Piggy's glasses to do so.		
The boys discuss the beast at a meeting and where they might live.		

...continued from previous page

Key Event in Plot	Explicit Meaning	Implicit Meaning
A dead parachutist lands on the mountain during the night after a military battle.		
Jack forms his new tribe and declares himself leader of the tribe.		
The sow is killed and its head is placed on a stick as an offering for the beast.		
Simon is killed in a savage attack.		
Piggy is killed.		

Evaluating the Ending of the Novel

8/9
Activity

Over the years, there have been several interpretations of the naval officer's arrival.

Read from 'his strong red to his feet' until the end of the novel (different interpretations of the officer's arrival by filling in the

Quotation	Interpretation 1	Interpretation 2
1) '... a revolver... a uniform' (p. 246)		
2) 'A naval officer stood on the sand, looking down at Ralph in wary astonishment.' (p. 246)		
3) 'Fun' (p. 24)		
4) 'Having a war or something?' (p. 247)		
5) 'I should have thought that a pack of British boys... would have been able to put up a better show than that...' (p. 248)		
6) 'The officer... was moved and a little embarrassed.' (p. 248)		

INSPECTION COPY

COPYRIGHT
PROTECTED



Get Creative with Drama

- In groups, create three scenes which act out the beginning, middle and end of the novel.
- Create freeze frames from the key structural events and discuss them from the beginning, the middle or the end of the novel.



Get Creative with Art

- Storyboard the unfolding of events in the novel, with appropriate illustrations.
- Laminate and cut up your storyboard and have your partner act out the events (great for revision!).



Get Creative with ICT and Media

- Explain the concept of flashbacks to the class using as many examples as possible.
- Explain the different types of narrative structure to the class.
- Watch the film version(s) of the novel and discuss how the narrative structure, and/or how the idea of progression in time is conveyed.

Imagine the boys had a means of taking photos on the island (e.g. a camera). Design an Instagram page with photos that tell the story of the novel. You could draw the imagined photos or take images of what happened on the island. Remember to use hashtags!

Imagine you are Ralph. Write a series of tweets that relate to the key moments, pivotal moments, reiteration of themes/ideas.

**COPYRIGHT
PROTECTED**



STRUCTURE

The following essay question has been started for you to illustrate the best way to start an essay or answer the question underneath.

How does Golding present Jack's descent into savagery?

Confident start to the essay

Using the keyword from the question

Perceptive language analysis

Perceptive structure analysis

At the beginning of the novel we see a... behaviour when Jack almost kills a pig, 'I was... place. Next time-'. The caesura in Jack... indicates the omission of the sentence 'I will... shows that Jack will not be happy until he has... The verbs associated with Jack's behaviour at the... the book, 'snatched... stab... slammed', also heighten his savage tendencies as these have connotations of... barbarism. The fact that he also carries a 'knife' is a further clue that Jack, even at the beginning of the novel, is on a descent into savagery. Nevertheless, we do not see him as a savage at this point in the novel. Golding still refers to him as 'Jack' or a 'boy' rather than 'savage', which is used at the end of the novel and the rest of the boys have fully descended into savagery. This contrast in language is effective because it allows us to more fully understand the change that Jack undergoes as the novel unfolds.

Jack's savage behaviour becomes more apparent when he goes on his first pig hunt in Chapter 3. Here Golding presents him as an animal, 'bent double... nose close to the ground... inches from the humid earth'. Presenting Jack as sniffing out the pig allows the reader to think of him as barely human and instead someone who is wild and savage. Words that are synonymous with savagery.

Question: How is the opening of Lord of the Flies different from the opening of The Hobbit and why is the contrast effective?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



AO2

FORM



Getting Started

Form refers to the type of story in a novel. Define the following

- Autobiography
- Biography
- Anecdote
- Parody
- Ballad
- Monologue
- Epic
- Fable
- Memoir
- Legend
- Myth
- Allegory
- Fiction



Going further

Fill in the blanks.

From the above list, *Lord of the Flies* could be described firstly
but also as aor even a
there is a meaning. An example of this
.....

A fable is a story that has a..... An example of this
.....

I think the writer may have chosen these forms because
.....



Extension

Use the Internet to find as many examples as possible of the following

COPYRIGHT
PROTECTED





Getting Started

Answer these questions to get you thinking about the writer's

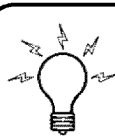
1. What is *Lord of the Flies* novel?
2. How is Ralph allegoric?
3. How is Simon allegoric?
4. How is Jack allegoric?
5. What is the overall tale of the boys on the island symbol?
6. What is the conflict between Ralph and Jack symbolic of?
7. How is the island allegoric?
8. What do the bigguns and littluns symbolise?
9. What do the light and dark symbolise?
10. What do the conch, fire and huts symbolise?



Going Further

Answer these questions to get you thinking about the writer's

11. What is a fable?
12. What do the traditional fables usually have in place of characters?
13. How are the traditional fables different from *Lord of the Flies*?
14. What is the lesson (or lessons) that Golding wants us to learn?
15. If we said *Lord of the Flies* is a hybrid in terms of form, what would it be a hybrid of?



Tips

- ① Read the introduction to your edition of the novel if you have it. It might contain information that might help you with the questions.

8/9

Calling All 8/9 Students

Turn Question 15 from 'Going Further' into an essay question.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Read the extract from 'A View to a Death' which starts with 'The circle became a blood was staining the sand' (pp. 188–189) and answer the questions that consider form.

1. What stylistic convention or function does the extract show?
2. In terms of language, what symbolic meaning does the extract have?
3. In terms of theme, what is the moral being taught in the extract?

8/9

Calling All 8/9 Students

This activity prepares you for writing an essay in the exam. No matter what you must demonstrate analytical skills and show multiple, original interpretative quotations.

INSPECTION COPY

COPYRIGHT
PROTECTED



Write an extended paragraph where you show that you can analyse the different Use as many of the words and phrases from the box below as you can and include quotations that illustrate and support your comment.

In terms of form, *Lord of the Flies* is a...

Zig Zag Education

Zig Zag Education

COPYRIGHT
PROTECTED



Fill in the table which allows you to demonstrate your own interpretation of form (allegory or a merge of all three).

Quotation	Interpretation (form being used)	Example
<p>1) 'I could swim when I was five. L. taught me. He's a commander in the navy' / 'I used to live with my auntie. She kept a sweet-shop...' (p. 19)</p>	<p>This could be seen as a combination of fiction and allegory.</p>	<p>The boys take you would expect characters to be dimensional etc. But this is here which is a novel to the naturally selected he is, on some superior comp</p>
<p>2) 'Jack, painted and garlanded sat there an idol.' "Give me a drink." (pp. 183-185)</p>		

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1
AO2
AO4

FORM



Get Creative with Drama

- Act out the moral of the story with or without dialogue.
- Create freeze-frames that illustrate the key messages to



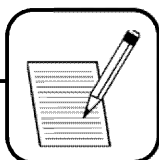
Get Creative with Art

- Storyboard the moral tale for a child under the age of five.
- Laminate and cut up your storyboard and have your partner act it out (great for revision!).



Get Creative with ICT and Media

- Find a film or cartoon clip which illustrates a similar moral.
- Look for symbolism in the film version and present your



Get Creative with Writing

- Write a fable for a child aged 5-7 that provides the same moral (choose to adapt the characters into animals).



**COPYRIGHT
PROTECTED**



The following essay question has been started for you to illustrate the best way of writing an essay or answer the question underneath.

Every aspect of Lord of the Flies is a microcosm. How do you respond to this statement?

First Paragraph

Personal response
implicit meaning

Through the story on an unnamed island, Golding allows the reader to interpret the island as a microcosm; a smaller version of the world. Taking account, we can assume that everything within this story, the characters, the events, the actions of the characters, are allegoric and have a deeper, symbolic meaning.

Second Paragraph

Developed critical analysis of one character and how they are allegoric

Analysis of language and structure

Integrated references throughout

Evaluation / consideration of effects

Reference to historical context

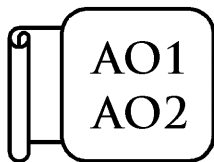
Looking first at characters, we see that all the characters are representative of people in the world, Piggy, for example, represents the weaker type of character and is 'not elected chief', despite his competency to lead. What intelligence had been shown was traced back to him while the most obvious leader was Jack. Here the character of Piggy is used to show that even when someone is capable of leadership, their appearance, 'fatty', social status, 'sweet-shop', 'specs', will collectively define them. Furthermore, Piggy is allegoric in terms of 'intelligence' and knowledge, 'we got to find the other side of the island that exists in the world. This links in with the symbolism of 'specs' which could be representative of the ambiguity of knowledge and intelligence in the world. For example, 'specs' allow the boys to make a fire, 'use them as glasses', which shows that knowledge can be a very useful concept. On the other hand, the 'specs' also show greed and theft later on in the novel when Jack takes them, 'from his left hand dangled Piggy's broken glasses'. The use of allegory is effective as it makes the reader think of other instances where knowledge is used in a negative way, for example the atom bomb which Piggy reminds us of first. What about the atom bomb? They're all...

INSPECTION COPY

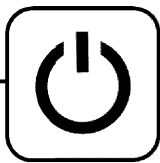
**COPYRIGHT
PROTECTED**



Question: Lord of the Flies is often referred to as a fable. Is this statement true or false? Justify your answer.

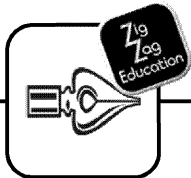


THEMES



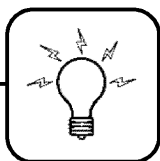
Getting Started

1. List as many different themes as you can think of in the poem.
Compare your list with a friend.
Find a quotation for each theme.



Application

2. Read from 'I'm calling an assembly' to 'Behind them on the paunched body of a sow lay where they had dropped it' and list as many themes as possible.



Tips

- ① Use a colour code to identify each theme or underline a passage.

INSPECTION COPY



INSPECTION COPY

COPYRIGHT
PROTECTED



INSPECTION COPY



AO1
AO2

THEMES

Fill in the table to show that you understand the main themes in the novel.

