

Lesson 2: Life on the Island

☐ Getting Started

In the 1940s, British children were used to orderly lives in a society in which rules and expectations were very clear. Children started school at age 4, where they had spots labeled with their names for coats and towels and mugs. Their first lessons were about hygiene and how important it is for health. Eventually, boys and girls had separate lessons to prepare them for the roles they were expected to take on as adults: boys learned to use tools and do repairs, while girls learned to cook and sew.

School followed a daily routine with a specific time for each activity; the routine taught British children to be punctual and to take turns. Orderliness and manners were highly valued in British society. Ralph, Piggy, Jack, and the other boys on the plane that crashes into the island were torn from this kind of familiar, structured world.

Perhaps you can imagine their problems if you have gone camping or even just had a power outage. When the power goes out, we are usually very impatient to get it back. Suddenly our gadgets don't work; the house gets cold and there is not much we can do by candlelight. Without electricity, we realize how much we depend on conveniences. But imagine the power outage being the new normal: what would we do for heat? food? How would we spend our days? Would we grow tired of all the physical work? Who would help the weak?

Would our personalities change if we were forced to accept a new reality?

Lord of the Flies is a novel that examines how the characters change through the pressures of being thrown into an unfamiliar, harsh environment. Novels have an advantage over short stories because they are long enough for readers to observe how characters develop over time and through challenges. The way the boys think and act when they are first stranded gradually shifts as they try to overcome obstacle after obstacle. The English schoolboy training is abandoned in the new reality of daily survival. Who do they become?

Stuff You Need

- *Lord of the Flies* by William Golding

Ideas to Think About

- What makes an individual powerful?
- How does individual power change in relationships with others?

Things to Know

- **Direct characterization** comes from the details an author specifically tells the reader.
- **Indirect characterization** comes from the aspects of a character the author shows the reader rather than tells the reader.
- A **clause** is group of words that contains a subject and a verb.
- Clauses that are complete thoughts are **independent clauses**. All sentences contain at least one independent clause.
- Clauses that are not complete thoughts are called **dependent clauses**.
- Dependent clauses are introduced by words called **subordinating conjunctions**. Words like "because," "when," and "wherever" are examples.

Activities

☐ Activity 1: Character Pages

Authors reveal the nature and personalities of their characters directly and indirectly. **Direct characterization** comes from the details an author specifically tells the reader. For example, "Sally was cheerful and hardworking." The author describes her personality directly.

Indirect characterization comes from the aspects of a character the author shows the reader rather than tells the reader. For example, "Sally sang as she stacked the cord of wood." Her cheerfulness comes out because she is able to sing as she does demanding physical work.

The acronym "STEAL" can prompt you to notice the details of indirect characterization: **S**peech-**T**houghts-**E**ffect on others-**A**ctions-**L**ooks (physical appearance). These are the aspects of characters that show us what they are like.

There are six character pages, one for each of the main boys in the story: Ralph, Piggy, Jack, Simon, Roger, and Sam 'n Eric. As you continue reading the novel,

add your impressions of each boy's personality, priorities, fears, and influences to his respective character page. You should notice through your notes how the characters are changing. Start the character pages by adding what you already know from Chapter 1. Record those examples that you think are important to understanding the characters better.

NOTE: Be sure to record the physical appearance of each character under "Looks." These initial impressions will be important to contrast with how the boys' appearances may change as the novel progresses. The author generally doesn't specifically share what the boys are thinking, but you may be able to infer what they are thinking by what they say or how they act in certain situations. Record those ideas in the "Thoughts" section.

☐ Activity 2: What Are Clauses?

A **clause** is group of words that contains a subject and a verb. Even though clauses contain subjects and verbs, not all clauses express complete thoughts. Therefore, not all clauses are sentences.

Clauses that are complete thoughts and that stand alone as sentences are called **independent clauses**. If a sentence contains more than one independent clause, the clauses are often joined by **coordinating conjunctions**. An acronym that can help with remembering coordinating conjunctions is FANBOYS: for, and, nor, but, or, yet, so. Independent clauses can also be joined by a semicolon.

Jack wanted to be the group's leader, but most of the boys voted for Ralph. (When two independent clauses are joined by a coordinating conjunction, a comma is placed before the coordinating conjunction.)

Jack wanted to be the group's leader; most of the boys voted for Ralph.

