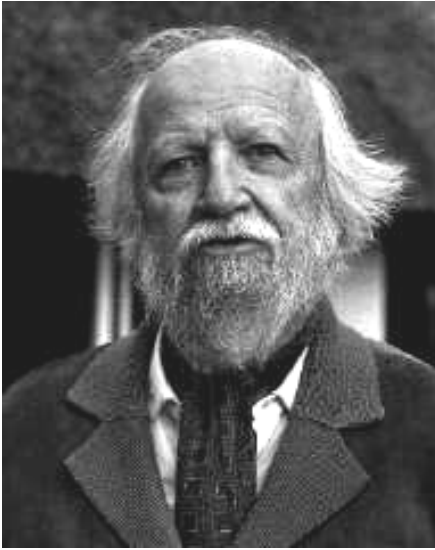


Pre-Reading Preparation**Author Biography: William Golding**

William Golding was born September 19, 1911 in Cornwall, England. Not long after he was born, The Great War (World War I) began, and continued throughout the majority of his early childhood. His mother, Mildred, was an advocate for women's rights, while his father, Alec, was a schoolteacher. Golding attended Marlborough Grammar School where his father taught. His father had a tremendous influence upon him, and when he entered Brasenose College at Oxford in 1930, he studied science in deference to his father. In his third year of college, Golding made the decision to pursue his true desire, and began his study of English literature and philosophy. His first book, a collection of poems, was published the year before he received his degree. In 1935 he graduated from Oxford with a Bachelor of Arts degree in English.

After graduation, Golding began working as a writer, actor, and producer in a small theatre in London. In 1939, the same year he married Ann Brookfield with whom he had two children, he began teaching English and philosophy at Bishop Wordsworth's School in Salisbury. As World War II broke out, he joined the Royal Navy, where he served for six years. He was involved in the sinking of the famous German battleship, the *Bismarck*, and in the invasion of Normandy on D-Day. His experiences in the Royal Navy gave Golding first-hand knowledge of the atrocities of war and the cruelties of combat, and had a major influence on his writing. At the close of the War, he returned to his teaching position at Wordsworth's, where he remained a teacher until the early 1960s. Most of his novels, plays, and essays were written during this post-war period.

Golding's first major novel, *Lord of the Flies*, was published in 1954. Although it was initially rejected by twenty-one different publishers, it went on to surprising success. In 1962, eight years after its first publication, *Lord of the Flies* became a best selling novel. His subsequent novels include *The Inheritors*, which was published in 1955, *Pincher Martin* (1956), *Free Fall* (1959), *The Spire* (1964), *The Pyramid* (1967), *Darkness Visible* (1979), *Rites of Passage* (1980), *The Paper Men* (1984), *An Egyptian Journal* (1985), *Close Quarters* (1987), and *Fire Down Below* (1989).

In 1980, Golding won the "Booker Prize" for his novel, *Rites of Passage*. He received the Nobel Prize for Literature in 1983, and in 1988, he was knighted by Queen Elizabeth II. His novel, *Lord of the Flies*, was twice made into a film—once in 1963 and again in 1990.

At the time of his death, he was working on *The Double Tongue*, which was published posthumously in 1995. William Golding died on June 19, 1993 in Perranarworthal, Cornwall, England.

Name _____

Period _____

Standards Focus: Exploring Expository Writing

Directions: Using the article about William Golding, answer the following questions using complete sentences.

1. William Golding was greatly influenced by his environmental circumstances. Cite some of those influences as mentioned in the article. _____

2. What is meant by the phrase "...when he entered Brasenose College at Oxford in 1930, he studied science in deference to his father." _____

3. Where would be the best place to insert more facts about his personal life? _____

4. In three or four sentences, give a brief summary of the life Golding led. _____

5. If you were given the opportunity to interview William Golding, what two questions would you ask him? _____

6. Referring to the information from the article, use the back of this paper or a separate sheet of paper to draw a timeline of the important milestones in Golding's life. Be sure to include dates for each event.

Lord of the Flies

Anticipation/Reaction Guide

Directions: Before reading the novel, write "yes" if you agree with the statement, "no" if you disagree with the statement, and "?" if you don't have a strong opinion about the statement. After reading Lord of the Flies, you will complete the last column, revisiting your responses.

Yes = I agree

No = I disagree

? = I don't know

Before Reading	Statement	After Reading
	1) A true leader leads by setting an example.	
	2) A good leader is someone who makes the right decisions even in the face of adversity.	
	3) Rules are created to ensure that everyone is treated equally.	
	4) People are basically good.	
	5) Powerful people should be in positions of power.	
	6) In difficult situations, people will usually choose to do what is right for the majority.	
	7) One should never question those in a position of authority.	

After completing the "Before Reading" column, get into small groups and choose one student to record the group members' names. Using a chart like the one below, tally the number of "yes", "no" and "?" responses to each statement for your group.

Statement #	Yes	No	I Don't Know
1			
2			
3			
4			
5			
6			
7			

Once you have collected your data, discuss those issues about which your group was divided. Make your case for your own opinions, and pay attention to your classmates' arguments. Once you have discussed all of the issues, answer the questions on the next page on your own.

Your teacher will collect and keep your chart and responses to use again after you have finished reading the novel.

Lord of the Flies**Anticipation/Reaction Guide Reflection****Pre-Reading Individual Reflection**

Directions: Now, on your own, respond to your "Before Reading" discussion, answering the following questions below or on a separate piece of paper. Be sure to use complete sentences.

1. Which statement triggered the most thought-provoking or interesting discussion?
2. Summarize the discussion/debate.
3. For any statements that you discussed, what were some of the strongest or most memorable points made by your group members? Why do you think they were the strongest or most memorable to you?
4. How did you react when a member of your group disagreed with the way you feel about an issue?
5. Was any argument strong enough to make you change your mind or want to change any of your initial responses? Why or why not?

Lord of the Flies Vocabulary List

Use a dictionary to find the definitions of the following words from *Lord of the Flies*, either as you read each chapter, or as an opening activity. Whatever method your teacher chooses, be sure to keep this list and the definitions to use in vocabulary activities, and to study for quizzes and tests.

Chapter One

1. clambering (Page 7)
2. proffer (9)
3. efflorescence (12)
4. effulgence (14)
5. enmity (14)
6. decorous (15)
7. fulcrum (16)
8. furtive (22)
9. indignation (25)
10. bastion (29)
11. hiatus (31)

Chapter Two

1. gesticulated (34)
2. clamored (38)
3. ebullience (38)
4. assented (42)
5. recrimination (43)
6. hayrick (43)
7. tumult (43)
8. tirade (45)

Chapter Three

1. festooned (48)
2. tendril (48)
3. pendant (48)
4. oppressive (49)
5. inscrutable (49)
6. vicissitudes (49)
7. antagonism (51)
8. indignant (53)
9. declivities (54)
10. tacit (55)
11. susurrations (57)

Chapter Four

1. whelming (58)
2. blatant (58)
3. impalpable (61)
4. taboo (62)
5. swarthy (62)
6. sinewy (64)
7. malevolently (71)

Chapter Five

1. lamentably (77)
2. apex (77)
3. ludicrous (78)
4. ineffectual (79)
5. jeer (84)
6. derisive (86)

7. effigy (87)
8. inarticulate (89)

Chapter Six

1. tremulously (99)
2. diffidently (103)
3. leviathan (105)
4. mutinously (108)

Chapter Seven

1. coverts (109)
2. crestfallen (117)
3. glowered (118)
4. daunting (119)
5. impervious (121)

Chapter Eight

1. prefect (126)
2. rebuke (128)
3. demure (133)
4. fervor (133)
5. demented (134)
6. palled (136)

Chapter Nine

1. corpulent (146)
2. derision (149)
3. sauntered (150)
4. abominable (152)

Chapter Ten

1. assimilating (160)
2. compelled (167)

Chapter Eleven

1. luminous (169)
2. myopia (169)
3. sniveling (170)
4. propitiatingly (173)
5. quavered (174)
6. truculently (177)
7. parried (179)
8. talisman (180)

Chapter Twelve

1. cynically (185)
2. acrid (186)
3. cordon (191)
4. ululating (191)
5. elephantine (194)
6. crepitation (194)
7. epaulettes (20)

Standards Focus: Note-Taking and Summarizing

For some students, reading can be a difficult, tedious task. Part of the problem is that many students do not have the tools to read for meaning, and become disinterested because they cannot follow the action or do not understand, or cannot relate to, the events or the characters.

