



Close reading plan

Lord of the Flies by William Golding pages 57-64

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Team teacher

What makes this text complex?			
Text and Author	<u>Lord of the Flies</u> by William Golding, pages 57-64		Where to Access Text Golding, William. <i>Lord of the Flies</i> , 1953. Penguin Great Books of the 20 th Century.
Text Description			
<p>This excerpt is from the end of Chapter 4 of <u>Lord of the Flies</u>, in which we begin to see the emergence of the characters' descent towards savagery and the differing leadership styles of Ralph and Jack. Beginning with the revelation they might have been rescued, Piggy and Ralph encounter Jack and his tribe returning from hunting. Ralph and Piggy confront Jack's group about letting the fire die out because they went hunting instead. With provocation, Jack reacts violently by punching Piggy and shattering his glasses- the first physical altercation in the novel so far. The event signals a turning point in the relationship of the characters. Later that night, Jack and his group proudly reenact the vicious hunt, demonstrating their increased shift to savagery. Word choice and language usage throughout reveal the thematic development.</p>			
Quantitative			
Lexile and Grade Level	Lexile 770	Text Length	2,314 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>This passage encompasses both literal and inferential levels of meaning. Beyond a plot level interpretation, students can infer theme, character development/shifts, and the impact of characters on conflict. This event marks a turning point in the boys' shift from civilization towards savagery, demonstrated with the first pig kill, the physical assault on Piggy, and vicious re-enactment by Jack and his hunters. This is also the point where Ralph aligns himself with Piggy against Jack, after Jack shirked his fire responsibilities to serve his need for blood and power over the needs of the whole group. At the end of this section, Ralph calls a group meeting in an attempt to regain respect and order. Further reading of this novel will enhance the development of theme, character, and conflict.</p>		<p>This text is chronological with a narrative structure. It has no text features or graphics. Description and dialogue advance the plot and develop the theme. There are numerous complex characters (Jack, Ralph, and Piggy) interacting throughout. Dialogue jumps from one character to another without clarifiers.</p>	
Prior Knowledge Demands		Language Features	
<p>A general understanding of survival skills and/or living on an island would help students understand the necessity of hunting and the fire. No references to other texts or ideas are present.</p>		<p>This text utilizes abstract and figurative language, including imagery, symbolism, and similes. There are a variety of sentences structures, with numerous complex and compound sentences utilized. Fairly complex, unfamiliar, and archaic vocabulary words are used throughout, including British terms and dialect. For example, academic language includes words such as "errant" and the phrase, "vaguely irritated by this irrelevance", while expressions using dialect include, "ha'porth of meat" and "give him a fourpenny one."</p>	
Vocabulary			

Tier Two Words (General academic vocabulary)

“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)

- Errant
 - Ravenously
 - Audible
 - Ecstatic
 - Dismal
- Obscurely
 - Opaque
 - Assertion
 - Omission
 - Envious
 - Resentful

Tier Three Words (Domain-specific words)

“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)

- Parody
- Malevolently

Potential Reader/Task Challenges

Most 10th graders will be able to literally interpret the main events of this text. However, students may need further instruction to attain inferential meaning, including inferring theme and characterization. The identification and analysis of figurative language requires deeper levels of understanding. Students who are socially or emotionally immature, or extremely sensitive, may be impacted by violent and graphic descriptions.

Text-dependent questions		
Question	Standard alignment	Page of this document
What does Piggy’s, Ralph’s, and Jack’s reaction to the fire going out reveal about each of their characters? Cite evidence from the text to support your response.	RL.9-10.1	5
What is the impact of the words “vicious” and “bloodied” (60) to characterize Jack?	RL.9-10.4	10
How do the interactions with Jack, Ralph and Piggy advance the plot?	RL.9-10.3	13
How does the author use conflict in the plot to create tension?	RL.9-10.5	17
How is the central idea of deterioration from civility to savagery developed through contrast?	RL.9-10.2	22
Target Standards		
<p><u>RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RL.9-10.2:</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RL.9-10.3:</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>RL.9-10.4:</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>RL.9-10.5:</u> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>		

Question 1

Question #1	What does Piggy’s, Ralph’s, and Jack’s reaction to the fire going out reveal about each of their characters? Cite evidence from the text to support your response.
Standard(s) covered:	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Example response that meets standard	Look-fors
<p>Piggy and Ralph are devastated and enraged by the fire going out, whereas Jack is disappointed but believes hunting is more important than preserving the fire. This reveals the differing priorities of the boys; Piggy and Ralph are focused on rescue, while Jack prioritizes hunting and immediate gratification. Golding describes Ralph’s reaction: “Ralph clenched his fist and went very red.” (57). He confronted Jack immediately, at first calmly repeating the fact that the fire went out and then savagely shouting. Jack knew he made a mistake: “He flushed, conscious of a fault....went very red.” (59). However, Jack justified his behavior by describing the thrill and importance of the pig hunt as a priority. Piggy is furious at Jack and demands that he feel remorseful. Golding writes that Piggy, “forgot his timidity in the agony of his loss. He began to cry out, shrilly...” (59). This prompts Jack to punch Piggy and smash his glasses. This event shows that there are now clear dividing lines between Jack and his hunters, and the alliance of Ralph and Piggy. Additionally, the differing reaction of all three boys reveals their priorities of civilized order and rescue versus violent chaos.</p>	<ul style="list-style-type: none"> • Accurately identify each character’s reaction • Use meaningful, thorough text evidence to describe each character’s reaction • Draw inferences about characters and/or theme