Let's look at examples of clauses that are not sentences:

Since he held the conch [Subject — he; verb — held]

This is not a complete sentence because we don't know what happened as a result of his holding the conch.

When one boy spoke [Subject — boy; verb — spoke]

This is not a complete sentence because we don't know what happened when the boy spoke.

In both cases, readers are left expecting the writer to add more information to complete the thought. These types of clauses are called **dependent clauses**

because they depend on the rest of the sentence to make sense. Dependent clauses are introduced by words called **subordinating conjunctions**. Words like "because," "when," and "wherever" are examples.

Look at the following sentence:

After they had eaten, [Ralph and the biguns set out along the beach].

"After they had eaten" is a dependent clause. It would be a sentence fragment if the sentence ended there. "Ralph and the biguns set out along the beach" is an independent clause that could stand alone as a complete sentence.

When you begin a sentence with a dependent clause, insert a comma after the clause. If the dependent clause appears after an independent clause, there is no comma. Take the previous sentence as an example. If the sentence had read "There is no comma if the dependent clause appears after an independent clause." there would be no comma.

NOTE: Some words can function a number of different ways in a sentence, depending on how they are used. For example, "before" is a common subordinating conjunction: *Before I begin exercising, I always drink plenty of water.* "Before" can also be used as a preposition (*She always wakes up before dawn.*) or as an adverb (*He had never noticed that building before.*).

The key to determining whether the word is a subordinating conjunction is to see if it is followed by a subject and verb pair. If it is, the word begins a dependent clause and is a subordinating conjunction.

Complete the "Independent and Dependent Clauses" activity page to practice identifying clauses.



Conjunctions

www.beyondthepage.com/link/4305/

This webpage is useful if you'd like more information about coordinating and subordinating conjunctions.

Wrapping Up

In Chapter 1, the boys realize that there are no adults on the island, and they will need to learn how to survive on their own. They will either adapt to build their

own civilization or will fail to survive in nature. We learn about the boys not only from the details Golding specifically tells us, which is called direct characterization, but also from the details he shows us about the characters, or indirect characterization. In the next lesson, you will consider why dystopian books are appealing to wide audiences today.

Homework

For homework you will read the next two chapters of the book. As you read, be sure to add to your STEAL character pages.

☐ Reading and Questions

Read Chapters 2 and 3 of *Lord of the Flies* by William Golding. As you do, expand your STEAL character pages. Then answer the following questions:

1. How do the boys use the conch?

2. What happens to the fire after they light it?

3. Why is Ralph frustrated in Chapter 3?

Learning about Ralph: Character Page



Characterization	Notes (include page number)
Speech	
Thoughts	
Effect on Others	

Learning about Ralph: Character Page

Characterization	Notes (include page number)
<i>Actions</i>	
<i>Looks</i>	



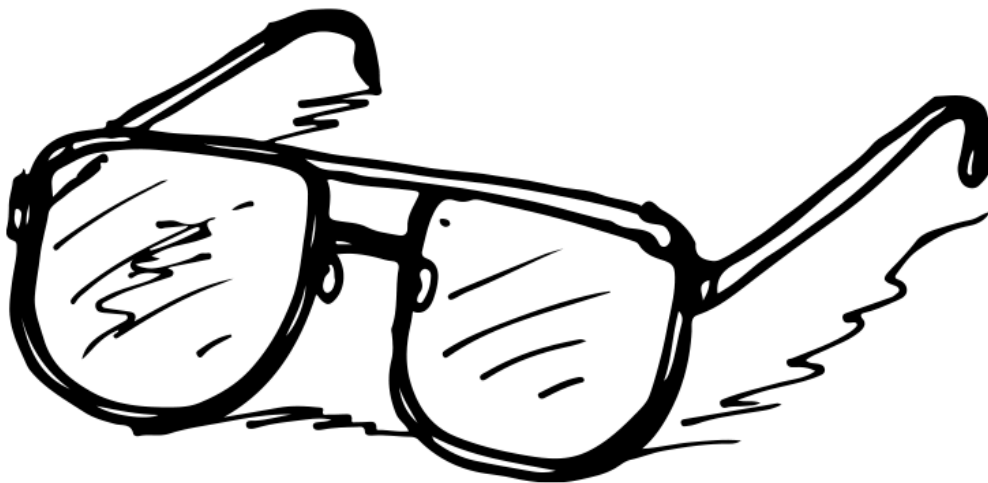
Learning about Piggy: Character Page



Characterization	Notes (include page number)
<i>Speech</i>	
<i>Thoughts</i>	
<i>Effect on Others</i>	

