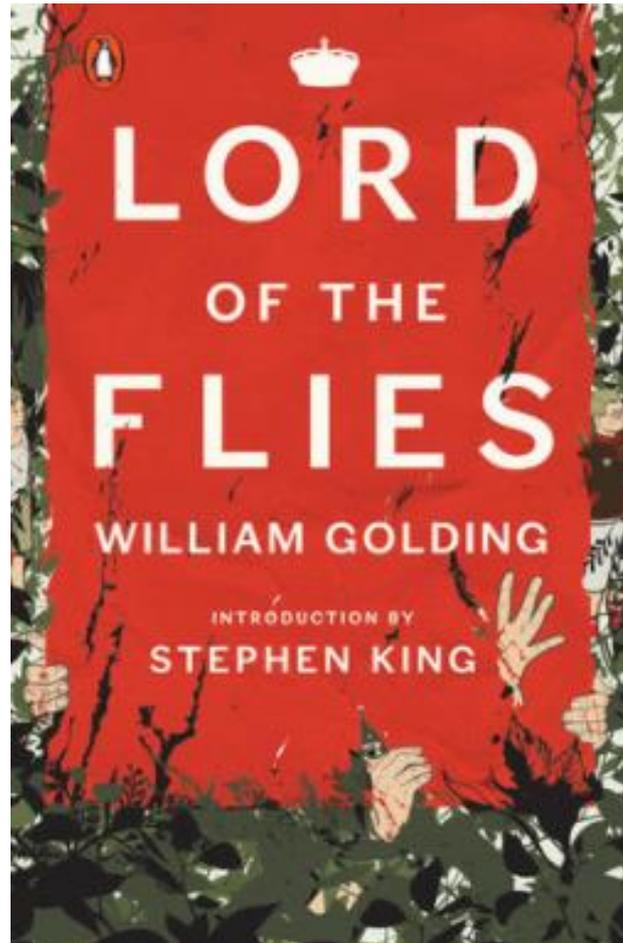




Great Schools Trust
Book 3: Lord of the Flies



Use this booklet to support your reading of 'Lord of the Flies'.



Pre-Reading

Before You Start...

Leadership

You are at school one day when Dave, your best mate, says that he is going to break into a shop that evening to steal some of the computer equipment.

Dave is a bully and everyone always does as he says. Dave says that if you don't come with him, he will tell your parents (and everyone else) that you have been stealing from them and your grandparents.

Discuss and write down as many scenarios as you can think of. How might this turn out? Think also about leadership. What situations can you think of where leadership might go seriously *wrong*?

Leadership Qualities – What Makes A Good Leader?

What are the most important qualities for a leader?

1. Put these words into order – which are most important?
2. Who do you know that embodies these qualities? Where have you seen these qualities not in use, when they needed to be?

brave	confident	assertive
quiet	forceful	vigilant
popular	powerful	pragmatic
honest	able to make tough decisions	influential
mean	violent	aggressive
fair	careful	cautious
trustworthy	reliable	dependable
friendly	approachable	amenable
hardworking	motivated	focused
clever	intelligent	intellectual
scary	intimidating	menacing



Pre-Reading

Biography

Who Was William Golding?

William Golding started teaching English and philosophy in Salisbury in 1935. He temporarily left teaching in 1940 to join the Royal Navy. In 1954 he published his first novel, *Lord of the Flies*. In 1983, he was awarded the Nobel Prize for Literature. On June 19, 1993, he died in Cornwall, England.

Early Life

William Golding was born on September 19, 1911, in Saint Columb Minor, Cornwall, England. He was raised in a 14th-century house next door to a graveyard. His mother, Mildred, was an active suffragette who fought for women's right to vote. His father, Alex, worked as a schoolmaster.

Teaching

After college, Golding worked in settlement houses and the theatre for a time. Eventually, he decided to follow in his father's footsteps. In 1935 Golding took a position teaching English and philosophy at Bishop Wordsworth's School in Salisbury. Golding's experience teaching unruly young boys would later serve as inspiration for his novel *Lord of the Flies*. Although passionate about teaching from day one, in 1940 Golding temporarily abandoned the profession to join the Royal Navy and fight in World War II.

