

Lesson Name : 16

Lesson Title : Lord of the Flies Chapter 4, Section 1

Course Name : English 2 Part 2 [Honors]

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Read William Golding's [\*Lord of the Flies\*](#), Chapter 4, pages 81-93.



### Symbolism

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

The novel *Lord of the Flies* includes many objects and events taking place on the island that represent greater ideas and meanings.

Jack's new plan to hunt pigs involves painting his face for camouflage. This "new face" **symbolizes** that he will no longer obey by the rules of a civilized society. Instead, he will abide by the rules of the wild. This paint, he feels, is what he needed to make his transformation official. Here is the passage from the text where Jack discovers his new identity:

Jack planned his new face. He made one cheek and one eye-socket white, then he rubbed red over the other half of his face and slashed a black bar of charcoal across from right ear to left jaw. He looked in the pool for his reflection, but his breathing troubled the mirror.

"Samneric. Get me a coconut. An empty one."

He knelt, holding the shell of water. A rounded patch of sunlight fell on his face and a brightness appeared in the depths of the water. He looked in astonishment, no longer at himself but at an awesome stranger.

### 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 begins with the boys growing more accustomed to life on the island without any rules from “grown-ups.” Jack creates a mask with face paint, and believes that it will be the final step to becoming a great hunter.

Ralph becomes frustrated by not having any hope of rescue. Suddenly, they spot a ship on the horizon. The boys scatter in attempts to produce more smoke from the fire so that the ship will notice them.

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

Two distinct groups of **characters** have formed based on the difference in age group. There are the “littluns,” who are the younger children who do not have much responsibility, but are struggling more with adjusting to the lifestyle of the beach. There are also the “biguns” who are the older boys, like Ralph, Jack, Simon, and Piggy, who lead and set the rules. Here is the passage from the text that describes these two groups:

The undoubted littluns, those aged about six, led a quite distinct, and at the same time intense, life of their own. They ate most of the day, picking fruit where they could reach it and not particular about ripeness and quality. They were used now to stomach-aches and a sort of chronic diarrhoea. They suffered untold terrors in the dark and huddled together for comfort. Apart from food and sleep, they found time for play, aimless and trivial, in the white sand by the bright water. They cried for their mothers much less often than might have been expected; they were very brown, and filthy dirty. They obeyed the summons of the conch, partly because Ralph blew it, and he was big enough to be a link with the adult world of authority; and partly because they enjoyed the entertainment of the assemblies. But otherwise they seldom bothered with the biguns and their passionately emotional and corporate life was their own.

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

The boys have become more used to their lives on the island **setting**. However, “strange” things, possibly hallucinations, begin to happen during the middle of the day, as described in the following passage:

Strange things happened at midday. The glittering sea rose up, moved apart in planes of blatant impossibility; the coral reef and the few stunted palms that clung to the more elevated parts would float up into the sky, would quiver, be plucked apart, run like raindrops on a wire or be repeated as in an odd succession of mirrors. Sometimes land loomed where there was no land and flicked out like a bubble as the children watched.

### Internal and External Conflicts

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

Maurice experiences an **internal conflict** after he plows through the kids’ sandcastles and destroys their game. In the process, he accidentally kicks sand into the eye of Percival, one of the boys. Though he intentionally kicks the castles, he feels bad about what he has done and feels guilty because he is not being punished for it. Here is the passage that shows his thought process as this event is happening:

In his other life Maurice had received chastisement for filling a younger eye with sand. Now, though there was no parent to let fall a heavy hand, Maurice still felt the unease of wrongdoing. At the back of his mind formed the uncertain outlines of an excuse. He muttered something about a swim and broke into a trot.

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

Jack experiences an **external conflict** with the boys after he paints on his “mask.” He uses it to intimidate the younger boys into obeying him. It is as if Jack transforms into a different person after he applies the paint to his face. He forces the twins to get in line with the rest of the boys. Because they are afraid of him, they listen. Here is the passage from the text when Jack scares the younger boys:

He began to dance and his laughter became a bloodthirsty snarling. He capered toward Bill, and the mask was a thing on its own, behind which Jack hid, liberated from shame and self-consciousness. The face of red and white and black swung through the air and jiggled toward Bill. Bill started up laughing; then suddenly he fell silent and blundered away through the bushes.

