

Lesson Name : 9

Lesson Title : Lord of the Flies Chapter 2, Section 1

Course Name : English 2 Part 2 [Honors]

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Essential Instruction

Read William Golding's [*Lord of the Flies*](#), Chapter 2, pages 42-54.



Symbolism

A **symbol** is a word or object that stands for a larger or greater concept or idea. The novel *Lord of the Flies* includes many objects and events taking place on the island that represent greater ideas and meanings.

The group is disheartened when they realize that they may not be rescued for a long time, and maybe not at all. Ralph, acting as the leader, tries to boost morale by talking about the good qualities of the island. He mentions food, drink, rocks, and blue flowers. The blue flowers **symbolize** the beauty and peaceful nature of the island. The boys are scared and this serves as a small sense of security for them to enjoy the island's beauty and not to be afraid of it. Here is a passage from the text:

"But this is a good island. We—Jack, Simon and me— we climbed the mountain. It's wizard. There's food and drink, and—"

"Rocks—"

"Blue flowers—"

Plot, Setting, and Characters

The **plot** is the storyline or the sequence of events that take place throughout a story. The **plot** for this lesson shows the boys meeting after they return from the top of the mountain. They begin to realize the implications of being stranded on the island. They discuss dangerous animals and the possibility that they might not be found.

Ralph tries to assure the group that his father is in the Navy and will find them. They then decide to build a fire so that they can use it as a signal to be rescued. After hauling a lot of wood, both Ralph and Jack admit to not being able to start the fire.

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

The **character** of the little boy who saw the “snake-thing” is described as the other boys push him to the front of the group to speak. Here is his description from the text:

He was a shrimp of a boy, about six years old, and one side of his face was blotted out by a mulberry-colored birthmark. He stood now, warped out of the perpendicular by the fierce light of publicity, and he bored into the coarse grass with one toe. He was muttering and about to cry.

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

The **setting** is described as Ralph thinks of a plan to get wood to start a fire. Here is that description from the text:

Starting perhaps a hundred feet below them on the steeper side of the mountain, the patch might have been designed expressly for fuel. Trees, forced by the damp heat, found too little soil for full growth, fell early and decayed: creepers cradled them, and new saplings searched a way up.

Internal and External Conflicts

Internal conflicts are conflicts that take place within a character’s mind. You can see an internal conflict when a character struggles with a decision.

Ralph and Jack have **internal conflicts** as they both realize that they do not know how to light a fire. They realize this after they have spent time moving all of the wood, and are embarrassed by their lack of knowledge and skill in this area. Here is the passage from the text:

Ralph and Jack looked at each other while society paused about them. The shameful knowledge grew in them and they did not know how to begin confession.

External conflicts exist between a character and another outside force, such as another character, an animal, nature, or even society.

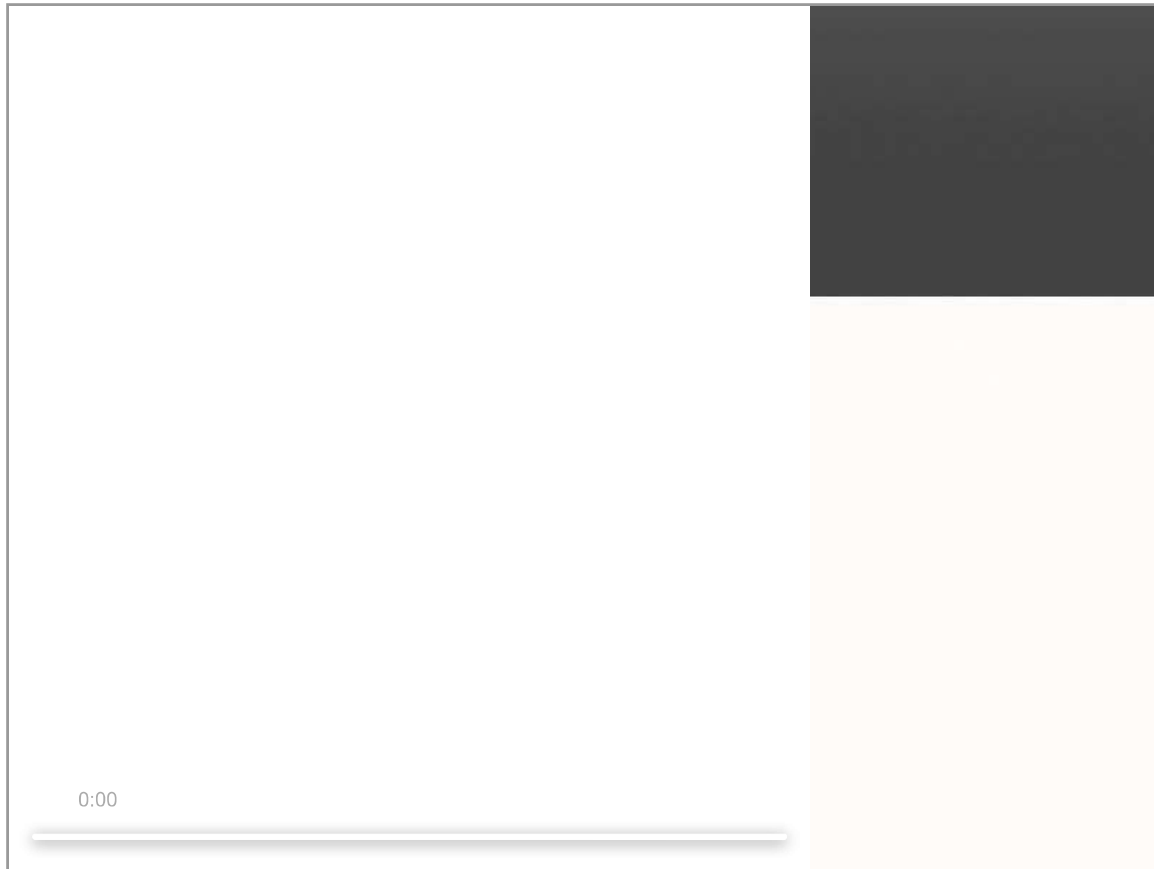
An **external conflict** takes place when the little boy says that a snake-thing came to him in the night and wanted to eat him. The boys are divided in their opinions about the truthfulness of his story, but the mere mention of the creature in the woods is enough to add an element of fear to their situation. Here is the passage from the text where the little boy describes this **external conflict**:

“Did you hear that? Says he saw the thing in the dark—”

“He still says he saw the beastie. It came and went away again an’ came back and wanted to eat him—”

“He was dreaming.”

Laughing, Ralph looked for confirmation round the ring of faces. The older boys agreed; but here and there among the little ones was the doubt that required more than rational assurance.



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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. **gesticulated** – verb – used motions, especially dramatic ones, instead of speaking or to emphasize one's words
2. **exasperation** – noun – the state of being very annoyed or upset
3. **conspiratorial** – adj. – suggesting that something secret is being shared
4. **babbled** – verb – talked foolishly or too much
5. **swathes** – noun – cut paths through vegetation
6. **errant** – adj. – behaving wrongly
7. **martyred** – adj. – suffering
8. **ebullience** – noun – state of being lively and enthusiastic