Royal Navy

During World War II, he fought battleships at the sinking of the Bismarck, and also fended off submarines and planes. Lieutenant Golding was even placed in command of a rocket-launching craft. Of his World War II experiences, Golding has said, "I began to see what people were capable of doing. Anyone who moved through those years without understanding that man produces evil as a bee produces honey, must have been blind or wrong in the head." Like his teaching experience, Golding's participation in the war would prove to be fruitful material for his fiction. In 1945, after World War II had ended, Golding went back to teaching and writing.

'Lord of the Flies'

In 1954, after 21 rejections, Golding published his first and most acclaimed novel, *Lord of the Flies*. The novel told the gripping story of a group of adolescent boys stranded on a deserted island after a plane wreck. *Lord of the Flies* explored the savage side of human nature as the boys, let loose from the constraints of society, brutally turned against one another in the face of an imagined enemy. Riddled with symbolism, the book set the tone for Golding's future work, in which he continued to examine man's internal struggle between good and evil. Since its publication, the novel has been widely regarded as a classic, worthy of in-depth analysis and discussion in classrooms around the world.

Who's Who in the *Lord of the Flies*

Ralph

Ralph's character develops as the novel progresses. Unlike Jack, he becomes more aware of the inner nature of humankind. He is, at the beginning, a happy yet sensitive and responsible person who eventually comes to understand the 'darkness of man's heart'. He demonstrates courage, authority, compassion and respect for civilised values. These moral standards are crushed in a world which is run by Jack's kind of rules. Ralph's failure to lead a democratic society successfully symbolises the failure of humankind to recognise or deal with the force of evil within itself.

Piggy

Piggy's physical appearance, his common sense and scientific, intellectual point of view make him the only adult-type figure on the island. He continually shatters the boy's illusion and interrupts their desire to play. When the 'play' develops into something much more sinister, he is killed because he spoils 'the game'. By then, the game has become a terrible reality, a war between good and evil.

Jack

Jack is a leader but his methods are the natural opposite to those of Ralph. Jack is dictatorial and aggressive; he has a strong desire to lead and asserts himself through his prowess as a hunter, which deteriorates into lust for killing. The character of Jack shows how, without the restrictions of adults or society, certain people revert to primitive desires and actions. Jack's character changes as the story unfolds, but this change is one of degeneration. At the start he asserts his superiority through his family background, but he is irresponsible and needs his rewards straight away. He has no patience with constructive, positive things, which is why he grows tired of debates and hut building. His love of hunting stems from the sense of power killing gives him. He abuses his power as a leader, and his freedom from social restraints unleashes the evil latent within his character.

Roger

Roger does not so much develop as a character as reveal his nature through the course of the book. He presents the merciless type of killer and torturer whose sadistic tendencies are let loose on society if dictators take control. Characters like Roger are not leaders, but help to make tyrannical leaders stronger.

Simon

Simon represents the mystic; he has vision and intuition and is the saint or Christ-like figure that has compassion for his fellows. Like many mystics, he fails to communicate his insight to others. Often mystics enter 'trances' to find the truth they are seeking. Simon is subject to faints and hallucinations and his fits symbolise the visionary experience. His conversation with the Lord of the Flies (the dead pig's head) crystallises Golding's message, which is that evil is within everyone. Every individual must wrestle with 'the beast' within, and either accept and be ruled by it, or conquer and reject it. Simon's response is to continue with his quest for truth. He is rejected as 'batty' and slaughtered in a ritual frenzy. He represents the martyr who is neither valued nor understood by his society.

Littluns

The littluns represent ordinary people who follow leaders without too much thought as to why they do so. These very young boys are helpless and act as examples of humankind's carelessness towards the weak and needy. Separated from adult care, the littluns gather food, play in daylight and suffer nightmares. They introduce the beast of fear to the boys' community.

Chapters One, Two and Three: Work Out The Names For The Numbers

Characters' names are represented by the numbers below. Can you work out which character in 'Lord of the Flies' equals which number?

CHAPTER 1 - *The Sound of the Shell*

Following the air crash, a group of boys are stranded on a desert island. One of them, Ralph, meets (1) on a sandy beach. Ralph is not particularly keen to be friends with the other boy who is worried about what will happen to them all. Ralph is happy to enjoy the island.

They find a (2). After Ralph blows it, other boys arrive, including a group of choirboys, led by (3). The boys hold a meeting and (4) suggests they vote for a leader. Ralph is chosen, much to (5)'s disappointment. To please him, Ralph says he can keep the leadership of the choir and asks him what he wants the choir to be. They will be (6). Ralph chooses (7) and (8) to go exploring with him. Ralph makes (9) stay behind to find out the others' names.