Theme	Chapters	Key Characters	Key Quotations
Savagery			
Leadership			
Loss of innocence			
Civilisation			
Anarchy			

INSPECTION COPY

COPYRIGHT
PROTECTED



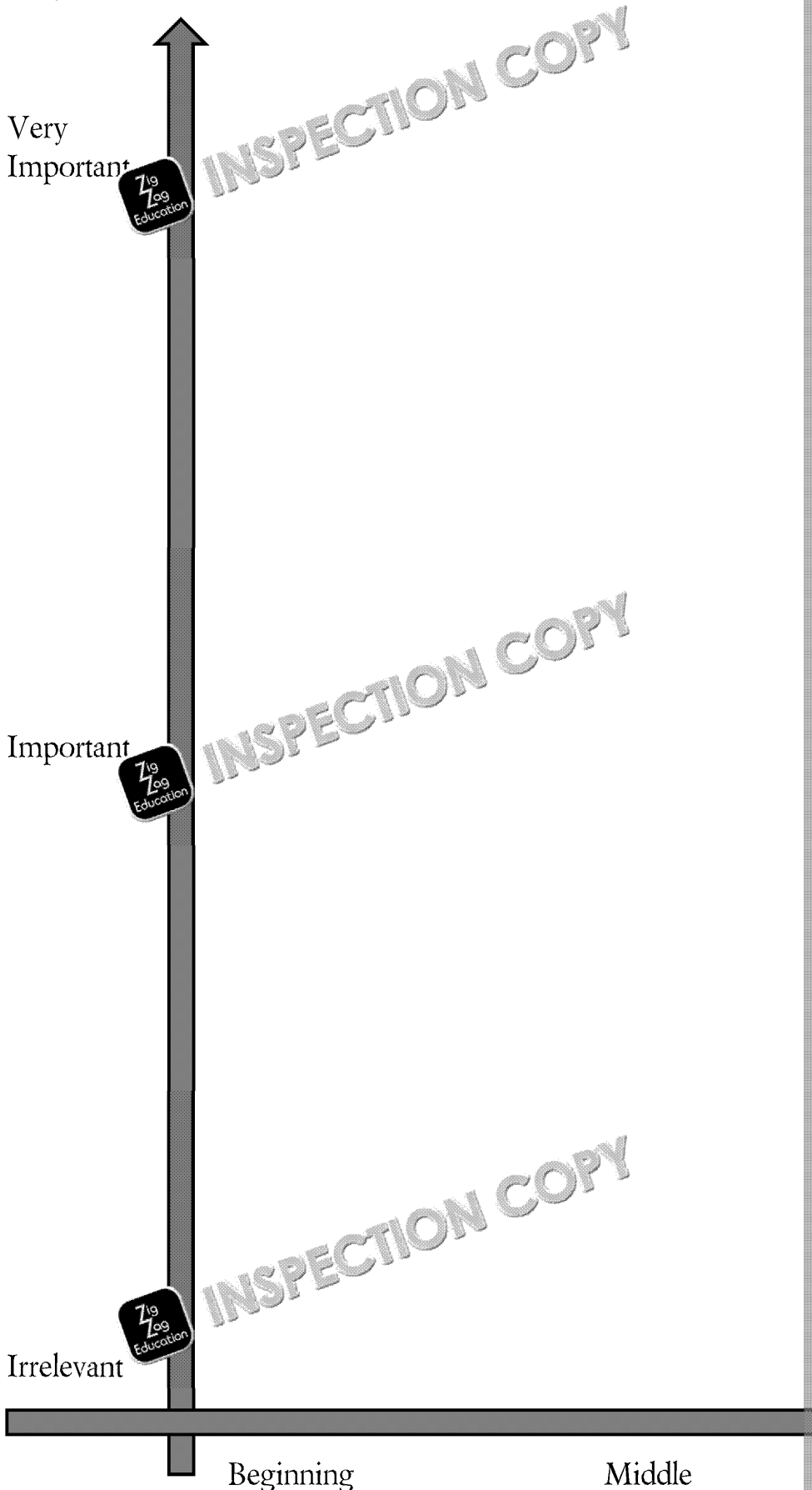
Theme	Key Chapters	Key Characters	Key Quotations	
Democracy				
Conflict				
Power				
Bullying				
Innate evil				

INSPECTION COPY

COPYRIGHT
PROTECTED



Choose any theme from the novel and trace its development on the graph, using interpretation.



INSPECTION COPY

COPYRIGHT
PROTECTED



Answer these questions which prompt an analysis of the themes in terms of their...
Note that within each set of questions, they increase with difficulty. Remember to use quotations in your answers.



Leadership

1. Why do Ralph and Jack become leaders? Give at least two reasons for each character.
2. How do both boys lead and why do they lead in the way they do? Give at least two reasons for each character.
3. Why does the writer contrast two leadership styles through the characters of Ralph and Jack?
4. Why is leadership an important theme in the novel?



Conflict

5. Who does Ralph have conflict with and why?
6. Aside from Ralph, who does Jack have conflict with? Give at least two reasons for each character.
7. As a group, who do the boys have conflict with?
8. Why is conflict an important theme in the novel?
9. Even when conflict isn't the main focus in the story, how does it affect the characters and why?



Civilisation

10. How are the boys civilised at the beginning of the novel?
11. How and why does the civilisation break down?
12. How is this theme almost dependent on the island being isolated?
13. A famous quotation from the poet W B Yeats is 'Things fall apart; the centre can hold'. What does this mean in terms of *Lord of the Flies*?



Anarchy

14. What does Jack say about the rules and what does this tell us about his character and anarchy?
15. Ralph says 'Because the rules are the only thing we've got to go on'. What does he mean? Give at least two reasons for your answer.
16. Why do you think anarchy exists in the world? Give at least two reasons for your answer.





Calling All 8/9 Students
Pause for thought!

Discuss the questions and statements, that relate to the key themes in the novel, either

Theme	Question/Statement	Interpretations
Leadership	You need a range of leaders in life, including democratic, autocratic and laissez-faire.	
Loss of innocence	We all have to lose our innocence at some point, so it's no big deal that the boys lost their innocence on the island.	
Civilisation	What does this mean exactly?	

INSPECTION COPY

COPYRIGHT
PROTECTED



Theme	Question/Statement	Interpretations
Anarchy	Sometimes anarchic behaviour is necessary, e.g. the miners' riots in the 1980s.	
Power	Power can be good and bad.	
Bullying	People like Jack bully because it gives them a sense of importance.	
Innate evil	Innate evil exists in all of us, it's just that not all of us give in to it.	

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1
AO2

THEMES



Get Creative with Drama

- Play theme charades
- Create freeze-frame to illustrate themes.



Get Creative with Art

- Using only straws, paper towels and marshmallows/Blue-tack for five minutes. Once completed, discuss how civilised your design is.
- Look through newspapers and find images that illustrate behaviour around the world, e.g. rioting.



Get Creative with ICT and Media

- Find songs that have the same theme/themes as the novel The Sex Pistols.
- Look for film or television clips that illustrate the same themes. Reality shows always have common themes.
- Take photos that represent themes in the novel and add them to an Instagram page you have already designed for a character.



Get Creative with Writing

- Write a piece of creative writing based on any of the themes.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



INSPECTION COPY



THEMES

The following essay question has been started for you to illustrate the best way of the essay or answer the question underneath.

What types of conflict does Golding present in *Lord of the Flies* and how does he present conflict?

Reference
the question



A method
used by the
writer

Perceptive



Developed
personal
response



One of the most obvious conflicts in the novel is the conflict between the protagonist, Ralph, and the antagonist, Jack, which is presented to the reader through

From the very first meeting where the boys elect a leader in a democratic vote, 'Vote for chief', an emerging tension and conflict between the two boys is mainly due to Jack's arrogant expectation that he will be chief 'blush of mortification'. From this point it is obvious that Jack wants to rule and dictate, which is shown through Golding's use of imperatives in Jack's dialogue 'off your togs'. This behaviour and language is in contrast with Ralph's language which reflects a democratic, fair leadership type, 'don't you want to be rescued?' Golding's use of a question rather than an imperative, as Jack often uses, shows that the two characters are extremely different in their approaches to leadership therefore they often have conflicting views about their roles and purpose on the island as shown in Chapter 2 'we want meat / we need shelters'. In the meeting in Chapter 3, Golding's use of dialogue to show growing tension and conflict is almost like adjacency pairs, 'I thought you were going to kill / but you didn't... we want meat / but we don't want to kill it', but effectively shows the boys' polar opposite values and attitudes. Looking closer, you can see the hostility between the two growing as Ralph repeatedly reminds Jack that he isn't competent enough to 'kill' or bring back food, which agitates Jack and eventually culminates in a physical clash where Jack is not going to play any longer. Not with

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Question: How does Golding present leaders and leadership in *Lord of the Flies*?

Fill in the cloze activity from below to help you recall the main ideas in *Lord of the Flies*.

When we talk about the writer's ideas, we are referring to concepts, symbols and..... that the writer wants us to consider. Therefore, summarise our..... of the novel.

Ideas discussed..... on themes, characters, language and structure. Ideas can be interpreted in different ways, as long as..... are used to support your argument.

In *Lord of the Flies*, some of the ideas include the island being a..... the..... represents a..... version of society. Another idea is the question of whether evil is..... and exists within us, with the idea of what a..... calls the nature/nurture debate. The..... usefulness or destructiveness of....., as represented through the..... symbol of his...... Possibly one of the most prominent ideas is the..... nature of..... This idea was influenced by events such as..... whereby the actions of man are....., thus giving rise to the..... is..... of?

..... ideas could be described as..... and..... aren't specific to a..... or..... In this respect,..... something from reading *Lord of the Flies*.

messages
glasses
knowledge
interdependent
timeless

island
Holocaust
Golding's
links
humanity

Keywords





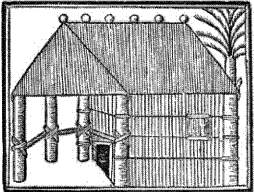


man
microcosm
universal
nature
smaller

world
time
Pigg
place
learn

**COPYRIGHT
PROTECTED**



Look at the images in the table below. What do they represent in terms of the writer's ideas? What is the writer trying to tell the reader? In the last box, pick an idea of your own.

	<p>The island is a paradise. The writer uses</p>
	
	
	
	
	
	

INSPECTION COPY

COPYRIGHT
PROTECTED



The following extract from 'Gift for the Darkness' possibly conveys one, or some, of the writer's ideas in the novel. Answer the questions about the writer's ideas in this passage. Remember to refer to the text in your answers.



'Fancy thinking the Beast was something you could hunt and kill! ... The laughter shone from their mouths. (p. 177)

1. What main idea is being conveyed to the reader when the writer says 'Fancy thinking the Beast was something you could hunt and kill'?
2. 'Fancy thinking the Beast was something you could hunt and kill' - what is the writer trying to convey here?
3. Why a 'parody' of laughter (p. 177)?
4. What is meant by 'close' (p. 177) and why is it repeated?
5. How are the writer's ideas in this passage heightened by the context of the scene?
6. The word 'beast' or 'beastie' crops up time and again in the novel. What is an effective word for conveying Golding's ideas? Explain your choice.



**COPYRIGHT
PROTECTED**

8/9



Calling All 8/9 Students

The activity is based on close and critical analysis with evaluation/evaluation/evaluation by now (tut!), are level 8/9 skills.



Here we will look closer at the ideas associated with light and dark in the novel.



