

Lesson 7: Bowed and Bowed Again

☐ Getting Started

"O true apothecary! / Thy drugs are quick. Thus with a kiss I die."

Those are Romeo's last words before he commits suicide. In Shakespeare's timeless *Romeo and Juliet*, Romeo gives up when he mistakenly believes that the object of his obsession — Juliet — is dead. The scene of a young man so consumed by grief that he drinks a lethal poison would be sad enough. But since the audience knows that his grief is unfounded — that Juliet is not dead — for them the scene is as frustrating as it is dismal. The addition of this layer of emotion is made possible by a literary device called **dramatic irony**. This is when the reader or audience is aware of information that a character or characters in a story do not know.

Dramatic irony is an important tool for focusing the reader's attention. Golding uses dramatic irony to keep our focus on the themes he emphasizes in *Lord of the Flies*. In Chapter 6, Golding describes a fated paratrooper's death spiral onto the island as all the boys sleep, entirely unaware.

"There was a sudden bright explosion and a corkscrew trail across the sky — there was a speck above the island, a figure dropping swiftly beneath a parachute, a figure hung with dangling limbs...The figure fell and crumpled among the blue flowers of the mountainside, but now there was a gentle breeze at this height too, and the parachute flopped and banged and pulled — the figure sat on the mountain-top and bowed and sank and bowed again."

Since we know that the bulging beast on the mountain is the fallen parachutist, we are removed from the boys' sense of fear and mystery during their quest up the mountain as we read Chapter 7. This allows us to remain focused on the real suspense Golding is building through the novel: how dangerous will the boys become to one another?

Stuff You Need

- *Lord of the Flies* by William Golding
- journal

Ideas to Think About

- How do fear and desire for acceptance influence human behavior?
- Do individuals control groups, or do groups control individuals?
- How does a society maintain order? Are laws necessary?

Things to Know

- **Dramatic irony** is present when the reader or audience is aware of information that a character or characters in a story do not know.
- A **noun phrase** is composed of a noun and all its modifiers.
- A **verb phrase** is made of a verb and the other auxiliary or helping verbs.
- In **adjective phrases** and **adverb phrases**, two or more words work together to function as an adjective or adverb.
- **Absolute phrases** modify entire sentences. They add information but do not specifically modify or connect to any particular word in the sentence.
- **Prepositional phrases** begin with a preposition and end with a noun or pronoun. Words like *at*, *around*, *before*, *for*, *in*, *near*, *off*, and *over* are examples of prepositions.

Activities

☐ Activity 1: The Beast

Ralph sees something with his own eyes on the top of the mountain. Until now, he has been steadfast in his belief that there is no beast. However, Chapter 7 ends with Ralph seeing the dead parachutist in the dark and running away before he can tell what it was. His beliefs and behavior may change. Keep this in mind as you complete the activity page, "The Beast."

Based on what you know about the boys, predict how each of the three will respond based on their belief that they have seen a "beast." Then in the second column, assume that they know what the reader knows — that there is no beast but a dead paratrooper instead. If they knew this, what do you think each boy's response would be?

☐ Activity 2: Phrases and Clauses

Phrases, like clauses, are fundamental tools that writers use to diversify the structure of their sentences. Unlike clauses, phrases do not contain a subject and verb. William Golding was extremely skillful with his use of phrases. Here are three examples that show how well-crafted phrases create vivid images for the reader:

- a rolling log -- "ill-balanced twister" (Ch 5, p. 77)
- Ralph's silhouette -- "darkish figure against the shimmer of the lagoon" (Ch 5, p. 77)
- the night -- "a kind of dentist's chair unreality" (Ch 7, p. 122)

Phrases are categorized depending on their roles in sentences. There are many types of phrases: noun phrases, verb phrases, prepositional phrases, adjective phrases,

adverb phrases, and absolute phrases. In this activity, you will learn to identify different types of phrases. Notice how phrases can be used to add detail to your writing.

A **noun phrase** is composed of a noun and all its modifiers. Modifiers can come before or after the noun and they tell details like ownership, number, size, color, and relationships.

- *We hope to get a big income tax refund.*
- *Sally's bright blue bicycles in the garage are blocking the car.*

A **verb phrase** is made of a verb and the other helping verbs (also called auxiliary verbs) used to give verbs moods and tenses. Examples of helping verbs are *should*, *could*, *would*, *will*, *shall*, *have* and forms of the verb *to be*.