(10), (11) and (12) climb to the highest point of the island, and then find a (13) caught in some creepers. (14) has not got the courage to kill it.

CHAPTER 2 - *Fire On The Mountain*

When (1), (2) and (3) return, Ralph explains that it is an island, but that it is a (4) island. One small boy says that he is afraid of the (5), but the others assure him it was only a (6). Ralph tells them that, in order to be rescued, they must make a (7); that is the most important thing. They all rush off to do this, all that is except (8) and (9). On the (10), they all build a fire. In order to light it, (11) seizes Piggy's glasses. He starts the fire but soon it is out of control. They all flee in terror and (12) angrily tells them how they should have behaved. After the fire, they discover a (13) is missing.

CHAPTER 3 - *Huts On The Beach*

Once again (1) fails to catch a pig. Meanwhile (2) has been trying to build shelters, helped only by (3), (4) and (5) begin a quarrel, but manage to change the subject and to discuss how the (6) are beginning to be afraid. They nearly quarrel again but instead go off for a bathe. Meanwhile, (7) has gone off on his own, to be alone in a place he knows.

Lord of the Flies Diary Entry

Read the end of Chapter 1, from 'They were in the beginnings of the thick forest' to 'as they moved down the scar towards the platform and the meeting'.

Imagine you are Jack in this part of the text. Write a diary entry as if you are him. You might like to consider:

- what is happening in this part of the text;
- what has happened in the run up to this event;
- your thoughts and feelings about Ralph and the other boys;
- how you feel about the crash.

Success Criteria

- Use first person – 'I think,' 'I feel'.
- Use words or phrases from the text.
- Use ambitious vocabulary choices.
- Vary sentence lengths and openers.
- Use an embedded clause.
- Use imagery.
- Use juxtaposition.

Word Bank

motivated	indignant	annoyed
humiliated	bold	dejected

Key quotations you might like to explore:

- 'Jack drew his knife with a flourish'
- 'Jack's face was white under the freckles'
- 'They all laughed ashamedly'
- 'Why didn't you...?'
- 'He snatched his knife out of the sheath and slammed it into a tree trunk'

Chapter Three – ‘Huts On The Beach’

1. How does the description of Jack in the second paragraph indicate that the boys have been on the island for a while?
2. Read the following quotation:

“[Jack’s eyes] were bright blue, eyes that in this frustration seemed bolting and nearly mad.”

What does this quotation tell us about Jack’s character? Refer to words in the quote in your answer.

3. What difficulty is Ralph grappling with when Jack arrives on the beach?
4. What is Jack obsessed with in this chapter? Find a quotation to prove his obsession.
5. How do we know that Ralph and Jack are arguing? Select words from the text to prove what you have said.
6. Simon comments that the little ‘uns behave “As if it wasn’t a good island.” How does this contrast with the initial description of the island?
7. Why are Ralph and Jack having such a big confrontation on the beach?
8. The chapter ends with Simon hiding in the forest. What have we learnt about Simon so far in the novel?



Pick out positive and negative descriptions of the island and place them into a table like the one below:

Positive	Negative

‘Lord of the Flies’ – Chapter Four



1. What three difficulties are the 'littleuns' facing?
2. What do Roger and Maurice do to the 'littleuns', and what does this tell the reader about their personalities?
3. Roger throws stones in the direction of Henry, yet does not hit him. What is it that Golding says stops Roger from throwing them directly at him?
4. How is Jack described after he has painted his face?
5. What effect does the mask have on the other boys? How does this change the way that the other boys react to him?
6. What job have the hunters failed to do, and why is this significant in this chapter?
7. After Simon and Maurice arrive, Ralph "reached inside himself for the worst word he knew." What does this phrase show us about how Ralph feels?
8. What does the phrase "*Kill the pig. Cut her throat. Spill her blood.*" tell us about the changes in the Jack and the choir?
9. How do Jack's actions during the confrontation with Ralph show us that he is now a savage?
10. What phrase does Golding use to foreshadow Jack's assault on Piggy?

Lord of the Flies – Key Themes

Use a dictionary to find out the definitions of the key themes in the table below. Make notes about where this theme is presented in the text.