To develop good reading habits, there are a few steps that you can take which will help you to understand and appreciate what you are reading. As you read each chapter:

- **Question**—*Ask yourself*, where is this story, chapter, scene, etc. taking place? What has happened before this? Who are the characters involved? What do I not understand? What do I need to re-read? What do I need my teacher to clarify?
- **Predict**—*Try to make guesses or predictions* as to what may happen next in the story. This will help you to stay focused on what you read next, as you try to unravel the plot: What will happen next? What effect will this event have on the characters? On the plot?
- **Connect**—*Try to relate to the events or characters* in what you are reading. Has this ever happened to you? How did you handle this situation? Have you ever known a person like this character? What other stories come to mind when reading? Why? Are there any lessons or themes you have seen before?
- **Summarize**—*Break down* the most important information, details, or events of the chapter.
- **Reflect**—*Think about why* you are reading the story. What do you think is the theme? What have you learned so far? Why do you think you are reading this particular text in school? Do you like the story? Why or why not? What else would you want to read or learn about this author/ genre/ topic?

To help you become a more successful reader, you will be completing an activity for each chapter of *Lord of the Flies*. Each activity is designed to help you understand the action, conflict, and characters, and to eventually appreciate the author's reasons for writing the book. Below is a sample of the chart you will be completing. Use this page for reference when completing the chart for Chapter One and each succeeding chapter. This method will help you organize your notes as you read the novel.

Question	In this space, write the names of the characters involved, as well as where and when the story is taking place. Next, write down questions you have about the story or characters, and any questions about the reading that you do not understand and/or would like your teacher to clarify.
Predict	In this space, write your prediction of what you think will happen next in the story.
Connect	In this space, write down anything that you find familiar — a situation you have experienced, a character that reminds you of someone, or an event from the story that is similar to something you have already read.
Summarize	Retell, in your own words, the main plot and important details of your reading. Your summary should not be more than about one paragraph, or 5-7 sentences long.
Reflect	In this space, write down any quotes, sayings, or moments that affect you in some way. So far, what do you think is the reason the author wrote this book? Are there any themes you recognize? Do you like the book so far? Why or why not? What changes could be made so that you understand or connect with the novel better?

Comprehension Check: Chapters 1-3

As you read and take notes using the note-taking technique described on page 11, use the Comprehension Check questions below to help guide your understanding of all aspects of the novel. After reading the given chapters, answer the questions on a separate sheet of paper.

Chapter One

1. How did the boys come to be marooned on an island?
2. Describe both the physical and personality traits of the first two characters introduced in the story.
3. Write a description of the island as conveyed in the novel.
4. What is the significance of the conch?
5. How is a leader chosen? Do you agree or disagree with the choice of leader? Explain.

Chapter Two

1. What are some of the obstacles the boys must overcome on the island?
2. Why does Ralph insist that they must have a fire? Consequently, what do most of the boys do? How are they able to light it?
3. Who volunteers to take on the responsibility of keeping the fire going?
4. Piggy's job is to get a list of names. Why doesn't he do that?
5. Why do you suppose some of the boys want "rules, lots of rules"?

Chapter Three

1. What are the clues Jack finds that tell him he is on the trail of a possible kill?
2. Meanwhile, what are Ralph and Simon doing? Where are the others?
3. What do Jack and Ralph fight about?
4. What is the feeling Jack has as he is hunting? How does that feeling relate to the littluns?
5. When Ralph and Jack return to the pool, Simon is not there. Where has he gone, and why do you think he went there?

Chapter One**Standards Focus: Note-Taking and Summarizing**

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 12 to complete the following chart as you read Chapter One of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Standards Focus: Figurative Language

One of the most captivating aspects of good literature is the use of **figurative language**, or ideas communicated beyond their literal meaning to create an image in the reader's or audience's mind. There are several types of figurative language, also called figures of speech:

- **metaphor**- a comparison made between two unlike objects: "The pillow was a cloud."
- **simile**- a comparison made between two unlike objects, using the words "like" or "as" in the comparison: "The pillow was like a marshmallow."
- **personification**- giving human qualities or characteristics to non-human objects: "The wind sang its sad song."
- **hyperbole**- truth is exaggerated for humor or emphasis: "I died when the boy I like finally talked to me."

Directions: Read each quote from Chapter One. Underline the figure of speech in the sentence, then decide what type of figure of speech it is. Finally identify the comparison being made or the object being personified or exaggerated. An example has been done for you.

Ex. "He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry...." (pg. 7)

Figure of Speech: simile _____

Analysis: The shriek cry of the bird is compared with the cackling sound made by a witch.

1. "In a few seconds the fat boy's grunts were behind him and he was hurrying toward the screen that still lay between him and the lagoon." (9)

Figure of Speech: _____

Analysis: _____

2. "...palm trees stood or leaned or reclined against the light and their green feathers were a hundred feet up in the air." (9)

Figure of Speech: _____

Analysis: _____

3. "Within the irregular arc of coral the lagoon was still as a mountain lake—blue of all shades and shadowy green and purple." (10)

Figure of Speech: _____

Analysis: _____

4. "...the island ran true to form and the incredible pool, which clearly was only invaded by the sea at high tide, was so deep at one end as to be dark green." (12)

Figure of Speech: _____

Analysis: _____

Standards Focus: Figurative Language

5. "He turned over, holding his nose, and a golden light danced and shattered just over his face." (13)

Figure of Speech: _____

Analysis: _____

6. "Sleep enveloped him like the swathing mirages that were wrestling with the brilliance of the lagoon." (14)

Figure of Speech: _____

Analysis: _____

7. "When these breezes reached the platform the palm fronds would whisper, so that spots of blurred sunlight slid over their bodies ..." (15)

Figure of Speech: _____

Analysis: _____

8. "Within the diamond haze of the beach something dark was fumbling along. Then the creature stepped from mirage on to clear sand.... The creature was a party of boys, marching approximately in step in two parallel lines...." (19)

Figure of Speech: _____

Analysis: _____

Now, find two examples of your own from Chapter One, and write them on the lines. Identify the figure of speech and write an analysis.

9. _____

Figure of Speech: _____

Analysis: _____

10. _____

Figure of Speech: _____

Analysis: _____

Assessment Preparation: Vocabulary Extension

clambering	proffer	efflorescence	effulgence
enmity	decorous	fulcrum	furtive
indignation	bastion	hiatus	

Directions: Using the vocabulary words from Chapter One, answer the following questions or choose the word that best completes the sentence. Write your answer on the line provided. Each word will be used only once.

