



# LESSON 3

Should be able to read all of this in class

3/23-3/26

# CHAPTER 1: PART ONE

## Pre-lesson Planning:

- Read through chapter 1 of the novel and annotate your text.
- Print and photocopy the following hand-outs (one per student):
  - **While Reading Chapter 1**
  - **Chapter 1 Review Questions**

Classroom Layout:

**Desks in pairs**

## LESSON PLAN:



This exercise will help to keep students' attention and focus while reading!

**Hand out** the *While Reading Chapter 1* worksheet to students and explain to them that they are to fill this out while you are reading.

*\* NOTE: Students will only be able to fill in the first half of the table, as you are only going to read the first half of chapter 1 today. They can complete it in the next lesson.*

**Read half of chapter 1 of *Lord of the Flies*** - Read from the beginning of the chapter, until just after Sam and Eric have introduced themselves - after the sentence: "As the echoes died away, so did the laughter, and there was silence."

*\* This should take up a considerable amount of the lesson. Preferably, don't pause reading to discuss, as you want students to be absorbed in the narrative for the first time.*

**A NOTE ON READING IN CLASS**  
Although it is important to have students reading aloud in class, it is a good idea that for the first few chapters, you, as the teacher, do the reading of the novel. It helps to set the tone of the narrative and get students engaged in the novel.

**Instruct** students to get into pairs or threes to compare their tables. They must fill in whatever they missed, and any more that they can now find.

**Review and discuss** the worksheet and initial impressions of the novel.

A glossary has been included!

*\* NOTE: Students may be put off slightly by the language - it is at times out-dated, so be aware of this. Explain that it was published in 1954! Ask them what would be 'modern' equivalents of words such as the 'sucks' exclamation.*

### IMPORTANT POINTS TO NOTE AND COMMENT ON FROM CHAPTER 1 (FIRST 1/2):

- **The boys have crashed on the island.**
  - How do we know what happened? What hints are we given?
- **There are no 'grown-ups' on the island.**
  - This is important because it releases the boys to act without rules and authority, but it also means that somebody has to assume the role of 'leader'.
- **Note the landscape. There are lots of detailed descriptions!**
  - The crash has made a "scar" on the island - does this have positive or negative connotations?
  - The beauty of the beach and pool is contrasted with "the darkness of the forest".
- **The first two characters are 'the fair one' and 'the fat one' (aka Ralph and Piggy!)**
  - Describe the relationship which forms between them. Who is more confident? Who is more responsible? Who is more 'cool'? Why?
- **The 'conch' makes its first appearance....**
  - ... and it has quite a dramatic effect! The conch becomes symbolic of power on the island - can you guess why this might be?

## TO END (AND POSSIBLY FOR HOMEWORK)...

**Hand out** the worksheets, *Chapter 1 Review Questions*, and instruct students to start work on the questions given here (**only questions 1 - 7**). They should work on these individually, and encourage them to have their novels open while they do so - they should be finding quotes to back up their answers at all times.

