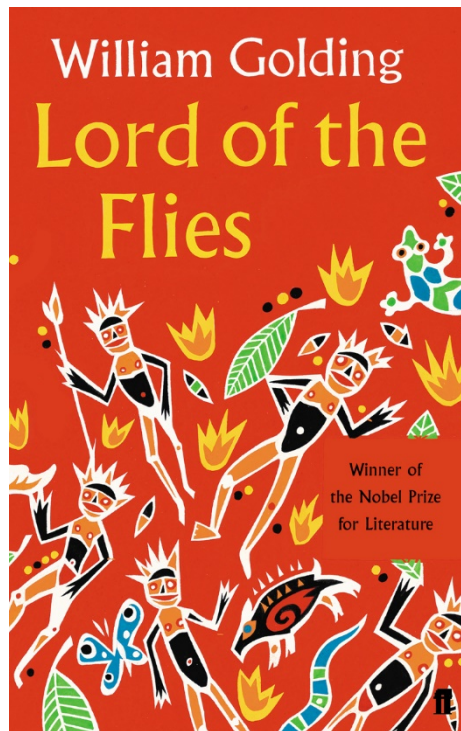


Y11 Self-isolation work – – Spring Term 1

Lord of the Flies Revision

There are 8 lessons in this booklet and they should take you two weeks to complete.



| | | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Week 1 | Lesson 1 – Recall plot Lesson 2 – Context Lesson 3 – UPLOAD TO CLASSCHARTS - Key characters Lesson 4 – Key characters | (p6) |
| Week 2 | Lesson 5 – Key characters Lesson 6 – Recall key themes Lesson 7 – Symbols Lesson 8 – UPLOAD TO CLASSCHARTS – An overview and big ideas | (p14) |

Lesson 1: To recall information about the plot of Lord of the Flies

Task 1: The chapters of the novel are summarised below. Can you place them in chronological order?

Cry of the hunters

- Smoke Ralph out
- Set fire to island
- Naval officer arrives

Shadows and tall trees

- R sick of dirt / poor standards
- R's day dream of home
- R + J go up the mountain
- See 'beast' (dead parachutist)

Huts on the beach

- Jack goes hunting alone (sprinter)
- R + S make the shelters
- R + J clash over priorities

View to a death

- Simon comes down the mountain
- Jack's new tribe (chant)
- Simon's death

Beast from water

- Evening assembly – R complains about drop in standards
- Jack leads a breakaway group
- R, P and S left alone

Beast from air

- Parachutist lands on mountain
- SamnEric see the 'beast' (dead parachutist)
- Simon doesn't believe it

Fire on the mountain

- R,J, S explore the island
- Make fire – goes out of control
- Boy with birthmark is missing

Gift for the darkness

- Jack challenges for the leadership
- Kill the sow and leave head for the beast
- Simon's conversation with the LoF

Painted faces

- Roger destroys littluns' sandcastles + throws stones
- Jack uses face paint / 1st kill
- Fire goes out / ship missed

Shell and the glasses

- Wilfred beaten at Castle Rock
- Jack's reaction to Simon's death (beast disguised)
- Raid for Piggy's glasses