1. Which word describes a projecting part of a fort or fortification?

Answer: _____

2. A sly, surreptitious, or underhanded look can be described as this.

Answer: _____

3. Which word means struggling, scrambling or climbing awkwardly?

Answer: _____

4. Spring and Winter breaks provide both teachers and students with a _____ from school.

Answer: _____

5. When someone is punished unfairly for something they did not do, they might react by showing this.

Answer: _____

6. Decide upon a word that could be a synonym for offer or suggestion.

Answer: _____

7. When meandering through a rose garden, one would notice the _____ of the flowers there.

Answer: _____

8. A demonstration of _____ is witnessed when two enemies fight.

Answer: _____

9. The sun blazing through a clear blue sky demonstrates this.

Answer: _____

10. A teeter-totter works because of one of these.

Answer: _____

11. Students are chosen for military school by demonstrating _____ behavior.

Answer: _____

Chapter Two**Standards Focus: Note-taking and Summarizing**

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 12 to complete the following chart as you read Chapter Two of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Assessment Preparation: Connotation/Denotation

Denotation is the literal dictionary definition of a word. Many words can have the same denotation, or definition, but words also have a **connotation**: an emotional feeling about the word. For example: the words thin, skinny, trim, emaciated, slender, lanky and slim all have the same dictionary definition: of limited size; of slight consistency. However, would you rather be referred to as slender or thin, or emaciated and lanky? The words slender and slim have a positive connotation; the words emaciated and lanky have a negative connotation. In other words, we would probably want to be referred to as slender, slim, or even trim.

Our goal as writers is to explore the use of connotation to enhance our writing. For example, rather than stating, "Jan *walked* throughout the room, *talking* to her guests." We can improve the sentence with words with the same *denotative* meaning, but more accurate or illustrative *connotative* meaning, such as "Jan *sauntered* throughout the room, *gossiping* to her guests." Clearly, the second sentence gives the reader a more accurate and detailed description of Jan's actions.

*Directions: In each sentence below, the vocabulary word from Chapter 2 has been underlined. Below the sentence are four choices, each with the same denotation as the vocabulary word. Using the context of the sentence, choose the **best** word to match the connotation of the vocabulary word in its context. Write the correct letter on the line provided. (Be prepared to justify your answer.) An example has been done for you. Then, on the back of your paper or another sheet of paper, use the vocabulary word in a sentence of your own construction.*

 C EX. The boys found themselves clambering through the creepers in search of wood.

- a. walking b. moving **c. struggling** d. climbing

_____ 1. The angry mob gesticulated wildly, trying to make their point.

- a. motioned b. flailed c. waved d. gestured

_____ 2. The fledgling thief clamored among the rioters, intent on blending in.

- a. exclaimed b. yelled c. protested d. vociferated

_____ 3. The children's ebullience about the circus gave the performers a boost.

- a. exuberance b. excitement c. enthusiasm d. passion

_____ 4. When asked to keep the fire going, the choir gravely assented.

- a. acknowledged b. acquiesced c. nodded d. complied

_____ 5. His voice lifted into the whine of virtuous recrimination, begging to be heard.

- a. accusation b. incrimination c. indictment d. retort

_____ 6. He paused in the tumult, trying in vain to perceive an answer to his cries.

- a. uproar b. disorder c. racket d. confusion

_____ 7. The young girl ran to her room as her mother subjected her to a non-stop tirade.

- a. fight b. denunciation c. sermon d. tongue-lashing

Chapter Three**Standards Focus: Note-taking and Summarizing**

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 12 to complete the following chart as you read Chapter Three of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Standards Focus: Main and Subordinate Characters

In order to understand a plot and its significance, it is important that the reader understand the characters and their relationships. **Main characters** are those characters around which the plot is centered. They are essential to the plot and are the most important factors in the advancement of the plot. Main characters can be either good or evil. If they were not there, the story would be different, and not as detailed and comprehensive. Main characters usually undergo some sort of change in the story. Those who do not undergo a change by the end of the story have usually been deliberately written that way. Sometimes they don't change to show a sort of "they will never learn" attitude. Or the character himself doesn't change but the other characters change as a result of that, emphasizing the fact that the character hasn't changed. **Subordinate characters** are supporting characters. They are basically there to help the main characters accomplish the action. They do not necessarily need to be in the story in order for the plot to unfold. They may not undergo any changes in the story. They also add realism to the story, since we live in a world filled with many different kinds of people. Finally, each character has a **motivation**, or forces which give the character a reason to act they way they do or make the decisions they make.

Directions: For each of the following characters, identify:

- a) *whether the character is main or subordinate*
- b) *the character's main motivation*
- c) *the character's main conflict*
- d) *how this character's conflict and motivations have affected the plot so far.*

Ex. Ralph

- a. main
- b. to see to it that the "inhabitants" of the island get home as soon as possible
- c. Jack
- d. Ralph has been elected "leader" but is having trouble getting Jack and some of the others to follow his example. Jack has a natural tendency to lead the boys in the choir, as he is the head chorister, and some of the other boys are taking advantage of the fact that there are no adults in charge. Ralph is acting nearly on his own.

1. Piggy

- a. _____
- b. _____
- c. _____
- d. _____

2. Jack

- a. _____
- b. _____
- c. _____
- d. _____

Name _____

Period _____

Standards Focus: Main and Subordinate Characters

3. Simon

- a. _____
 - b. _____
 - c. _____
 - d. _____
- _____
- _____

4. "choir"

- a. _____
 - b. _____
 - c. _____
 - d. _____
- _____
- _____

5. the pig

- a. _____
 - b. _____
 - c. _____
 - d. _____
- _____
- _____

6. "littluns"

- a. _____
 - b. _____
 - c. _____
 - d. _____
- _____
- _____

7. "the beastie"

- a. _____
 - b. _____
 - c. _____
 - d. _____
- _____
- _____

Assessment Preparation: Vocabulary Extension

Directions: Answer the following questions regarding the vocabulary from Chapter Three. Then using the underlined word in your explanation, give the reasoning behind your choice. This will help you develop your own definition. An example has been done for you.

EX. What types of things might one see festooned?

Answer: Some things that might be festooned could be Christmas lights, garland, party lanterns, church pews at a wedding, swag curtains, etc.

Why: When something is festooned, it is hung in a loop or curve between two points.

1. In what types of places might you see a tendrils?

Answer: _____

Explanation: _____

2. Describe the behaviors of an oppressive person.

Answer: _____

Explanation: _____

3. Why would an inscrutable idea be difficult to convey to others?

Answer: _____

Explanation: _____

4. Describe some of the obvious vicissitudes of life.

Answer: _____

Explanation: _____

5. Moments of antagonism crop up throughout our lives. Give some examples.

Answer: _____

Explanation: _____

6. How might a person behave who feels indignant about something?

Answer: _____

Explanation: _____

7. What might someone do when granting tacit approval to another person?

Answer: _____

Explanation: _____

Comprehension Check: Chapters 4-6

As you read and take notes using the note-taking technique described on page 11, use the Comprehension Check questions below to help guide your understanding of all aspects of the novel. After reading the given chapters, answer the questions on a separate sheet of paper.

Chapter Four

1. Name several things the "littluns" do on the island, either together or on their own.
2. As Roger and Maurice are on their way to go swimming, they kick over some of the littluns' castles. Why does Maurice hurry away afterwards?
3. Similarly, Roger throws stones in a circle around Henry. Explain why he does not dare to hit him with the rocks.
4. Why is Ralph so upset that the boys let the fire go out? Conversely, why is Jack so seemingly unconcerned about it?
5. Piggy is beginning to be seen as an outcast. Cite details that illustrate this.

Chapter Five

1. Write a brief description of the assembly area.
2. Identify several of the important points Ralph talks about at the assembly.
3. When Ralph says, "We've got to make smoke up there—or die," he means it in two different ways. Explain.
4. Finally, Ralph says, "Things are breaking up... We began well; we were happy. And then—" What are some of the signs that the boys are "breaking up"?
5. As the assembly comes to an end, what is the general atmosphere among the boys?
6. Why do you think Percival Wemys Madison, when spoken to, chants his address?

