

LORD OF THE FLIES

EMC RESOURCE PACK



English
&Media
centre

Acknowledgements

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18 Compton Terrace, London, N1 2UN

ISBN: 978-1-906101-43-5

Printed by Stephens & George Ltd

CD duplication: Brown and Michael

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INTRODUCTION FOR TEACHERS

The resources in this pack have been put together for you to use when teaching *Lord of the Flies* to 11-16 year olds. They are not specific to any particular examination specification and, while their rigorous approach will be invaluable in helping your students to prepare for any final exams, they also aim to provide a rich and broad approach to literary study as a whole.

As with all resources produced by the English and Media Centre, we would encourage you to use the resources in a way that best suits your classes. So while they have been designed with sections to use before, during and after reading, it is unlikely that any particular class will need to draw on every single activity, or work their way through the pack sequentially and without additional teacher input.

Each section comes with detailed notes for teachers, followed by worksheets, often containing additional instructions, for students. Teachers are free to adapt the resources to suit the needs of their classes. To save on time and resourcing, the worksheets are all available on an accompanying CD.

The resources reflect the belief of the English and Media Centre that literary study is best approached in the classroom as an exploratory, collaborative activity, with a strong focus on close language analysis and critical discussion. Drawing on the combined ideas and knowledge of their fellow students as a starting point for much of the work included establishes a solid foundation from which students can explore and practise their own individual responses to the text.

The pack does not make mention of the Peter Brook directed 1963 film version of *Lord of the Flies*. This offers a relatively faithful representation of the book and we'd have no hesitation in recommending that teachers use it alongside reading the novel as a way into the text and to reinforce learning.

A pack like this is an aid to the study of the actual text, but never a substitute for strong textual knowledge itself. So however you decide to use it, we recommend that students always have a well-thumbed copy of the novel by their side!

SECTION 1: BEFORE READING

Notes for Teachers

1. Island Narratives: An Introduction

- Explain to the class that *Lord of the Flies* is set on an uninhabited island and can be classified, along with other stories, as an island narrative. In such narratives the setting is crucially important to how the storyline develops.
- Discuss the examples on page 7 as a whole class, exploring what island narratives students know already and asking if they can think of any other examples. This is intended as a light touch introduction to the topic.

2. Key Features of Island Narratives

- Explain to the class that they are going to do an activity in small groups that helps them think about the key elements of island narratives.
- Working in small groups, students sketch the outline of an island on to a piece of paper.
- They cut out the cards on page 8 and place each near or far away from the island, depending on how important they think it is to an island narrative. For example, if they think that 'the island contains elements of magic or mystery' is very important, then they place this card directly on the island. If they think it is quite important, then they place it somewhere close to the island's shoreline.
- When groups have finished, they should identify what they think are the five most important features of a typical island narrative and share these with the rest of the class.
- Finish by extending the discussion to take into account the point in a narrative when each element is likely to take place. E.g. the rescue is likely to be at the end.

3. Thinking About Human Nature

- Discuss with your class what they think is meant by the term, 'human nature'. Introduce the idea of nurture as an oppositional concept to human nature and direct the class to consider the role of nature versus nurture in their own upbringing.
- Students follow instructions on page 9.
- Discuss their conclusions and end the session with a discussion of the following: *If a group finds itself stranded on a desert island will human nature or nurture take control?*

4. Predictions

Pages 10-12 contain some basic details about *Lord of the Flies*, none of which spoil the story itself.

- Give pairs or small groups one page each and ask them to make predictions based on this information.
- Share predictions students have made around the class.

5. Your Own Island Story

- Use the sheet on page 13 to guide students in creating ideas for their own island stories. They should discuss their ideas initially, then tell their stories in précis form to another group.

1. Island Narratives: An Introduction

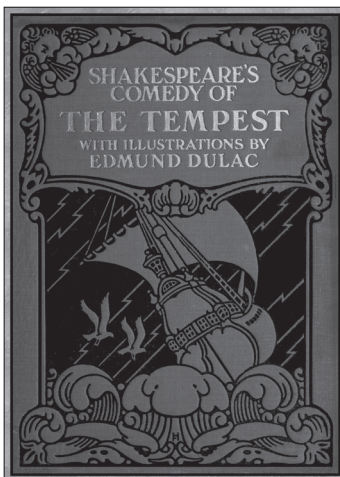
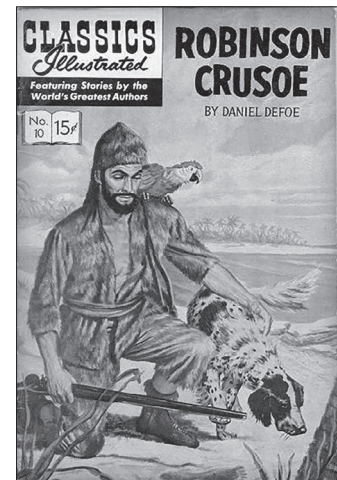
- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> – Which of these stories do you know already? – Which other island stories do you know? | <ul style="list-style-type: none"> – What do the stories have in common? – Why do you think people enjoy island stories? |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|



