Lord of the Flies

GCSE teaching pack

Contents

Introduction

This GCSE pack is designed as a 'route through' *Lord of the Flies*, with teaching ideas, accompanying resources and suggestions for differentiation. The pack is based on the core assessment objectives for GCSE English Literature (2015) and is designed to be flexible, creative and engaging. It contains all of the Teachit English resources you need for teaching this unit of work, most of which were specifically commissioned for this pack.

The pack has been devised for use with the AQA, Edexcel and WJEC Eduqas GCSE English Literature specifications. The activities and ideas will help students to develop a close understanding of the text, explore its social, cultural and historical contexts, consider Golding's ideas and perspectives, and analyse his use of language and structure.

The pack has a total of 22 lessons, with a selection of starter, main and plenary activities (that you can mix and match). The last lesson could be used as a revision lesson. Exam practice questions specific to each board are also included.

Throughout the pack, you'll find activities which directly address the various GCSE English Literature exam assessment objectives. To help you select activities relevant to the outcomes for which you're teaching, we have included specification grids and have matched the activities to the appropriate assessment objectives.

You will find links to resources and interactive resources on the Teachit English site where applicable. The PowerPoint resources can be found here.

Our thanks go to contributor Steph Atkinson who has written this pack and the accompanying resources.

If you have any questions about the pack, please get in touch: email **support@teachit.co.uk** or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit English members – you can do this by adding a comment on the *Lord of the Flies* teaching pack page on Teachit English.

Chapter 1

Lesson 1 – Good versus evil

Starter activity

- **Poetic inspiration.** John Milton's 'Paradise Lost' can provide a way into the novel.

> The mind is its own place, and in itself
>
> Can make a heav'n of hell, a hell of heav'n.

As your class arrive, display the couplet above on the board. Ask pairs to create a drawing on mini-whiteboards based on these lines. After a few minutes, ask pairs to hold up their drawing and select some to explain their choices to the class.

Next, consider the concept of evil getting into someone's mind. Do the students think evil can get into someone's mind? If so, how could this affect the way they act or see the world? **(AO1)**

Main activities

- **Plot.** Read from the start of the novel up to: 'He hastened back into the forest. Ralph stood up and trotted along to the right.' Get students to write an imagined diary entry on the events of the first part of Chapter 1, either from the perspective of Ralph or Piggy. What might each boy focus on in their diary entry? Use details from the text to help. **(AO1)**

- **Good and evil.** Using **Resource 1 (Good and evil),** look at some descriptions from the opening of the novel. Get students to consider the word choices and decide how these fit on a cross-continuum of good and evil / positive and negative. This will work best if the cross-continuum is copied onto A3 paper. You could discuss the novel's moral duality. **(AO1 and AO2)**

Plenary activities

- **Statement of learning**. Put five statements about good and evil on the board. Students choose which one best represents their belief, and give reasons for this.

    1. People can be either good or evil.

    2. Good and evil are linked.

    3. All people have some good and some evil within themselves.

    4. Everyone is born good.

    5. What is considered good and what is evil depends on the situation. **(AO3)**

- **Encourage questions.** Ask students to write down any questions they have on the nature of good and evil. You can then use these as a starter in the following lesson. **(AO3)**

Good and evil

Task one

Put the following words and phrases where you think they belong on the cross-continuum of good and evil / positive and negative.

Think carefully about your choices so that you can explain your reasoning.