Castle rock

- R + J fight
- SamnEric are captured
- Piggy's death, conch smashed

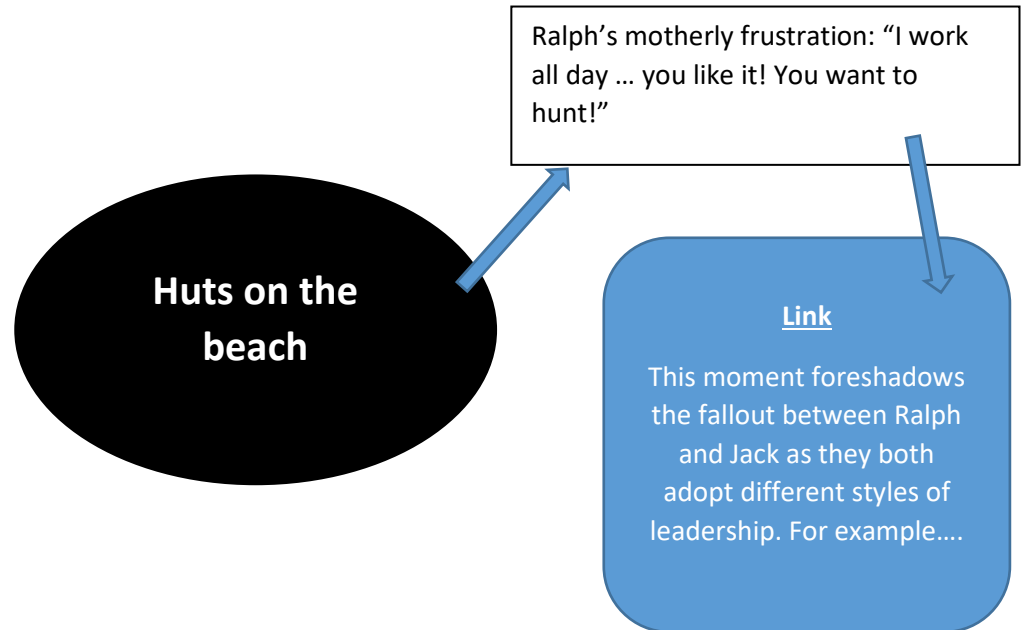
Sound of the Shell

- Piggy and Ralph meet
- Ralph finds the conch
- Vote Ralph as chief

Task 2:

Select 2 chapters from the list above (in Task 1). Using the knowledge organiser create a spider diagram of key quotes from that chapter. An example has been started for you.

Extension: Can you add in links to other moments in the novel?



Lesson 2: To recall information about the context of the novel

Task 1:

Read about Golding's life below

William Golding

William Golding was born in 1911 and worked for many years as a school teacher. He was awarded the Nobel Prize for Literature in 1983, was knighted in 1988 and died in 1993.

Lord of the Flies

Lord of the Flies was Golding's first published novel in 1954. It was written at a time when the world was seeing the systematic destruction of the Jewish race by Hitler's Fascist, a Second World War which revealed numerous atrocities which man had committed against man and, in 1945, the mushroom cloud of the atomic bomb.

Golding recalls that during the war he saw "humanity fighting itself"... He said, "In the war we became... morally and inevitably coarsened. After it we saw, little by little, what man could do to man."

Why Golding wrote Lord of the Flies

Golding recalled,

"One day I was sitting on one side of the fireplace and my wife was sitting on the other, and I suddenly said to her 'Wouldn't it be a good idea to write a story about some boys on an island showing how they would really behave, being boys and not little saints as they usually are in children's books.'" And she said, "That's a first class idea, you write it." So I went ahead and wrote it."

"I had vividly in my mind two pictures. One is the picture of the little boy who discovers that he is actually on a coral island and he was so delighted he stood on his head! The other picture was of the same little boy crying, crying his heart out, because he discovered what actually went on, what people were like in society when you don't have law... Because the little boy knew what was inside people and what would come out of them..."

William Golding

Highlight key information about William Golding's career as a teacher of boys, World War II and Nazism.

Task 2:

It is important to apply key critical readings when we write about Lord of the Flies. For example, we could do a Freudian reading of the novel.

Sigmund Freud is known as the Father of modern psychology. The Id, the Ego and the Superego are all part of Freud's theory that the mind has three parts:

- **The Id** – Carnal desires, desires for food, warmth, clothing, etc. The Id is like a small child with no sense of delayed gratification and conscience. The Id wants things and wants them now.
- **The Superego**- The Superego is conscience, when you are little and entirely ruled by the Id, the Superego is like your parents saying, "That isn't right". The Superego is like the rules that you must follow, this is basically morality.
- **The Ego**- The Ego plays the part of the middleman. The Ego must balance the desires of the Id, the conscientiousness of the Superego and what is available.

Using the information above, which part would you assign to Ralph, Jack and Piggy?

1) Write their name next to each bullet point.