Light

1. Why are the boys a lot happier during the day time?
2. Why do you think the novel begins during the day and not at night?
3. Towards the end of 'Fire on the Mountain' it says 'the sun was low over the sea' (p. 60). What idea is being conveyed to us here?
4. 'Simon turned away from them and went where the just where more sunshine fell'. (p. 71) Why is this quotation important?
5. As the novel unfolds, the light becomes more elusive and more associated with the dark; even 'the usual brightness was gone' (p. 180) Chapter 9. What idea, or ideas, is Golding trying to convey?



Dark

6. Can you think of any other references to the 'dark' other than the darkness of the night?
7. Why does Golding write '...a dense black mass that revolved in the darkness' (p. 180)?
8. At the end of Chapter 5, 'the boys stood in the dark' (p. 50). What reasons why this is ambiguous and why it is significant?
9. How does Golding involve ideas about the supernatural with the idea of darkness?
10. Read the opening of Chapter 6 and the end of Chapter 7. What does the light and dark and what might he be trying to tell us?
11. What do you think 'A Gift for the Darkness' really means?
12. 'Somewhere over the darkened curve of the world the light was gone' (p. 190) What might Golding be trying to tell us here through his reference to light and dark?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Interpreting the Title of the Novel

The 'Lord of the Flies' means 'Beelzebub' which comes from the Arabic word for devil.



Getting Started

1. Basically, Beelzebub means 'devil' or 'demon'. Who is/are the evil characters in the story?
2. It could be said that Beelzebub or the devil is synonymous with evil. Who or what acts, in the novel, is evil?
3. Who, and what acts, in the novel is evil?

Use quotations to support your answers.



Going Further

4. Why would Golding name the book *Lord of the Flies*?
5. Why do you think evil spreads on the island and has done so?
6. Who or what, by the end of the novel, represents the devil?
7. Read from 'The skull reared up like one...' until '...at the sky' (p. 228) in Chapter 5. What is your interpretation of the writer's ideas about evil and human nature?

Use quotations to support your answers.



Extension

8. Who is Milton and what well-known literary text did he write? How does Beelzebub relate to Milton's story?
9. Who, or what, is Beelzebub in Milton's story?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



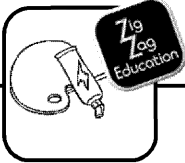
AO1
AO4

IDEAS



Get Creative with Drama

- Create a dramatic performance that illustrates the battle between good and evil.
- Play characters whereby you convey one of the writer's messages.



Get Creative with Art

- Create a collage of good and evil.
- Create a collage of all the ideas in the novel.
- Create a collage of all the ideas associated with a character.



Get Creative with ICT/Media

- Create a PowerPoint of all the important ideas in the novel.
- Look for film or television clips that illustrate the idea of good and evil.
- Look for stories in the news that illustrate acts of kindness and evil.



Get Creative with Writing

- Write a creative piece of writing based on any of the writer's ideas.
- Write a review of the novel for a magazine that looks critically at the writer, trying to do/say with his novel?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



INSPECTION COPY



The following essay question has been started for you to illustrate the best way of writing the essay or answer the question underneath.

Write about the ways Golding uses symbolism to present

Golding uses symbolism to express several important ideas in the novel. One of the first uses of symbolism is the fire to represent both the idea of hope, 'rescued...', and civilisation, 'a ship'.

Clear structure to the essay

In Chapter 2, the boys decide to make a 'mountain' in order to attract attention from a passing ship. This act shows that the boys' need to return to civilisation intact and that their priority is to be rescued as Ralph points out in the early chapters, 'the best thing we can do is get ourselves rescued'. Since the fire is what the boys need to get 'rescued' and return to civilisation 'home', the fire is symbolic of these very ideas and is almost synonymous with them.

Perceptive analysis of the character roles embedded in the response

The symbolic meaning of the fire is heightened when Jack, obsessed with hunting and killing a pig, '...all you can get is pig, pig, pig!', increases and conflict mounts between the protagonist, Ralph, and the antagonist, Jack. Ralph often talks about the importance of being rescued 'so long as your hunters remember the fire' and through this persistent dialogue, Golding shows the reader that the fundamental link between the boys and civilisation is the fire. As Jack prioritises hunting over keeping the fire going, as Jack says 'the fire goes out', we see that this link is fading and the boys are losing sight of being rescued that the boys initially prioritised is the fire. Hence the symbolism of the 'fire'.

Re-addressing the question

Question: What is the significance of the title Lord of the Flies?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



SETTINGS

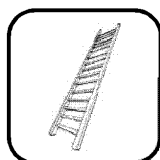
INSPECTION COPY



Getting Started

List as many different settings as you can within the island.

1.
2.
3.
4.
5.
6.
7.
8.



Going Further...

Which characters are associated with the following settings?

1. →
2. →
3. →
4. →



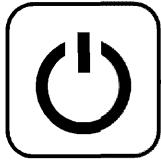
**COPYRIGHT
PROTECTED**





AO1
AO2

SETTINGS





Getting Started

1. What is the boys' relationship with the island like in Chapter 2?
2. How does the setting – the island – serve them at first?
3. When and why does their relationship with the island change?



Going Further...

Fill in the table below.

Setting on the island	How the boys feel about it	Does their relationship change with this setting?
The beach		
The 		
The mountain		
The forest		
Castle 		

INSPECTION COPY

COPYRIGHT
PROTECTED







AO1
AO2

SETTINGS

Most settings within the novel have positive aspects and negative aspects. Fill in the table with your ideas further.

Setting	Positive aspects (find 2 or 3 points to support your ideas)	Negative aspects
The 		e.g. has frequent diarrhoea
The clearing		
The mountain		
 The shelters		
The beach / assembly point	e.g. the beach is a place for relaxing/playing and building 'castles in the sand' (p. 75) The assembly point is a place of order and civilised behaviour – 'hands up, like at school' (p. 43)	



Calling All 8/9 Students

What might the mountain symbolise?

INSPECTION COPY

**COPYRIGHT
PROTECTED**








AO1
AO2

SETTINGS

Below are descriptions of the island from Chapter 1. Read the full description in your copy of the book. What are the explicit and implicit meanings for each description?

Description	Explicit meaning	
 1) 'The ground beneath them was a... scattered with decaying coconuts...' (p. 14)		
2) '... the incredible pool... as to be dark green...' (p. 18)		
 3) 'We'll try climbing the mountain through the undergrowth to get to the next path.' (p. 34)		
4) 'The great rock... enraged monster: and then the island was still.' (p. 37)		
 5) 'It was roughly heart-shaped...' (p. 38)		

INSPECTION COPY

COPYRIGHT
PROTECTED





AO1
AO2

SETTINGS

Read the ending of Chapter 3 from 'Simon, whom they expected to find there' (p. 10). Write an extended paragraph exploring the different interpretations of this part of setting. Use words and phrases from the text. Reference the text in your response.

This section of the novel has been interpreted in many ways, and it strikes me as interesting because...



Key Words and Phrases

at first we see	upon first reading	are
this is a reflection of the house	explicitly	it
read on	This might imply	For
symbolic/symbolism	perhaps Golding meant to	
if we look closer	effectively, we see that	
perhaps...	by the middle of the extract/section	

INSPECTION COPY

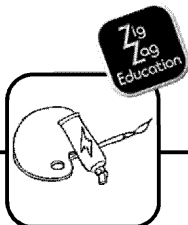
**COPYRIGHT
PROTECTED**





Get Creative with Drama

- Carry out a role-play or a news broadcast detailing what has happened on the island.
- Dramatise the part of the novel in Chapter 1 where the boys first arrive on the island.



Get Creative with Art

- Create a map of the island.
- Create a 3D model of the island.
- Draw a bird's-eye view of the island.



Get Creative with Media/ICT

- Create a PowerPoint of all the important settings in the novel.
- Imagine you are Ralph and you have returned home. Write a description of the island and where you have been.



Get Creative with Writing

- Imagine the island has now become a five-star resort. Create a brochure or a newspaper spread describing the island and persuading people to visit. Include descriptions of the settings on the island (such as the forest, beach or mountains).
- Imagine you are Ralph writing home. Write your letter describing the island and where you have been.

**COPYRIGHT
PROTECTED**

The following essay question has been started for you to illustrate the best way of the essay or answer the question underneath.

Informative
personal
response /
implicit
meaning

Perceptive,
informed
personal
response

Zig Zag
Education

Zig Zag
Education

How does Golding use the island to present ideas about good and evil?

In Chapter 1, readers can already see that the island is being used to convey ideas about leadership, the battle between good and evil. The idea that there is a battle between good and evil, or that good and evil coexist, is shown when Golding juxtaposes a positive description of the shore 'which was fledged with palm trees' - with negative descriptions of the island - 'decaying coconuts... darkness of the forest'. The descriptions of the island show how the boys are initially attracted by the glory of finding themselves on this paradise, but then become aware of the hidden dangers and 'darkness'. Here we can see that perhaps the island represents a paradise, much like Eden in the Old Testament - like the tree of life in the Garden of Eden, the island is a place where good and evil and power are present. Therefore, Golding uses the setting to explore the idea of good and evil, which is central to the novel as the boys progress and the boys' actions become more complex. Perhaps Golding was inspired to use setting to explore the idea such as good and evil by the atrocities he witnessed during World War II, which is what he is referring to as 'darkness' in his description of the island.

Towards the end of Chapter 1, we see that the boys begin to explore the island and climb the mountain. At first, the mountain is difficult to climb - 'the difficulty was not the steepness but the occasional plunges through the undergrowth'. We can see that there are physical obstacles preventing the boys from reaching the mountain, but perhaps it really represents the idea that there is a struggle to reach the top of the mountain.





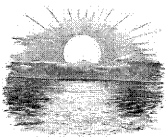

Question: The island is a negative setting. Discuss.

INSPECTION COPY

**COPYRIGHT
PROTECTED**

Zig
Zag
Education

The novel could be interpretative in several ways by different people with different views. Complete the table below. What type of interpretation do they link to? Use the words at the bottom.

Image	Type of Interpretation
	
	
	
	
	
	



negative
biblical

Words/Phrases

humanist
Paradise Lost

INSPECTION COPY

COPYRIGHT
PROTECTED

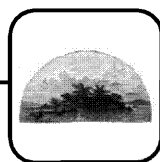


The following questions could be seen as mini essay questions. They aim to help understanding of the interpretations of the novel. Remember to use tiny integrated answers in as much depth as possible.



Biblical Interpretations

1. Which character could be interpreted as being saintly or holy?
2. In what ways do Simon's death and/or the description of the island link to a biblical interpretation?
3. In what ways does the island link to a biblical interpretation (e.g. Eden, Eve.)
4. How do the ideas of original sin and the Fall link to the novel?
5. How is the island presented as heavenly?
6. How is the island presented as a hell?