witch-like cry	shimmering water
no grown-ups	darkness of the forest
storm	open space of the scar
decaying coco-nuts	green shadows from the palms
skull-like coco-nuts	a mildness about his mouth and eyes that proclaimed no devil
still as a mountain lake	laughed delightedly
blue of all shades and shadowy green and purple	bright, excited eyes
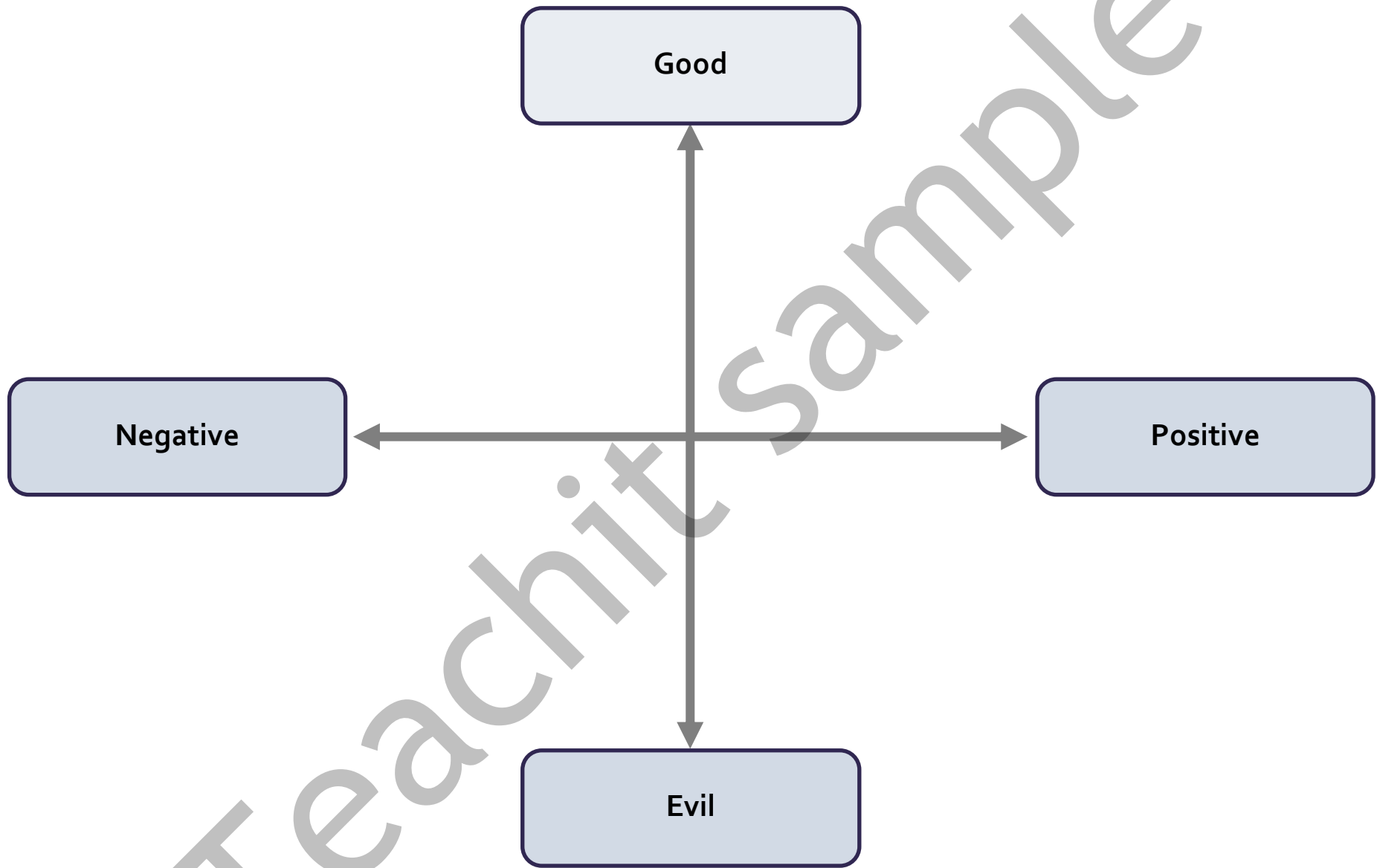
Task two

Working with a partner, look at any similarities and differences between how you have each placed the descriptions on the continuum of good and evil / positive and negative. Discuss the following questions.

🖋 Why do you think you have placed a particular phrase in the same place or a different place?

🖋 Would you adjust where you have placed something, given someone else's reasoning?

Extension task

'Nominative determinism' is a theory that people move towards jobs that fit their names, for example, the lawmaker, 'Lord Judge' or the writer, 'William Wordsworth'. People sometimes extend this idea to the connotations of someone's name: for example, someone named 'Angel' is, or will become, good. Writers often choose a name to signify something specific about a character.

Consider the names and their origins below. Why might Golding have chosen these names for these characters? Is there any hint that they will go on to represent good or evil?

1. **Ralph**: means 'wolf-counsel'.

   This name implies ....

   ....

2. **Piggy**: (slang nickname).

   This name implies ....

   ....

3. **Jack**: derived from the name 'John', meaning 'God is gracious'; in the middle ages, used as a slang word for 'man'.

   This name implies ....

   ....

4. **Simon**: from the Hebrew name meaning 'he has heard'. Several characters in the New Testament are called Simon, including the man who carried the cross for Jesus.

   This name implies ....

   ....