

Enrichment for *Lord of the Flies*

Educators Guide and Lesson Plan created by Peggy Morales



Grade Level

English I

Time Required

60 – 90 minutes

Supplies/Materials Needed

- Worksheet: Character Analysis
- Note Guide: Magna Carta and Declaration of Independence
- 3 Large Paper Flags: Red, Green, Gold
- Markers OR objects/images found in the novel
- Glue Sticks

Standards

TEKS – English I
1(A), 1(C), 1(D), 4(A),
4(E), 4(F), 4(G), 5(E)

Key Vocabulary

allegory, symbol,
mimetic, articulate,
microcosm, didactic,
mom mentality
(defined below)

allegory – people and
situations stand for
abstract moral
concepts

Essential Question(s)

- What role do allegories play in cultures?
- What role does language play in building an equitable and just society?
- What creates an environment conducive to communication?

Lesson Objectives

- Introduce the timeless use of language to achieve and maintain order in society by viewing and discussing the replica Magna Carta at the museum.
- Discuss the symbols in the mural and in the flags/coat of arms.
- Create flags representing characters in *Lord of the Flies* to establish the purpose and relevance of a 1954 novel today.
- Experience Independence Hall and reflect on what compels and what inhibits a diverse group to consensus.

Pre-Visit

Complete reading through Chapter 9: A View to A Death in *Lord of the Flies*.

1. As a whole class, generate a list of symbols and discuss what they represent. **Ask:** Can you make a connection between certain symbols and characters?

Some symbols to consider:

- Conch Shell
- Piggy's Glasses
- Fire
- Spears
- Huts

2. Assign each student one of the following characters: Ralph, Jack, or Piggy.
3. Once assigned a character, have students sit with their assigned group and provide worksheet titled: Lord of the Flies Character Analysis. Students will work with their small groups to:

symbol – objects represent a larger, abstract idea

mimetic – works that reflect reality and human nature

Articulate – clear communication

Microcosm – a small-scale situation that perfectly mirrors the dynamics of a much larger whole

Didactic – intended to teach that includes a moral or instructional lesson

Mob mentality – individuals adopt the behaviors, emotions, and beliefs of a larger group

- brainstorm a list of adjectives that describe the assigned character,
- support their adjectives with examples from the novel,
- Select a quotation from the text that best represents their character's personality and that most demonstrates who they are.
- *Example: "I'll go if you like. I don't mind, honestly." This shows that Simon is willing to do what's necessary to help the group, even if it means putting himself in danger. He is giving and selfless.*

4. After ample time to complete character analysis, students come back as a whole class share their answers. To switch it up, create small groups that have one member of each of the character groups (one Ralph, one Jack, and one Piggy) to share what their character group found.
5. Discuss the following questions as a whole group:
 1. Why is *Lord of the Flies* considered an allegory?
 2. What does mimetic mean? Could you point to events in the novel that are mimetic?
 3. What are some examples of how language is becoming less articulate and more abbreviated as the novel progresses? What are some expressions we use today that are abbreviated in both conversations and texts? Are the boys moving toward order or chaos as their language changes?
 4. How is the island a microcosm of larger societies?
 5. What other moments in history have societies come together to establish rules and order?

Museum Visit

Magna Carta Hall (10 minutes)

Museum docent will provide background information on the Magna Carta, highlighting the specific rights it guaranteed.

- The Rule of Law
- The Right to a Fair Trial
- Protection from Unlawful Imprisonment
- Access to Justice
- Limits on Government Power and Taxation

Students will document those rights with brief description/explanation on the note taking chart provided.

View replica of Magna Carta. Point out language that points to the specific rights. Share FDR quotation from 3rd Inaugural

Address in 1941: “The democratic aspiration is no mere phase in human history...It was written in the Magna Carta.”

Ask: What characters in the novel have the most democratic aspirations?

Discuss the mural and its symbols.

Ask: Which figures in the mural would most likely represent Jack? Piggy? Ralph? Simon?

