**How does Golding portray savage behaviour in Lord of the Flies?**

**Chapter:**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

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**Use in essays on…**

**A View to a Death:**

**“At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws. Then the clouds opened and let down the rain like a waterfall.”**

**Interpretation:** There are scenes of violence, brutality and death in the novel, but this is the most terrifying – the boys are personified evil, and have become ‘The Beast.’

**Techniques:** Sentence Structure; Imagery; Pathetic Fallacy; Nouns; Sibilance.

**Analysis:**

* The noun “crowd” suggests the boys are no longer individuals responsible for their own behaviour – they are a collective, a pack of animals driven by instinct.
* The imagery is animalistic – “bit, tore”, “teeth and claws” gives no suggestion of humanity. The associations are predatory, of savage animals ripping apart prey.
* Repeated use of commas and sibilance in “screamed, struck, bit, tore” creates a frenzy, mimicking the wildness with which Simon is torn apart. “Waterfall” adds to the power and destruction; ironically, it washes away evidence of their sin.

**Use in essays on…**Nature; Savagery; Violence; Evil; Innocence; The Beast.

**Chapter:**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

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**Use in essays on…**

**Chapter:**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

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**Use in essays on…**

Floating

**Teacher notes:**

This activity is designed to be used in class or set as a homework, to help pupils develop their AO1 and AO2 skills.

The resource is designed so that it can be revisited multiple times, or used by pupils independently, to develop a bank of revision essay plans over time.

One example quotation is provided, taken from The Quotation Bank®: Lord of the Flies. Three further The Quotation Bank template boxes are provided for analysis; reference to Chapter x at the top of each box allows focus on whole text coverage with quotation choices.

When using this resource with your pupils you may wish to give pupils two copies of the handout, so you can model the analysis with the whole class, using a quotation you have chosen, before they work independently.

*Differentiated use of the resource:*

You may wish to give pupils a list of quotations to analyse, particularly where you feel pupils would benefit from more structure and support. The template is provided as a Word document so you can type directly into the document to provide more scaffolding and support if you feel your pupils would benefit from this.

You may wish to give pupils instructions that involve developing one point in great detail. Alternatively, pupils could find quotations that provide an alternative interpretation from a previous point. This is an activity that could work well in groups.

To stretch pupils, and with your most able pupils, you may ask them to select the quotations involving different narrative forms (speeches, dialogue, 3rd person narration) to show increased awareness of literary effects.

Pupil-focused instructions are provided below if you wish to use this resource for homework or independent learning.

*Further activities:*

* Once the activity is complete, pupils could discuss how to structure the 10-12 bullet points they now have – should they join them chronologically to show the portrayal of savage behaviour throughout the novel, or are there other ways they could group them?
* Use in essays on – how could the material on this essay plan be adapted to answer different exam questions?

**The Quotation Bank Essay plan!**

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| **A01** | Read, understand and respond to texts. Students should be able to:* Maintain a critical style and develop an ***informed personal response***
* Use textual references, ***including quotations***, to support and illustrate ***interpretations***.
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| **A02** | Analyse the ***Language, Form and Structure*** used by a writer to ***create meanings and effects***, using ***relevant subject terminology*** where appropriate.  |

This activity allows you to show off all your analytical and interpretative skills!

1. Choose a quotation from the text
2. Use the headings in the blank quotation box to help you analyse and interpret the quotation
* Interpretation – Give your own personal response to the quotation. What does it suggest about a key theme or idea? What message is it conveying to the reader? You may want to include a brief contextual comment here if you like.
* Technique – What literary techniques are present in the quotation? This is just a list of techniques – you don’t need to analyse them at this point.
* Analysis – Break down the quotation into smaller parts and analyse the effect of language, form or structure. Aim for three different analytical points, covering three different techniques.
* Use in essays on…. – Which possible exam questions or themes might this quotation be useful for?
1. Once you have analysed the quotations in detail, use the points you have made to plan an essay to the question set.
2. Write the essay
* Make sure the first sentence answers the question and gives a clear interpretation – try to use the terms in the question in your answer.
* Use all your analysis from the quotation box above, in full sentences, to develop your answer.
* Try to use appropriate connectives to give the paragraph a clear structure.
* In your final sentence it is really useful to go back and explicitly address the question again, using the terms from the question to show you are focussed on the question set.