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to draw inferences about characters by citing thorough evidence from the text.
Prior knowledge to review	Students need to know how to make inferences based on what characters say, do, think, and the author’s description of the character. Additionally, students will need to know how to identify and use textual evidence that most strongly supports inferences drawn from the text (RL.8.1).
Steps to achieve objective	Think aloud for direct instruction

<p>1) Reread the section identified in the question.</p>	<ul style="list-style-type: none"> • This was a long passage and I need to find the specific parts in which each character learned about the fire going out and the fact that they missed an opportunity to be rescued. • I know this occurs in the first few pages of this excerpt. Let's reread pages 57-61. Remember, to find text evidence, I can look for dialogue between the characters, or description used by Golding which shows their reactions. Okay, I've found Ralph's reaction to the fire going out on page 57. • Immediately, we see that Ralph realizes the fire went out. The author describes Ralph's reaction: He's clenching his fist, his face is red, and his voice is described as "bitter" (57). • <i>REPEAT FOR EACH CHARACTER</i>
<p>2) Ask, "What does the character say and do?"</p>	<ul style="list-style-type: none"> • I'll plan to write down each characters reaction, one at a time, with text evidence for each. I want to find meaningful quotes that really demonstrate the strong emotions they are experiencing and what it reveals about their character. I'm going to begin with Ralph. • When Jack and his hunters arrive back from the hunt on page 58, Ralph simply states, "You let the fire go out." Golding doesn't mention that he's screaming, shouting, or enraged. Instead Golding only offers the fact that "Ralph spoke." Then I can recognize some tension is building, because the bottom of page 58 says, "Ralph spoke again, hoarsely. He had not moved. 'You let the fire go out.'" Ralph has completely ignored Jack's animated story about the hunting trip and refuses to engage in his excitement. Instead, he repeats his previous comment, which appears to have an impact on Jack, as Golding expresses, "This repetition made Jack uneasy." Even though Ralph wasn't yelling at first, it's almost as though he's more upset because he's speaking in his calm voice. • Finally on page 59, I can tell that Ralph seems to snap in anger. Golding describes that he flung his air, pointed at the horizon, and with a "loud and savage" voice which "struck them into silence" he exclaimed that he saw a ship which could have rescued them. The words "loud", "savage", and "struck" demonstrate the level of anger and rage experienced by Ralph. • Ralph pushes the point with Jack, chastising him: "I was chief, and you were going to do what I said. You talk. But you can't even build huts..." I can tell that Ralph is trying to reassert his power and make Jack feel guilty for the choices he made. Ralph gets right in his face and essentially calls him out on shirking his responsibility of the fire. • After the argument between Ralph and Jack, I can jump to the bottom of page 61, after Jack apologizes for letting the fire go out. Here, Ralph acts in an unusual manner. He sits right near the former fire and refuses to move, forcing Jack to rebuild the fire a few feet away. Golding writes that no one would ask Ralph to move, and "so Ralph asserted his chieftainship." • <i>REPEAT FOR EACH CHARACTER</i>

<p>3) Ask, “What do the words and actions of the character lead me to believe?” Construct a response, using evidence from the text, to answer the question.</p>	<ul style="list-style-type: none"> • Now it’s time to put our analysis of each character down on paper. • It seems as though Ralph and Piggy were both extremely agitated and angry when they realized the fire went out, and I have several pieces of text evidence that support that inference. From Golding’s description of Ralph, I can infer that he’s extremely upset. He knows that this may have been their one chance for rescue, and they missed it because Jack’s prioritizes hunting. I can infer that Ralph prioritizes order and rules, such as the routine of the fire and the responsibility of Jack’s group to tend to the fire. However, Jack reacts differently than Ralph. He is more embarrassed at first, and then he really doesn’t seem to care and instead focuses on the pig kill again which makes him proud and excited. • When Ralph sits in the place of the fire and forces Jack to rebuild it in a less convenient location, it seems to be such a petty thing, but I think this reveals something about his character. With this act, Ralph reasserts the fact that he is chief and it’s disrespectful for Jack to ignore direct orders. Perhaps he wants to make Jack work a little harder as penance for what he did, forcing him to recreate the fire in a less convenient spot. Again, I can tell that Ralph wants to show that he’s in charge and there will be consequences for anyone who disobeys his orders. • So I can start my response by first explaining the similarities and differences between characters’ reactions. A helpful sentence starter may be: “When they found out that the fire had died away, Ralph and Piggy were both _____, while Jack was _____.” • I’ll put the inferences in my own words and then support with a quote from the text. A helpful sentence starter may be: “Ralph is clearly _____ and _____, shown by Golding’s description of him as _____.” • <i>REPEAT FOR EACH CHARACTER.</i>
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Extension and practice

Move from the literal analysis of characters reactions to the impact of these reactions on character development and theme. An extension question may be:

- “What does this reveal about the characters or theme?” Have students consider this excerpt as a turning point in the novel and how the community is dividing into two groups.

