**Lesson 1: Introducing Lord of the Flies**

**Lesson Objective:** This lesson aims to introduce *Lord of the Flies* to the students and consider the central themes and motifs used in the text. By the end of the lesson the students should:

1. Understand the context of *Lord of the Flies* and the effect it has on the book
2. Be able to name at least three central themes of the book and explain the way in which these themes are explored and developed
3. Be able to discuss the moral of the novel and discern the author’s feeling about human nature from various plot point in the text

**Plan:**

* Begin the class with a general discussion of the book. What did the students enjoy about the book? What did they not enjoy? What was interesting about the way the book was written? Ask the students to note down three things they liked and three things they did not and discuss this as a class
* Discuss the context of *Lord of the Flies.* Introduce some facts about the author, William Golding. What details of his life might explain the view he expresses in *Lord of the Flies*? Watch the video of his daughter reflecting on his life and ask the class to write down three things that offer some explanation of the context of the book
* Touch on the Second World War, thinking about how it changed those who fought in it.
* Remind students of the concept of a semantic field. Brainstorm what would be in the semantic field encompassed within *Lord of the Flies,* what recurring symbols, themes and motifs can they find in the book (i.e. violence, leadership, survival, good vs. evil)?
* Ask the students to pick one theme and find two different examples within the book where this theme is explored or developed.
* Introduce the idea of the book as a social satire. Are any of the students familiar with this term? Can they think of other examples of social satire? How effective is the novel as an example of this genre?
* Discuss the theme of good and evil. Are there any characters in *Lord of the Flies* that are either purely good or purely evil? Why do they think that is?
* Facilitate a discussion on what the class think Golding was trying to say with *Lord of the Flies.* Thinking about the context of Golding’s life, is there a particular message or moral that can be identified? How could this connect with World War Two? Briefly discuss Golding’s quotation about how “the boys are suffering from the terrible disease of being human”
* Ask the class if they agree with Golding’s characterisation of human nature. Why or why not? How does their characterisation differ?

**Homework:** Choose between the two questions below:

“*Lord of the Flies* proves that anyone can turn evil in certain circumstances” Do you agree with this statement? Why or why not? Explain your answer with reference to the text and the wider context of the book.

**OR**

What do you think is more true, that the boys bring evil to the island or that the island exerts an evil influence on them? Explain your answer with reference to the text and the wider context of the book.

**Lesson 2: Exploring Style and Atmosphere**

**Lesson Objective:** This lesson aims to enable to students to think more broadly about the way in which *Lord of the Flies* is written. By the end of the lesson the students should:

1. Be able to identify where key techniques are being used throughout the novel
2. Understand thenotion of allegory and be able to evaluate the novel through this lens
3. Be able to conduct character analysis within the novel, thinking about the importance of symbolism given the book’s satirical nature

**Plan:**

* **Start the lesson by asking the class to sketch a brief map of the island. Ask them if they found it hard to do. Outline Golding’s aim to make the layout of the island as confusing and disorientating as possible- why might he have done this?**
* **Ask the students to write down some ideas for how Golding creates an atmosphere of confusion, darkness and foreboding from the very start of the novel.**
* **Introduce the E. M. Forster quote that Golding’s writing** "lays a solid foundation for the horrors to come." What is he referring to here? Is there a particular literary technique that describes this way of writing?
* Using Forster's quote as a starting point, discuss how the novel foreshadows the murders of Simon and Piggy. Focus on two events or images from the novel's earlier chapters and describe how they anticipate the novel's tragic outcome.’ What immediately jumps to mind?
* **Introduce the concept of allegory in literature.** Raise the idea of *Lord of the Flies* as an allegory for civilisation, with Ralph representing order and Jack representing savagery. Do they agree with this interpretation?
* Draw a continuum from most civilised to least civilised. Where would they place each character upon this spectrum and why?
* **Discuss the importance of symbolism in allegorical writing. Watch the video analysing the key symbols in the novel. Can the class think of any other important symbols and what they might represent? Can they think of how symbolism is also used through the presentation of certain characters?**
* **Each student should write a P.E.E. paragraph analysing the presentation of a character of their choice, identifying what that character could potentially represent.**
* **As a finishing activity, summarise *Lord of the Flies* in one sentence. Ask the students to really think about what they think is important enough in the book to be included in their very short summary. What is the essence of this novel, what is it all about?**

**Homework: Choose between the two questions below.**

**What do you think the conch symbolises in *Lord of the Flies?*** Explain your answer with reference to the text and use quotations if you can.

**OR**

Piggy is clearly a clever boy, but he is a victim too. How is he important in the novel? Explain your answer with reference to the text and use quotations if you can.

**Lesson 3: Exploring Critical Interpretations**

**Lesson Objective:** This lesson aims to enable to students to engage with critical interpretations of *Lord of the Flies*. By the end of the lesson the students should:

1. Be able to comment on different critical interpretations of the novel, thinking about which interpretation they find the most convincing
2. Be able to connect the central themes of the novel to the three main schools of though regarding the novel’s meaning
3. Be able to offer their own critical interpretation of the novel

**Plan:**

* Begin the lesson by explaining the three main schools of analysis that critics have developed with regards to *Lord of the Flies:* political, religious and psychoanalytical
* Introduce the main arguments for each approach, considering a paragraph from a critical essay for each school of thought. Outline the main points of the Christianity interpretation (religion), Cold War interpretation (political) and Freudian interpretation (psychoanalytical)
* Now split the students into three groups. Tell each group that they are going to be doing a presentation arguing for one of the three interpretations of the book. Assign one interpretation per group and then put the students in break-out rooms for ten minutes to prepare their presentations
* Each group should now present their argument, and the two other groups should give one WWW and one EBI for their work
* Now, read through a critical essay of the novel as a class, identifying how the author uses quotations and themes to discuss what they feel to be the wider moral meaning behind it
* Each student should now begin to plan their own critical interpretation of the novel. What do they think the story symbolises? Is there one of the three critical interpretations they find more convincing? Why or why not?
* Discuss the meaning of the title. What is the significance of the Lord of the Flies. Where is it used within the book. If they had to rename the book, what would they call it?
* For the last few minutes of the lesson, facilitate a wider discussion on what they have learnt from *Lord of the Flies,* what they think is the most powerful theme or message and why?

**Homework:** Choose between the two questions below:

Why do you think Golding chose to call this novel *Lord of the Flies*? Explain your answer with reference to the text and using quotations to back up your answer. Remember to discuss the most important themes of the novel!

**OR**

Why do you think Golding chose to set Lord of the Flies on an island, and how does he use the island in the novel? Explain your answer with reference to the text and using quotations to back up your answer. Remember to discuss the most important themes of the novel!