Foreshadowing:
a warning in the game

Lord of the Flies, Chapter 7 | Year 9 | 45 minutes

Lesson slides, with teacher notes and two pupil sheets at the back

Learning objectives and success criteria

0-1 mins

Describe To **describe** the key events of these parts of the text

Explain To **explain** how foreshadowing can help a writer to engage their readers

Evaluate To **evaluate** the use of foreshadowing in this part of the text

Success: I can retell what happens, say what foreshadowing is and why writers use it, and judge how well it works.

Teacher note: *Read the objectives aloud. Ask for a thumbs rating of confidence with 'foreshadowing' and return to it in the plenary.*

Starter: What is happening?

1-9 mins

Read from *"Presently they were all jabbing at Robert"* to *"made an effort to retrieve his status"*.

Discuss with a partner:

1. What is happening in this part of the text?

2. How does the behaviour of the boys change?

In other words: the boys act out a hunt, with Robert playing the pig. What starts as play becomes rougher and more excited, and the group's behaviour grows more aggressive.

Support starters: *At first the boys... Then they...*

Teacher note: *In the novel it is Robert who plays the pig in the game (Roger is also present); I have used Robert throughout. Read aloud, then think-pair-share. Support: sentence starters. Extend: say which words show the change.*

What is foreshadowing?

9-13 mins

Foreshadowing is when a writer gives **hints** about something that will happen **later** in the story.

Why do writers use it?

- Builds **tension**
- Makes readers **predict**
- Creates **unease**
- Makes readers **keep reading**

Everyday example: in a film, the music changes and the lights flicker before anything scary happens. You feel the danger *before* the characters do.

Teacher note: *Use a film example the class knows (music changes before something scary happens). Ask pupils to give their own example from a film or game.*

Activity 2: Why foreshadow here?

13-18 mins

Discuss: Why would a writer want to use this technique when the boys are re-enacting a hunt by using Robert as the pig?

Think about:

- What does the reader **sense** that the boys do not?
- What might the game be a **hint** of?
- How does it make you **feel** as a reader?

Sentence starters: *The writer might want... because... / This hints that... / This makes the reader feel...*

Teacher note: *Draw out: playing at violence hints at real violence later; the boys do not notice, but the reader does. Support: sentence starters. Extend: why might it be more disturbing because it is a game?*

Activity 3: What have they seen?

18-22 mins

Discuss: What do you think is the thing they have seen?

Use the clues:

- What have the boys been **afraid** of so far?
- What do you already know from earlier in the story?
- What does the writer **not** tell us yet, and why?

Mini-whiteboard: write *"I predict that..."* and hold it up.

Teacher note: *Pupils will predict the beast; the object is in fact the dead parachutist, which the boys cannot know. Ask pupils how the writer keeps readers guessing. Use mini-whiteboards: 'I predict...'*

Activity 4: Listen for Jack and the boys

22-29 mins

As we read, think about:

- What Jack says about **Ralph and Piggy**
- How the boys may view **Ralph** now

Status meter: where would the boys place Ralph now? Mark an X on Sheet 1.



Respected leader **Not respected**

Foreshadowing check: What might Jack's words about Ralph hint at for later in the story?

Teacher note: *Read in short chunks. Pupils note Jack's words about Ralph and Piggy and fill in Sheet 1. Check the details against your edition. Foreshadowing link: Jack's challenge hints at a later fight for leadership.*

Evaluate: how effective is it?

29-31 mins

Evaluate = judge how well something works, and say why.

Living line: how effective is the foreshadowing in the pig game at engaging the reader?

Not effective **Very effective**

Evaluation words: effective, powerful, unsettling, builds tension, hints, makes the reader feel, however, an alternative would be...

Teacher note: *Living line: pupils stand along a line from 'not effective' to 'very effective' and justify their position in one sentence. Use the words to build the judgement for the paragraph.*

Model paragraph: PEE plus a judgement

31-33 mins

Point: Golding uses foreshadowing in the pig game to hint that the boys' play is turning into real violence. **Evidence:** The boys are "all jabbing at Robert", so the game has already become rough. **Explain:** The verb "jabbing" suggests sharp, aggressive action, and the word "all" shows the whole group joining in, which hints that they are losing control. **Evaluate:** This is effective because the reader senses danger before the characters do, which creates unease and makes us read on with growing tension.

Teacher note: *Read aloud; pupils highlight P red, E teal, E amber and the judgement purple. Ask which words show the foreshadowing and which show the judgement.*

Your task: write a foreshadowing paragraph

33-41 mins

Question: How does Golding use foreshadowing in this part of the chapter to engage the reader?

Support

Write one PEE paragraph about how the **pig game** hints at danger.

Help: sentence starters and one short quotation.

Core

Write one paragraph that explains **what is hinted** and how it makes the reader feel, and add a judgement.

Help: the clue table on Sheet 2.

Extend

Write **two** paragraphs: the pig game, and Jack's words about Ralph and Piggy. **Evaluate** how effective each is.

Help: evaluation words.

Starters: The writer hints that... / This foreshadows... / This is effective because... / The reader feels... because...

Teacher note: *Pupils use Sheet 2. Circulate to Support first. Extend pupils write two paragraphs, one on the pig game and one on Jack's words about Ralph and Piggy.*

Swap, then exit ticket

41-45 mins

1. Swap and check (2 mins): find the point, evidence, explanation and judgement. Give **one star and one wish**.

2. Exit ticket (2 mins): rate the foreshadowing **1 - 2 - 3 - 4 - 5** for how well it engages the reader, then complete:

Foreshadowing helps a writer engage readers because _____ , which makes the reader feel _____ .

Teacher note: *Partners swap books and use the checklist on Sheet 2 (one star and one wish). Collect Sheet 2 as pupils leave; compare ratings with the starting thumbs.*

Sheet 1: Starter and Reading Notes

Name: _____ Date: _____

Starter. *Read from "Presently they were all jabbing at Robert" to "made an effort to retrieve his status".*

1. What is happening in this part of the text?

_____

_____

2. How does the behaviour of the boys change? (Use the frame: *At first the boys... Then they...*)

_____

_____

Activity 3. *I predict that the thing they have seen is...*

_____

Activity 4. *Listen for Jack and the boys.*

What Jack says about Ralph and Piggy	What this suggests about how the boys view Ralph

Status meter: put an X where the boys would place Ralph now.



Respected leader Not respected

What might Jack's words hint at for later in the story? _____

Sheet 2: Foreshadowing Planner and Exit Ticket

Name: _____ Date: _____

Clue table. *Choose two moments from this part of the chapter that hint at what will happen later.*

Moment (a few words)	What does it hint at?	How does it make the reader feel?

Question: *How does Golding use foreshadowing in this part of the chapter to engage the reader?*

Layer	My notes
Point: Golding uses foreshadowing to hint that...	
Evidence: a short quotation	
Explain: This suggests...	
Evaluate: This is effective because... / The reader feels...	

Swap and check (partner marks)

Check	Yes
Point says what is hinted at	[ ]
Evidence is a short quotation in quotation marks	[ ]
Explain says what the words suggest	[ ]
There is a judgement (effective because...)	[ ]

Star: _____

Wish: _____

Exit ticket

How well does the foreshadowing engage the reader? Circle: **1 2 3 4 5**

Foreshadowing helps a writer engage readers because _____ , which makes the reader feel _____ .