

Year 8 Term 2: 'Civilised Society'

The basic definition of 'society' that we're looking at here refers to all groups of people in a country who share the same laws & rights and often have common traditions. If it's 'civilised', then those groups of people are treated fairly.

This term, you will be exploring how writers present us with contemporary and futuristic societies that aren't civilised.

The main text that you will read is *Lord of the Flies*, written by William Golding in 1954. A group of British schoolboys end up stranded on a deserted island after their plane crashes. They attempt to create a civilised society but things go badly wrong.

Lord Of The Flies Context

William Golding was born on September 19, 1911, in Cornwall, England. In 1940, **a year after England entered World War II, Golding joined the Royal Navy, where he served in command of a rocket-launcher** and participated in the invasion of Normandy.

Golding's **experience in World War II had a profound effect on his view of humanity** and the evils of which it was capable.

Writing in an era following WWII known as the **'atomic age'**, Golding tapped into a widespread cultural panic over **nuclear war** and man's **capacity for destruction**.

After the war, Golding worked as a headmaster at a school for boys. This experience helped him decide on the characters for his novel. Instead of writing about adult soldiers fighting in a war, Golding chose to tell the story using innocent schoolboys. He wanted to demonstrate his belief that brutality and the breakdown of order are not just a problem for adults fighting a war; they are **innate** (meaning they are built-in) and **inevitable** (meaning they are going to happen) inside all humans.

Golding also criticises **totalitarian regimes** in his novel. He was particularly interested in "groupthink," a term coined by George Orwell in **1984** to describe how essentially good people are able, through bullying and fear, to make excuses for injustice.

Lord Of The Flies Characters

Ralph: The novel's protagonist is a twelve-year-old English boy who is elected leader of a group of boys marooned on an island. Ralph attempts to coordinate the boys' efforts to build a miniature civilization on the island until they can be rescued.

Piggy: Ralph's "lieutenant." A whiny, intellectual boy, Piggy's inventiveness frequently leads to innovation, such as the makeshift sundial that the boys use to tell time.

Jack: The novel's antagonist is one of the older boys stranded on the island. Jack becomes the leader of the hunters but longs for total power and becomes increasingly wild, barbaric, and cruel as the novel progresses.

Roger: Jack's "lieutenant." A sadistic, cruel older boy.

Simon: A shy, sensitive boy in the group. Simon, in some ways is the only naturally "good" character on the island; he behaves kindly toward the younger boys and is willing to work for the good of their community.

Lord Of The Flies Themes

- **Civilization vs. savagery:** This is the main battle in the book. It's the fight between **Ralph's** group, which tries to keep **rules, order, and rescue (Civilization)**, and **Jack's** group, which chooses **hunting, violence, and no rules (Savagery)**.
- **Loss of innocence:** **The** boys start the book as good, innocent children. By the end, they have seen and committed terrible acts. They have **lost their innocence** and learned that **evil exists inside them**.
- **Struggle to build civilization:** Golding shows how **difficult it is to create and maintain a fair society**. The boys try to hold meetings and build shelter, but they keep failing because the appeal of hunting and fun is stronger than the hard work of building a society based on order and rules.
- **Danger of mob mentality:** **Mob mentality** means a group of people stop thinking for themselves and just follow what the group is doing, often leading to bad or violent actions. In the book, the boys often get caught up in the **hunting frenzy** (especially when chanting "Kill the pig!"), which causes them to forget rules and commit brutal acts.
- **War and future of mankind:** he boys are on the island because of a war, but they end up creating their own war. This theme suggests that **human beings always have the potential for war and destruction**, no matter where they are. Golding suggests that if schoolboys can't run a small island peacefully, then maybe the **future of the world (mankind)** is hopeless because adults are just as flawed.

Dystopian fiction

Because *Lord of the Flies* presents the characters as living in a nightmarish, oppressive society as a result of their **flawed** natures, it is also an example of dystopian fiction. Features typical of a dystopian society include:

- **Oppressive control**
- **Individual freedom is gone**
- **Loss of individuality / conformity**
- **Propaganda**
- **Surveillance**
- **Fear and violence**

Motifs and symbols

Motifs: A motif is an idea or image that shows up many times throughout a story.