- *I have been reading about British history during World War II.*
- *Piggy could not see without his glasses. ("not" is an adverb and is not included in the verb phrase)*

In your journal, write a sentence that contains both a noun phrase and a verb phrase.

In **adjective phrases** and **adverb phrases**, two or more words work together to function as an adjective or adverb.

- *The very delicious pie was cooling on the counter. (adjective phrase)*
- *A package covered in ribbons was delivered yesterday. (adjective phrase)*
- *We will leave quite soon. (adverb phrase)*

In your journal, write a sentence that contains both an adjective phrase and an adverb phrase.

Absolute phrases modify entire sentences. They add information but do not specifically modify or connect to any particular word in the sentence.

- *The moon rising over the trees, we settled down for a campfire chat.*
- *His inability with tools being obvious, he called for help immediately.*

In your journal, write a sentence that contains an absolute phrase.

Prepositional phrases begin with a preposition and end with a noun or pronoun. Words like *at*, *around*, *before*, *for*, *in*, *near*, *off*, and *over* are examples of prepositions.

Prepositional Phrase Examples			
at the beach for the dog off the coast	around the corner into the garage over the hill	before the game near the lake through the forest	toward the stars of the week with apple pie

Notice that prepositions indicate things like location (in, on), direction (to, toward, before), and association (with, for).

There are two types of prepositional phrases: those that function as adjectives and those that function as adverbs. Consider this sentence:

The fish in the water leaped on the bank.

"In the water" functions as an adjective specifying which fish (the one in the water), and "on the bank" functions as an adverb telling where the fish leaped.

Note that a prepositional phrase that functions as an adjective always comes immediately after the noun or pronoun it modifies. Prepositional phrases functioning as adverbs can be located anywhere in the sentence. Move the phrase to see the importance of placement in a sentence:

The fish on the bank leaped in the water. This version of the sentence is a much better outcome for the fish!

Now complete the "Prepositional Phrases" sheet.

Wrapping Up

Ralph runs away after getting only a quick look at the corpse in the dark. He does not know what he saw. You, the reader, probably hope he goes back for a better look. But is that what you would do in his situation? What do you think you would do?

In Chapter 8, you'll find out how the boys react to what Ralph saw. Try to imagine yourself in their situation.

Homework

Your homework tonight is another chapter in *Lord of the Flies*. Continue to record information on the STEAL character pages.

☐ **Reading and Questions**

Read Chapter 8 and then answer the following questions. On your STEAL character pages, continue to record the characters' actions and thoughts.

1. What does Piggy suggest they should do to help them survive and hopefully be rescued?

2. Why do you think some the boys sneak away to join Jack?

3. Why does Jack's group raid Ralph's group?

4. Who or what is the "Lord of the Flies"? Why is it called the "Lord of the Flies?"

The Beast



Directions: For each character on the chart, predict how the boy will respond based on what he knows about the "beast." For the second column, imagine if the boys had the same information as the reader — how would they respond in that scenario?

Character	Characters' (Boys) Knowledge: The boys believe they have seen a giant animal on top of the mountain. What do you think the boys will actually do in response to what they have seen?	Reader's Knowledge: The boys see the paratrooper and understand that what they see is a dead man and his bulging parachute. How do you think the boys would respond?
Ralph's Response		
Piggy's Response		
Jack's Response		

Prepositional Phrases

Part I

Directions: Examine the following sentences selected from *Lord of the Flies*. Place brackets around the prepositional phrases and then draw an arrow to the noun/pronoun or verb the phrase modifies. The number of prepositional phrases is indicated after the dash.

- 1.. "[Ralph] passed a hand through his fair hair and spoke." (p. 32) — 1
2. "We're on an island." (p. 32) — 1
3. "He shrank to the other side of Ralph and busied himself with his glasses." (p. 21) — 3
4. "Ralph pushed back on the tangle of fair hair that hung on his forehead." (p. 34) — 3
5. "The small boy looked around in panic. The other little boys, whispering but serious pushed him toward Ralph." (p. 35) — 2
6. "Jack laid his on the trunk by Ralph." (p. 23) — 2

Part II

Directions: Add a prepositional phrase to the following sentences to describe the nouns or verbs.

1. Ralph walked _____.
2. The boys _____ talked nervously.
3. Sam and Eric played _____.
4. The ship _____ sailed by.



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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 an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (LA)
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (LA)

Introducing the Lesson

In this lesson, students will learn how to create dramatic irony by providing or withholding information. This is an apt time in the novel to explain these literary devices, because in the chapter students have just read, Golding has given the audience information regarding the object on the mountain, and the characters in the story do not have this information. A dead parachutist and his bulging parachute have created a large, unknown, moving object near the boys' signal fire, and they believe it is the beast. But thanks to dramatic irony, the reader remains focused on the boys' actions during the coming chapters.

