

Lesson Name : 2

Lesson Title : Lord of the Flies Chapter 1, Section 1

Course Name : English 2 Part 2 [Honors]

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### Essential Instruction

Read William Golding's [\*Lord of the Flies\*](#), Chapter 1, pages 6-14.



**Symbolism**

A **symbol** is a word or object that stands for a larger or greater concept or idea. Authors use **symbols** as a way to discuss larger issues within the context and narrative of the story.

The novel *Lord of the Flies* is built upon many layers of symbolism - many objects and events taking place on the island represent greater ideas and meanings.

One example is the narrator's description of the "skull-like coconuts," "shadows," and the "snake-clasp" on Ralph's belt, which are **symbols** of the danger on the island. Read the following description from the text, and keep these subtle references in mind as you continue to read *Lord of the Flies*:

Then he leapt back on the terrace, pulled off his shirt, and stood there among the skull-like coconuts with green shadows from the palms and the forest sliding over his skin. He undid the snake-clasp of his belt, lugged off his shorts and pants, and stood there naked, looking at the dazzling beach and the water.

## Plot, Setting, and Characters

The **plot** is the storyline or the sequence of events that take place throughout a story. The **plot** is the basis of the story that makes it interesting for the reader.

In the beginning of Chapter 1, the reader learns that the boys have survived a plane crash and are now stranded on a deserted island. They are getting to know each other and becoming familiar with the island.

The **characters** are representations of people in the story. The **characters** in a story act out the **plot**.

The boys are introduced in the beginning of the chapter in the following description:

The owner of the voice came backing out of the undergrowth so that twigs scratched on a greasy wind-breaker. The naked crooks of his knees were plump, caught and scratched by thorns. He bent down, removed the thorns carefully, and turned around. He was shorter than the fair boy and very fat. He came forward, searching out safe lodgments for his feet, and then looked up through thick spectacles.

The **setting** is the time and place of a story. It is the location for the **characters** to act out the story.

In the beginning of Chapter 1, the **setting** is described as a tropical jungle set on an island in the Pacific Ocean. You can visualize the trees, the grass, and the scenery through Golding's description. Here is the passage from the text:

The shore was fledged with palm trees. These stood or leaned or reclined against the light and their green feathers were a hundred feet up in the air. The ground beneath them was a bank covered with coarse grass, torn everywhere by the upheavals of fallen trees, scattered with decaying coconuts and palm saplings. Behind this was the darkness of the forest proper and the open space of the scar.

## Internal & External Conflicts

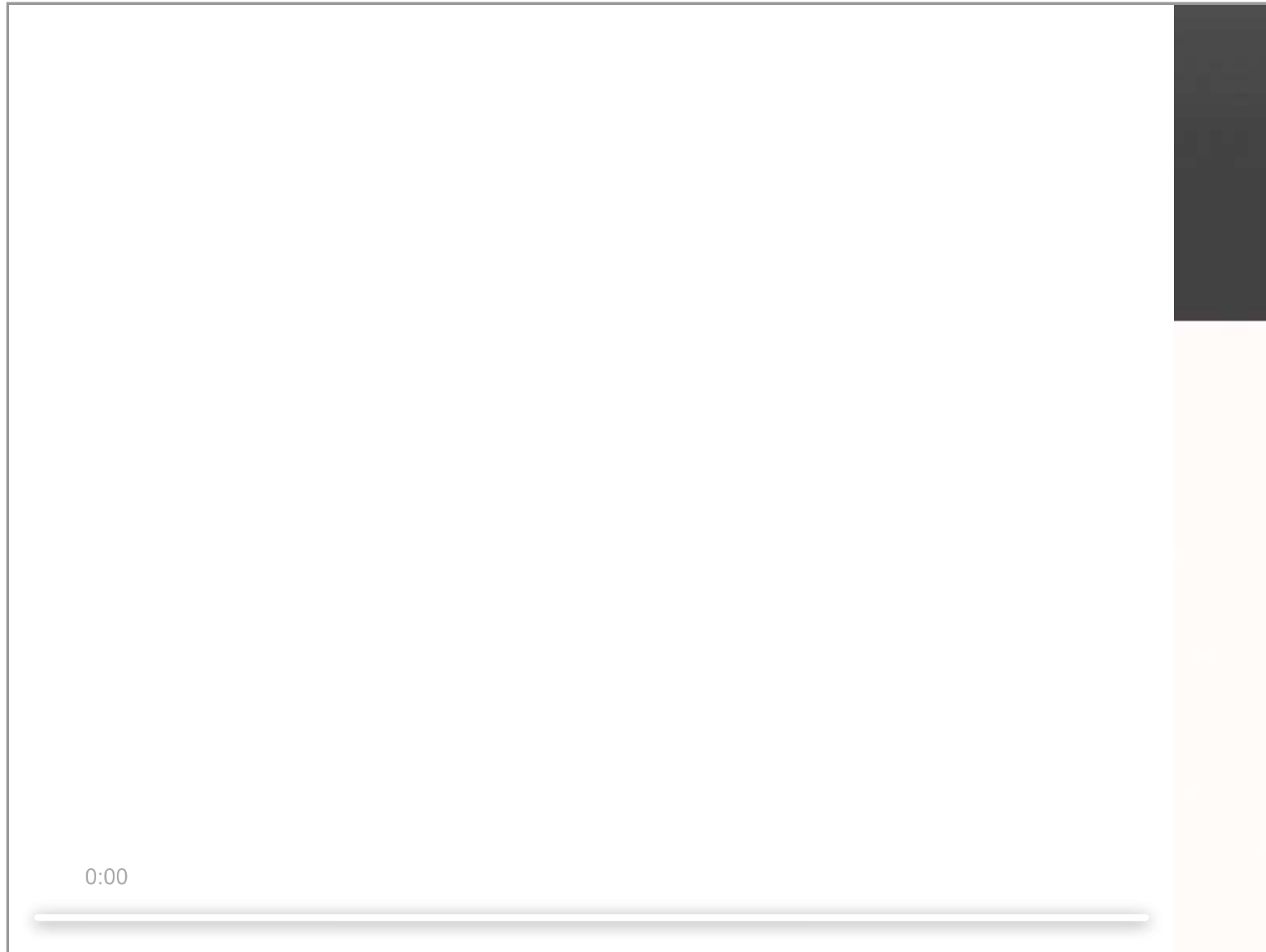
**Conflicts** in literature are the struggle between two forces. There are two types of **conflicts**: **internal** and **external**.

**Internal conflicts** are conflicts that take place within a character's mind. You can see **internal conflict** when a character struggles with a decision. **External conflicts** are conflicts that exist between a character and another outside force, such as another character, an animal, nature, or even society.

The boys experience **internal conflict** as they struggle to understand their new surroundings. The following passage shows how Ralph finally comes to terms with the truth that they are all stranded:

He patted the palm trunk softly, and, forced at last to believe in the reality of the island laughed delightedly again and stood on his head.

Piggy experiences continual **external conflict** because of his asthma. This condition often prevents him from doing the things the other boys do, and it makes him the target of teasing from the other boys.



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## Vocabulary

Understanding vocabulary words can help you to gain more meaning from the work. Let's look at some of the vocabulary from this lesson:

1. **proffer** – verb – to offer or suggest
2. **contours** – noun – the outline or outer edges of something
3. **efflorescence** – noun – blossoming
4. **specious** – adj. – misleading; deceptive
5. **prominent** – adj. – easily noticed or seen