2) Using the knowledge organiser, locate a quotation that justifies why each character is either the ID, the Superego or the ego.

CHALLENGE: Research and make notes on the following interpretations of Lord of the Flies

Readings of the text

Post-colonial: Critique of imperial attitudes

Environmental/eco-criticism: island as world

Marxist: Piggy as outsider

Christian: destruction of paradise, Simon as prophet

Innate good (Rousseau) or innate evil (Hobbes)

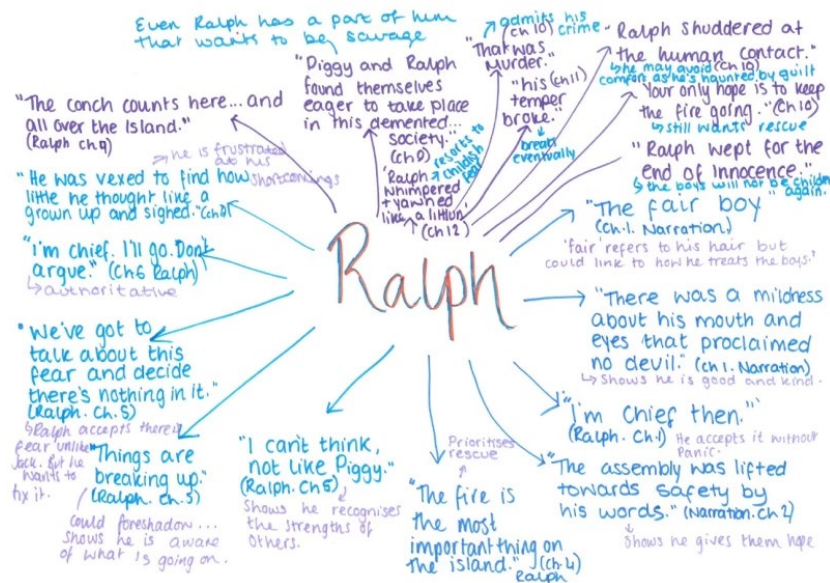
Feminist: absence of women, rape of the mother pig

Lesson 3: UPLOAD TO CLASSCHARTS

To recall information about key characters

Task 1: Ralph

Using your knowledge organiser, select 3 key quotations about Ralph and place these into a spider diagram.



Using this information we are going to plan an answer to the following question:

How does Golding present the character of Ralph in Lord of the Flies?

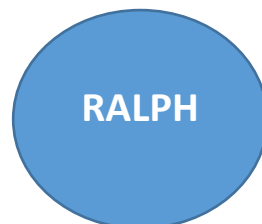
Write about:

- how Ralph responds to his time on the island
- how Golding presents Ralph by the ways he writes.

Big idea 1:
Democratic

Big idea 2:

"We'll have hands up like at school"



Task 2: Ralph

Using your knowledge organiser, plot Ralph's progression through the novel. E.g. When the novel starts Ralph is elected leader- find a quote for this vs. Ralph's downfall by the end of the novel, as the boys join Jack's tribe.



Chapter 1

Chapter
12

Challenge

'Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of a true, wise friend called Piggy.' (p.248).

Write a paragraph explaining what this quote from the end of the novel shows about what Ralph learns on the island.

Lesson 4 – To recall information about key characters.

Below are short summaries on each key character. Using these points and your knowledge organiser for quotations, create a diagram/mind map for each character.

Piggy Pigs are intelligent creatures that are hunted and killed on the island

This parallels the events surrounding

Piggy.