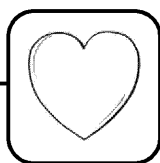
The Coral Island Interpretation

7. Who wrote *The Coral Island* and what is it about?
8. What are the similarities and differences between the two novels?



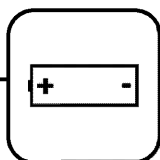
Paradise Lost Interpretation

9. Find a synopsis of *Paradise Lost* from the Internet.
10. What ideas and themes do *Paradise Lost* and *Lord of the Flies* share?



Humanist Interpretation

11. What is a humanist and what do they believe about human nature?
12. Why might a humanist find this story dangerous and positive?



Positive and Negative Interpretations

13. Do you see the story as positive, negative or both?



Calling All 8/9 Students

Multiple interpretations are needed for the higher grades. You need to understand the novel and remember it is not a test of your knowledge on the Bible.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Look at the quotations from Milton's *Paradise Lost* (Book 1) and make links between them.

<i>Paradise Lost</i>	Interpretation / Link with
'Heav'n hides nothing from thy view Nor the deep Tract of Hell'	The island could be seen to be Heaven
'Who first seduced them to that fowl revolt? Th'infernal Serpent'	
'But O how fall'n! How chang'd'	
'Happy realms of Light'	
'Now misery hath joynd in equal ruin'	
'The strong v'nd with his Thunder'	
'The mind is its own place and in it self Can make a Heav'n of Hell'	
'Better to reign in Hell, than serve in Heav'n'	
'Of Mankind they corrupted'	
'The image of a Brute adorns Devils to ad'orn for Devils to use'	
'Idols through the Heathen World'	

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1
AO2

INTERPRETATION

Look at the information in the following three boxes.

Match the information up by drawing lines between the boxes as shown by the example about Simon.

Box 1: Events in the Novel	Box 2: Concrete Meaning/Interpretation
The boys offer the pig's head to the beast.	Jack is possibly uncomfortable and embarrassed at the sight of Ralph.
Simon helps the littluns.	Ralph understands what the boys have done on the island.
Jack recognises that he is naked.	Simon is an altruistic, compassionate character.
Ralph weeps for the end of innocence.	Jack has dominion over his tribe at this point in the novel.
Jack sits on his throne at the feast.	The boys think that they can stave off the beast with this offering.

Choose one event and write a paragraph elaborating on the three bits of information and use integrated referencing. When you've read the paragraph the person sitting next to you wrote and get a feel for their take on it.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Discuss how effective and plausible the interpretations of the novel are, then decide if you agree or disagree with each statement by circling the appropriate number. Write your response for this, including quotations, below.

Overall, the novel portrays a negative view of human nature.

Why do you agree or disagree?

The novel could be interpreted as being positive.

Why do you agree or disagree?

The biblical themes and messages are the most prominent and important.

Why do you agree or disagree?

The novel is influenced by too many literary stories and lacks originality.

Why do you agree or disagree?

INSPECTION COPY

COPYRIGHT
PROTECTED



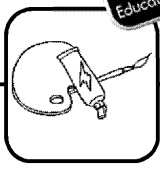
AO1
AO2

INTERPRETATIONS



Get Creative with Drama

- Act out the Garden of Eden, Adam and Eve story.
- Act out a story or scene involving Satan or Beelzebub.
- In pairs, one of you plays the role of a psychologist and the other a psychologist pretends they are assessing Jack after this out then give your conclusions to the class.



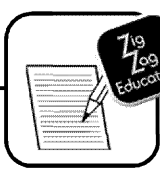
Get Creative with Art

- Draw or create the similarities between the Garden of Eden and the novel, contain a snake, naked people, etc.



Get Creative with ICT and Media

- Research a charity of your choice and prepare a PowerPoint to inform the rest of the class about the charity, giving as much detail as you can about what they do for humanity.
Design an interactive website for your own humanitarian charity, which people can donate money, share stories, blog, etc.
- Look for stories in the news that illustrate acts of altruism (kindness and compassion).



Get Creative with Writing

- Describe your own idea of Heaven and Hell.
- Write a letter to the author, telling him what you appreciate about the novel.



Extension

Read the essay on <http://www.markedbyteachers.com/intermediate/literature/lord-of-the-flies-critical-analysis.html>

Find points from the essay that you agree and disagree with.

Points from essay that I agree with...	Points from essay that I disagree with...
1.	
2.	

**COPYRIGHT
PROTECTED**



The following essay question has been started for you to illustrate the best way of the essay or answer the question underneath.

Lord of the Flies can be viewed as a story having religious parallels.

First Paragraph

Informative
personal
response



Lord of the Flies can be interpreted in religious terms. One of the most obvious parallels is the innocence or the fall of man, an idea that is central to Adam and Eve in the Garden of Eden.

Second Paragraph

Well-integrated
textual
references

Firstly, at the beginning of the novel, the island is described as a kind of Eden as it appears to the boys as a paradise, 'the shore was fledged with palm trees and flowers'. Also, there are 'no grown-ups' as Ralph and Piggy represent the absence of people in Adam and Eve's Garden of Eden. Furthermore, Ralph is 'naked' during his first swim, similar to Adam and Eve. Ralph's nakedness, at the age of 'twelve years and a few months' and naivety, makes him not be able to see the truth and witness his loss of innocence.

Third Paragraph

Developed
Perceptive
Structural
analysis



In the Bible, Adam and Eve are tempted by the serpent, which is significant since at one of the assemblies, Simon speaks of a 'beastie' and a 'snake-thing' which, as Simon says, 'is inside of us'. This statement by Simon encapsulates the main message in the novel; that evil, or what Golding calls a 'beastie/snake', is innate / within man's strength, as Ralph shows at the end on the island during the temptation. The boys have the ability to resist the barbaric leadership, 'kill the beast! Cut his throat! But he could have chosen not to take the apple, which in turn leads to their fall from the end of innocence'.

Question: 'Lord of the Flies is a negative story'. How do you respond to this? What methods does Golding use to lead you to your conclusion?



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Word	Definition
Implicit meaning	a deeper meaning other than the most obvious meaning through close reading, interpreting and inferring
adjective	describes a noun
adverb	provides extra information about a verb (or adjective) showing how or when
allegoric/allegory	having an underlying or metaphorical meaning
altruism/altruistic	kind, selfless behaviour, e.g. Simon
analyse	looking closely at the text
anarchy	disorder / abandoning laws and rules
antagonistic	being unfriendly / causing arguments / deliberately upsetting
anthropomorphism	when a human quality is given to an animal or god
atrocious	inhumane, cruel or unimaginable
barbaric	cruel, wicked
bestiality	behaviour, animal like
characters	people in the story, e.g. Ralph and Jack
chronological order	in order of sequence and time
civilisation	a way of life that has order, morality and rules, etc.
connotations	associations
context	when the novel was written, what was happening at the time this may have influenced the writer's choice of characters
democracy	the process of voting for a leader, prime minister, etc.
dictator	a leader/person who controls others
diplomatic	fair/effective in communicating
disequilibrium	disorder / unbalanced / middle of a story
evaluate	considering how effective something is
equilibrium	calm / balanced / beginning of a story
form	the type/genre of story, e.g. fable, fiction

INSPECTION COPY

COPYRIGHT
PROTECTED

foreshadow	indicating something that may take place later on
fundamental	basic/central
humanist	kind
hybrid	mixture
ideas	messages that the writer is trying to convey to the reader through themes
important events	key aspects, incidents and moments in the story
innate	from birth
interpretations	how the story can be perceived by the reader
language	how the writer chooses to craft the story, e.g. certain words, phrases such as pathetic fallacy
linear	logical / in a line
explicit meaning	the most basic, concrete meaning
martyrdom	dying for a cause you believe in
metaphor	describing something as another thing / something else
noun	person, place, thing – can be concrete or abstract
pathetic fallacy	using the weather to reflect mood
Perceptive	Insightful / deep appreciation of what a writer intended
persecution	to treat someone badly over a long period of time
semantic field	a group of words relating to a specific meaning
sensory language	language appealing to the five senses
simile	comparing something to something else
social class	the groups within society according to factors such as schooling, the job you / your parents do, etc.
structure	how the story unfolds and also how each character, event and idea fits into a whole
symbolism	using a word or image to represent an idea
themes	ideas that recur throughout the story, e.g. savagery
verb	word used in a sentence to show action or state

**COPYRIGHT
PROTECTED**



READING LIST

Suggested Books

Heart of Darkness

The Coral Island

Paradise Lost

Brodie's Notes on Lord of the Flies

Lord of the Flies (Introduction and notes to the text)

Joseph Conrad


R M Ballantyne


John Milton

Graham Handley

William Golding


Suggested Films

 *Lord of the Flies* (1963)

 *Lord of the Flies* (1990)

Suggested Websites

 Spark Notes: <http://www.sparknotes.com/>


 The Free Dictionary: <http://www.thefreedictionary.com/>

 Behind the Name: <http://behindthename.com/>


Suggested Essays

 CliffsNotes: <https://www.cliffsnotes.com/literature/l/lord-of-the-flies/critical-essays/>

 eNotes: <https://www.enotes.com/topics/lord-of-the-flies/critical-essays/critical-essays/>

 <https://www.theguardian.com/books/2011/sep/17/lord-of-the-flies-golding>

 <http://www.markedbyteachers.com/international-baccalaureate/world-literature/critical-analysis.html>

 Critical Insights. *Lord of the Flies*. September 2017 · 1 volume (Salem Press)

INSPECTION COPY

COPYRIGHT
PROTECTED



TEACHER'S NOTES AND EXEMPLAR

Pre-read Activities

Open-ended tasks.

Reminder: Important Events

1. The conch is discovered
Chapter.....
2. Ralph is elected leader at the first meeting
Chapter.....
3. Jack fails to kill a pig but advocates that next time he will
Chapter.....
4. The first sighting of a beast
Chapter.....
5. The boys make their first fire and a littlun disappears.....
Chapter.....
6. Simon goes into the clearing in the forest for the first time
Chapter.....
7. Roger throws stones at Henry
Chapter.....
8. Jack paints his face
Chapter.....
9. Jack kills his first pig
Chapter.....
10. The boys fail to be rescued by a passing ship because the fire has gone out
Chapter.....
11. Jack slaps Piggy
Chapter.....
12. Ralph realises the responsibility of being a chief
Chapter.....
13. During a meeting, the boys discuss whether there is a beast in the sea
Chapter.....
14. Simon suggests there may be a beast
Chapter.....
15. Sam 'n' Eric mistake the dead parachutist for the beast
Chapter.....
16. The boys go in search of the beast after Sam 'n' Eric's supposed discovery
Chapter.....
17. Ralph gets caught up in the pig hunt
Chapter.....
18. The boys re-enact the killing of a pig with Robert
Chapter.....
19. Jack leaves the group to form his own tribe at Castle Rock following an argument
Chapter.....
20. Jack and his tribe leave the sow's head as an offering for the beast
Chapter.....
21. Simon faints in the forest after imagining the sow's head talking to him
Chapter.....
22. At Jack's feast, the boys do their 'dance' and Simon is killed
Chapter.....
23. Piggy's glasses are stolen during the night
Chapter.....
24. Piggy is left to die and dies
Chapter.....
25. Sam 'n' Eric are captured
Chapter.....
26. Ralph is chased by Jack and the other boys
Chapter.....
27. The naval officer arrives and the boys are rescued
Chapter.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Comprehension: Important Events

The following are only exemplar answers.