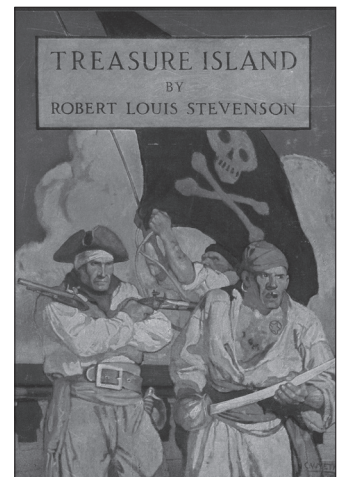
Castaway



The Island with Bear Grylls



The Beach



2. Key Features of Island Narratives

A shipwreck or plane crash	Romance blossoms	A rescue
A leader emerges	Rival groups develop on the island and fighting breaks out between them	A spirit of co-operation among people on the island
New customs and superstitions develop on the island over time	An individual or group of people are deliberately left on an island	Cannibalism
Life gets harder and harder on the island	Characters are desperate to be rescued	The island contains elements of magic or mystery
Characters don't want to be rescued and grow to love the island	Those stranded on the island discover it is not uninhabited after all	Wild animals pose a threat to the people on the island
The weather plays an important part in what happens	People on the island lose their sanity	People on the island have a series of adventures
The leader's authority is challenged	Treasure	Other ideas of your own

3. Thinking About Human Nature

Human nature refers to ways of thinking, feeling and acting that people have naturally, without the influence of society or culture. It implies that all humans share certain fundamental qualities and impulses.

- Working in groups, discuss each of the statements about human nature below and decide whether, broadly, you agree or disagree with each in turn.
- Now decide on the extent to which you agree with a statement. For example, if you agree absolutely with it, give it a mark of 100%; if you agree with it only a small amount, give it a mark of, say, 10%. Write the number of each statement on a 'line of agreement' like the one at the bottom of this page.
- Compare the marks you have given each statement round the class and use this for a discussion about human nature.

1. It is human nature to react violently in certain situations.

2. It is human nature for those that are physically strong to dominate in society.

3. It is human nature for people to work together to make a better society.

4. It is human nature for people living close to others to develop rules and laws.

5. It is human nature to put your own interests ahead of those of others.

6. It is human nature to want power.

7. It is human nature to pick on the weakest members of a group or society.

8. It is human nature to not want to work very hard.

9. It is human nature for children to misbehave.

10. It is human nature for boys to behave differently to girls.

0% DISAGREE



100% AGREE

4. Predictions

B. Symbols

The following are all used as symbols in *Lord of the Flies*.



C. List of Chapter Headings

- | | |
|--------------------------------|-------------------------------|
| 1. The Sound of the Shell | 7. Shadows and Tall Trees |
| 2. Fire on the Mountain | 8. Gift for the Darkness |
| 3. Huts on the Beach | 9. A View to a Death |
| 4. Painted Faces and Long Hair | 10. The Shell and the Glasses |
| 5. Beast From Water | 11. Castle Rock |
| 6. Beast from Air | 12. Cry of the Hunters |

SECTION 2: DURING READING

Notes for Teachers

Chapter 1: The Sound of the Shell

First Impressions

- Hand out copies of page 21 to the whole class. You can assign different sections to different groups, or ask students each to cover all the sections, depending on the make-up of your class.
- Pause at various points during reading to give students time to record their thoughts.
- When you have finished reading the chapter, lead a discussion about what students have recorded for each section.
- Allow students to choose one section to focus on further. They should draw on their notes and the classroom discussion, as well as flicking back through the chapter, to write a two-part response structured as follows:
 - Their first impressions about their area of focus
 - How they think this area of focus will develop further

Chapter 2: Fire on the Mountain

Different Perspectives

- Before reading the chapter, give each student one of the three main characters to focus on: Ralph, Piggy and Jack. As they read, students are to think carefully about the thoughts likely to be going on inside their character's head at various points. Pause every so often so that they can take notes.
- When they have finished reading the chapter, students should draw on their notes and memory to write a diary entry about the events shown in the chapter.
- Listen to examples of diary entries from each character round the class and discuss the differences in responses from each character, with a focus on content and tone. Discuss how students knew what and how to write for their character.

What Kind of Island Story?

- Discuss as a whole class the references to other children's books, as set out on page 22.

Getting Used to the Language in *Lord of the Flies*

- Discuss what students think about the language of the novel so far.
- Ask students to focus on the short passage on page 23. As a teacher, decide whether to give students a free choice about the activity on the page that they choose to do, or whether to direct students towards a particular activity.
- When you have finished the activities, discuss as a whole class what is distinctive about Golding's writing. E.g. vocabulary draws heavily on Anglo-Saxon forms, very descriptive, focus on the senses.