If students are having difficulty making inferences about characters reactions based on text evidence, they can utilize a graphic organizer that guides students to start with the text evidence and then make a logical inference about how the character is feeling/reacting based on the text. By completing this organizer, students will then have both the inferences and the text evidence for each character necessary to complete the constructed response.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to literature to draw inferences about characters by citing thorough evidence from the text. (RL.9-10.1)

See more examples of how to teach drawing inferences by citing evidence from the text. (RL.9-10.1)

In this lesson you will learn how to draw inferences about characters by citing thorough evidence from the text.

1. Reread the section identified in the question.
2. Ask, "What does the character say and do?"
3. Ask, "What do the words and actions of the character lead me to believe?" Construct a response, using evidence from the text, to answer the question.

[Close Reading Literature: The Celebrated Jumping Frog of Calaveras County](#)

[Close Reading Shakespeare: "The Tempest" Act 1 Scene 2](#)

Analyzing Character Reactions

	Textual evidence <i>Use exact quotes</i>	Page Number	Inference <i>What can we tell about their character and priorities?</i>
Ralph			
Piggy			
Jack			

Question 2

Question #2	What is the impact of the words “vicious” and “bloodied” (60) to characterize Jack?
Standard(s) covered:	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Example response that meets standard	Look-fors
<p>Golding describes Jack as “vicious” and “bloodied” in order to show his violent nature. He had just arrived back from hunting, held a bloody knife in his hand, and then wiped the blood across his forehead. It appears that he is reveling in the blood now, rather than being bothered by blood everywhere as most children would be. He is proud of his conquest, of killing another living creature, and blatantly wipes blood across his forehead in a demonstration of masculinity and power. Then, after he punches Piggy in the stomach, he is described as “vicious with humiliation.” The word ‘vicious’ has the negative connotation of violence, malice, and spite, which exemplifies how Jack is acting towards Piggy. While there’s still a piece of Jack that may feel badly for this physical violence against Piggy, he must assert his power and strength. Just as he conquered the pig, Jack demonstrates power over Piggy. Golding’s description of Jack on page 60 reveals his cruelty and malevolence, both towards animals and other peers.</p>	<ul style="list-style-type: none"> • Explain the literal and connotative meanings of the words “vicious” and “bloodied”. • Summarize Jack’s actions on page 60. • Describe how these words relate to Jack and what it reveals about his character.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn how to determine the author’s meaning by analyzing the impact of specific word choice.
Prior knowledge to review	Vocabulary: The literal and connotative meaning of words, how to analyze the impact of words on meaning and tone. (RL.8.4)

Steps to achieve objective	Think aloud for direct instruction
1) Go back to the text to identify how the author used the words.	<ul style="list-style-type: none"> I need to identify where Golding used the words “vicious” and “bloodied” to examine the context of these words. I’m going to turn to page 60 and reread to find these words. I find that first Jack is described as bloodied when he held a bloody knife in his hand, transferred the knife to his other hand, and “smudged blood over his forehead.” (60). Basically, he smeared the pig’s blood from his weapon all over his forehead. At first, “bloodied” describes the knife, but by the end of the paragraph, it describes Jack himself. “Vicious” can be found in the middle of the page to describe Jack’s voice: “His voice was vicious with humiliation”. This happened right after the critical moment in which Jack punched Piggy in the stomach. Jack stands over Piggy, calls him “Fatty” and taunts him, with a “vicious” tone of voice. Immediately after, Ralph tries to intervene unsuccessfully, and Jack smacks Piggy’s glasses off his face and moves for more fighting, but Piggy scrambles behind a rock to hide. This is the first time the boys have acted violently towards each other and actually engaged in physical fighting.
2) Ask yourself, “What do these words mean?”	<ul style="list-style-type: none"> Connotatively, I know that “vicious” and “bloodied” are both violent, negative words. Jack has wiped the blood from the knife all over his forehead. Now he looks savage, with blood across his head and a knife in his hand. He has transferred the blood from a weapon to himself, perhaps now also symbolizing that he is as deadly or violent as a knife. Also, being bloodied makes me think that he’s no longer a civilized schoolboy; something is different about him now. So far, Golding has only used negative words to describe Jack. Jack is also described as “vicious with humiliation”, and vicious makes me think of a cruel, spiteful, and malicious person. It’s a much stronger word choice than simply “angry” or “harsh”. The term “vicious” has a more severe negative connotation, almost a combination of brutal, cruel, and evil all at once. “Vicious” makes me think that Jack wants to harm something. I also know that “vicious” can mean “dangerous and immoral” which impacts my characterization of Jack.
3) Ask, “What do these words help me understand about the text?”	<ul style="list-style-type: none"> Now that I see how Golding used the words to describe Jack, and I have a general understanding of these words, I can now examine how these words impact the meaning. Specifically, I want to think about how “vicious” and “bloodied” tell me more about Jack and how Golding’s word choices impact my understanding of Jack. These words are both so violent; they tell me that Jack is an aggressive character who doesn’t mind blood. This seems very different than most children I know who would panic at the sight of blood, so I’m thinking that Jack has undergone a transformation and he revels in the idea that he is covered in blood. He really has shifted from civilized to savage, and being covered in pig blood is the physical manifestation of that change. Being described as vicious shows that Jack is a malicious, unforgiving person who is willing to compromise nearly anything to assert his power and strength. This word is used right after Jack punches Piggy, and then he berates him verbally. Just as Jack conquered the pig, it seems like Jack now wants to assert power over people too, and starts with Piggy. He is cruel and uncompromising, and becoming increasingly immoral. The word “vicious” gives me the feeling that Golding wants us to know that Jack is now dangerous and, as part of his transformation, perhaps no longer recognizes the differences between right and wrong. Understanding this about Jack may help me predict and understand his future actions as I delve farther in the book.