Activities**Activity 1: The Beast**

Students are asked to predict the boys' responses to the bulging creature they see on the mountain and to use those predictions to complete the activity sheet, "The Beast." The activity asks students to predict the boys' responses to this new development. Then they will compare and contrast their predictions with what they think the boys should do given the advantage they have as readers with additional information provided by Golding. Students will incorporate their understanding of the characters in the novel and their grasp of dramatic irony to complete the chart in the handout. Answers will vary.

Responses in the "Reader's Knowledge" column may point out that none of the boys have ever been hurt by a beast, so there is no evidence that the boys are being hunted. The boy with the mark dies in a fire set by the boys themselves.

Responses in the "Characters' (Boys') Knowledge" column may address whether the boys are likely to have a fight or a flight response and whether Piggy will believe Ralph. Responses may also address whether Ralph's mindset will become more like Jack's. Potential responses to danger could include building stronger shelters to live in, building a signal fire in another location, or trying to get a better look at the beast to assess the plausibility of defeating it.

Activity 2: Phrases and Clauses

This activity reviews different types of phrases: noun, verb, adjective, adverb, absolute, and prepositional. Students are asked to record sentences in their journals with a phrase or a combination of phrases. Answers will vary. Refer to the student plan for examples of each type of phrase. Students also use an activity page to practice identifying prepositional phrases and determine whether they function as adjectives or adverbs in the sentence (by drawing an arrow to the word modified).

Part I Answer Key:

1. "He passed a hand [through his fair hair] and spoke." (modifies "passed")
2. "We're [on an island]." (modifies "are" [in we're = we are])
3. "He shrank [to the other side] [of Ralph] and busied himself [with his glasses]." (the first two modify "shrank" and the last one modifies "busied")
4. "Ralph pushed back [on the tangle] [of fair hair] that hung [on his forehead]." (the first two modify "pushed" and the last one modifies "hung")
5. "The small boy looked around [in panic]. The other little boys, whispering but serious pushed him [toward Ralph]." (the first modifies "looked" and the second modifies "pushed")
6. "Jack laid his [on the trunk] [by Ralph]." (both modify "laid")

For Part II, students add a phrase to the blank indicated. Answers will vary. The following may serve as examples:

1. Ralph walked along the beach.
2. The boys in the chorus talked nervously.
3. Sam and Eric played under the tree canopy.
4. The ship with large white masts sailed by.

Wrapping Up

Questions to Discuss

- Is Robert in real danger? Why or why not? (Yes, Robert is in real danger. The boys begin re-enacting the death of the pig using Robert as the stand-in pig. They get carried away and begin to actually hurt Robert. It seems unlikely at this point in the book they would have killed him, but it is plausible that they could have seriously injured him.)
- Even though the "game" spins out of control, the boys are unanimous in their intention to play it again. What does Robert suggest they do to make sure none of them get hurt next time? What does Jack suggest? How do the rest of the boys respond? (Robert suggests they use a real pig next time. Jack suggests they use a littlun, and everyone laughs.)
- Can you think of an example of dramatic irony in another book you've read? Describe what the reader knew that the characters did not. (Answers will vary.)

Things to Review

Review the definition of dramatic irony. Also review the types of phrases covered in this lesson: noun, verb, adjective, adverb, absolute, and prepositional. Students should understand that prepositional phrases can function in sentences as adjectives or adverbs.

Homework

For homework, students will read and answer questions about Chapter 8 and add to their STEAL character pages.

Reading and Questions

1. What does Piggy suggest they should do to help them survive and hopefully be rescued?

He suggests they should light the fire at a lower point on the island.

2. Why do you think some the boys sneak away to join Jack?

Answers may include that they are scared of the beast and think Jack is better equipped to deal with it, that meat is important to them, or that they are tired of Ralph trying to get them to work on shelters and follow rules.

3. Why does Jack's group raid Ralph's group?

They want fire to cook the pig they killed.

4. Who or what is the "Lord of the Flies"? Why is it called the "Lord of the Flies?"

It is the head of a sow killed by Jack and the hunters. They leave the head on a stick as an offering to the beast. Simon finds it and calls the sow's head the "Lord of the Flies" because it attracts so many flies to it.