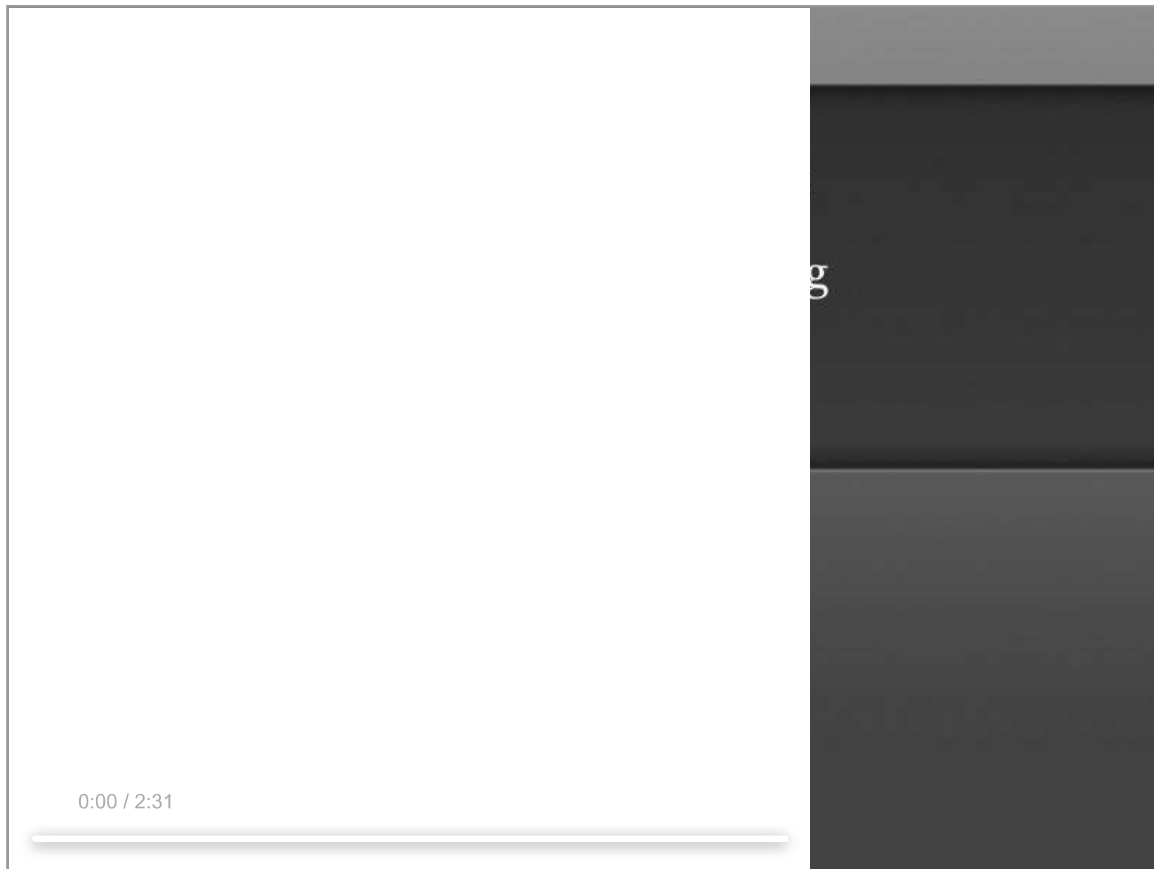
Jack rushed toward the twins.

“The rest are making a line. Come on!”

“But—”

“—we—”

“Come on! I’ll creep up and stab—” The mask compelled them.



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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. **opalescence** – noun – state of showing varying colors
2. **dubious** – adj.– unsure or uncertain

3. **belligerence** – noun – aggressive behavior
4. **impalpable** – adj. – unable to be felt by touch
5. **incursion** – noun – an invasion or attack
6. **detritus** – noun – the pieces that are left when something breaks, falls apart or is destroyed
7. **swarthy** – noun – darkness of skin
8. **ravenously** – adv. – extremely eager or desirous