Read it, live it:
Chapter 8 and Simon's news

Lord of the Flies | Year 9 | 60 minutes | Reading the chapter in class

Lesson slides, with teacher notes, role cards and a pupil reading journal at the back

Learning objectives

0-2 mins

Describe To **describe** the key events of Chapter 8 and the beginning of Chapter 9

Explain To **explain** the importance of Simon's discoveries

Evaluate To **evaluate** the importance of Simon's news

Today: predict, vote, read in character, hot-seat, report the news and predict again.

Teacher note: *The class has not read the chapter yet, so the lesson reads selected key sections together and bridges the rest with short summaries. Read the objectives aloud and take a thumbs rating of confidence.*

Hook: Gift for the Darkness

2-5 mins

Chapter 8 is called **"Gift for the Darkness"**.

Predict with a partner: What might the 'gift' be? Who is it for? What might 'the darkness' mean?

Starters:

- *The gift might be... because...*
- *The darkness could mean... because...*

Teacher note: *Chapter 8 is titled 'Gift for the Darkness'. Take 3-4 predictions without confirming; return to the title at the plenary. Support: sentence starters. Extend: why 'darkness'?*

The story so far

5-7 mins

- The boys are stranded on an island with no adults. Ralph was chosen as chief, and Jack leads the hunters.
- The boys keep a signal fire going, hoping to be rescued, but the fire keeps being neglected.
- Fear of a **'beast'** is growing. Ralph, Jack and Roger climbed the mountain and saw what they believe is the beast, and they ran away.
- Jack is angry that Ralph is chief, and Piggy and Simon are often ignored by the other boys.

Quick check: Who is chief? Who leads the hunters? What are the boys afraid of?

Teacher note: *Read aloud or ask a pupil to read. This recap lets pupils who have not read Chapter 7 follow today. Check against your edition.*

How we will read today

7-9 mins

READ
We read in short chunks

PAUSE
Stop at a pause point and talk to a partner

RECORD
Write in your reading journal

Listening jobs (you get one for each extract):

- **Event reporter:** note what happens, in order
- **Feelings tracker:** note how a character feels and the words that show it
- **Word hunter:** highlight 3 powerful words or phrases

Teacher note: *Model the routine once. Rotate readers every 3-4 minutes; the teacher reads the Simon extracts. Alternatives: partner reading with a printed extract, or an audiobook clip. Give each pupil one listening job per extract.*

Before we read: The vote

9-14 mins

Jack challenges the boys to a vote. He asks those who want **Ralph to stop being chief** to raise their hands.

1. How would you vote? Why?

2. What would happen if Ralph lost the vote?

Sentence starters:

- *I would vote... because...*
- *If Ralph lost, the boys might... because...*
- *Jack would probably... which would mean...*

Teacher note: *Run the vote before reading: stand = vote for Ralph to stop being chief. Take reasons from both sides. Pupils record their vote and prediction on Sheet 1, then compare them with the text.*

Reading 1: The vote

14-22 mins

READ: the scene where Jack calls the vote (readers' theatre) | **about 4 mins**

Roles: Narrator, Jack, Ralph, Piggy, and 'the boys' (a group). Read with expression: how would Jack sound?

PAUSE 1 (before the vote): What do you think the boys will do?

PAUSE 2 (after the vote): What happened? Was your prediction right?

Record: events 1-3 on your timeline (Sheet 1). Then compare with your vote and prediction.

Teacher note: *Choose the passage where Jack calls the vote, about one to two pages (find it in your edition). Allocate roles on the Role Cards sheet. Pause points: just before the vote, and just after. Check events against the text.*

Activity 2: What would you do next?

22-26 mins

Discuss: If you were Ralph, what would you decide to do next? Why?