Theme	Definition	Where Is This Seen in the Text?
democracy		
civilisation		
violence		
savages		
leader		
conflict		
anarchy		
rivalry		
law and order		
power		

'Lord of the Flies' – Chapter Seven

1. What physical signs are there, to do with the boys' appearance, which shows the passage of time i.e. that they have been on the island for a while?
2. Look at Simon and Ralph's conversation in Chapter Seven. Simon says "I just *think you'll get back all right-*". What writer's technique is this an example of? Reading between the lines, what does this suggest about what will happen to Simon?
3. What happens to Robert during this chapter?
4. Why are the boys' actions towards Robert disturbing for us, as readers?
5. Read through from "He took a step and halted" . How is this an important point in Ralph and Jack's relationship?
6. Read the following sentence,

"Ralph sighed, sensing the rising antagonism, understanding that this was how Jack felt when he ceased to lead."

What two things do the underlined words tell us about the atmosphere?

7. How is the 'beast' described? What is the 'beast' in reality?
8. We are now over half-way through the novel: predict in detail what you think is going to happen.

REACH

In your own words, sum up the position regarding Jack and Ralph's relationship by this point in the novel.





'Lord of the Flies' - Key Events

Can you organise these key events into the correct order?

Piggy's death as he and Ralph try to get the glasses back.

Simon sees the 'Beast' (the man with the parachute).

Ralph and Piggy calling the first meeting using the conch.

The boys hunting.

Lighting the fire using Piggy's glasses.

The first meeting where Ralph is elected and Jack is in control of the hunters.

The celebration dance that leads to the death of Simon.

Jack and his gang hunt Ralph and burn the undergrowth to find him.

Ralph speaks to the naval officer at the end of the novel.

Chapter 8 and 9

1. The assembly is a turning point in the novel. How does Jack undermines himself during this meeting?
2. What do you think is going to happen next now that Jack has lost so much face with the other boys?
3. Read the pig hunt.
 - a) Find examples of violent language, write them down and explain their effect.
 - b) How is this pig hunt a metaphor for the breakdown in society?
 - c) Why does Golding use the image of the pig's head being left on a stick?
4. How is Simon's fit representative of the poor state the boys are now in?
5. In chapter nine, how has the power shifted from Ralph to Jack? How is food used as a means of control here? Read on and then comment on the language used to describe Jack.
6. How is the setting and the weather a metaphor for the mood of the group? How is the change in weather a metaphor for Simon's being at rest?



Chapter Eleven and Twelve

Chapter eleven is a turning point in the book, where the values of honesty and democracy are destroyed.

1. What do you think Roger represents in 'Lord of the Flies'?
2. How does the language demonstrate that Jack and Roger are no longer little boys, but murderous criminals?
3. Chapter twelve is deeply disturbing and shows how far social order can break down when the basic comforts of life and the rule of law are removed. This is the climax of the novel. Explain your feelings about what is happening to Ralph at this point and consider how you would feel if you were in the same position.
4. Contrast what has happened in Chapter Eleven with the immediate change in tone once the officer appears.
 - a) Make a list of words that show this change in tone.
 - b) How does the use of proper nouns show that the rule of law has returned?
5. Read the following quote, perhaps the most famous line in the novel:

And in the middle of them, with filthy body, matted hair, and unwiped nose, Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of the true, wise friend called Piggy.

How does this represent some of the core ideas Golding included in the novel?

'Lord of the Flies' – The Beast

The beast represents the way in which people make something outside of them evil, so that they can maintain an image of themselves as good. This allows them to avoid the responsibility of looking carefully inside themselves – it allows them to avoid self-knowledge.

Golding uses the boys' imagination, daydreams and nightmares to show us their fears and desires. These things illuminate the sense of loss in the children, and their need for security. The snakes are only present on the island in the boys' imaginations. The snake image is traditionally symbolic of evil and is appropriate for Golding's argument that evil comes from within. The beast gives the boys' fear something to focus on. There are several kinds of fear depicted in the novel, apart from the obvious physical fear of the trapped piglet at the start and the trapped Ralph at the end. Fear is often, although not always, associated with guilt. There is the fear of the truth, as when the boys do not at first want to accept that they may never be rescued. Later, some of them do not want to accept that they killed Simon. There is the spiritual fear of the beast that is themselves, which is why they will not listen to Simon.

The arrival of the dead parachutist gives a physical form to the beast. In reality he is a pathetic figure, killed in war and robbed of all human dignity in death. The moving, decomposing corpse is horrific, but there is nothing supernatural about it. It takes its place in nature, along with the flies that feast on it, and is finally claimed by the sea.