Extension and practice

- Students can reread portions of the text to identify word choice that conveys meaning about other characters, such as Piggy or Ralph. Students can then answer the same type of question: What is the impact of these words or phrases to characterize _____?
- If students do not know the denotation of the words “vicious” and “savage”, look at definitions using various dictionaries and compare definitions to build word knowledge.
- Explore the connotation of words, both with the terms “bloodied” and “vicious”, and with other words used to describe Piggy or Ralph. Use multiple resources such as dictionaries from different publishers, a visual thesaurus, a Co-build dictionary, students’ background knowledge of, and experience with, the words, etc. to compare meanings of words. Students can create a continuum of words that show the degrees of meaning.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to literature and poetry to examine the impact of word choice on meaning (RL.9-10.4).

See more examples of how to teach the examination of the impact of word choice on meaning and tone. (RL.9-10.4).

In this lesson, you will learn how to determine the author’s meaning by analyzing the impact of specific word choice.

1. Go back to the text to identify how the author used the words.
2. Ask yourself, “What do these words mean?”
3. Ask, “What do these words help me understand about the text?”

[Close reading literature: “Mrs. Manstey’s View”](#)

[Close reading literature: “The Case of the Dying Detective”](#)

[Close reading poetry: “O Captain! My Captain!”](#)

[Close reading informational: “Up From Slavery” Chapter 1](#)

Question 3

Question #3	How do the interactions with Jack, Ralph and Piggy advance the plot?
Standard(s) covered:	RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Example response that meets standard	Look-fors
<p>Ralph and Piggy ally themselves against Jack in this passage, while Jack moves to a greater position of power. When Ralph confronts Jack about the fire, Piggy interjects, blaming Jack, but “this from Piggy...drove Jack to violence.” (60). He punches Piggy and smacks his glasses off his head, which is significant in the plot because it’s the first physical altercation between the boys. Piggy hides behind a rock while the hunters mock him. Jack decides to apologize for the fire (but not for hurting Piggy), however, Ralph demonstrates his disapproval of Jack’s actions by sitting in the middle of the former fire, forcing Jack and his hunters to rebuild the fire a few feet away in a less convenient spot. In this manner, “Ralph asserted his chieftainship....Jack was powerless and raged without knowing why.” (61-62). Golding pronounces that they were now on opposite sides of a high barrier. The new alliance of Ralph and Piggy can be seen when Ralph grabbed Piggy’s glasses to restart the fire; Golding describes, “Not even Ralph knew how a link between him and Jack had been snapped and fastened elsewhere.” Lastly, while all the hunters were enjoying the pig roast, Jack purposely did not serve Piggy in an attempt to assert his power. This scene also reveals mob mentality, as Jack’s hunters follow his lead by ostracizing Piggy. Jack is now commanding respect and power from many of the boys, while Ralph struggles to retain control.</p>	<ul style="list-style-type: none"> • Summarize the interactions between the three characters using specific text evidence • Explain the new alliance of Ralph and Piggy versus Jack • Infer the shift of power and/or respect from Ralph to Jack • Explain the impact of this interaction on the plot

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to describe the ways in which complex characters advance the plot by examining his or her interactions with other characters.
Prior knowledge to review	Using dialogue to make inferences about characters and plot: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) Analyzing how characters interact: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.) (RL.7.3)

