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LESSON PLAN

Topic: Lord of the Flies

Age: 16+

Level: Intermediate to Upper-Intermediate

Time: 90 min.

Overview:

The aim of this lesson plan is to combine literature with methodology in order to create activities that are focusing on the whole spectrum of Students' language skills. The structure of the activities is flexible allowing the teacher to shape the lesson plan for the desired class. Students may find it enjoyable to deal with such a story in which a group of boys are lost and they are trying to survive on an uninhabited island without any adult supervision. Depending on the level of students the activities could be used to expand their vocabulary, improve their comprehension skills, enable them to express their opinion or engage them in a discussion. Hopefully this lesson plan will evoke and improve all the skills of a student which are essential while learning a foreign language. The plan contains drama teaching elements.

Objectives for the students:

to be able to produce a broad conversation about the story's symbolic meaning (What happens with civilized people in isolation from society?),

to recognize what kind of characteristic features are important when one is trying to establish a relationships with others,

to be able to make up an interesting and exiting alternative ending of the story,

to be able to produce a short poem about the book (optional for homework).

Prerequisites:

The homework for this lesson must be to get familiar with the story of the *Lord of The Flies*. Considering the average

Examples:

Group 1:	organizing the meetings; creating shelter; the idea of the signal-beacon; leading the group,
Group 2:	successful hunting; Jack is better in leading the boys; get meat for food,
Group 3:	a) Ralph was giving orders like a commander; in spite of the energy they put into it, nobody saw the signal-fire, b) Jack and his group was hunting to get meat; he fed them,
Group 4:	a) without Ralph they could not have survived; without shelter they would have died, b) Jack was behaving as an outlaw; he created an uncivilized tribe.

When the Ss are done the first two groups read their sentences. After they finish the mini-court starts: The third group says the first accusation, Ralph's group reacts, then the fourth group defends them. After they are done the fourth group starts to accuse Jack's group, they react and the third group defends them. This goes on until they run out of accusatory sentences. At the end the Ss should summarize the events of the mini-court.

free time of a student we should use either the abridged version or the extensive summary of the novel.

Warm up activity:

It often happens that the Ss are tired and sleepy. The purpose of this warm up activity is to wake them up and make them summarize the names of the story's main characters. First the T and the Ss should quickly discuss the character of the Lord of the Flies. It is important to mention that it is just an imaginary character, it cannot speak. The task for the first student in the first row is to introduce himself or herself as a character of the story, then to ask his/her neighbor the question: Are you the lord of the flies? The neighbor's task (after saying no) is to introduce himself/herself as a different character from the novel then turn to the other neighbor and ask the same question and continue this chain until the last S. The idea is that nobody can be the lord of the flies because it does not exist as a real entity. By the end of the chain all the main characters should be summed up. Of course, each S should name and a different character. If the class has more members than the number of characters in the story they could use the essential elements of the novel like the conch shell, ship, fire, island, sow or even Piggy's glasses as a name as well.

ACTIVITY 1

In this activity four groups should be created:

Group 1 – Ralph and his friends,

Group 2 – Jack and his friends,

Group 3 – attorneys who are accusing the first group and defending the second,

Group 4 – attorneys who are defending the first group and accusing the second.

The task for the first two groups is to write down at least ten things (according to the plot of the story) which they think had a positive effect on their own group or on the community in general. The third group should write down at least five accusatory sentences addressed to the first group and collect at least five sentences with which they will defend the second group. The fourth group has the same task as the third, only in reverse judging position (accuse the 2nd group and defend the 1st).

ACTIVITY 2

The task is to make a quick character analysis by pointing out the most important characteristic features of certain characters from the story. Each group should

Examples:

Group 1 - Ralph	athletic, leader, protagonist, representative of order, clever, provident, wise	Jack	strong-willed, egomaniac, savage, frustrated, violent, rig,
Piggy	intellectual, inventive, scientific, rational, civilized, represents order and democracy	Roger	cruel, brutal, evil, wrongness, vicious, destructive, careless malevolent
Simon	emotional, spiritual, friendly, daydreamer, sensitive, shy		

When the S are done the T starts a discussion by asking questions connected to the story:

- Did the characters possess these characteristic features before the plane crash as well, or did they develop in them on the island?
- What kind of symbolic role does each character play or represent?
- Who is the most friendly character for you? Would you like to have a friend like him?
- Can we blame anybody for the terrible things that happened on the island?
- What do you think would have happened if they had killed Ralph?
- Without which main character would the community be better off?
- There is an occasion when Jack says “Shut up, fatty” to Piggy. Piggy accepts this without opposition. What do you think why?
- What do the boys first do when they realize that there are no adults on the island to supervise them?

By asking the following questions the conversation can be turned into an analysis of the symbolic meaning of certain events or objects:

- What does the conch shell symbolize in Lord of the Flies?
- What is the meaning of Ralph taking off his school uniform in the beginning of the story?
- What is the meaning of the dead parachutist in Lord of the Flies?
- What is the symbolic meaning of the shelters and how do they relate to the main theme (survival)?
- What does the lord of the flies (the sow’s head) symbolize?

By discussing these questions the Ss should be able to imagine the real complexity of the situation the boys had got into. This activity helps them to prepare for the next one, the role-play.

choose one character. The first two groups can remain as they were in the previous activity. The second and the third group should decide and choose either Piggy or Roger. A bonus task for every group is to characterize Simon.

3. ACTIVITY

This task is a role-play which will certainly freshen the Ss up because it involves one of the most precious “weapons” of a S’s mind: imagination. The groups can remain as they were in the previous activities (in case “gangs” formulated the groups should be mixed). Each S should play the role of one character. The task is to make up an alternative ending to the story. There are no restrictions regarding the end, it does not matter if it is unrealistic (UFOs, fairies, dragons...). There is only one condition: every member of the group has to participate in the play. After they made up their own ending the task for each group is to act it out. While performing their play, the Ss should describe their actions. The groups watching can guess what the ending is about.

Examples:

Jack and his group get rid of Ralph. Jack becomes the ultimate ruler of the boys and the island. They completely lose their civilized form of life. The boys become savages. When the boys are chasing Ralph, Jack falls from a rock and gets lost. Ralph becomes the righteous ruler. The Boys build stronger shelters and they make a cemetery for their lost friends. They become able to hunt wild animals.

Bibliography:

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