Ralph is elected chief

1. They are civilised.
2. Rules, conformity, how to behave in a civilised manner.
3. Because we can see how much they have changed at the end.
4. Democracy, civilisation, the need for order/structure/rules/leadership.

Simon is killed

5. They have become brutal savages.
6. It is capable of heinous acts.
7. Open-ended question, but answers must be supported with an explanation.
8. He is a sensitive and, therefore, sacrificed.

Ralph is hunted by Jack and his tribe

9. They have descended into total savagery and anarchy / brutal savages.
10. Open-ended question.
11. Sharpens it, possibly to behead Ralph and use the stick to put his head on (like the spear).
12. Barbarism/savagery.
13. Shocked/surprised.
14. Open-ended question, but possibly that he is hypocritical.
15. Open-ended question.

Going further...

16. Personal response required – open-ended.

Application: Important Events**Getting Started**

1. Personal response required.
2. Open to any character. For example, you could choose Ralph with important events: conch, being elected chief, holding his first assembly, etc. Try to talk about the events in your own words.
3. Open-ended but possible to include finding the conch, the meetings, Jack's disregard for killing the boys, killing Simon.
4. Ralph is elected chief (beach); the boys build a fire (mountain); Simon is killed (beach); the beast is killed (clearing); Piggy is killed (Castle Rock); the naval officer finds the boys (beach).

Application

5. Required personal response, but consider the use of the conch as a symbol throughout the story and the breaking of the conch.

Analytical: Important Events

The following notes are guidance for showing students how to achieve a specific grade and another. It is worth thinking of this exercise like building blocks, where they keep adding to the top grade; others prefer the phrase 'write a lot about a little'; and some prefer the word 'note' to students that in the examination it is the same technique, it will just be in the form of a paragraph. You can work with the grid method but then struggle to do it in the examination in paragraph form. Modelling to students taking the information directly from the text and writing it up on their own can show that nothing changes, it's just in prose. Visual learners can also use a different colour for the grid and when practising writing in prose. This way, they can see for themselves which method works best at/towards.

Grade 5 answer gives a simple explanation/statement that shows clear understanding. To achieve this, you can use the following introductory sentences: this means that; this tells me that; this information tells me that; I can infer that this that.

Grade 6 answer begins exploration/different interpretations and begins to develop. To move to Grade 7, you are advised to use the following introductory sentences: this could also mean; another interpretation is that; trying to show that; it could also show. The keywords are: also, might, may, could.

**COPYRIGHT
PROTECTED**



Grade 7 answer analyses. Explain to students that this involves looking closely at language. From grade 6 to a 7, students can be advised to use the following introductory phrases: If I look closer at...; The word '...' tells me that; Here, Golding's use of language shows...

The example below demonstrates how to use the phrases.

Event	C Grade (Explain)	B Grade (Explore)
The boys miss the passing ship because the fire has gone out, 'you let the fire out... there was a ship'.	This means that Jack and some of the other boys have prioritised hunting over being rescued.	It could also show that the boys are moving away from civilisation and closer to savagery.

Here is the same example, but in the form of a paragraph.

The boys miss the passing ship because the fire has gone out, 'you let the fire out... there was a ship' and some of the other boys have prioritised hunting over being rescued. It could also show that the boys are moving away from civilisation and closer to savagery. If I look closer at the words 'ship' and 'fire' I can see how they symbolise civilisation.

Evaluation: Important Events

To ensure students are evaluating, they can use the following introductory phrases: Golding's use of... is effective because; The effect this has on me / the reader is; This is an effective technique because of... understanding of...

They should also be taught that evaluating means imagining, which often requires thought. They need to connect with the writer and literature on a personal level in order to do this. The writer is trying to achieve through literature.

Synthesis: Important Events

These tasks require personal, individual responses. Be creative and think about AOs for Evaluation when undertaking written tasks.

Exam Question: Important Events

Personal response required. Use the example to help if struggling. Remember the AOs, and think about how to assess.

Reminder: Check answers

Quotation	
1)	=
2)	=
3)	=
4)	=

COPYRIGHT
PROTECTED



Comprehension: Characters

Ralph

1. Class/open-ended.
2. He stands on his head and revels in there being no grown-ups.
3. Personal response required but something along the lines of his thinking is more refined/matured.
4. Open-ended.
5. Open-ended but could include the idea that he's realised it's safer when you're young. Perhaps he's realised the enormity of what being an adult/leader involves.
6. Open-ended, but possibly weeps because he's grieving for his innocence / the loss of growing as a person; Ralph has grown from a person / into a young adult.
7. The name means 'wolf' in Latin, possibly alluding to leadership.

Jack

8. Open-ended but one example includes Ralph being democratic and Jack being authoritarian.
9. It makes him seem like a dictator.
10. He uses a lot of imperatives in both.
11. Open-ended.
12. For example, when he says he would kill the beast if there is one, thus perpetuating the myth of the beast.
13. Possibly to hide behind a mask in order to kill.

Piggy

14. Working class / shown through his use of non-standard English and reference to what he's eaten.
15. Physical (eyesight/asthma) which makes him appear weaker.
16. However, he's physically weak.
17. Lots of decisions can be traced back to Piggy (e.g. use the conch to call the others / to make decisions).
18. He wants to get the names of the others and knows that some order is needed.
19. Open-ended but possibly to show he's a martyr.

Simon

20. Open-ended, but he's introverted, sensitive, spiritual, etc.
21. Open-ended.
22. Open-ended.
23. Open-ended but possibly to show he's sacrificed as a Christ-like figure.
24. Open-ended but possibly the water symbolises washing away the sins of the other boys.
25. Some variations of the name may be found, but in general it relates to hearing/listening. Simon's significance is possibly related to him hearing the sow's message about the 'beast'.

Roger

26. Open-ended, but cruel/barbaric.
27. He's been conditioned to know what's right and wrong.
28. Open-ended, but possibly yes.
29. Open-ended, but possibly he has innate cruelty, whereas Jack's savagery comes from a place of fear.

Sam 'n' Eric

30. Open-ended.
31. Open-ended.
32. Open-ended.

Littluns

33. Open-ended, but possibly to symbolise their innocence.
34. e.g. Maurice/Henry/Perceval.
35. Possibly to show they are young.
36. They have no knowledge about the beast.
37. The boy with the birthmark / open-ended.
38. Open-ended, but possibly to show he's afraid/homesick.

**COPYRIGHT
PROTECTED**



Characters' Relationships

39. Open-ended, but fraught as well as friendly at times.
40. It becomes increasingly antagonistic.
41. Open-ended.
42. Open-ended.

Going further tasks – personal response required.

Application: Characters

Read the extract from Chapter 5 starting from 'Jack! I don't like you haven't got the conch!' to 'cried Piggy again. "Look at 'em!"' (p. 114) and answer the questions, which increase in difficulty.

1. Open-ended, but could include the following: Jack – anarchic; Ralph – still holds on to civilisation.
2. Possibly anarchic versus civilised.
3. Open-ended but Jack values power/freedom; Ralph values order and prioritises the needs of the group.
4. Open-ended – personal response.

Analytical: Characters

Quotation	Explicit Meaning	
1)	His hair is probably blonde which has connotations of attractiveness making him a desirable leader.	'Fair' could mean leadership and diplomacy.
2)	Piggy has an obvious disability which makes him weaker than the rest of the boys.	Golding's use of Piggy's disability as a stereotype of social groups.
3)	Simon is altruistic, kind and compassionate.	Possibly a martyr.

Evaluation: Characters

1. Piggy.....martyr
2. Jack.....dictator
3. Ralph.....democratic
4. Simon.....perfect

Who do the following characteristics relate to?

Compassionate	Simon
Responsible	Ralph/Piggy
Forceful	Jack
Evil	Jack/Roger
Democratic	Ralph
Rational	Piggy
Regimental	Jack
Irresponsible	Jack
Apprehensive	Simon/Piggy
Manipulative	Jack
Altruistic	Simon
Barbaric	Jack/Roger
Intelligent	Piggy
Tolerant	Ralph/Simon
Kind	Simon/Ralph
Diplomatic	Ralph
Mystical	Simon
Murderous	Jack
Brave	Piggy
Arrogant	Jack
Practical	Piggy
Inconsiderate	Jack/Ralph (early in the novel)
Bully	Jack/Roger
Aggressive	Jack

**COPYRIGHT
PROTECTED**



Further Still

Thinking of the characteristics you identified for the main characters, how can you interpret the table below to help you.

The following are examples only:

Character	Types of people they represent	Examples of leaders they represent
Ralph	Kind/Democratic leaders	Any Democratic leader you can name
Jack	Authoritarian/Anarchic etc	Dictators eg. Hitler
Piggy	e.g. <i>intelligent</i>	Logical/rational leaders who may appear aesthetically undesirable
Simon	Altruistic/kind etc	e.g. <i>Jesus/Grandhi</i>

Synthesis: Characters

These tasks require personal, individual responses. Be creative and think about AOs for E when undertaking written tasks.

Exam Question: Characters

Personal response required. Use the example to help if struggling. Remember the AOs, and to assess.

Reminder: Context

1. Historical = time; social and cultural relates to place
2. 1954
3. On an island
4. WWII / atomic bomb
5. Open-ended; research as much as possible
6. Open-ended, but, for example, we still have anarchy/dictators/war, etc.
7. Open-ended, but, for example, war is fought in a different way

Going Further

8. Try to find an example from the novel that reflects the social, cultural and historical

The following are examples:

Social – social class differences

Cultural – preconceived ideas about being 'English'

Historical – references to war

Comprehension: Context

1. e.g. the parachutist
2. Personal response required, but, for example, the murder of Simon illustrates this.
3. Personal response required, but possibly to show that children are impressionable and that comes before them.
4. Open-ended, but, for example, they have been encouraged to put their hands up / for (e.g. they build huts / Ralph isn't happy with people urinating anywhere they choose)

Going Further

5. Open-ended, but, for example, because factors such as leadership/cruelty/bullying, etc. are
6. The fundamental ideas are still relevant today such as what happened when there are mentalities, etc. Consider current and past stories in the paper that relate to the ideas

Evaluation: Context

Tasks from this section are open-ended and require personal responses. When writing essays, AOs, skills and tips being taught.