Steps to achieve objective	Think aloud for direct instruction
1. Skim the text and note where characters interact with one another.	<ul style="list-style-type: none"> • I need to find where Ralph, Piggy and Jack first interact in this section, which is on page 58. Here, Jack is returning, jubilant, from the pig hunt and Ralph confronts him about letting the fire go out. I'm going to reread pages 58-60 to review that first encounter. • I also need to skim pages 61-63, where Jack creates a pig roast and purposefully leaves out Piggy. By the end of page 63, Ralph leaves the group so I can stop reading there. I need to skim these pages for the dialogue between the characters and Golding's description of what's happening so then I can determine how this interaction impacts the plot of the story.
2. Ask yourself, "How do the characters speak, act and react to one another?"	<ul style="list-style-type: none"> • In the dialogue on pages 58-60, Piggy interrupts Ralph and blames Jack for letting the fire go out. In response, Jack gets very defensive and then acts aggressively towards Piggy. Golding writes that this, "drove Jack to violence" (60) and he punched Piggy in the stomach. After calling him "Fatty" (60), he then smacked Piggy's glasses off his head. I'm thinking that this must be significant because it's the first time any of the boys has hit one another. I wonder if it's going to open the door to more violence! All of Jack's hunters start to laugh and mock Piggy; it seems like they're just following Jack's lead. • So instead of fighting, Golding describes that Piggy hides behind a rock. Jack apologizes, but it's not a genuine apology. On page 61, he really only apologizes to Ralph for letting the fire go out, but doesn't say anything about assaulting Piggy. Ralph seems unsure of what to do in this situation, protesting that Jack played a "dirty trick" (61) with his apology. Ralph doesn't seem like he wants a fight, but he does want to show Jack that what he did was unacceptable, so he decides to sit in the place of the extinguished fire, forcing Jack to rebuild the fire in a less convenient spot a few feet away. It makes me think of a sit-in, a non-violent protest from Ralph against Jack! • To start the fire, Ralph grabs Piggy's glasses, and Golding describes, "Not even Ralph knew how a link between him and Jack had been snapped and fastened elsewhere." (62) This seems like an important quote because it's showing that Ralph and Piggy are now allied against Jack. The relationships between characters are changing in this interaction. • Once the fire has started, Jack and his hunters hold a pig roast, but purposely forget to give Piggy any meat. Golding explains that Jack did this as "an assertion of power" (62), and Piggy complains in front of the group, begging Jack to give him meat. Ralph wasn't sure what to do again, so Simon benevolently gave Piggy a chunk of meat. Jack is enraged and shouts at the group that it was his leadership that got the group meat, which commands respect from all his hunters. Again, Ralph says nothing and instead leaves the group to call a meeting in an attempt to regain control.

<p>3. Ask, “How does this characterization affect the story?” Jot down your thinking using evidence from the text.</p>	<ul style="list-style-type: none"> • Now I really need to consider how the characters’ interactions impact the plot. I think this was a turning point in the story, both because the boys are starting to divide into new alliances with dissent among the boys and it’s the first time an actual physical fight broke out. Things seem to be going downhill! If I know this section of the story is important, I really need to pay attention to it and explain, “How does what we learned about the characters affect the story?” • For one thing, Piggy and Ralph seem to be allied against Jack. Previously, Jack and Ralph had a mutual respect for each other, but after Jack attacks Piggy, I think Ralph has lost a lot of respect for him and sympathizes with Piggy. Ralph doesn’t exactly defend Piggy, but he at least calls Jack out on what he did and refuses to mock Piggy as the rest of the group does. He also resents that Jack won’t apologize to Piggy, which is what a civilized child would do if they hurt someone else. This shows Jack’s further deterioration into savagery and the shift towards violence, which may occur more as the plot continues. • This interaction also provides more evidence that the hunters are blindly following Jack’s lead. They berate Piggy without considering whether it’s right or not, and then give Jack respect at the pig roast. This makes me think of mob mentality, when a whole group of people act in a way that they may not if they were by themselves. No one stood up for Piggy, except for Simon. The groups’ actions are different than individual actions, and makes me predict that the group will continue to follow Jack’s lead without much consideration. This could lead them down a path of violence and destruction, so I’ll keep that in mind as I read more of this novel. • Also, now that the group respects Jack for killing a pig and providing meat, they seem to have forgotten Ralph. After rereading page 62-63, I realized that Ralph doesn’t even talk at the pig roast! The power has shifted to Jack, and at the end of this passage, Ralph is desperately trying to regain authority by calling a meeting with the conch shell. I think he can sense the shift in the balance of power and wants to reassert why he is a better leader than Jack. However, I’m not sure if the hunters will all agree. This may be a turning point in the plot where Jack becomes a leader and Ralph must concede some authority, which could have serious implications on the remainder of the story.
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<p>Extension and practice</p>	
<ul style="list-style-type: none"> • People act differently when they are alone and when they are in a large group. They can also change their behavior when they know others are watching or can predict the consequences. This has been described as “mob mentality”. Examine mob mentality in <u>Lord of the Flies</u>, including the ways in which it’s used in conjunction with bullying and violence. Examine which character was most affected by others, and which one had the most significant impact on the group, defending your choice with text evidence. • Which characters were not impacted by “mob mentality” and peer pressure to follow others? What does this suggest about those characters and what predictions can you make about the future of the boys? 	

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to analyze character interactions and its impact on the plot. (RL.9-10.3)

See more examples of how to teach the impact of character interactions on the plot (RL.9-10.3)

In this lesson you will learn how to describe the ways in which complex characters advance the plot by examining his or her interactions with other characters.