- Call another meeting
- Try to win Jack back
- Keep the fire going with those who stay
- Ask Piggy or Simon for advice

Say: *If I were Ralph, I would... because... The risk is...*

Teacher note: *Now that pupils know what happened in the vote, ask what Ralph should do. Use a quick conscience alley or pair discussion. Support: choose from the options.*

Skip and summarise: what happens next

26-28 mins

Summary card (read aloud):

After the vote, Jack leaves and starts his own group, and some boys follow him. Jack's hunters go hunting and kill a sow. Jack has the head left on a sharpened stick as a **gift for the beast**. Simon, who is hiding in a quiet place in the forest, sees the head on the stick. Flies buzz all over it.

Record: add events 4-6 to your timeline. What is the 'gift'? Who is it for?

Teacher note: *Summarise the hunt rather than reading it: the sow's killing is violent and unsuitable for reading aloud to this age group. Read this summary aloud, then ask pupils to add events 4-6 to the timeline. Check against your edition.*

Reading 2: Simon and the head

28-34 mins

Read from *"You are a silly little boy,"* to *"He fell down and lost consciousness."*

READ: Simon and the 'Lord of the Flies' | **about 5 mins**

Chunk A

Word hunter: highlight 3 powerful words about the head

Chunk B

Feelings tracker: how does Simon feel? Which words show it?

Chunk C

Event reporter: what happens at the end?

PAUSE: At each break, tell a partner what you noticed. Then record it on Sheet 2.

Teacher note: *Teacher reads, or use two readers (Simon and the head). Chunk A to the first pause, chunk B to the second, chunk C to the end. Check details against your edition. The head is a pig's head on a stick; 'Lord of the Flies' translates the name Beelzebub.*

Activity 3: Make sense of the head

34-40 mins

1. What is the 'Lord of the Flies'?

2. How does Simon feel about the 'Lord of the Flies'?

Hot-seat Simon: a volunteer answers questions in role. Ask: What did the head say to you? What did you feel?

Support starters:

- *The 'Lord of the Flies' is... It is... / It represents...*
- *Simon feels... because... This is shown when...*

Teacher note: *Pupils answer on Sheet 2. Hot-seat: a volunteer or teacher answers as Simon. Praise inference ('I think he feels... because...'). Check understanding with mini-whiteboards.*

Reading 3 and Activity 4: Simon's discovery

40-49 mins

Read from *"A buffet of wind made him stagger"* to *"Ralph squirted water again"*.

READ: Simon climbs the mountain | **about 5 mins**

PAUSE: What has Simon found? Write a **headline** in 8 words or fewer.

JOB: Event reporter or feelings tracker, as before.

Answer on Sheet 3: 1. What does Simon discover? **2.** How will this news change how the boys behave?

- *Simon discovers that... This means the 'beast' is...*
- *The news might make the boys feel... However, they may not believe him because...*

Teacher note: *The end point in your plan reads 'squired'; I have read it as 'squirted'. Check the exact words and end point. In the novel Simon finds the 'beast' is a dead parachutist. Pause at the discovery for 'headline' writing.*

News flash and evaluate

49-54 mins

Simon
what he found

Ralph's group
relieved? still afraid?

Jack's tribe
will they listen?

Evaluate: how important is Simon's news? Put an X on the meter (Sheet 3).



Not important **Extremely important**

Start: *Simon's news is important because... However, it might not change things because...*

Teacher note: *Groups of 3-4 prepare a 30-second freeze frame: Simon announcing his news and the boys' reactions. Then pupils place an X on the importance meter and justify. Draw out: it could end the fear, but Jack's tribe may not listen.*

Plenary: Predictions

54-59 mins

Based on what we have learnt today, **make a prediction** about what is going to happen in the next part of the plot. **Explain your reasons**.

Sentence starters (Support):

- *I predict that... because...*
- *I think... will happen because earlier in the story...*
- *Based on what Simon has found, I think the boys will...*
- *This is likely because Jack/Ralph/the boys...*
- *One piece of evidence is...*

Extend: Give two reasons, and say what could happen instead. *However, it might also...*

Teacher note: *Collect 3-4 predictions with reasons and test them: 'What in the text makes you think that?' Return to the title 'Gift for the Darkness' and the objectives.*

Exit ticket

59-60 mins

1. Rate how important Simon's news is: **1 - 2 - 3 - 4 - 5**.

2. Complete the sentence:

Simon's news is important because _____ , but _____ .