**COPYRIGHT
PROTECTED**



Application: Context

The following are example answers. Students can write their answers in prose form with on their confidence.

Can you see any similarities between Conrad's and Golding's ideas?

Words like 'terrifying... vile... threats' could link to Jack and his behaviour

'Obedient worshippers' could be compared to Jack's tribe and how they obey him – direct View to a Death' where he is portrayed as an idol

In particular, the phrase 'vile desires' could be linked to Jack's desire to kill

The setting appears to be similar to *Lord of the Flies* in the sense that it is far away from civilisation

There appears to be the themes of power, fear, all of which are in the novel

What do you think is meant by 'darkness' in the title and the phrase 'the heart of a conch' this link to *Lord of the Flies*?

- The evil that exists within humanity / a person is possibly what is meant by 'darkness'
- This links to *Lord of the Flies* as one of main themes is savagery, which can be linked to darkness
- The title *Lord of the Flies* also has reference to the devil/demon which is also linked to darkness

What does Ralph weep for at the end of the novel that is significant?

The darkness of a man's heart

Heart of Darkness and Lord of the Flies were published at different times, but what does this tell us about the social, historical and cultural context of Lord of the Flies?

Although the context of *Lord of the Flies* is extremely relevant, the fact that two writers at different times wrote about similar themes shows that, in some ways, it isn't the context that is important, it is the human condition to exist in any time period, society and culture

Analytical: Context

Quotation	Explicit Meaning	Implicit Meaning
1)	The boys have been evacuated during a war, seemingly violent, which had a detachment of British soldiers.	Written after World War II, the book is perhaps to remind us of the lengths humanity is capable of.
2)	Piggy has a physical impairment which portrays him as weak, an outcast, a stereotype in Western culture.	Piggy's specs are perhaps symbolic of things that bring us medicine and cure.
3)	There is a socio-economic difference between Ralph and Piggy.	This may reflect the class differences in Britain/society at the time the novel was written, which is still relevant today.
4)	Jack assumes that English culture is refined and civilised.	Is Golding being ironic here since a 'refined' man went to war, just like Jack descends into savagery? This is the idea of cultural arrogance.
5)	This incident reminds the reader of the war and conflict which is taking place and hence the reason the boys are on the island.	Although the theme of war (and conflict) is throughout the novel, reminding the reader of the time, in any culture.
6)	Similar to Jack's dialogue above. The naval officer thinks that British culture is civilised.	Hypocrisy since Britain was involved in war with death and violence and therefore not civilised.

Synthesis: Context

These tasks require personal and individual responses. Be creative and think about AOs for English when undertaking these tasks.

Exam Question: Context

Personal response required. Use the example to help if struggling. Remember the AOs, and how to assess.

Reminder: Language

Please see glossary for definitions of language terminology. Alternatives can be used.

**COPYRIGHT
PROTECTED**



Nouns

The **sticks** fell and the **mouth** of the new **circle** crunched and screamed. The **beast** was on its **knees** in the **centre**, its **arms** folded over its **face**. It was crying out against the abominable **noise** something about a **body** on the **hill**. The **beast** struggled forward, broke the **ring** and fell over the steep edge of the **rock** to the **sand** by the **water**. At once the **crowd** surged after it, poured down the **rock**, leapt on to the beast, screamed, struck, bit, tore. There were no **words**, and no **movements** but the tearing of **teeth and claws**.

Then the clouds opened and let down the rain like a waterfall. The **water** bounded from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the **heap** broke up and **figures** staggered away. Only the beast lay still, a few yards from the **sea**. Even in the **rain** they could see how small a beast it was; and already its **blood** was staining the **sand**.

Verbs

The sticks **fell** and the mouth of the new circle **crunched and screamed**. The beast was on its knees in the centre, its arms folded over its face. It was **crying** out against the abominable noise something about a body on the hill. The beast **struggled** forward, **broke** the ring and **fell** over the steep edge of the rock to the sand by the water. At once the crowd **surged** after it, **poured** down the rock, **leapt** on to the beast, screamed, **struck**, **bit**, **tore**. There were no words, and no movements but the **tearing** of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water **bounded** from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures **staggered** away. Only the beast lay still, a few yards from the sea. Even in the rain they could **see** how small a beast it was; and already its **blood** was **staining** the sand.

Simile/metaphor

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured **like a cold shower** over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the beast lay still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

Anthropomorphism

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the **beast lay** still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

Adjectives

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the beast lay still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

Adverbs

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the beast lay still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

Pathetic Fallacy

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the beast lay still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

**COPYRIGHT
PROTECTED**



Application: Language

This activity is designed to allow students to have fun with language. The extract is taken from 'Water' when Ralph addresses the group. Here is an example of how students can identify i.e. light-hearted/humorous/modern. Students could change the wording slightly to allow

'We need a **radio** (N). Not for **news** (N). Not for **listening** (V) and falling off the log. **smiled** (V) and looked at each other – 'not for making **small-tall** (N), or for –' he lifted the compelling word – for **amusement** (N). Not for these things – but to put things straight.'

He paused for a moment...

'I've been along. By myself. I'm not thinking what's what. I know what we need. And first of all, I'm **dancing** (V).'

He paused for a moment and **carefully** (Adv) pushed back his **fringe** (N). Piggy **body** (Adj) **movements** (N) made, and **beckoned** (V) the others.

Ralph **gyrated** (V).

We have lots of **time** (N). Everybody enjoys **dancing** (V) and **singing** (V). We **chose** (V) don't get done. We were going to have **routines** (N) brought from **home** (N) and left in the fresh **judges** (N). So it was, for a few days. Now there's no **dance** (N). The **routines** (N) from the **beach** (N).

There was a murmur of **horror** (N).

Analytical: Language

Quotation	Explicit Meaning	Implicit Meaning
1)	The surrounding area is pleasant, 'flowers'.	The use of juxtaposition 'pale'/'dark' of the island. The use of the word 'up' suggests spiritualising with the gift of insight.
2)	The clearing is hot, 'heat', humid, but peaceful, 'so', 'aromatic'.	'Light' could have connotations of Heaven.
3)	'...so close to the trees, ...sweat on them'.	He is at one with nature, 'so close', which suggests a sense of peace.
4)	A pretty image, 'butterflies danced', and humid temperature, 'hot air'.	'Danced around each other' suggests a group lack as the novel progresses and characters stand for.
5)	He is far 'away' from the 'sea' at this point.	His body is later carried out to 'sea', so death 'undertone'.
6)	Imagery – the 'buds' resemble 'candles'.	'Candles' suggest a religious ceremony, both of which could be linked with Simon.
7)	Sensory language/imagery of the 'flowers'.	The adverb 'delicately' could be an intimate personality; he has a 'delicate' nature. It could symbolise Simon's life and him as the beauty of the world.

Evaluation: Language

Activities here are open-ended and require personal responses.

Please note that references to light and dark may be used to symbolise the following: heat, loss of innocence, hope, darkness.

Synthesis: Language

These tasks require personal, individual responses. Be creative and think about AOs for English when undertaking written tasks.

**COPYRIGHT
PROTECTED**



Exam Question: Language

Personal response required. Use the example to help if struggling. Remember the AOs, and to assess.

Reminder: Structure

Allow for slight alternatives.

1. It unfolds chronologically / in sequence.
2. We can see when time passes.
3. When a character remembers something from the past, Ralph has one.
4. Personal response required but it allows for insight into the character having the
5. Personal response required.
6. Personal response required.

Going Further

Allow for slight alternatives if justified.

Section of the novel	Correspondence
The boys arrive on the island and the island is seen as a paradise. The boys appear to be innocent.	1, 2.
The boys' 'society' begins to break up and a descent into savagery begins.	Begins in Chapter 3 with the hunt, and continues in Chapters 4 and 5.
The majority of the boys revolt against civilisation, which leads to murder and bestiality.	From Chapter 6 when Jack takes over, and the conch is no longer used anymore.

Comprehension: Structure

The following are exemplar answer only.

1. e.g. he slams a knife into the tree trunk.
2. e.g. 'let's vote' (Chapter 1, p. 30) showing their connection to the outside world with the conch.
3. e.g. 'dog-like' (Chapter 3 / p. 61) showing that Jack behaves like an animal, not a human.
4. e.g. choosing to hunt over building shelters / keeping the fire on which is their link back to civilisation.
5. e.g. to make it more believable that the act can lead to another and become greater.
6. Personal response required, open-ended question.
7. e.g. because the progression of events gradually building up to extreme savage behaviour.

Extension

8. Plot refers to the events in the novel; structure is the way in which the events unfold.

Application: Structure

Plot the points of savagery and civilisation from the whole novel on the graph with a cross supporting your idea.

This requires a personal response, but examples of savagery/civilisation include:

Savagery: Jack slaps Piggy, Jack hunts and kills a pig, the boys re-enact the killing of the pig, Roger sharpens a stick at both ends, Ralph is hunted

Civilisation: the boys use the conch to talk at meetings, the boys discuss issues at meetings, the boys are determined, shelters are built

**COPYRIGHT
PROTECTED**



Analytical: Structure

Key Event in Plot	Explicit Meaning	
A plane, evacuating a group of schoolboys, is shot down over a deserted island.	This is the start of the story; the boys are obviously central to the story and are needed for the rest of the events to unfold.	From the beginning level, that there is a link up on the island. The events that come between this level, between the beginning and the end.
Piggy and Ralph find a conch shell.	The conch is found at the beginning of the story, which symbolises the early link with civilisation since it represents the boys' understanding of order and rules.	Without the find of the conch, it later on in the story would not have the symbolic significance.
Simon faints on the beach.	At first we think it might be because of the heat.	Later in the novel, Simon imagines talking to the dead parachutist, viewed as a prophetic vision, therefore be a foreshadowing of his death.
The boys light the fire to attract the attention of passing ships; they use Piggy's glasses to do so.	The initiative to light a fire at the beginning of the story shows the boys need for returning home, and therefore their link with civilisation. Piggy's glasses have importance from the start of the novel since they are needed to start the fire that is crucial for their rescue.	Without this early incident, the later incident of the fire for meat would not have the same significance. It shows the boys' need to satisfy his sense of order. Similarly, the significance later on is symbolic of power.
The boys discuss the beast at an assembly and where it might live.	The discussion is central to the whole novel. It shows the boys' innocence since they see it as an external creature perhaps living in the sea, based on stories they have heard. It also allows the theme of innate evil to unfold, since the beast is within.	The ending of the novel, 'the darkness of the beast' based on the boys' perception has meaning because the beast is within.
A dead parachutist lands on the mountain during the night after a military battle.	The reason for the boys' evacuation – war – is ongoing, hence the 'dead parachutist' in the middle of the novel.	In the middle of the novel, there is violence and conflict, emerging violence on the island.
Jack forms his new tribe and declares himself leader of the tribe.	Jack's separation from Ralph shows that the group is becoming fragmented and breaking up.	This event could be seen as a turning point when anarchy and a downward spiral of society to a disorganised state.
The sow is killed and its head is placed on a stick as an offering for the beast.	This event shows how far the boys have come. At first, Jack was unable to kill a pig because of the enormity of the task and when he did kill, he advocated it was for meat. In this instance, it is for something else.	This event shows more than a new development of the story, it is a theme, such as the theme of the beast.
Simon is killed in a savage attack.	This occurs just before Piggy's death and before Simon has a chance to explain who the beast is.	The timing and significance of this event is misunderstood as it is when he is killed.
Piggy is killed.	This happens in the penultimate chapter / near the end.	This event coincides with the boys' journey from savagery, with their journey from savagery to civilisation.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Evaluation: Structure

Quotation	Interpretation 1	Interpretation 2
1)	'Uniform' could have connotations of civilisation, as opposed to the boys' dishevelled look.	'Revolver' has connotations of uncivilised/violent behaviour.
2)	'Looking down' suggests a superiority.	'Astonishment' suggests shock at what has been seen.
3)	He assumes because they are children, they are innocent and having fun.	He fails to see what children may be capable of.
4)	This is ambiguous. It could mean that they are playing.	It is ironic since it was war that caused them to be on the island.
5)	This is an arrogant comment.	'Pack' has connotations of animals and savagery: a pack of wolves/lions, etc.
6)	Adults don't always know how to act.	Is it a happy ending?