1. Skim the text and note where characters interact with one another.
2. Ask yourself, "How do the characters speak, act and react to one another?"
3. Ask, "How does this characterization affect the story?" Jot down your thinking using evidence from the text.

[Close Reading: Shakespeare: "The Tempest"](#)

[Close Reading: Shakespeare: "The Tempest" Act 1 Scene 2](#)

[Close Reading: Shakespeare: "Much Ado About Nothing" Act 1 Scene 1](#)

Question 4

Question #4	How does the author use conflict in the plot to create tension?
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Standard(s) covered:	RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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Example response that meets standard	Look-fors
<p>The author uses multiple conflicts to emphasize the growing difficulties on the island. The relationships between the characters is very tenuous and strained, and could change based on any small event or dialogue between them. Through Golding’s description and dialogue between characters, readers can sense the building tension between Jack’s group of hunters and the alliance of Ralph and Piggy. Two of the conflicts are man vs. man conflicts: Jack vs. Piggy and Jack vs. Ralph. A third conflict that is ongoing is man vs. nature, since the boys are struggling to survive on a deserted island. However, this section most prominently features the two conflicts between the characters, which build the tension in the plot. In the Jack vs. Piggy conflict, Jack verbally and physically assaults Piggy. Jack berates him afterwards, mimicking his voice and mocking him. He purposely refuses him meat at the pig roast to continually assert his dominance. However, with Ralph, Jack appears to have respect; Jack apologizes to Ralph and the suspense increases as we wonder if Ralph will accept his apology so the boys will regain their friendship. However, Ralph refuses to apologize, implying that Jack’s behavior is unacceptable, even though Ralph takes no serious action against Jack other than his silent protest by the fire. These two character conflicts create rising tension and move the plot forward; now we have new alliances between characters as Ralph and Piggy side against Jack and his hunters. Golding explains, “Not even Ralph knew how a link between him and Jack had been snapped and fastened elsewhere.” (62). All of these conflicts build on one another to create intense tension. The use of multiple conflicts mirror the escalating strained relationships of the main characters.</p>	<ul style="list-style-type: none"> • Identify and explain the conflict between Jack and Piggy • Identify and explain the conflict between Jack and Ralph • Identify any other conflicts, perhaps man vs. nature or man vs. self • Evaluate how these conflicts build tension in the plot

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn how to evaluate the author’s structural choices by examining plot elements.
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Prior knowledge to review	<p>Analyzing the effects of suspense: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.8.6)</p> <p>Analyzing how the structure of text contributes to meaning and style: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RL.8.5)</p>
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Steps to achieve objective	Think aloud for direct instruction
1) Identify multiple conflicts between characters.	<ul style="list-style-type: none"> • I need to go back and find where the boys first start fighting with one another. I see that Ralph confronts Jack about letting the fire go out, but things don't really get heated until Piggy interjects and yells at Jack on page 59. Now Jack is really upset, which is evident when Golding describes, "Jack went very red as he hacked and pulled at the pig," (59). Piggy continues yelling at him, and so Jack snaps. "He took a step, and able at last to hit someone, stuck his fist into Piggy's stomach." (60). Now we're really in the middle of a fight! I can visualize exactly what's happening, as Golding continues, "Ralph made a step forward and Jack smacked Piggy's head. Piggy's glasses flew off and tinkled on the rocks." (60). So it seems like Ralph tried to step in between Jack and Piggy, but clearly wasn't effective because Jack hit Piggy again which broke his glasses. Piggy is definitely upset, but he knows that he physically cannot compete with Jack so he goes to hide behind a rock. Jack continues though, calling Piggy names and mocking his speech and physical appearance. Poor Piggy! Now after this, I see that Jack gets into a conflict with Ralph, but I want to see more of the conflict between Piggy and Jack first, so I'm going to skim through to page 62. • On page 62, I see that Piggy and Ralph are trying to resist eating the pig meat, but Ralph gave in and had some. Piggy wants some too and publicly asks for some. However, Golding explains, "Jack had meant to leave him in doubt, as an assertion of power; but Piggy by advertising his omission made more cruelty necessary." Jack refuses to give him meat, then "Ralph stirred uneasily" while Simon kindly gives meat to Piggy. This enrages Jack, who wanted Piggy to go hungry, and so he "leapt to his feet, slashed off a great hunk of meat, and flung it down at Simon's feet. 'Eat! Damn you!'" (62). I'm thinking this means that Jack is proud of his pig kill and wants everyone to eat, except Piggy who he is still punishing for confronting him earlier about the fire. Jack is definitely holding a grudge against Piggy. • Now if we flip back to page 61, there is also a conflict between Jack and Ralph, although it's not as obvious. The two have been respectful towards each other all along, like friendly rivals. However, things begin to change when Ralph yells at him about the fire. Even when Jack admits that he was wrong about letting the fire go out, I can see that Ralph doesn't accept his apology. He is upset that Jack wouldn't apologize for hurting Piggy. Golding describes, "Yet Ralph's throat refused to pass [an apology]. He resented, as an addition to Jack's misbehavior, this verbal trick....Ralph's final word was an ingracious mutter..." (61). Ralph then silently sits in the place of the fire, forcing Jack to build it somewhere else. Nothing else really happens between these two again until the end of this section. I need to flip to page 64, where I see that Ralph is disgusted with the whole pig hunt reenactment and Jack's behavior, feeling "envious and resentful" (64), so he calls an assembly and goes to get the conch. This is another man vs. man conflict that has not yet been resolved in the text. • REPEAT FOR ANY OTHER CONFLICTS

