

Before We Start
Handout 5

Name _____

Date _____ Hour _____

Novel Road Map to Success

These questions help you stay on track with the plot as well as build your reading comprehension.

Directions: Answer these questions on a separate piece of paper as you read.

(in comp. sent/restate?)

Chapter 1

1. How do these boys arrive on the island?
2. What is name of the boy with fair hair?
3. What did they call the fat boy in school?
4. What does Ralph use to call the other boys on the island?
5. What does Piggy do as each boy shows up?
6. What are the names of the twins?
7. Who is elected chief?
8. What is the first decision Ralph makes as chief?
9. Which three boys explore the island?
10. How does Jack react when the boys find the piglet?

Chapter 2

1. As Jack talks about the pig they saw on their expedition, what does he do that shows his violent nature?
2. What do the boys do when the small boy with the mulberry-colored birthmark reaches out for the conch?
3. What does Ralph say when attempting to put the smaller children at ease about the beastie?
4. What does Ralph suggest they do to signal a potential rescue ship?
5. Who leads the boys into the jungle?
6. Jack accuses Piggy of just sitting while the rest are building the fire. Who defends Piggy?
7. What reason is given to show that Piggy helped with the fire?
8. How does Maurice suggest they make smoke?
9. What disastrous thing happens after the boys build the fire?
10. Piggy loses his temper and begins to complain about how everyone is behaving on the island. How does Jack reply to Piggy's complaints?

Chapter 3

1. What weapons does Jack use to hunt the pig?
2. Is he successful in his hunt?
3. What does Jack find Ralph and Simon doing when he returns from the hunt?
4. Why does Ralph think they need shelters?

Lord of the Flies

Before We Start
Handout 5, continued

Novel Road Map to Success

5. Ralph complains that nobody is helping to build the shelters. What does Simon suggest that Ralph do about it?
6. What is Jack's reason for hunting?
7. What feeling does Jack experience when he is hunting alone?
8. Does Ralph feel that they are creating a good signal fire?
9. Where does Simon go after the argument between Jack and Ralph?
10. What does Simon do for the littluns who follow him into the jungle?

Chapter 4

1. How does Roger behave toward Henry?
2. What does Jack think is the reason he hasn't killed a pig yet?
3. What does Jack use to camouflage himself?
4. What does Ralph see as he, Piggy, and Maurice play near the pool?
5. What is Ralph angry about when he sees the ship?
6. What are the hunters chanting?
7. What is Piggy's response when Jack says Piggy didn't hunt?
8. What does Simon do when Jack refuses to give Piggy meat?
9. What does Jack shout as everyone is eating the meat?
10. What does Ralph do in response to all of the celebration surrounding the pig?

Chapter 5

1. What is the purpose of Ralph's meeting?
2. Ralph mentions decisions made during the meetings that are not acted upon. List three of them.
3. In Ralph's speech, what does he say they should do before they let the fire go out?
4. One of the littluns woke up in the middle of the night and saw something moving in the jungle. What was it?
5. In an argument with Jack, Ralph accuses him of breaking rules. What is Jack's reply?
6. According to Ralph, what is "the only thing we've got"?
7. The meeting breaks up in a scatter of noise and excitement. What does Piggy suggest Ralph do to bring the meeting back to order?
8. Why does Ralph refuse to blow the conch?
9. Why is Piggy afraid of Ralph giving up the position of chief?
10. Why does Piggy wish grownups were there?

Chapter 6

1. What sign comes down from the world of grownups?
2. When the figure comes to rest, what does the wind cause it to do?
3. Who is on the mountaintop when the figure lands?
4. What is the state of the fire when Sam and Eric wake up?
5. What is Ralph's first action upon hearing about the beast?
6. What is Jack's response to hearing the news of the beast?

7. What is Piggy assigned to do as the others go in search of the beast?
8. What does Simon think of the beast?
9. What do the boys think about Castle Rock?
10. What is Ralph thinking as he strikes the rock with his fist?