Chapter Six

1. "So as the stars moved across the sky, the figure sat on the mountain-top and bowed and sank and bowed again." To what is this sentence referring? Who are the first boys to see it?
2. Where do the biguns go? Who is left in charge of the littluns and why?
3. What does Simon think about the beast? What do the others think of Simon's opinion?
4. Why is Ralph so angry about the boys rolling rocks?
5. What is very different about Ralph's way of looking at things as opposed to the way the other boys look at things? How is this difference important?

Chapter Four

Standards Focus: Note-taking and Summarizing

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 23 to complete the following chart as you read Chapter Four of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Standards Focus: Tone and Mood

Tone is the emotional quality of the words that the author has chosen. It is also the author's attitude and point of view toward a subject; it reflects the feelings of the writer, and can affect the emotional response of the reader to the piece. While we have all heard, "Don't use that tone of voice with me!" a writer does not have the advantage of the sound of his voice to reveal the tone of the piece. As we read the words on the page, the author hopes that the words he or she has chosen and the way he or she has arranged those words will help us hear a voice in our heads, supplying the emotional appeal. Tone can be nostalgic, sentimental, moralizing, humorous or serious, personal or impersonal, subjective or objective, casual or passionate, and more.

When learning to recognize tone, it is also important to understand **mood**, a general feeling that is created by the tone. In literature, writers carefully choose their words, wanting the reader to feel love and hate, joy and sadness. etc. **Mood** is *usually* described in expressions of feeling and emotions, such as fear, surprise, anger, hatred, contentment, or jealousy, to name a few.

In short, tone is how the author says something, and mood is how it affects you, the reader. For example, an author writes, "Jennie turned quickly, exclaiming, 'What a great idea!'" By the choice of the author's words (diction), he created a tone which is enthusiastic, eager, and optimistic. By just reading this sentence, however, did you guess that the next sentences are: "'Drop out of school, get a minimum wage job, and that will, of course, solve all my problems? Thanks, Jessica, but no thanks'"? Once the tone of the words change to cynical, pessimistic, and ironic, the mood changes to that of gloom, dejection, and frustration.

Directions: For the following excerpts, underline the words that contribute to the mood: adjectives, adverbs, or other strong sensory words. Identify the tone that Golding is using (see above), and how it affects you (mood). Finally, write your analysis of the excerpt, or how the mood and tone work or don't work in the excerpt. An example has been done to help you.

Example: "The first rhythm that they became used to was the slow swing from dawn to quick dusk. They accepted the pleasures of morning, the bright sun, the whelming sea and sweet air, as a time when play was good and life so full that hope was not necessary and therefore forgotten." (58)

- Tone: calming, restful, relaxing
- Mood: optimistic, hopeful, tranquil, peaceful, carefree
- Analysis: There is no denying the automatic, repetitive rhythm the boys experience each day. The words that best illustrate this are "slow swing," and "whelming." The reader begins to understand that life for the boys is taking on a regular routine of its own in some ways. We, the readers, want to find out more about the beauty and tranquility of the island, and to experience the feeling of hopefulness that is created by the writer.

- "At midday the illusions merged into the sky and there the sun gazed down like an angry eye. Then, at the end of the afternoon, the mirage subsided and the horizon became level and blue and clipped as the sun declined. That was another time of comparative coolness but menaced by the coming of the dark. When the sun sank, darkness dropped on the island like an extinguisher and soon the shelters were full of restlessness, under the remote stars." (58)

- Tone: _____
- Mood: _____
- Analysis: _____

- "There were creatures that lived in this last fling of the sea, tiny transparencies that came questing in with the water over the hot, dry sand... This was fascinating to Henry. He poked about with a bit of stick, that itself was wave-worn and whitened and a vagrant, and tried to control the motions of the scavengers. He made little runnels that the tide filled and tried to crowd them with creatures. He became absorbed beyond mere happiness as he felt himself exercising control over living things. He talked to them, urging them, ordering them. Driven

Standards Focus: Tone and Mood

back by the tide, his footprints became bays in which they were trapped and gave him the illusion of mastery." (61)

a. Tone: _____

b. Mood: _____

c. Analysis: _____

3. "Jack planned his new face. He made one cheek and one eye-socket white, then he rubbed red over the other half of his face and slashed a black bar of charcoal across from right ear to left jaw. He looked in the pool for his reflection, but his breathing troubled the mirror. 'Samneric. Get me a coconut. An empty one.' He knelt, holding the shell of water. A rounded patch of sunlight fell on his face and a brightness appeared in the depths of the water. He looked in astonishment, no longer at himself but at an awesome stranger. He... leapt to his feet laughing excitedly." (63)

a. Tone: _____

b. Mood: _____

c. Analysis: _____

4. "Ralph turned to the sea. The horizon stretched, impersonal once more, barren of all but the faintest trace of smoke. Ralph ran stumbling along the rocks, saved himself on the edge of the pink cliff, and screamed at the ship. 'Come back! Come back!' He ran backwards and forwards along the cliff, his face always to the sea, and his voice rose insanely. 'Come back! Come back!' Simon and Maurice arrived. Ralph looked at them with unwinking eyes. Simon turned away, smearing the water from his cheeks. Ralph reached inside himself for the worst word he knew. 'They let the bloody fire go out.'" (68)

a. Tone: _____

b. Mood: _____

c. Analysis: _____

5. "He looked down the unfriendly side of the mountain. Piggy arrived, out of breath and whimpering like a littlun. Ralph clenched his fist and went very red. The intentness of his gaze, the bitterness of his voice, pointed for him." (68)

a. Tone: _____

b. Mood: _____

c. Analysis: _____

6. "Then Maurice pretended to be the pig and ran squealing into the center, and the hunters, circling still, pretended to beat him. As they danced, they sang. 'Kill the pig. Cut her throat. Bash her in.'" (75)

a. Tone: _____

b. Mood: _____

c. Analysis: _____

Chapter Five**Standards Focus: Note-taking and Summarizing**

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 23 to complete the following chart as you read Chapter Five of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Standards Focus: Elements of Style

Style is a literary technique used by an author to create a piece of literature that reveals the author's uniqueness. Word choice, figurative language, imagery, rhythm, sentence structure, foreshadowing, symbolism, use of dialect, and other literary devices, all work together to make an author's writing distinctive. The style in which an author writes influences how well we understand and identify with the literature, and reveals an author's biases and beliefs.

William Golding's writing uses numerous techniques of style to make *Lord of the Flies* such a literary success. He uses symbolism, imagery, and repetition of ideas and situations extensively. He also uses some difficult vocabulary, foreshadowing, long wordy sentences, and smatterings of dialect.

Directions: Identify the elements of style that are being used in each of the following excerpts, choosing from the box below. Elements may be used more than once, and there may be more than one right answer for each. Once you have identified the elements of style that have been used, explain the effect that these techniques have on the reader. An example has been done for you.

short, simple sentences	clear rhythm pattern	plain, simple vocabulary
heightened vocabulary	foreshadowing	figurative language
symbolism	repetition	sensory images
dialect	long, wordy sentences	

Ex. "The tide was coming in and there was only a narrow strip of firm beach between the water and the white, stumbling stuff near the palm terrace. Ralph chose the firm strip as a path because he needed to think, and only here could he allow his feet to move without having to watch them. Suddenly, pacing by the water, he was overcome with astonishment. He found himself understanding the wearisomeness of this life, where every path was an improvisation and a considerable part of one's waking life was spent watching one's feet."

Elements of style: sensory images, figurative language, symbolism

Effect: This passage uses sensory images (sight) to create for the reader a mental picture of the place Ralph chose to do his thinking. Ralph comes to a startling revelation about life as he paces, symbolic of every man's journey through life. Figurative language (personification) is used in "every path was an improvisation" to give life to his writing.