Learning about Piggy: Character Page

Characterization	Notes (include page number)
<i>Actions</i>	
<i>Looks</i>	



Learning about Jack: Character Page



Characterization	Notes (include page number)
<i>Speech</i>	
<i>Thoughts</i>	
<i>Effect on Others</i>	

Learning about Jack: Character Page

Characterization	Notes (include page number)
<i>Actions</i>	
<i>Looks</i>	



Learning about Simon: Character Page



Characterization	Notes (include page number)
Speech	
Thoughts	
Effect on Others	

Learning about Simon: Character Page

Characterization	Notes (include page number)
Actions	
Looks	



Learning about Roger: Character Page



Characterization	Notes (include page number)
Speech	
Thoughts	
Effect on Others	

Learning about Roger: Character Page

Characterization	Notes (include page number)
<i>Actions</i>	
<i>Looks</i>	



Learning about Sam 'n Eric: Character Page



Characterization	Notes (include page number)
Speech	
Thoughts	
Effect on Others	

Learning about Sam 'n Eric: Character Page

Characterization	Notes (include page number)
<i>Actions</i>	
<i>Looks</i>	



Independent And Dependent Clauses

Part I

Directions: Differentiate between dependent and independent clauses by underlining the independent clauses and putting brackets around the dependent clauses.

Examples:

The shouting in the forest was near so the boys ran.

[When the sun set], the hidden evening insects sang.

1. Here and there, little breezes crept over the polished waters beneath the haze of heat. (p. 15)
2. With openness came the sun; it dried the sweat that had soaked their clothes in the dark, damp heat. (p. 27)
3. Piggy took off his glasses and blinked at the assembly while he wiped them on his shirt. (p. 36)
4. Assembly after assembly had broken up in laughter when someone had leaned too far back and the log had whipped and thrown half a dozen boys backwards into the grass. (p. 109)
5. Ralph looked at Jack open-mouthed, but Jack took no notice. (p. 116)
6. When the breeze blew, the lines would strain taut. (p. 136).
7. Jack held out his hands for the conch and stood up, holding the delicate thing carefully in his sooty hands. (p. 42)

Part II

Directions: Write your own sentences as described below. The sentences should deal with what you have read so far in the novel.

1. Write a sentence containing an independent clause followed by a dependent clause:

2. Write a sentence containing a dependent clause followed by an independent clause:

3. Write a sentence containing two independent clauses:

4. Write a sentence containing a coordinating conjunction and a subordinating conjunction:

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? Ideas to Think About

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• Skills

- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (LA)
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (LA)

Introducing the Lesson

In this lesson, students are prompted to consider the contrast between 1940s Britain — the world the boys came from — with the rawness of the world on the island. The boys came from an organized world with strict notions of behavior and consequences for dirty, loud, and violent behavior. Chores and schoolwork were required at precise times each day. But on the island there are no grownups to reinforce these notions or uphold these rules. The pull and tug between the two realities puts strain on the boys as they struggle to survive.

Activities

Activity 1: Character Pages

To help students recognize the elements of the novel that illustrate human behavior, students are provided with the STEAL (Speech-Thoughts-Effect on others-Actions-Looks) charts to help them track the development of the characters. Working through the STEAL acronym method will help students use details provided by the text to better understand the author's use of characterization. They will be prompted to return to these charts as they continue to read the novel. Check the charts to see if the examples match the elements they should be looking for.

Answers will vary, but here are some examples from Chapter 1: Under "Speech" for Ralph students may note that he said, "We can't have everybody talking at once. We'll have to have 'Hands up' like at school." This reveals that Ralph values order or that he is transferring what he knows from home to life on the island.

Similarly, students may note under "Actions" for Jack that he seized the conch. Jack is interested in seizing power rather than building influence through positive personal relationships and hard work.

Since Golding does not explicitly narrate the boys' thoughts, the "Thoughts" row is an opportunity for students to demonstrate critical thinking and inference skills. For example, when describing Jack's thoughts, students may infer that Jack is comfortable contradicting himself and saying things that rile up the fear the littluns have of the snake. He shows this when he says, "There isn't a snake-thing. But if there was a snake we'd hunt it and kill it. We're going to hunt pigs to get meat for everybody. And we'll look for the snake too—" Similar inferences can be drawn from the actions and words of each of the other main characters.