Synthesis: Structure

These tasks require personal, individual responses. Be creative and think about AOs for E when undertaking written tasks.

Exam Question: Structure

Personal response required. Use the AO1 and AO2 to help if struggling. Remember the AOs, and think about how to assess.

Reminder:

Autobiography. First-person account of someone's life.

Biography. An account of someone's life written by another person.

Anecdote. Personal story or experience.

Parody. A copied version of something with exaggeration for humorous effect (a Mickey Mouse parody).

Ballad. Type of poem telling a narrative with a refrain.

Monologue. A long speech by one actor.

Epic. A very long poem/story/narrative.

Fable. A fairy tale / tale with a moral.

Memoir. Personal account of something (some things) from the past.

Legend. A traditional story.

Myth. A traditional story, usually containing unusual creatures/people (e.g. dragons).

Allegory. A story with symbolic meaning.

Fiction. Made-up story/stories.

Going Further

From the above list, *Lord of the Flies* could be classified as a work of fiction, but also an allegoric novel is when there is a deeper symbolic meaning. An example of this in *Lord of the Flies* is the characters who symbolise the power and leadership. A fable is a story that has a moral. *Lord of the Flies* is the moral that evil overcomes good. I think the writer may have chosen these for the required here (e.g. the conch shell).

**COPYRIGHT
PROTECTED**



Comprehension: Form

1. See above.
2. He could symbolise a democratic leader / democracy.
3. He could symbolise religion/morality/Christ.
4. He could symbolise a dictator / dictatorship.
5. e.g. morality / what happens when there are no rules / laws in society / innate evil / d
6. Political antagonism/tension.
7. It is a microcosm of the world.
8. Adulthood and innocence.
9. Good and evil.
10. Democracy, rescue and civilisation, e.g. collectively.

Going Further

11. A story / moral tale.
12. Animals.
13. More conventions to be followed such as plot / archetypal characters.
14. e.g. There are consequences to actions; everyone experiences the 'fall of man'; rules don't follow them, there will be moral chaos.
15. It's a combination of forms, e.g. fiction, allegory and fable.

Application: Form

1.
 - figurative language
 - disequilibrium
 - climax
 - drama
 - dialogue
2.
 - the 'beast' is symbolic of evil
 - the boys' behaviour is symbolic of savagery / original sin
 - the boys' behaviour is symbolic of loss of identity
 - the island is a microcosm and is symbolic of the chaos and anarchy that exists v
 - Simon is symbolic of a martyr
3.
 - Humans are capable of heinous crimes
 - Innocent people (Simon) suffer the most
 - Without rules and civilisation, society will descend into anarchy
 - There is a natural hierarchy within any group
 - Powerful leaders (Jack) have the power to corrupt others

Analytical: Form

Write an extended paragraph where you show that you can analyse the different forms by using many of the words and phrases from the box below as you can and include a minimum of 5 to illustrate and support your comments.

This requires a personal response / task is open-ended.

**COPYRIGHT
PROTECTED**



Evaluation: Form

Quotation	Interpretation of form being used	Explanation and analysis
1)	This could be seen as a combination of fiction and allegory.	The boys talk about their families, which you would expect in fiction, as characters should be presented as individuals with family background, etc. But there is symbolism here. The family background corresponds later in the novel to their character. The family background is selected in the novel, perhaps because he is, on the surface, compared to Piggy.
2)	This could be seen as a combination of fiction, allegory, and fable.	Figurative language, 'like an idol', and use of the word 'idol' for the character, Jack. He is also allegoric in the form of a fable. This conveys a moral message that all power in positions of power will abuse it.

Synthesis: Form

These tasks require personal, individual responses. Be creative and think about AOs for E when undertaking written tasks.

Exam Question: Form

Personal response required. Use the example to help if struggling. Remember the AOs, and what to assess.

Reminder: Themes

- Civilisation, anarchy, savagery, power, leadership, good/evil, politics, antagonism, morality, innocence / loss of innocence

Application

- Power, civilisation, savagery, justice

Comprehension: Themes

Theme	Key Chant	Key Characters	Key Quotations	Overview
Savagery	'Painted Faces and Long Hair', 'Shadows and Tall Trees', 'A View to a Death'	Jack, Roger	No set quotations.	Open-ended theme of savagery when Jack is the first to paint his face. However, this then shows the progression of savagery.
Leadership	'Huts on the Beach', 'The Shell and the Glasses', 'Castle Rock'	Ralph, Jack	No set quotations.	See above
Loss of innocence	'Shadows and Tall Trees', 'Gift for the Darkness', 'A View to a Death'	Ralph, Jack, Piggy, Simon	No set quotations.	See above
Civilisation	'The Sound of the Shell', 'Huts on the Beach'	All characters are linked to civilisation at the beginning; perhaps Piggy and Ralph remain the most connected.	No set quotations.	See above
Anarchy	'Beast from Water', 'Beast from Air'	Jack	No set quotations.	See above
Democracy	'The Sound of the Shell'	Ralph	No set quotations.	See above

**COPYRIGHT
PROTECTED**



Theme	Key Chapters	Key Characters	Key Quotations	Overall Analysis of the Theme
Conflict	'Huts on the Beach', 'Painted Faces and Long Hair', 'Beast from Water'	Jack, Ralph	No set quotations.	See above
Power	'The Sound of the Shell', 'A View to a Death', 'Castle Rock' (all of which show Jack's power)	Jack	No set quotations.	See above
Bullying	'The Sound of the Shell', 'Painted Faces and Long Hair'	Jack, Piggy (victim of bullying)	No set quotations.	See above
Innate evil	'Cry of the Hunters'	Roger, Jack	No set quotations.	See above

Application: Themes

Open task / personal response required

Analytical: Themes

Where possible, or on open-ended questions (indicated in brackets below), treat these questions as if you were to write a paragraph with embedded quotations. The following answers are prompts and you should add your own interpretation.

- e.g. Ralph because he was voted and desirable; Jack through manipulation/fear.
- e.g. Ralph is a democratic leader and Jack is a dictator / rules with autocratic power. Why they are different is a matter of opinion, but it could be that their innate qualities predispose them to these leadership styles rather than from learned behaviour and what they have seen from adults.
- Possibly to symbolise the contrast of leadership styles in the wider world.
- Probably because it is central to the way countries / political systems operate. We also see leadership styles within any group settings.
- Jack; most likely because their leadership styles clash and there is a struggle for power; there is also a conflict of interest (e.g. rescue versus power).
- Give at least two examples. Piggy and Simon.
- Their nightmares / the island.
- Open-ended/personal response.
- Through the parachutist which reminds you of the atomic war outside the island. This is possibly to show the responsibility adults have in educating children.
- e.g. They want to be rescued and to follow rules and maintain order.
- The group breaks into two, and part of the group (Jack's tribe) prioritise hunting and killing over following rules because there are no adults enforcing rules.
- The island represents the wider world where civilisation operates.
- This is open to interpretation and requires a personal response, but it is linked to rules and what happens when people do not follow rules (e.g. anarchy / mob mentality).
- Jack says 'Bollocks to the rules' showing that his behaviour is anarchic and unruly. He has completely broken the rules that are holding the group's sense of civilisation together.
- Give at least two answers. Open-ended/personal response.
- Give at least two answers. Open-ended/personal response.

**COPYRIGHT
PROTECTED**

Evaluation: Themes

The interpretations are completely personal and open.

Synthesis: Themes

These tasks require personal, individual responses. Be creative and think about AOs for E when undertaking written tasks.

Exam Question: Themes



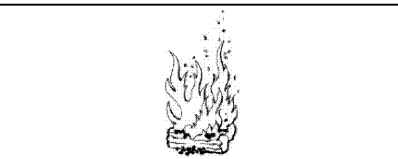
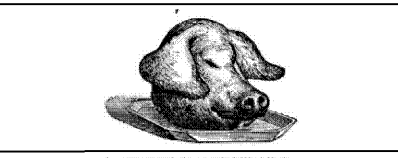
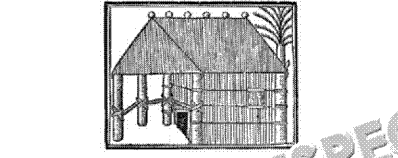

Personal response required. Use the example to help with planning. Remember the AOs, and what to assess.

Reminder: Ideas

- When we talk about a writer's ideas, we are referring to concepts, symbols, lessons that we can learn from the text. Therefore, such ideas are central to our understanding of the novel.
- Ideas are dependent on themes, characters, language and structure. The writer's ideas can be expressed in many ways, as long as quotations are used to support interpretations.
- In *Lord of the Flies*, some of the ideas include the island being a microcosm which mirrors a version of society or the world. Another idea is the question of whether evil is innate in man, in line with the idea of what a psychologist calls the nature/nurture debate. A further idea is the destructiveness of knowledge, as represented through Piggy and the symbol of his glasses. A prominent idea, however, is the idea of the very nature of humanity. This idea was highlighted by the Holocaust, whereby the actions of man are incomprehensible, thus giving rise to the idea of man being capable of evil.
- Golding's ideas could be described as timeless and universal, which means his ideas are relevant in this respect, all readers can learn something from reading *Lord of the Flies*.

Comprehension: Ideas

The following are examples only. A personal response is valid.