1. "This wind pressed his grey shirt against his chest so that he noticed—in this new mood of comprehension—how the folds were stiff like cardboard, and unpleasant; noticed too how the frayed edges of his shorts were making an uncomfortable, pink area on the front of his thighs. With a convulsion of the mind, Ralph discovered dirt and decay, understood how much he disliked perpetually flicking the tangled hair out of his eyes, and at last, when the sun was gone, rolling noisily to rest among dry leaves." (76)

Elements of style: _____

Effect: _____

2. "...the littlun wept. His face puckered, the tears leapt from his eyes, his mouth opened till they could see a square black hole. At first he was a silent effigy of sorrow; but then the lamentation rose out of him, loud and sustained as the conch. 'Shut up, you! Shut up!' Percival Wemys Madison would not shut up. A spring had been tapped, far beyond the reach of authority or even physical intimidation. The crying went on, breath after breath, and seemed to sustain him upright as if he were nailed to it. 'Shut up! Shut up!' For now the littluns were no longer silent. They were

Standards Focus: Elements of Style

reminded of their personal sorrows; and perhaps felt themselves to share in a sorrow that was universal. They began to cry in sympathy, two of them almost as loud as Percival." (87)

Elements of style: _____

Effect: _____

3. "Ralph turned involuntarily, a black, humped figure against the lagoon. The assembly looked with him, considered the vast stretches of water, the high sea beyond, unknown indigo of infinite possibility, heard silently the sough and whisper from the reef." (88)

Elements of style: _____

Effect: _____

4. "Simon's effort fell about him in ruins; the laughter beat him cruelly and he shrank away defenseless to his seat." (89)

Elements of style: _____

Effect: _____

5. "A flurry of wind made the palms talk and the noise seemed very loud now that the darkness and silence made it so noticeable. Two grey trunks rubbed each other with an evil speaking that no one had noticed by day." (89)

Elements of style: _____

Effect: _____

6. "What are we? Humans? Or animals? Or savages? What's grownups going to think? Going off—hunting pigs—letting fires out—and now!" (91)

Elements of style: _____

Effect: _____

7. "Bollocks to the rules! We're strong—we hunt! If there's a beast, we'll hunt it down! We'll close in and beat and beat and beat—! He gave a wild whoop and leapt down to the pale sand." (91)

Elements of style: _____

Effect: _____

Chapter Six**Standards Focus: Note-taking and Summarizing**

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 23 to complete the following chart as you read Chapter Six of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Standards Focus: Foreshadowing and Prediction

In order to build suspense and make a story more interesting, writers often use a technique known as **foreshadowing**, or hints or clues of events to occur later in the plot. When an author gives these hints and clues, we can make a **prediction**, or an educated guess, as to what will happen next in the story.

Directions: Below are some examples of incidents or situations in which Golding used foreshadowing. Read each selection, then predict what you think will happen later in the story. An example has been done for you.

Foreshadowing

Prediction

“Course there isn’t a beast in the forest. How could there be? What would a beast eat?”
 “Pig.”
 “We eat pig.” (83)



Some of the boys are beginning to see Piggy as a weaker being, someone they can pick on and would not miss if he were eliminated. Are they planning to eliminate him? Maybe they plan to eat him....

“You don’t mean that we got to be frightened all the time of nothing? – Unless we get frightened of people.” (Piggy, 84)
 “Maybe there is a beast... Maybe it’s only us.” (Simon, 86)



“If I blow the conch and they don’t come back; then we’ve had it. We shan’t keep the fire going. We’ll be like animals. We’ll never be rescued.”
 “If you don’t blow, we’ll soon be animals anyway.” (92)



However Simon thought of the beast, there rose before his inward sight the picture of a human at once heroic and sick. (103)



A knot of boys, making a great noise that he had not noticed, were heaving and pushing at a rock. As he turned, the base cracked and the whole mass toppled into the sea... (107)



Assessment Preparation: Context Clues

In most assessments, you must infer meanings of words by looking at **context clues**, or clues within the entire sentence or paragraph as a whole. You must look at how the word is used in the sentence in order to make an inference, or draw a conclusion, about its meaning.

Directions: For each vocabulary word from Chapters 4-6 (in bold), first indicate the part of speech in which the word appears (noun, verb, adjective, adverb, etc.). Then, indicate which words in the sentence give clues to the word's meaning by underlining those context clues or key words. Then write an original definition for the vocabulary word based upon those clues. Finally, look up the word and write down the dictionary definition. How accurate is your definition?

Ex. "Yet there was a space round Henry, perhaps six yards in diameter, into which he dare not throw. Here, invisible yet strong, was the **taboo** of the old life. Round the squatting child was the protection of parents and school and policemen and the law."

a. Part of Speech: noun

b. Inference: something that is not allowed

c. Definition: a protection against touching, saying, or doing something for fear of immediate harm from a mysterious superhuman force.

1. "That's a **blatant** lie," bellowed Andrew's father. "You were gone all night and you know it!"

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

2. The patch over his eye and the **swartheness** of the pirate's skin gave him an air of pure evil.

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

3. Tall and lanky, the **sinewy** body of the athlete was a perfect specimen for the track team.

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

4. The shattered victim glared **malevolently** at the mob who had beaten him beyond recognition.

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

5. Having spent her entire life savings on the new Pinto, Maggie reflected **lamentably** on all the fine things she could have bought instead.

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

6. The hikers cheered with exhilaration as they reached the **apex** of Mt. Shasta.

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

Assessment Preparation: Context Clues

7. The substitute teacher's **ludicrous** appearance gave proof to the universal stereotype that all teachers are out of shape, old-fashioned, ultraconservative, and usually quite old.
- Part of Speech: _____
 - Inference: _____
 - Definition: _____
8. The stepmother's **ineffectual** effort at keeping her stepdaughter away from the prince became quite clear as Cinderella rode off in the pumpkin coach wearing a beautiful handmade ball gown.
- Part of Speech: _____
 - Inference: _____
 - Definition: _____
9. Because of the comedian's **derisive** comments, the audience began to throw jeering remarks back at him.
- Part of Speech: _____
 - Inference: _____
 - Definition: _____
10. Suddenly, as I stood before the judge, I became **inarticulate** and could not defend myself.
- Part of Speech: _____
 - Inference: _____
 - Definition: _____
11. The couple held each other **tremulously** as the shower scene in *Psycho* played before them.
- Part of Speech: _____
 - Inference: _____
 - Definition: _____
12. A **leviathan** of such gigantic proportion as the one now rocking our boat, had never before been seen.
- Part of Speech: _____
 - Inference: _____
 - Definition: _____
13. **Mutinously**, because he felt he had been wronged, Abel refused to join his family at the table.
- Part of Speech: _____
 - Inference: _____
 - Definition: _____

Comprehension Check: Chapters 7-9

As you read and take notes using the note-taking technique described on page 11, use the Comprehension Check questions below to help guide your understanding of all aspects of the novel. After reading the given chapters, answer the questions on a separate sheet of paper.

Chapter Seven

1. What are the conditions that Ralph accepts as normal now and does not mind?
2. What is the author's purpose in describing the house at the edge of the moors?
3. In your opinion, why is it so important to Ralph that the other boys know he has wounded the boar with his spear?
4. What do you think the author might be trying to show as the boys gather in a circle around Robert? Why do you think this is significant?
5. Which three boys decide to head up the mountain? What do the other boys do?
6. What do they find at the top of the mountain?

Chapter Eight

1. Why does Jack decide to go off by himself?
2. What is significant about the sow that the boys killed? Do you think it was a good choice for them to have killed this particular pig?
3. What do the boys do with the pig's head? Why?
4. What is the Lord of the Flies? Why is it aptly named?
5. Why do you think Jack invites everyone to join him tonight at the feast?
6. Explain why most of the boys seem so willing to become a member of Jack's tribe.
7. Give your own explanation of what really happens between Simon and "the Beast."