"Looks" refers to physical appearance. Over the course of the novel, the boys' physical appearance changes dramatically. When they arrive on the island, they have clean-cut hair, clean fingernails, and properly fitting clothes. As the story progresses, all these deteriorate.

Activity 2: What Are Clauses?

In this activity, students learn to identify clauses and the conjunctions that connect them.

Answer Key:

Part I

Students should underline independent clauses and put brackets around dependent clauses. (Coordinating conjunctions, which appear between independent clauses, should not be underlined.)

1. Here and there, little breezes crept over the polished waters beneath the haze of heat. (p. 15)
2. With openness came the sun; it dried the sweat that had soaked their clothes in the dark, damp heat. (p. 27)
3. Piggy took off his glasses and blinked at the assembly [while he wiped them on his shirt]. (p. 36)
4. Assembly after assembly had broken up in laughter [when someone had leaned too far back and the log had whipped and thrown half a dozen boys backwards into the grass]. (p. 109)
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Part II

Students will write their own sentences about what they have read so far in the novel. Answers will vary.

1. Write a sentence containing an independent clause followed by a dependent clause.
Example: The boys were stranded on an island after their plane crashed.

2. Write a sentence containing a dependent clause followed by an independent clause.
Example: Although the boy hated the nickname, Ralph insisted on calling him "Piggy." (There should be a comma after the dependent clause in this sentence.)
3. Write a sentence containing two independent clauses.
Example: Ralph found a shell in the weeds; Piggy identified it as a conch. OR Ralph found a shell in the weeds, and Piggy identified it as a conch.
4. Write a sentence containing a coordinating conjunction and a subordinating conjunction.
Example: Since Jack was the head of the choir, he thought he should be chief, but Roger thought the boys should vote on it. (In this example, "since" is a subordinating conjunction that begins a dependent clause; "but" is a coordinating conjunction that separates two independent clauses.)

Wrapping Up

Questions to Discuss

- Who is the better leader, Ralph or Jack? (Answers will vary, but some students may define "better" in terms of leadership as Jack's assertiveness, while others may consider Ralph's personal appeal more effective.)
- What is Piggy's role in his relationship with Ralph? (Answers will vary, but Piggy is immediately drawn to Ralph and tries to be helpful to him, though Ralph does not yet appreciate Piggy.)
- What do you anticipate will happen as the story goes along? (Answers will vary, but some students may anticipate the breakdown of order.)

Things to Review

Review the main characters by offering students their names and asking for a description and actions or by reversing the process and having students identify the character you are describing:

- Ralph: The main character of the story. He is voted chief by the other boys in large part because he brought everyone together by blowing on a conch shell and calling a meeting.
- Piggy: He is physically out of shape but knows useful things. For example, blowing on the conch shell to make a noise was his idea. He is the first boy Ralph meets on the island. He desperately wants Ralph to be his friend, but Ralph is dismissive of him.
- Jack: He wants to be chief, but the other boys choose Ralph. He has the strongest personality of the choirboys and perhaps of any of the boys.
- Simon: He is one of the choir boys. He is soft spoken and even faints often, but Ralph is drawn to him and chooses him to be the third boy on the expedition around the island.

Also review direct and indirect characterization, independent and dependent clauses, and coordinating and subordinating conjunctions.

Homework

Students will read the next two chapters of the novel for homework. Encourage them to add to their STEAL character pages as they read.

Reading and Questions

1. How do the boys use the conch?

They make a rule that whoever holds the conch has the right to speak, and everyone else must be quiet and listen. In this way, they use the conch to bring order to their meetings. Ralph also uses it to call meetings, by blowing on. It makes a loud noise like a horn, and the boys are supposed to come.

2. What happens to the fire after they light it?

It starts burning out of control.

3. Why is Ralph frustrated in Chapter 3?

The shelters are weak. Ralph believes they won't withstand bad weather, and he can't get most of the other boys to help. He is particularly frustrated with Jack and the way Jack chooses to use his leadership role. Jack spends most of his time hunting, and his hunters spend most of their time playing. Ralph thinks Jack should help with the shelters and use his leadership role to implore the other boys to do the same.