Chapter 7

1. After leaving Castle Rock to search for the beast, the boys stop to eat. What is Ralph thinking about during this time?
2. As Ralph looks at the others, he notices the boys are dirty. What does he think about this?
3. As Ralph thinks about the ocean as a barrier, what does Simon say to him that interrupts his thoughts?
4. What do the boys encounter on the way to the mountaintop?
5. How does Ralph feel about hitting the boar with the spear?
6. Why does someone suggest going back to Piggy?
7. On the way to the mountain Maurice says, "Supposing the beast's up there?" What is Jack's reply?
8. When Jack questions whether or not Ralph is frightened, how does Ralph defend himself?
9. How does Jack describe what he sees on the mountaintop?
10. How do the three boys react to seeing the creature?

Chapter 8

1. How does Ralph characterize Jack's hunters?
2. After criticizing Ralph, what question does Jack ask the group?
3. After Jack leaves, what does Simon suggest they do?
4. What does Piggy suggest they do about the fire?
5. Does Jack intend to hunt the beast?
6. What does Jack plan to do for the beast?
7. How does Jack plan to cook the pig?
8. What is the Lord of the Flies?
9. What does Jack offer Ralph's group?
10. Who does Simon talk with in the jungle?

Chapter 9

1. What does Simon do when his fit passes?
2. What does Simon learn about the beast?
3. As Piggy and Ralph swim, what does Piggy suggest they do?
4. What is Jack's appearance compared to?
5. After the boys eat, what question does Jack ask everyone?
6. Ralph asserts his authority as chief. Is he successful?
7. When the storm breaks, Jack tells his hunters to do what?
8. In the dance, who acts as the first pig?

Lord of the Flies

Before We Start
Handout 5, continued

Novel Road Map to Success

9. Who crawls out of the forest into the circle?
10. What happens to him at the end of the chapter?

Chapter 10

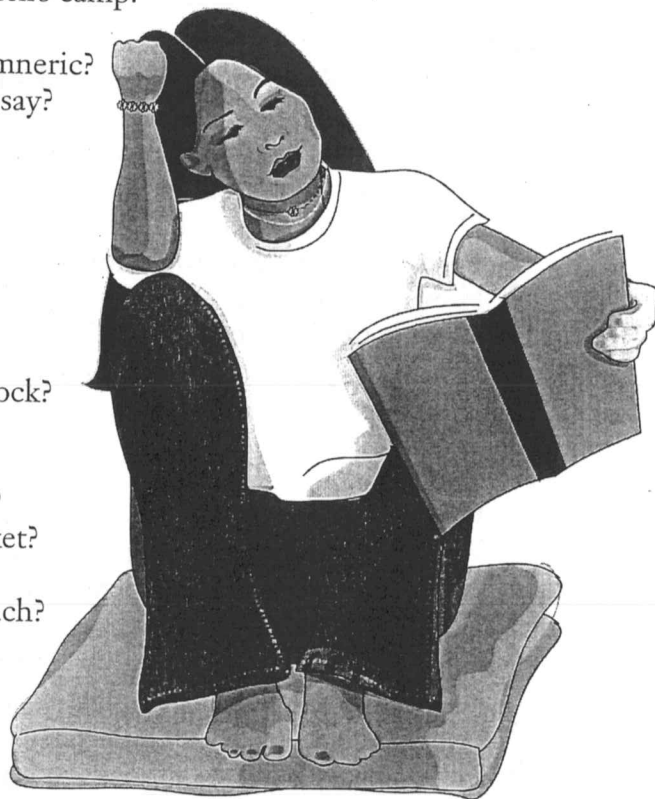
1. Ralph calls Simon's death a murder. How does Piggy try to justify their actions?
2. What role do Piggy and Ralph say they had in the attack?
3. After Robert explains to Roger how he can prevent him from coming up the ladder, how does Roger characterize Jack?
4. How does the tribe explain Simon's murder?
5. What are Jack's plans for his tribe?
6. For Ralph's group, what two purposes does the fire serve?
7. What do Ralph and his group decide to do about tending the fire at night?
8. What does Ralph dream about?
9. Someone or something creeps outside of their shelter. Who does it call for?
10. What do the intruders take?

Chapter 11

1. After losing his glasses, what does Piggy suggest that Ralph do?
2. What preparations does Ralph suggest they make before going to Jack's camp?
3. What does Piggy plan to do when he sees Jack?
4. What is the reason Ralph gives for coming to Jack's camp?
5. What does Ralph call Jack?
6. What does Jack command the tribe to do to Samneric?
7. When Piggy finally gets to speak, what does he say?
8. What happens to Piggy?
9. What happens to the conch?
10. What happens to Samneric?