Chapter Nine

1. What does Simon find on the mountain-top? What news does he want to tell the others?
2. Compared to Ralph's form of leadership, what is noticeably different about Jack's?
3. As Simon finds his way to the party, what becomes of him? How is this possible?
4. What do the boys think they are doing as they engulf Simon? Do you believe they really thought they were killing the beast? Explain.
5. The thunderstorm and ensuing winds carry the "parachute man" out to sea. What effect do you think this might have on the story?

Chapter Seven**Standards Focus: Note-taking and Summarizing**

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 34 to complete the following chart as you read Chapter Seven of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Assessment Preparation: Base Words/Root Words/Affixes

An effective approach to deciphering unfamiliar words is to break down the words into smaller parts. In order to do this, you must be familiar with common prefixes, suffixes, and root words. For example, if you know that the "un" in the word "untrue" means "not," then you can usually make the assumption that the prefix "un" in other words will also mean "not" and you can figure out the meaning of words such as "unhappy," "unoccupied," and "unqualified."

Directions: Using a dictionary, look up the following vocabulary words from Chapters 7-9. For each word, find its base word and word root, and name any prefixes or suffixes, (called affixes.) Then write the definition for each word on the line provided, followed by a sentence which reflects the meaning in context. An example has been done for you.

Example: mutinously

Base Word: mutiny

Root: mutine

Affix(es): -ous, -ly

Definition: adv.- in a manner that is disposed to, or in a state of, rebellion

Sentence: When the pack leader decided to take a much more treacherous route, the others mutinously refused to follow him.

1. coverts

Base Word: _____ Root: _____ Affix(es): _____

Definition: _____

Sentence: _____

2. glowered

Base Word: _____ Root: _____ Affix(es): _____

Definition: _____

Sentence: _____

3. daunting

Base Word: _____ Root: _____ Affix(es): _____

Definition: _____

Sentence: _____

4. impervious

Base Word: _____ Root: _____ Affix(es): _____

Definition: _____

Sentence: _____

5. rebuke

Base Word: _____ Root: _____ Affix(es): _____

Definition: _____

Sentence: _____

6. corpulent

Base Word: _____ Root: _____ Affix(es): _____

Definition: _____

Sentence: _____

7. derision

Base Word: _____ Root: _____ Affix(es): _____

Definition: _____

Sentence: _____

Chapter Eight**Standards Focus: Note-taking and Summarizing**

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 34 to complete the following chart as you read Chapter Eight of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Standards Focus: Response to Literature**Finding Supporting Quotations**

For almost every test, whether it is for your school, your district, or for the state, at one time or another you will have to write an essay responding to literature. A **Response to Literature** prompt asks you to take your own personal opinions and answer the prompt, using examples from the literature to support your ideas.

Some broad examples of prompts are:

- How does the main character change throughout the story? What do you think causes the change? What does this story say about society in general? In what ways does this story remind you of people you have known or experiences you have had in your own life?
- How successful was the author in creating good literature? Support your response with examples from the story.
- Choose one of the following quotations from the story. How does this quotation relate to the elements of the story such as characters or theme?

In each of these examples, it will be necessary to know exactly how to take quotations from the text and make them work for you in your essay. Additionally, it is necessary to have the text in front of you in order to find quotes to support your response. To practice extracting and using quotations for an essay, complete the activity below.

*Prompt: In Chapter 8, it becomes apparent that Jack fully intends to oust Ralph from his elected position and become leader himself. He uses intimidation and scare tactics to recruit his followers. Using examples from Chapter 8, explore the **evidence that Jack is taking over leadership of the island**. Support your response with references from the text.*

*Directions: In order to write an essay using quotations from the text, re-read Chapter 8, noting with a sticky note or other technique every reference that you can find dealing with the **evidence that Jack is taking over leadership of the island**. You will want to find as many quotes as you can—that does not mean you will have to use them all in your essay.*

Once you have found your quotes, you will need to decide HOW you are going to use them in your essay. Complete the chart below and on the next page to help organize your ideas and views. An example has been done for you.

Page	Direct Quote	Significance
125	"The sound of the inexpertly blown conch interrupted them. As though he were serenading the rising sun, Jack went on blowing till the shelters were astir and the hunters crept to the platform and the littluns whimpered as now they so frequently did. Ralph rose obediently, and Piggy, and they went to the platform."	Ralph had previously been the one to call all meetings. Jack is not willing to remain under Ralph's leadership, and decides that if things are going to be the way he wants them, <i>he</i> must take over as leader. Blowing the conch is, for him, the place to start. Ralph and Piggy don't realize this is what is happening, and follow him.

Name _____

Period _____

Standards Focus: Response to Literature
Finding Supporting Quotations

Page	Direct Quote	Significance

Assessment Preparation: Sentence Construction

As you may already know, there are several types of sentences. A sentence is classified according to its structure, or by how many clauses the sentence contains.

- ❖ A **clause** is a group of words that contains a subject and a verb.
- ❖ An **independent clause** is a clause that can stand alone as a complete sentence.
- ❖ A **dependent** or **subordinate clause** does not have all the words it needs to be a complete sentence.

Sentences are made up of these clauses, and the type of clauses that are used help to create several types of sentences.

- A **simple sentence** has **one independent** clause.
- A **compound sentence** has **two or more independent** clauses.
- A **complex sentence** contains **one independent** and **one subordinate** clause.
- A **compound-complex sentence** contains **two or more independent** clauses and **one or more subordinate** clauses.

Directions: Each of the vocabulary words from Chapter 8 have been used in a simple sentence below. On the line provided, improve the sentence to a complex, compound, or compound-complex sentence, as indicated. Be sure to use the simple sentence (although you may add words to it) to construct your sentence, and do not change the part of speech of the vocabulary word.

1. Gabriel held the honor of having been chosen **prefect** at St. Albans Military Academy.

Compound Sentence: _____

2. He thought it was his duty to **rebuke** as many students as possible.

Complex Sentence: _____

3. His girlfriend, Lisa, was **demure** as well as beautiful.

Compound-Complex Sentence: _____

4. Albert played the harmonica with undeniable **fervor**.

Complex Sentence: _____

5. The regular customers saw the owner as some sort of **demented** being.

Compound-Complex Sentence: _____

6. The roller coaster's magnetism **palled** after the teens rode it several times.

Compound Sentence: _____

Chapter Nine**Standards Focus: Note-taking and Summarizing**

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 34 to complete the following chart as you read Chapter Nine of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Standards Focus: Response to Literature

Using Supporting Quotations

Now that you have several quotations to use in your essay from completing the "Finding Supporting Quotations" activity, the next step is to organize your quotes by creating complete sentences and eventually paragraphs.

An example of this has been done for you using the same quotation from page 125 of *Lord of the Flies*. (Note that the quote and your own comments about the significance of the quote have been combined into complete sentences.)

Direct Quote	Significance
<p>"The sound of the inexpertly blown conch interrupted them. As though he were serenading the rising sun, Jack went on blowing till the shelters were astir and the hunters crept to the platform and the littluns whimpered as now they so frequently did. Ralph rose obediently, and Piggy, and they went to the platform."</p>	<p>Ralph had previously been the one to call all meetings. Jack is not willing to remain under Ralph's leadership, and decides that if things are going to be the way he wants them, <i>he</i> must take over as leader. Blowing the conch is, for him, the place to start. Ralph and Piggy don't realize this is what is happening, and follow him.</p>

Jack has grown tired of living under the rule of Ralph, whom he sees as a prime example of a weak leader. Jack feels that he is the only one who is really qualified to lead, so he makes plans to take over. Evidence that his plan is about to come to fruition is first seen on page 125: "The sound of the inexpertly blown conch interrupted them. As though he were serenading the rising sun, Jack went on blowing till the shelters were astir and the hunters crept to the platform and the littluns whimpered as now they so frequently did. Ralph rose obediently, and Piggy, and they went to the platform." Until now, Ralph was the only one who had demonstrated the power to call the meetings. Bitter and reluctant, Ralph nevertheless allows the meeting to continue under Jack's direction.

