

Lord of the Flies

By William Golding

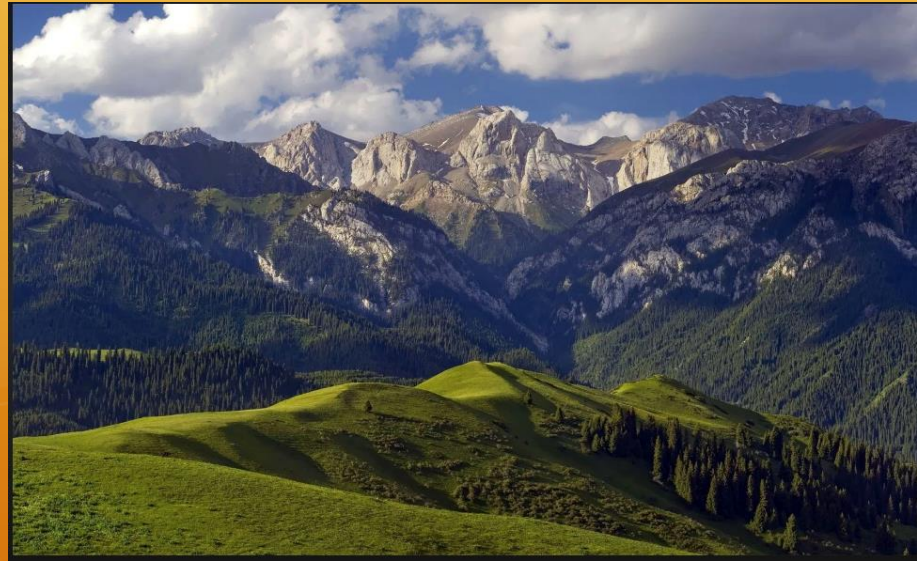
Lesson 4

LO: To show how dialogue adds to a build up of a character

Starter

Chapter title:

What connotations do you associate with these images?



Why might these 2 images be brought together in the title of the Chapter 2?
What are their similarities/differences?
What or who might they represent?

Main Activities

Chapter 2



- ❁ **Quote quest:** Read from start of Ch2 to “We must make a fire..”
- ❁ Focus on the dialogue and find quotations from the dialogue of Ralph, Piggy and Jack.
- ❁ Aim to find 2-3 quotations from each which show different aspects of their character.
- ❁ Have Ralph, Jack or Piggy stayed the same or changed in the first part of Ch2? What about compared to Ch1? Why might this be?
- ❁ Golding has already described the appearance of these characters in Ch1, so what else does their interactions reveal about them.



Context: Use the ‘Golding’s Life’ sheet to learn some facts about Golding’s life, and then consider the relevance of these contextual details to the events of the novel so far.

Context: William Golding’s life

Remind yourself of some of the events in Chapters 1 and 2.

- The opening chapters focus on what happens to a group of schoolboys.
- A plane carrying British schoolboys crashes on a remote desert island.
- The schoolboys were being evacuated after a nuclear war (an ‘atom bomb’ went off).
- The schoolboys’ plane was attacked before they crashed.
- Ralph’s father is a commander in the Navy.
- Ralph says they must light a fire so that passing ships can see it and rescue them.
- Probably because the boys were too hasty in lighting a fire, the boy with the mulberry birthmark goes missing, most likely lost in the fire.

The table below includes some facts about William Golding’s life, some of which are explored in the novel. Complete the table with events in Chapters 1 and 2 that relate to Golding’s life experiences. You can use the list above or add your own ideas.

Facts about William Golding	Event(s) in Chapters 1 and 2 that explore this aspect of Golding’s life
William Golding was a teacher at a boys’ school.	
He was in the Royal Navy in the second world war (1939–1945).	
During the war, Golding ordered the destruction of German ships and submarines.	

Golding was horrified by the persecution, torture and murder of those in the German concentration camps and Japanese prisons.	
Golding was also appalled at what he himself did, and what Britain did (such as bombing enemy civilians, ordinary people).	
In 1954, when the novel was published, there was still a real threat of nuclear war.	
After the second world war, Golding questioned whether the seemingly bold, rash actions of Britain were the best actions to take.	

Plenary



Chapter Title: Discuss the relevance of the chapter title so far. The boys have literally decided to light a fire up the mountain, but now the fire and the mountain could represent something else. Could they be linked to earlier ideas about good, evil, order and disorder, as well as the contextual information about Golding's life? **(AO1 and AO3)**