Activity (20 minutes): Introduce the role of crests and banners in the hall. Explain the significance of the colors:

- Red - warrior, strength
- Green - Hope, loyalty
- Gold – Intellect, wisdom

Students divide into character groups from class and create their own banner to represent their assigned character with the materials provided.

- Teachers have the option to use prepared symbols or allow the students to create their own.
- Extension: Have students add a brief quotation from *Lord of the Flies* to use as their character’s motto on their banner.

Independence Hall (10 minutes)

Visit Independence Hall—short lecture on the group of Founding Fathers that came together.

Ask: What unified such a large group? What has unified the boys at times on the island?

Briefly discuss the fundamental rights presented in the Declaration. Students will add to the note taking sheet provided.

Post-Visit

After reading the final 3 chapters of *Lord of the Flies*, students will write about one symbol that has changed and what that indicates about the island’s “democratic aspirations.”

Group students by the 5 rights designated in the Magna Carta and Declaration.

Students brainstorm how their designated right would have changed the course of the novel, completing the notes with their group answering the following:

1. What actions on the island would have been prohibited had the boys implemented that right as part of their rules?
2. Which characters would remain alive and “get back to where they came from?”
3. How would this right respond to or prevent a mob mentality?

Come back together as a large group and share the possible impacts of Magna Carta rights. Next, for an individual timed writing, have students individually respond to the first question above by citing three specific examples from the novel.

Extension Discussion Question: Who is missing at the signing of the Magna Carta? At the signing of the Declaration? On the island? How might a female's presence and perspective change the conclusion of the novel?

Variations and Extensions

- Other dystopian novels and novels that deal with society's struggles with democracy and human rights that could be used:
 - *Animal Farm*, George Orwell
 - *The Hunger Games*, Suzanne Collins
 - *To Kill A Mockingbird*, Harper Lee
- Character flags could be made to represent the characters found in the above novels, and pre and post visit activities tweaked to compliment any of the above novels.

Group Members :

Character Assigned: ☐ Ralph ☐ Jack ☐ Piggy

Part 1: Character Traits

List **five adjectives** that describe your assigned character.

1.

4.

2.

5.

3.

Part 2: Evidence from the Text

Choose **two adjectives** from your list above that best represent the character and complete the chart below.

	1	2
Adjective		
Quote from the text that supports your adjective		
Page #		

Part 3: Character Reflection

Based on the two quotations you selected, what do these details reveal about your character's personality and role in the novel? Does his character change throughout the course of the novel? If so, why does this change happen?

Part 4: Character Assessment

If you could describe your character using only ONE adjective, what would it be and why?



	Right Protected in the <i>Magna Carta</i>	Brief Explanation of Protected Right
1	The Rule of Law	
2	The Right to a Fair Trial	
3	Protection from Unlawful Imprisonment	
4	Access to Justice	
5	Limits on Government Power and Taxation	

In his third inaugural address, President Franklin D. Roosevelt once said, “*The democratic aspiration is no mere phase in human history...It was written in the Magna Carta.*” What does this quotation mean?

➔ What character(s) in the novel have the most democratic aspirations?

	Fundamental Rights Presented in <i>Declaration of Independence</i>	Brief Explanation of Fundamental Right
1	Life	
2	Liberty	
3	Pursuit of Happiness	

Group Members :

Magna Carta Right Assigned: ☐ The Rule of Law
☐ The Right to a Fair Trial
☐ Protection from Unlawful Imprisonment
☐ Access to Justice
☐ Limits on Government Power and Taxation

With your group, brainstorm how your designated right would have changed the course of the novel.

What actions on the island would have been prohibited had the boys implemented that right a part of their rules?	Which characters would remain alive and “get back to where they came from?”	How would this right respond to or prevent a mob mentality?

➔ **INDIVIDUAL TIMED WRITING:** Please write the following on a separate sheet of paper. Citing three specific examples from the novel, what actions on the island would have been prohibited had the boys implemented (chosen designated right) as part of their rules?