Defects exist in any human society and they are usually caused by defects in human nature – what Golding sees as the existing but undeveloped evil in humankind. This is the beast. What happens in the novel is an example of how, in the right set of circumstances, the beast will reveal itself and bring about corruption.

Although many of the boys believe in the 'Beast', it is not a real creature that can be hunted and killed. Rather, it comes to represent some of the boys' darkest fears and desires.

Answer the following questions:

1. Describe the boy that first mentions the 'beastie'. What happens to him at the end of chapter two?
2. The Beast is described as being a "snake-thing". What is the significance of this?
3. How do the following characters react to the boy's revelation about the 'beastie' and what does this tell us about them?

Jack

Ralph

The older boys

The younger boys

4. Trace the idea of how the beast develops in what we have read so far. In your exercise books, fill in a table like the one below.

Page number	Who mentions the Beast?	What is said about the Beast? Include quotes.	What is the importance of the Beast at this point in the novel?

5. The Beast is an important symbol in the novel – it represents fear and desire. Can you think of any other symbols in the novel? What do they represent?

Symbols

Golding uses many symbols in his novel. As you read, try to jot down what you think each may represent in the real world, or its significance/parallel with civilisation/man.

The island, with a scar cut across it	
The conch shell	
The mountain	
Rock/boulder	
The platform	
The snake	
Fire	
Piggy's glasses	
Creepers/jungle vine	
Dark terrors of the jungle	
Collapsing of the hut built by Ralph	
Smashing of the sand castle	
Pig dance, chant, ceremonial ring, Jack's mask	
Darkness of the night	
The dead pilot/the beast	
The butterfly	
The killing of the sow	
The Lord of the Flies (head of the sow on a stick)	
The killing of Simon	
The stealing of Piggy's glasses	
The killing of Piggy	
The smashing of the conch shell	
The naval officer (wearing a gun and commanding gun boat)	
The entire island scorched by fire at the end of the novel	

Symbols: Fire

Fire is used in a number of different ways in the novel:

1. To ensure rescue. But it is not always lit, due to the nature of Jack causing the boys to miss out on the first rescue attempt.
2. To bring comfort as the group gathers/sleeps.
3. Destruction. The power of fire is seen in many ways, both positive and negative. In this case, where, where it gets out of hand, it kills one of the litt'uns and destroys much of the island.
4. As a personality of its own, able to control them – see the extract below:

“Small flames...crawled away through leaves...dividing and increasing. One patch touched a tree trunk and scrambled up like a squirrel.”

“The flames, as though they were a kind of wildlife.”

Like a person, its character grows through the novel, sometimes kind sometimes cruel. Here at the beginning, it exerts its authority and establishes an awe in the boys.

5. It is a symbol of power. In the end, the fire and the making of fire, become the symbol of strength. Piggy's glasses create fire (ironic since Piggy is so often ridiculed as weak) and become sought after.

It is easy to see fire in a negative way, however it is always capable of bringing good if held in the hands of the righteous. When held by those who are not, or if used for the wrong reason, it can be dangerous.

Language and Imagery

Golding uses the **imagery and language** of the novel to help him get across what he has in mind. For example, the boys' language is **colloquial**, that is, believable and normal for boys of that age range. **Slang** is used throughout their speech and arguments – some of it will sound out of date now, but remember that this novel was first published in 1954. However, a boy's ability to speak and convince (for example, Ralph's eloquence) does not necessarily mean that his ideas on the island, but the worst grammar; and Simon see the darkness (the beast) in the soul of humankind more clearly than anybody else, but cannot persuade the others to listen to him.

Images using **colour** are used carefully throughout the novel. Colour often helps to make a link between the natural surroundings and the boys, and it is sometimes symbolic – like the colour of Jack's hair, the colours of the mask and the choir's uniform, and the colour of the conch at the start and then at the end of the novel.

After You've Read...Write a Book Review

First paragraph: Summarize your thoughts of the book as a whole.

Body paragraphs: Discuss the theme, author's intent, the best and worst parts of the book, your opinion of the book, and other relevant information a reader would want to know.

Divide into individual sections or meld into a simple paragraph.

Final paragraph: Summarize your thoughts about the book and share if the book is a must-read or a pass.

After You've Read...Compare The Book Covers