<p>2) Ask, “How do these conflicts create tension?”</p>	<ul style="list-style-type: none"> • The man vs. man conflict between Piggy and Jack creates a lot of tension! I already knew that they didn’t really get along, but this is the first time Jack actually physically assaulted him. It’s like Jack can’t let it go; he must punish Piggy for speaking up and confronting him. Every time Jack and Piggy begin to have a conversation, I feel like it’s going to end badly, and now Jack has shown just how aggressive he is with Piggy. I predict that this tension will continue and escalate as the story continues because I don’t think we’ve encountered the climax yet. • The conflict between Jack and Ralph has also been building, including increasing tension. I think they respect each other because they’re both strong leaders, but this issue over the fire has appeared to divide them. By not accepting Jack’s apology, Ralph is showing his disapproval of Jack’s behavior, but Jack still goes on his merry way by ignoring Ralph and rebuilds the fire. However, I can just sense the uncomfortable tension between these two main characters as they grow increasingly separate. This was one of those incidents that further separated them and I’m not even sure if they can ever be friendly again. It seems like they both have their different values, morals, and priorities and this creates a lot of tension. The other boys can sense the tension too because they try to break the silence at the pig hunt by changing the topic of conversation. • REPEAT WITH OTHER CONFLICTS
<p>3) Evaluate the author’s structural choices by asking, “What is the effect of these conflicts on the plot?”</p>	<ul style="list-style-type: none"> • Because of all these conflicts, I can sense the tension building between the major characters, and this definitely has an impact on the plot. I know that all stories have problems, and usually by the end these problems are resolved. In this section of <u>Lord of the Flies</u>, we start to see the tension first hand. I’m thinking that this will lead to escalating conflict, until a climax occurs. This helps me make predictions: perhaps there will be a “final showdown” between Jack and Ralph or Piggy, or perhaps all the boys will take sides. I can tell that now the characters have definitely shifted loyalties, whereas before this point most of the boys were getting along. This tension propels the plot forward and makes me excited to read what happens next. • Aside from the man vs. man conflict, our characters are also in conflict with nature, simply trying to survive on a deserted island! That is another conflict that will need to be resolved by the end of the book. I’m thinking that Golding purposely combined all of these conflicts at once to parallel the emotions of the boys, which have reached the boiling point. The boys are getting close to their breaking point emotionally, and so by creating all these different conflicts, Golding is showing how tenuous and strained the relationships are on the island. • By considering what I know about story structure, this all seems to be part of Golding’s rising action, which will lead to the climax and then the falling action and denouement. I can’t wait to read what happens next!

Extension and practice

- If students are having difficulty sensing the tension during the character’s interactions, re-enact the scene using a “Readers Theater” method to help students experience the feelings, actions and tone of voice of the characters.
- If students are having difficulty explaining the various conflicts, create a conflict chart that outlines the types of conflicts using text evidence, like the one on page 21.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to evaluate the effect of author's choices on literature (RL.9-10.5).

See more examples of how to teach the effect of author's choices, such as tension, on the reader (RL.9-10.5).

In this lesson, you will learn how to evaluate the author's structural choices by examining plot elements.

1. Identify multiple conflicts between characters.
2. Ask, "How do these conflicts create tension?"
3. Evaluate the author's structural choices by asking, "What is the effect of these conflicts on the plot?"

[Close Reading: The Monkey's Paw](#)

[Close Reading: An Occurrence at Owl Creek Bridge](#)