- rational and intelligent, overweight and physically unfit
- wears thick glasses
- gets out of breath easily because he has asthma
- poor grammar suggests that he comes from a different social background than Ralph
- thinks logically and has a scientific way of looking at the world
- an outsider
- apprehensive of anything involving physical activity
- severe physical limitations

Ralph

Ralph's name is derived from the Anglo-Saxon language meaning 'counsel'

- well built, athletic
- displays leadership skills immediately
- eager to be rescued and believes desperately that adults will come to their rescue
- needs to be alone to think things out
- responsible and can organise
- tolerant and open-minded
- possesses moral courage
- although he admits to fear, he does not lack courage
- popular and admired
- believes in rules and fair play

Jack

Jack's name is Hebrew in origin and means 'one who supplants'

- leader of the choir and later the hunters
- charismatic, attractive and manipulative
- irritable and quick to anger
- has no time for weakness
- destructive nature
- wants to make up his own rules and is power hungry
- has primitive urges and feelings
- is happy and at home in the forest
- no qualities such as thought and reasoning
- rules his tribe by fear and violence

- used to power
- superficial maturity
- aggressive with violent reactions
- self-confident and arrogant
- irresponsible

Roger

His name, which is Germanic in origin, means 'spear'

- furtive, intense, secretive
- desire to hurt others
- sadistic and irresponsible
- ruthless and coldly violent
- enjoys the freedom of being out of control

Simon

Simon's name comes from the Hebrew word meaning 'listener'

- has fits and is ridiculed
- solitary and stammers
- has insight and is thoughtful about the situation
- has the faith that everything will be all right
- represents the spiritual, poetic point of view
- compassionate
- his oddness is the mark of an individual

Challenge:

GCSE essay question:

How does Golding present the character of Jack in Lord of the Flies?

Write about:

- how Golding presents the character of Jack
- how Golding uses the character of Jack to explore ideas about people and society.

Task: Plan your answer and write a thesis paragraph.

Use the following statements to generate your ideas. Which one do you agree with?

A: Jack's character is being shaped by the new environment (stranded on the island). It is making him become aggressive and controlling.

B: Jack was already an aggressive, domineering personality. Being on the island has given him an opportunity to express this.

C: A different idea: dominant character who loves power? A violent bully? A powerful leader?

Lesson 5 – To recall information about key characters.

Task 1: Piggy – match the evidence to the points about Piggy.

POINT:

1. An outsider:
2. Intelligent:
3. Sensitive:
4. Easily bullied:
5. Realistic / pessimistic:
6. Has commonsense / dislikes unruly behaviour:
7. Frightened at the result of a lack of control:
8. Faith in science and progress:
9. Courage when angry: (chapter 4)
10. Reaction to talk of the beast:
11. Caring:
12. Becomes more vulnerable:
13. Desire for civilised behaviour and moral standards:
14. Viewed cruelly by the savages:
15. His death is presented in a dehumanised, clinical way:
16. Ralph sees Piggy true value

EVIDENCE:

- “Nobody don't know we're here” / atomic bomb
- “they blinded me” has asthma attack when they steal his glasses / voices outside “Piggy we're coming to get you”
- He wants R as chief / thinks they can do without J / treasures the conch
- “bag of fat” ridiculed / laughed at on Castle Rock
- Compared to a pig when he dies / brutal death
- R cries for Piggy / “true wise friend”
- “Acting like a crowd of kids” – fire out of control
- Boy with birthmark is missing
- Wants to make a sundial / tv / radio
- Chastises Jack about fire / priorities / is hit / glasses broken
- “Life is scientific”
- Looks after the littluns when the others search for the beast
- Fat / glasses / asthma / dislikes exercise / accent / background (auntie sweet shop)
- Knows how to blow the conch / learn names
- Hurt when R tells others his nickname
- Picked on by Jack “fatty” “fat slug” punched

Task 2 – Use the points and evidence and your knowledge organiser to plan an answer to the following question:

How does Golding present Piggy in Lord of the Flies?

Some ideas:

- Piggy is an outsider
- Piggy is intelligent and rational
- Piggy is like an adult
- His death is significant

Challenge:

Read this extract and make notes on Piggy's relationship between the other boys.

He looked round the circle of eager faces. There was no lack of boys to choose from.

"And Simon."

The boys round Simon giggled, and he stood up, laughing a little. Now that the pallor of his faint was over, he was a skinny, vivid little boy, with a glance coming up from under a hut of straight hair that hung down, black and coarse.

He nodded at Ralph.

"I'll come."

"And I-"

Jack snatched from hind him a sizable sheath-knife and clouted it into a trunk. The buzz rose and died away.