As you can see, the paragraph was created using the ideas in the boxes above. Since you have already found your quotes and made your comparisons in the last exercise, you are now able to string your thoughts together to create a cohesive paragraph.

Directions: Using your chart on pages 38 and 39, write a paragraph for each quotation which combines the quote, the significance of the quote, and the comparison of Jack's actions with the actions of one who usurps authority. For the first quote, you may use the lines below to construct your paragraph. Use a separate sheet of paper to write your other paragraphs.

Name _____

Period _____

Assessment Preparation: Synonyms

Directions: Using a thesaurus and/or a dictionary, fill in two synonyms for each of the vocabulary words from Chapters 7-9. Then, choose one of the synonyms and write a sentence correctly using the word.

1. crestfallen synonyms: 1. _____ 2. _____

Sentence: _____

2. glowered synonyms: 1. _____ 2. _____

Sentence: _____

3. daunting synonyms: 1. _____ 2. _____

Sentence: _____

4. rebuke synonyms: 1. _____ 2. _____

Sentence: _____

5. demure synonyms: 1. _____ 2. _____

Sentence: _____

6. corpulent synonyms: 1. _____ 2. _____

Sentence: _____

7. derision synonyms: 1. _____ 2. _____

Sentence: _____

8. sauntered synonyms: 1. _____ 2. _____

Sentence: _____

9. abominable synonyms: 1. _____ 2. _____

Sentence: _____

Comprehension Check: Chapters 10-12

As you read and take notes using the note-taking technique described on page 11, use the Comprehension Check questions below to help guide your understanding of all aspects of the novel. After reading the given chapters, answer the questions on a separate sheet of paper.

Chapter Ten

1. Describe how Samneric, Piggy, and Ralph justify their involvement in Simon's death.
2. What do the boys do to Wilfred? What is your best guess as to why?
3. The boys decide to let the fire go out for the night and go to sleep. Later, they hear something moving outside. What is it? Briefly describe what happens.

Chapter Eleven

1. As Piggy is now handicapped, what does he propose they do?
2. Ralph seems to have moments in which he forgets things. Why do you think the author includes these events in the novel?
3. As the boys approach the tribe's new camp, what do they first encounter?
4. What happens when Jack returns from hunting? What does Piggy do to try to bring Ralph back on track?
5. What do the boys do to the twins after they grab them?
6. What is Jack expressing when he says, "See? They do what I want"?
7. What happens to Piggy? Why doesn't he try to move out of the way?
8. What is Jack's purpose in poking and prodding the twins with his spear?

Chapter Twelve

1. Why does Ralph decide it would be too dangerous to bathe his wounds?
2. What evidence does Ralph have that convinces him that Jack and the others will never leave him alone?
3. What is the twins' warning to Ralph?
4. Why does Ralph want to spend the night so close to the tribe's new camp?
5. How does the tribe finally succeed in surrounding Ralph?
6. What does the officer think the boys have been doing on the island? How does he come to realize it is something much more serious?

Chapter Ten

Standards Focus: Note-taking and Summarizing

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 44 to complete the following chart as you read Chapter Ten of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Standards Focus: Symbolism

Symbolism is the creative use of objects, or **symbols**, to represent or indicate a deeper meaning or to represent something larger than the object itself. Just as a heart is a symbol of love, or a turkey is a symbol of Thanksgiving, colors, animals, weather, numbers, and even people can act as symbols in a piece of literature. It is important that we recognize the author's use of symbols to indicate a deeper message in his or her work. Golding skillfully uses symbolism throughout *Lord of the Flies* to create a novel full of depth and significance.

Directions: For each of the symbols and situations below, match the symbol with the symbolic meaning from the novel. Write the letter of the correct answer on the line.

- | | | |
|--|-------|--|
| 1. Ralph | _____ | a. the high hand of authority |
| 2. Jack | _____ | b. total breakdown of society and reason |
| 3. Piggy | _____ | c. the evil in all of us |
| 4. The Conch | _____ | d. hope and salvation; rescue |
| 5. The Beast | _____ | e. the allure or attraction of evil |
| 6. Piggy's Specs | _____ | f. throne of authority; power |
| 7. The Signal Fire | _____ | g. pure goodness and innocence |
| 8. The Island | _____ | h. the shedding of blood |
| 9. Simon | _____ | i. anarchy; savagery |
| 10. Roger | _____ | j. the evil adult generation |
| 11. Lord of the Flies | _____ | k. social order; principles; civility |
| 12. "Pink" | _____ | l. Garden of Eden and the corruption of man |
| 13. The Log Where
Ralph Sits | _____ | m. knowledge; intelligence and reason |
| 14. The Officer | _____ | n. man's penchant for causing harm to others |
| 15. Piggy's Death
and Destruction
of the Conch | _____ | o. knowledge and insight; their condition
represents the status of civilization |

Chapter Eleven

Standards Focus: Note-taking and Summarizing

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 44 to complete the following chart as you read Chapter Eleven of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Assessment Preparation: Analogies

Analogies are a shortened way of expressing relationships between words or ideas. These relationships can be synonyms, antonyms, word to grammatical variant, part to whole, worker to creation, item to category, and more.

Your goal when solving an analogy is to find the word which correctly completes the word pair. To find the word that completes the pair, look at the relationship established in the first word pair. Once you have established the relationship between this word pair, look for the word that would yield the same relationship for the second word pair. For example: juice : beverage :: pizza : _____. The correct answer to complete the word pair would be "food." The reason for this is that juice is a type of beverage, and pizza is a type of food.

Directions: Complete the following analogies which have used the vocabulary from Chapter eleven. First, figure out the relationship between the first set of word, then use a dictionary or thesaurus to complete the analogy.

Ex. endure : quit :: praised : denounced

1. parched : thirsty :: luminous : _____
2. black : white :: myopia : _____
3. starving : ravenous :: sniveling : _____
4. habitually : repeatedly :: propitiatingly : _____
5. modern : outmoded :: quavered : _____
6. dissimilar : comparable :: truculently : _____
7. sturdy : robust :: parried : _____
8. peach : fruit :: talisman : _____

For numbers 9-12, use at least four of the vocabulary words from Chapters 10-12 and your own words to create four analogies of your own.

9. _____ : _____ :: _____ : _____
10. _____ : _____ :: _____ : _____
11. _____ : _____ :: _____ : _____
12. _____ : _____ :: _____ : _____

Chapter Twelve

Standards Focus: Note-taking and Summarizing

Directions: Refer to the chart on page 11, "Note-Taking and Summarizing." Use it and the Comprehension Check questions on page 44 to complete the following chart as you read Chapter Twelve of the novel.

Question	
Predict	
Connect	
Summarize	
Reflect	

Standards Focus: Character Types

As authors develop their characters through the use of characterization, several character types emerge:

- The **protagonist** of a story is the main character that changes throughout the story.
- The **antagonist** is the main character in opposition to the protagonist; the antagonist usually causes the protagonist’s problems. The antagonist can also be a force of nature.
- **Round** characters are complicated and fully developed.
- **Flat** characters are simple and uninteresting.
- **Dynamic** characters are those that grow or change emotionally or learn a lesson.
- **Static** characters never change or grow in the story.

Directions: For the following characters, label each as protagonist or antagonist (or neither); round or flat; and dynamic or static. Be sure to give each character three labels. Briefly justify your answers. An example has been done for you.

EX. Ralph: Protagonist-Everything he does is for the good of all the boys, tries to keep order, wants the fire as a signal. Round-we know him well, even what he thinks and feels. Dynamic-adapts his actions to the changes going on around him.