- **Biblical Parallels:** The beautiful island represents the **Garden of Eden**, and the boys' failure represents humanity's fall from innocence.
- **Natural Beauty:** The island's perfect, pure setting contrasts with the ugly, violent actions of the boys, showing their inner darkness.
- **Imagery of Savagery:** Things like **face paint, spears, and chants** encourage the mob to act as a violent group without rules or conscience.

Symbols: A symbol is an object or thing that stands for a bigger, abstract idea.

- **The Conch Shell:** Order, Rules, and Democracy
- **Piggy's Glasses:** Intelligence, Science, and Logic
- **The Signal Fire:** Hope of Rescue and Connection to Civilization
- **The Beast:** The Fear and Evil Inside
- **The Lord of the Flies:** Satan/The Devil and Total Savagery

Term 1 Sentences and Grammar Recap

- **Pronoun Power**
They watched. *They* waited. *They* knew I didn't belong here.
- **Lightning List**
The forest gave me **silence, shade, secrets, solitude.**
- **Relentless Rhythm**
I ran through the trees **and** over the roots **and** past the shadows **and** into the unknown.
- ❖ **Asyndetic listing:** A list without conjunctions e.g. 'old, decaying, broken, scratched'
- ❖ **Polysyndetic listing:** A list using consistent conjunctions e.g. 'old and decaying and broken and scratched'
- ❖ **Pronouns:** words that replace a noun. E.g. he, him, them, us, I
- ❖ **Adjectives:** a word that describes a noun or pronoun: E.g. "big", "boring", "purple", and "obvious"
- ❖ **Adverbs:** a word that describes or gives more information about a verb, adjective, adverb, or phrase. E.g. 'cheerfully', 'quickly', 'next week', 'extremely'

Key Language, Structure & Form Techniques:

Imagery	When the writer creates a vivid picture in the reader's mind through their description. E.g. "Glittering white, the blanket of snow covered everything"
Personification	Giving human features to non-human things. E.g. "The moon watched over us"
Symbolism	When objects or characters are used to represent bigger ideas.
Simile	Comparing two things using 'like' or 'as'. E.g. "The snake moved like a ripple on a pond"
Metaphor	Describes something by saying it is something else. It's not literal, but it helps create a vivid image or understanding. DOES NOT use "like" or "as". E.g. "The world is a stage"
Zoomorphism	Giving animalistic features to non-animal things. E.g. "The wind howled"
Motif	an image, sound, word, object, or idea that appears repeatedly for a certain effect.
Foreshadowing	When the writer hints at events that could happen later in the text.
Third-person omniscient narrator	Third-person omniscient point of view is when the narrator is all-knowing, seeing into every character's thoughts, feelings, and memories.
Religious allusion	Religious allusions reference figures, stories, or ideas from religious texts or traditions to communicate a deeper moral or lesson.

Term 2 Sentences and Grammar

- **More, More, More Sentence / Less, Less, Less Sentence**
The less the light trickled through, the less it caught the thin branches, the less it touched the oddly shaped rocks at the feet of the trees.
- **Comparative, More, More Sentence**
Every step forward, the darkness grew deeper, more complete, more worrying.
- **Not, Nor, Nor Sentence**
Not a single animal, not the rabbits I had seen on the meadow, nor the mice whispering in the grass, nor even the spiders and beetles came so deeply into the forest's reach.
- **The So So Sentence**
There was the faintest glimmer of light, so small, so distant, it didn't seem to exist.
- **Never Did Than**
Never did a place so disturb me, than this alien, lifeless place.

Narrative and Descriptive Writing Rules

- PPOSSAM**
- **Pathetic Fallacy**
 - **Paragraphs**
 - **Onomatopoeia**
 - **Sentences**
 - **Senses**
 - **Alliteration**
 - **Metaphors and personification**

Perfect Paragraph

- Answer sentence
- Embedded evidence
- Inferences
- Techniques (language, structure, form)
- Effect of techniques
- Reader response