Man vs. Man Conflict: Jack vs. Ralph

Man vs. Man conflict: Jack vs. Piggy

Man vs. Self-conflict: Ralph's internal struggle

Man vs. Nature conflict: Survival

Question 5

Question #5	How is the central idea of deterioration from civility to savagery developed through contrast?	
Standard(s) covered:	RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
	Example response that meets standard	Look-fors
	<p>This portion of text reveals the ongoing descent from civilized behavior to savagery, as demonstrated by the boys' contrasting actions and interactions. Although the protagonist Ralph remains focused on the long-term goal of rescue and usually acts civilly, he is starting to descend into savagery. In some ways Ralph is the same as he was when he first arrived on the island- a leader who was in-control; he thinks through decisions instead of acting impulsively and, for example, initially speaks calmly to Jack about the fire. However, Ralph ends up losing his calm as he struggles with uncivilized behavior which is in contrast with previous behavior. For instance, he ends up exploding at Jack to get his point across about not being rescued, showing his extreme anger. Many times, he is restrained, such as when he demonstrates a silent protest when he refuses to move from the fire location. However, his struggle to remain civilized can be further seen when he reluctantly eats meat at the pig roast. Golding describes that he "gnawed it like a wolf", which provides another image of savagery to show the deterioration of Ralph's character. At the end of the passage, in an effort to demonstrate control and responsibility, Ralph calls an assembly, holding the symbolic conch; nevertheless he appears internally conflicted about the best way to lead the group and how to reassert his leadership.</p>	<ul style="list-style-type: none"> • Identification of specific details of savagery • Identification of specific details of civility • Connect the contrast to the central idea
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn how to determine the development of a central idea of a text by examining the author's use of contrast.	
Prior knowledge to review	Identify the central idea of a text: Determine a theme or central idea of a text and analyze its development over the course of a text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.8.2)	

Steps to achieve objective	Think aloud for direct instruction
1) Skim the text and note where the author uses repeated ideas.	<ul style="list-style-type: none"> • I need to go back to find repeated words, images, or ideas in order to determine the central idea of this section. If I'm looking for ways in which the characters are descending into savagery, I can examine the protagonist Ralph and how he's changing. • I notice that Golding describes Ralph's initial confrontation with Jack about the fire with the neutrally-charged words, "Ralph spoke," and "Ralph spoke again, hoarsely. He had not moved." This is interesting because I would have imagined Ralph yelling, shouting, or screaming at Jack since he was so upset. Instead, Ralph demonstrated supreme control of his emotions at first. This is the way I expect civilized people to behave. • However, then Ralph loses control because I see that Golding describes, "Ralph flung back his hair. ...His voice was loud and savage, and struck them into silence." It seems like he lost his struggle to remain calm and civilized. • Now I notice that the idea of silence and control continues, as Ralph stops midsentence at the bottom of page 59. Ralph continues to emphasize the importance of the fire for everyone's survival, and even allows "...anger instead of decency passed his throat". Silently, Ralph tells the boys to relight the fire, but refuses to move from the previous location. He doesn't shout anymore, doesn't command or berate the boys. Instead, he remains in a silent protest. On page 63, Golding again repeats the idea of silence: "Slowly the silence on the mountain-top deepened...Then at last Maurice broke the silence." After the jovial re-enactment of the pig-hunt, Ralph waits until they're done chanting before he firmly but calmly spoke again, to call an assembly with the conch.
2) Ask, "What is the relationship between the repeated ideas?"	<ul style="list-style-type: none"> • Ralph was initially calm, even when he was confronting Jack about the fire, and never got involved in the argument or physical altercation. He remains in control of his emotions and relies more on thinking and processing instead of immediate action. Instead of wanting to fight or reacting impulsively, Ralph seems to value silence while he decides on a course of action. Also, since Ralph prioritizes the fire, it makes me think that he is focused more on long-term rescue and results. • However, I also see moments of Ralph shouting, gnawing on meat, and losing his authority in front of the group. It seems like the boys are impressed with Jack and are leaning towards his leadership style. Ralph isn't really sure what to do so he grabs the conch to call a meeting. However, I can sense his internal struggle about how to best lead the group and keep them behaving appropriately. • I can tell that Ralph is slowly descending into chaos in this internal conflict.
3) Ask, "How does the author's use of contrasting ideas develop the central idea of the text?"	<ul style="list-style-type: none"> • So now we need to think about the impact of these contrasting ideas on the central idea of the text. I'm noticing two major ideas: civility and savagery. At first, Ralph is characterized more by silence, control and civilized behavior. However, he's beginning to change and is really struggling to remain civilized. • Instead of a quiet, respectful schoolboy, Ralph shouted at Jack and accepted the roasted pig meat, which perhaps shows that everyone has some degree of savagery within themselves. It also shows the varying degrees of transformation, since Ralph is changing (albeit slowly) while other characters have become savage very quickly. By contrasting Ralph's behavior throughout the text, I think Golding is showing the transformation from civilized behavior to savagery.

Extension and practice

- If students are experiencing difficulty, have partners investigate only one of the concepts: civility or savagery. Students can collect text evidence for that concept, and then share with partners using a jigsaw method.
- For students who need extension, identify and analyze the other themes, or central ideas, in this novel such as good vs. evil or the loss of innocence. Analyze Golding’s message for the reader and develop a persuasively charged thesis statement.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to analyze how a central idea is developed (RL.9-10.2).

See more examples of how to teach how a central idea is developed through a text (RL.9-10.2).

In this lesson, you will learn how to determine the development of a central idea of a text by examining the author’s use of contrast.

1. Skim the text and note where the author uses repeated ideas.
2. Ask, “What is the relationship between the repeated ideas?”
3. Ask, “How does the author’s use of contrasting ideas develop the central idea of the text?”

[Close Reading Poetry: Sonnet VII](#)

[Close Reading Informational Text: Lincoln’s Second Inaugural Address](#)