1. Piggy: _____

2. Jack: _____

3. Simon: _____

4. Roger: _____

5. Samneric: _____

6. the Beast: _____

7. the Littluns: _____

Lord of the Flies

Anticipation/Reaction Guide Post-Reading

Post-Reading Individual Reflection

Directions: Revisit your Anticipation/Reaction Guide and your answers to the discussion questions. Now that you have read the novel, complete the "After Reading" column and answer the following questions below or on a separate piece of paper, comparing your responses from "Before Reading" to your responses "After Reading." Answer each question using complete sentences.

1. How many of your responses have changed since reading the novel?
2. Which statements do you see differently after reading the novel?
3. Describe an important part of the novel that affected you, or made you think differently after reading.
4. In small groups, talk to some of your classmates about their responses. How are their responses different after reading the novel?
5. Overall, are the feelings of your other group members the same or different from yours? Do any of their responses surprise you? Which ones? How?
6. Why do you think there might be so many different opinions and viewpoints? What do you feel has contributed to the way you and your other classmates responded to each statement?

Just For Fun! *Lord of the Flies* Vocabulary Crossword Chapters 1-6



A crossword puzzle grid with 38 numbered starting points for words. The grid consists of white squares for letters and black squares for empty space. The numbers are placed in the top-left corner of each starting square.

ACROSS

- 1 spiraled stem used for attachment
- 5 hung like decorations
- 8 blossoming; flowering
- 9 mocking or jeering
- 13 commotion; riot
- 15 lively or enthusiastic expression
- 20 uppermost part
- 22 incapable of being felt by touch
- 25 made gestures when speaking to show strong feeling
- 26 amusing or laughable; absurd
- 29 trembling; quivering; shaking
- 30 unspoken; implied
- 32 to mock or taunt

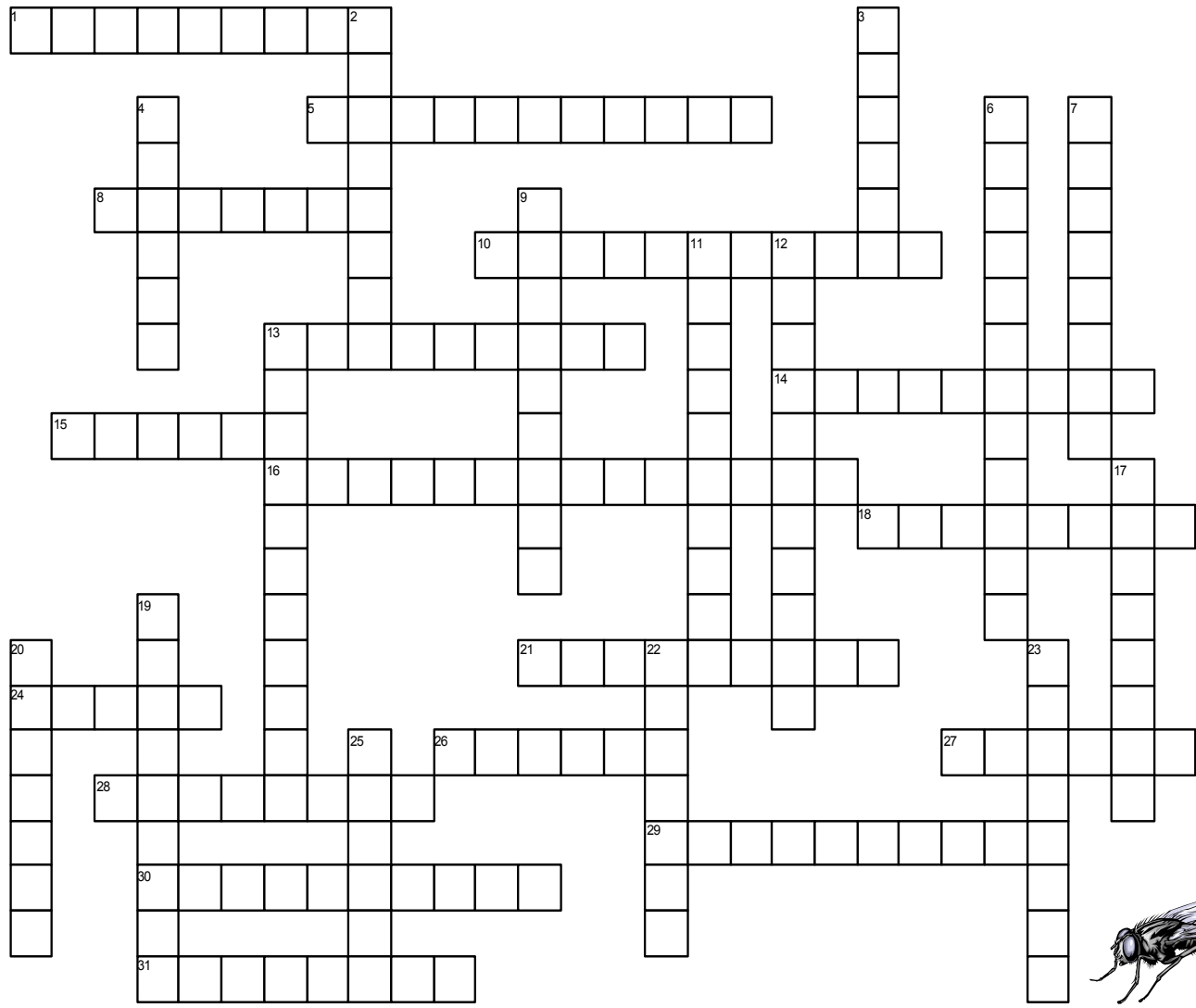
- 33 long, angry or violent speech
- 34 projecting part of a fortification
- 36 brilliance; radiant splendor
- 37 open hostility or opposition
- 38 thoughtfully agreed; concurred

DOWN

- 2 large sea creature
- 3 depressing; overwhelming
- 4 strong; lean and muscular
- 5 support on which a lever pivots
- 6 decent; correct; fitting
- 7 of dark color or complexion
- 10 hostility; mutual hatred
- 11 not easily understood; mysterious
- 12 natural or unexpected changes
- 14 anger due to unjust treatment
- 16 climbing awkwardly

- 17 unable to speak clearly
- 18 mournfully; regrettably
- 19 charges against an accuser
- 21 rebelliously; unruly; turbulently
- 23 angered by unjust treatment
- 24 in a manner of vicious hatred
- 27 obvious in an offensive manner
- 28 sly; surreptitious; underhanded
- 31 shouted noisily and insistently
- 35 banned by morality or taste

**Just For Fun! *Lord of the Flies*
Vocabulary Crossword Chapters 7-12**



ACROSS

- 1 walked at a leisurely pace
- 5 feeling shame or humiliation
- 8 underbrush providing cover for game
- 10 massive; clumsy; enormous
- 13 distrustful of human nature
- 14 obese; excessively fat
- 15 reprimand; criticize; reprove
- 16 pacifying or appeasing manner
- 18 emitting steady light
- 21 urged or drove forcefully

- 24 pungent or bitter odor or taste
- 26 modest; reserved
- 27 lost its attraction
- 28 mad; insane
- 29 fringed shoulder pad on a military uniform
- 30 incapable of being affected
- 31 looked with annoyance or anger

DOWN

- 2 contemptuous laughter; ridicule
- 3 a line of people enclosing an area

- 4 nearsightedness
- 6 comprehending; taking in
- 7 discouraging or demoralizing
- 9 howling; wailing
- 11 detestable; unpleasant
- 12 savagely; aggressively
- 13 crackling sound
- 17 spoke in a trembling voice
- 19 whining in a weak manner
- 20 warded off
- 22 chief officer; monitor in a private school
- 23 object thought to have magical power
- 25 emotional intensity; passion