*Lord of the Flies* Board Game

The use of our *Lord of the Flies* board game is an attempt to, after students have finishes reading the text, to activate their inquiry into the themes and characters present in the book. Golding’s novel emphasizes themes of the unforgiving harshness of nature, and the state in which mankind’s “civilized” nature is challenged. The game will provide a hands-on experience, which mimics the lives of the boys living on the island. In *Content Area Reading*, a study is cites in which Wenglinski found that “students who engage in active, hands on learning activities and respond to higher-order thinking questions outperform their peers,” (as cited in Mraz, Vacca and Vacca, 2014, p. 5). This was the motivation for a hands-on learning activity that puts students into the skin of the young boys in *Lord of the Flies*.

Having read the novel, our group decided that one of the best ways to understand exactly what Golding was trying to make his readers think was to imagine what it would be like to be those boys. Each student will have a unique experience in playing the game, based on the random rolls of dice which create the main gameplay. Students who are allowed to engage in this type of learning process will gain a better understanding of what they are studying, in turn, this differentiated instruction will help to implement the Common Core mentioned in the text. (Mraz et al, 2014, p. 9-10). The implementation of this resource into the lesson plan will get away from the traditional assigning and telling strategies, (Mraz et al, 2014, p. 11) and allow students who learn in a variety of ways to experience the text.

This game was designed as a post-reading activity for a *Lord of the Flies* unit. After reading the book, students may still have questions about the characters’ behaviour, how difficult it must have been for characters like Piggy, and why Ralph and Jack are perceived as strong, and made the leaders of the tribes. Having students participate as a character, and experience the ups and downs of living on the island will serve as “springboards to thinking and form the basis for discussing and articulating ideas developed through reading.” (Mraz et al, 2014, p. 144) Students will gain perspective through the eyes of the character they are randomly given to play. The frustration at losing their Life points, and the threat of dying at a low roll will give them a sense of the harshness of the environment, the unforgiving punishment of nature, and the lengths one must go to survive. The setting of the island is dynamic, and comes alive with each move of the character and each roll of the die. These experiences will be invaluable in creating a forum for discussion, and make the abstract themes of the novel more vivid to students’ eyes, especially those students who require a more hands-on style of learning.

The use of a board game has particular effectiveness among adolescents. Board games will always be a fun and interesting way to have students explore a subject. Adolescent boys will be drawn to the tactile and strategic nature of the game itself, which is specifically beneficial since *Content Area Reading* states that “there is a general tapering off of print-based reading frequency among adolescents, with an even larger decline in reading among boys,” (Mraz et al, 2014, p. 34). Students who may have been disinterested during the reading of the novel will see it alive before their eyes, and live as the characters, giving them a more attractive and fun way to explore William Golding’s masterpiece.

Works Cited

Vacca, Richard T., Jo Anne L. Vacca, and Maryann Mraz. *Content Area Reading: Language and*

*Literacy Across the Curriculum*. 11th ed. New Jersey: Pearson, 2014. Print.