Piggy stirred.

"I'll come."

Ralph turned to him.

"You're no good on a job like this."

"All the same-"

"We don't want you," said Jack, flatly. "Three's enough."

Piggy's glasses flashed.

"I was with him when he found the conch. I was with him before anyone else was."

Jack and the others paid no attention. There was a general dispersal. Ralph, Jack and Simon jumped off the platform and walked along the sand past the bathing-pool. Piggy hung stumbling behind them.

"If Simon walks in the middle of us," said Ralph, "then we could talk over his head."

The three of them fell into step. This meant that every now and then Simon had to do a double shuffle to catch up with the others. Presently Ralph stopped and turned back to Piggy.

"Look."

Jack and Simon pretended to notice nothing. They walked on.

"You can't come."

Piggy's glasses were misted again- this time with humiliation.

"You told 'em. After what I said."

His face flushed, his mouth trembled.

"After I said I didn't want-"

"What on earth are you talking about?"

"About being called Piggy. I said I didn't care as long as they didn't call me Piggy; an' I said not to tell and then you went an' said straight out-"

Still descended on them. Ralph, looking with more understanding at Piggy, saw that he was hurt and crushed. He hovered between the two courses of apology or further insult.

"Better Piggy than Fatty," he said at last, with the directness of genuine leadership, "and anyway, I'm sorry if you feel like that. Now go back, Piggy, and take names. That's your job. So long."

He turned and raced after the other two. Piggy stood and the rose of indignation faded slowly from his cheeks. He went back to the platform.

Lesson 6 – To recall information about key themes in the novel

Task 1:

Use your knowledge organiser to create flash cards for the key themes in the novel.

- Civilization vs. Savagery.
- Rules and order
- Fear
- Power
- Identity

Task 2:

Use this link to BBC Bitesize to do further research into key themes in the novel and add ideas to your flash cards.

[BBC Bitesize Themes](#)

Challenge:

Task: Plan your response to the following essay question:

How does Golding explore the conflict between good and evil in Lord of the Flies?

Write about:

- how Golding presents good and evil
- how Golding uses the themes of good and evil to present ideas about people and society.

[30 marks] AO4 [4 marks]

Lesson 7 – To recall information about symbols in the novel

A **symbol** is: a thing that represents or stands for something else.

Symbolism is used in literature when one thing is meant to represent something else. Symbolism helps create meaning and emotion in a story.

There are many examples of symbolism in Lord of the Flies.



Task

Choose 3 examples of symbolism from the following list and find quotations from your knowledge organiser to link to the symbol. Use the notes and quotations to create flash cards to revise the symbols. You could use images and/or drawings to reinforce your ideas.

- Piggy & His Glasses - Clear-sightedness, insight and intelligence. Their state represents the status of social order.
- The Conch - Democracy, Order
- Simon - Pure Goodness, "Christ Figure"
- The Island - A microcosm representing the world
- The Beast - The evil residing within everyone, the dark side of human nature.
- Lord of the Flies - The Devil, great danger or evil
- Dead Parachutist – failure of adult world
- The sea – vast unconscious

Lesson 8 – UPLOAD TO CLASSCHARTS

Developing an overview and 'big ideas' about the novel

Task – read the following and choose 2 to answer.

1. Write about two events in the novel which you think are violent and disturbing.
2. 'The most obvious leader was Jack.' What makes Jack a powerful leader?
3. A review of Lord Of The Flies said "William Golding knows exactly what boys are like." To what extent do you agree?
4. What is Simon's role in the novel?
5. How does Golding show evil at work in the novel?
6. Why do you think Golding chose to set the novel on an island? How does he use this setting to present his ideas about society?
7. How much do you think Ralph is to blame for what happens on the island?
8. How important is the idea of the 'beast' in the novel?
9. In the novel, Ralph asks for, 'something grown up.. a sign or something.' What do you think is the significance of the world of grown-ups as an influence on the book's events?
10. How does Golding show the battle between good and evil in the novel?
11. Discuss the importance of symbolism in the novel as a whole.