Teacher note: *Collect Sheet 3 as pupils leave. Compare ratings with the starting thumbs.*

Sheet 1: Reading Journal, Part 1

Name: _____ Date: _____

Hook. *Chapter 8 is called "Gift for the Darkness". My prediction: the gift is... because*

_____

Before we read: the vote. *Jack asks who wants Ralph to stop being chief.*

I would vote... because _____

_____

If Ralph lost the vote, I think... _____

_____

Reading 1: the vote scene. *After reading, was your prediction right? Yes / Partly / No. What actually happened?*

_____

_____

Timeline: events 1-3. *Add the key events as we read.*

No.	What happens? (a few words)	Who is involved / how do they feel?
1		
2		
3		

Activity 2. *If you were Ralph, what would you decide to do next? Why?*

My choice	Why this might work	The risk

Role Cards: cut out and use in the reading

Name: _____ Date: _____

Readers' theatre (the vote scene). *Each reader has one role. Read with feeling: change your voice for each character.*

Narrator

Read the story lines. Keep a steady, clear voice.

Jack

Read Jack's words. Sound sure of yourself, challenging, angry.

Ralph

Read Ralph's words. Sound calm, worried or fair.

Piggy

Read Piggy's words. Sound nervous but determined.

The boys (group)

Read what the group says together. Try a murmur or a shout.

Director

Remind readers to speak up and slow down. Say 'pause' at the pause points.

Listening jobs. *Choose one for each extract.*

Event reporter

Note what happens, in order, in a few words.

Feelings tracker

Note how a character feels and the words that show it.

Word hunter

Highlight three powerful words or phrases.

Reading rules: follow with your finger or ruler; listen for your job; pause when you hear 'pause'.

Sheet 2: Reading Journal, Part 2

Name: _____ Date: _____

Skip and summarise. *After the summary, add events 4-6.*

No.	What happens? (a few words)	Who is involved / how do they feel?
4		
5		
6		

What is the 'gift'? Who is it for? _____

Reading 2: Simon and the head. *From "You are a silly little boy," to "He fell down and lost consciousness."*

Chunk	My listening job	What I noticed
A	Word hunter: 3 powerful words about the head	
B	Feelings tracker: how does Simon feel? Which words show it?	
C	Event reporter: what happens at the end?	

Activity 3. 1. What is the 'Lord of the Flies'? *(The 'Lord of the Flies' is... It represents...)*

_____

_____

2. How does Simon feel about the 'Lord of the Flies'? *(Simon feels... because... This is shown when...)*

_____

_____

Sheet 3: Reading Journal, Part 3

Name: _____ Date: _____

Reading 3. *From "A buffet of wind made him stagger" to "Ralph squirted water again".*

My headline (8 words or fewer): _____

Activity 4. 1. What does Simon discover? *(Simon discovers that... This means...)*

_____

_____

2. How will this news change how the boys behave?

Ralph's group	Jack's tribe

Evaluate. *How important is Simon's news? Put an X on the meter.*



Not important Extremely important

Simon's news is important because... _____

However, it might not change things because... _____

Plenary: Predictions. *Predict what will happen next and explain your reasons.*

Starters: I predict that... because... | I think... will happen because earlier in the story... | Based on what Simon has found, I think the boys will... | This is likely because... | One piece of evidence is...

My prediction	My reasons (evidence from the text)

Exit ticket. Rate Simon's news: **1 2 3 4 5** Simon's news is important because _____, but _____

I can...	Not yet	Nearly	Yes
describe the key events of Chapter 8 and the start of Chapter 9	[ ]	[ ]	[ ]
explain the importance of Simon's discoveries	[ ]	[ ]	[ ]
evaluate the importance of Simon's news	[ ]	[ ]	[ ]