	The island is a microcosm. The writer uses this idea to represent democracy, leadership styles, bullying, civilisation and society and/or the world.
	Piggy's glasses represent knowledge and how this is used to light the fire, and they are linked to Piggy (character) or destructive (e.g. symbolically, knowledge abused, e.g. weapons of mass destruction).
	The fire represents the idea of hope and rescue where there's hope to be rescued, there's hope to be saved. If the fire is neglected / goes out, the idea that the boys' savagery emerges.
	The sow represents the idea of bestiality, savagery and the loss of humanity.
	The huts also represent the boys' link to civilisation and the fact that they have been conditioned to want shelter and protection.
	The idea of the devil, temptation and innate evil. We can see it through the symbolic use of 'dark' or 'evil' in the nightmares about the Beast. It also manifests in some of the actions of the sow and the murder of Simon.

**COPYRIGHT
PROTECTED**



Application: Ideas

1. The beast is 'within'
2. You can't escape, 'kill', the evil/beast that lies within someone
3. Simon imagines the pig's head making fun of him for not realising what the beast was
4. Close could mean 'within'
It could also mean close by, as in Jack
It could further mean, his death is close which will be caused by the 'beast'
5. Simon could be viewed as a prophet, someone who can forecast the future. The fact that he is misunderstood could suggest that in life we misunderstand humanity
6. It has connotations of evil or something inhuman and animal-like, which links with the fact that when Simon is killed and thrown overboard. It also has connotations of something that takes over the boys as he is said.

Analytical: Ideas

These questions are open-ended and could be answered simply or in small paragraphs. However, possible answers have been provided below which could be expanded on.

Light

1. Because they're safe.
2. To set an equilibrium where there is order and safety on the island; much like a home.
3. The Sun, which could represent hope for the boys, is fading.
4. Perhaps the Sun represents the truth about humanity and/or the island; a truth which Simon is in the pursuit of. Simon is thus closer to the truth than the other boys, and, ultimately, he is dead. Therefore, the Sun could be foreshadowing Simon's enlightenment.
5. Hope and innocence are fading away.

Dark

6. Can you think of any other references to the 'dark' other than the lack of natural light?
7. Why does Golding write '... a dense black mass that revolved...' (p. 115)?
8. They are losing, or have lost, their innocence. They are fearful.
9. References to ghosts could link to the unknown which, for a child, might be the capacity for evil.
10. Good and evil coexist within society or a person.
11. Possibly an offering for the devil.
12. There is conflict between good and evil.

Evaluation: Ideas

Getting Started

1. Open-ended but probably Jack and Roger.
2. Open-ended/personal response required.
3. Open-ended, but the murder of Simon and the killing of the sow could be considered as evidence.

Going Further

4. To allude to the main idea within the novel – 'the darkness of a man's heart'.
5. Open-ended but possibly because of pack mentality and conformity.
6. Jack / Roger / the 'bigguns' who have transitioned from innocence.
7. Open-ended but possibly that evil/temptation can be overcome. Elaborate on this view.

Extension

8. The author of *Paradise Lost*.
9. A character who is sent to hell. Please note that there will be slight variations of this question. Get a full overview and understanding.

Synthesis: Ideas

These tasks require personal, individual responses. Be creative and think about AOs for Evaluation when undertaking written tasks.

Exam Question: Ideas

Personal response question. Use the example to help if struggling. Remember the AOs, and think about how to assess.

Reminder: Settings

Settings include: the scar, the lagoon, the beach, the platform, assembly point, forest, mountain, Castle Rock, the shelters

1. Jack is associated with Castle Rock.

**COPYRIGHT
PROTECTED**



- Simon is associated with the clearing.
- Sam 'n' Eric are associated with the mountain (although Jack, Ralph and Simon climb there for the fire; the boys also discover that a 'littlun' goes missing on the mountain).
- Ralph is probably most associated with the beach.

Comprehension: Settings

- The relationship is mostly positive.
- They enjoy themselves swimming in the lagoon and exploring.
- It probably starts to change when they realise that a boy is gone missing during the storm.

Application: Settings

Setting	Positive aspects (find quotations to support your ideas)	Negative aspects
The island	e.g. allows the boys to have fun / form friendships / explore	e.g. has fruit that is poisonous ('them fruit')
The clearing	e.g. shows the beauty and order of nature / symbolises Simon's spirituality / search for the truth	e.g. this is where the 'littlun' goes missing about the 'littlun's' death
The mountain	e.g. this is where they build the fire which links to civilisation / the need to be rescued	e.g. the place where the reader can see the place beyond the island
The shelters	e.g. brings them shelter and protection / links to civilisation	e.g. creates a sense of isolation for Ralph
The beach / assembly point	e.g. the beach is a place for relaxing/playing and building 'castles in the sand' (p. 75) The assembly point is a place of order and civilised behaviour – 'hands up, like at school' (p. 43)	e.g. lots of bad behaviour on the beach Roger throws a stone at Ralph

Any other valid interpretations for the above settings are fine, but check with a friend/teacher.

The mountain could symbolise a journey for truth and/or spiritual growth. Notice how the boys face obstacles and difficulties as Jack, Ralph and Simon climb the mountain in Chapter 1; the journey is going to be a difficult one (which it does turn out to be).

Analytical: Settings

Allow for any other valid/critical/personal interpretations.

Description	Explicit meaning	Implicit meaning
1)	The island isn't pleasant / it's dangerous / terrain is treacherous	Something is rotten – 'decaying' – on the island the coconut be symbolic of the apple on the Garden of Eden? Could 'fallen' symbolise the 'fall' of man?
2)	A place where they swim and bathe	The boys will drown / be overwhelmed in the lagoon The early bathing in the lagoon could symbolise innocence It could also symbolise the washing away of civilisation link to the scene in Macbeth where Macbeth and Lady Macbeth wash their hands
3)	The boys find the ascent up the mountain a difficult task / there are obstacles	The search for the truth / their journey of discovery
4)	A rock falls from the mountain	Very similar to the description around Piggy's death foreshadowing
5)	The island is shaped like a cat; it's a floating microcosm	They are on a journey / they are making a journey into adulthood; possibly links to/foreshadows the end of the story

**COPYRIGHT
PROTECTED**



Evaluation: Settings

This is an open-ended task and requires a personal response. However, below are some

- The writer is perhaps trying to create a parallel between the clearing and Eden in the Bible to represent a Christ-like figure.
- Other parallels include the handing of the fruit to the 'littluns'; possibly similar to Jesus.
- The references to nature could symbolise order in the natural world.
- There are references to light in the setting, possibly symbolising his purity/innocence.

Synthesis: Settings

These tasks require personal, individual responses. Be creative and think about AOs for E when undertaking written tasks.

Exam Question: Settings

Personal responses are required. Use the example to help if struggling. Remember the AOs, and what to assess.

**Reminder: Interpretations**

Image	Type of Interpretation
	Biblical
	<i>The Coral Island</i>
	Humanist
	<i>Paradise Lost</i>
	Positive
	Negative

Comprehension: Interpretations

The following answers are designed to get you started.

Biblical Interpretations

1. Simon.
2. Jesus' persecution.
3. e.g. the island is at first seen as a paradise; there is temptation in various forms (e.g. the island is intact at the beginning, but as they experience their transition from innocence to adulthood they transition from innocence to sin).
4. They disobey God through their actions such as murder and a sin.
5. Through descriptions of the sun/beach etc.
6. Descriptions of anarchic chaos, rebellious behaviour of the boys.

The Coral Island Interpretation

7. R M Ballantyne.
8. e.g. the main character is Ralph; boys are stranded on an island. However, the boys' experiences are different in the two novels. Research the plot/synopsis of *The Coral Island* for more information.

Paradise Lost Interpretation

9. Find a synopsis of *Paradise Lost* from the Internet.
10. e.g. temptation, hell, disobedience

**COPYRIGHT
PROTECTED**



Humanist Interpretation

11. Look this up in a dictionary or on the Internet.
12. Open-ended but possibly because it focuses on group mentality and dogma rather than individual's power to follow their own path.

Positive and Negative Interpretations

13. Open-ended but possibly both. Negative because of what the boys descend into, but positive because they are rescued.

Application: Interpretations

<i>Paradise Lost</i>	Interpretation/Link with
'Heav'n hides nothing from thy view, Nor the deep of Hell'	The island could be seen to be Heaven and Hell.
'Who first seduc'd them to that fowl revolt? Th'infernal Serpent'	Jack is the 'serpent' on the island and he leads the boys to revolt against Ralph/to kill Simon.
'But O how fall'n! How chang'd'	'Fall' suggests the Fall of man / original sin, and change is a theme in the novel.
'Happy realms of Light'	'Light' and 'dark' are used in the novel to symbolize innocence.
'Now misery hath joynd in equal ruin'	The island begins as a paradise, but soon becomes a place of conflict, theft, death and murder.
'The stronger prov'd He with his Thunder'	Jack becomes 'stronger' when he has complete control over the boys.
'The mind is its own place and in it self Can make a Heav'n of Hell'	We can use our own mind to see the good in things, for example of this when he destroys the sow's head, thus finding inner strength and 'mind' to defeat the evil of mankind.
'Better to reign in Hell, than serve in Heav'n'	Jack would rather lead the boys at Castle Rock than be governed by Ralph who stands for civilization.
'Of Mankind they corrupted'	The novel explores the corruption of mankind.
'The image of a Brute adored by Lovers adore for Drums'	Jack becomes a 'Brute' or symbolic of the 'idol' of the others, most notably at the feast before Simon is killed, described as an 'idol'.
'Idols through the Heathen World'	The boys become 'Heathens' when they offer Simon's heart to Jack, thus almost worshipping evil while simultaneously Jack who embodied evil.

**COPYRIGHT
PROTECTED**



Analytical: Interpretations

Match up the information by drawing lines between the boxes as shown by the example.

Box 1: Events in the novel	Box 2: Concrete meaning / interpretation	
The boys offer the pig's head to the beast.	The boys think that they can stave off the beast with the offering.	The
Simon helps the little	Simon is an altruistic, compassionate character.	Si lin fr sh
Jack recognises that Ralph is naked.	Jack is possibly uncomfortable and embarrassed at the sight of Ralph.	The story
Ralph weeps for the end of innocence.	Ralph understands what the boys have done on the island.	Ralp fal
Jack sits on his throne at the feast.	Jack has dominion over his tribe at this point in the novel.	If Ja effe the

Evaluation: Interpretations

Completely open-ended/personal response required. Come up with a good idea to discuss your opinion. Explain the reason for your agreement/disagreement with the statement.

Synthesis: Interpretations

These tasks require personal responses. Be creative and think about AOs for E when undertaking these tasks.

Exam Question: Interpretations

Personal response required. Use the example to help if struggling. Remember the AOs, and use them to assess.

**COPYRIGHT
PROTECTED**