Chapter 12

1. What does the Lord of the Flies look like when Ralph sees it?
2. What figures does Ralph see on top of Castle Rock?
3. Why do Samneric insist that Ralph leave?
4. How does the tribe plan to hunt Ralph?
5. Where does Ralph decide to sleep for the night?
6. How do the hunters flush Ralph out of the thicket?
7. What three options does Ralph consider?
8. Who does Ralph find after stumbling on the beach?
9. What does the naval officer say about the boys' behavior?
10. What does Ralph finally do at the very end?



APRIL 2018

SUBJECT Honors 10: LOF PERIOD 3rd

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 1						1
WEEK 2	2	3	4	5	6	7/8
WEEK 3	9	10	11	12	13	14/15
WEEK 4	16	17	18	19	20	21/22
WEEK 5	23  Ch's 1-3 reading and SG ?s due	24	25	26	27  Ch's 4-6 reading and SG ?s due	28/29
WEEK 6	30 You may expect a reading check quiz any day that a reading is due.	If there is a snow day, or you are absent, you are still expected to	have your reading and ?s done on the assigned dates.	Bring your book and questions home EVERY night.	These dates are subject to change based on announcements	made in class.

MAY 2018

SUBJECT _____ LOF _____ PERIOD 3rd

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
WEEK 1		1	2	3  Ch's 7-9 reading and SG ?s due	4	5/6
WEEK 2	7	8	9	10  Ch;s 10-12 reading and SG ?s due	11	12/13
WEEK 3	14	15	16	17	18	19/20
WEEK 4	21	22	23	24	25	26/27
WEEK 5	28	29	30	31		
WEEK 6						

Lord of the Flies

Chapter 1
Handout 1

Name _____

Date _____ Hour _____

Character Journal

Character journals help reinforce the individual personality of each character, as well as give you practice looking for information in the text.

Directions: In the following chart, write two quotes from Chapter 1 that describe each boy. Be sure to reference the page number after each quote.

Character	Quotes to Describe His Appearance/Personality
Ralph	<i>Example: "You could see now that he might make a boxer, as far as width and heaviness of shoulders went, but there was a mildness about his mouth and eyes that proclaimed no devil" (10).</i>
Jack	
Piggy	
Sam & Eric	
Roger	
Simon	

Lord of the Flies

Chapter 2
Handout 1

Name _____

Date _____ Hour _____

Character Analysis: Ralph as Leader

Characterization is the method used by a writer to develop how the character looks, acts and thinks. This activity gives you an opportunity to study one character in more depth. By asking you to reread previous passages, it also gives you a chance to review.

Directions: Examine what you know about Ralph thus far. In the first two boxes, collect quotes that describe Ralph's leadership abilities. Use the last box to predict his success.

Looking Back

Write at least two sentences from Chapter 1 that describe Ralph's leadership abilities.
Example: "We'd better all have names," said Ralph, "so I'm Ralph."

1.

2.

Thinking about the Present

Think about the chapter you're reading now. Find two more sentences that elaborate on Ralph's leadership abilities.

1.

2.

Looking Ahead

Based on what you know so far, explain whether or not Ralph will be a successful leader. What qualities help him? Which ones hinder him? Does his success depend only on himself? Why or why not?

Lord of the Flies

Chapter 3
Handout 1

Name _____

Date _____ Hour _____

Character Analysis: Simon

Characterization is the method used by a writer to develop how the character looks, acts and thinks. Simon seems different from the beginning. When he heads off into the forest at the end of the chapter, you can tell that he is not like the other boys. This activity asks you to critically evaluate what you have read so as to gain a clearer understanding of Simon's character. Returning to the text teaches you to be a diligent reader and to base your opinions on facts.

Directions: Reread this section. Then explain why you agree or disagree with the statements below based on the evidence in the passage.

Simon's Personality

Explain why you agree or disagree with the following statements based on this section.

1. Simon prefers to be alone.
2. Simon is kind and compassionate.
3. Simon acts deliberately.
4. Simon lives with some mental challenges.



The name Simon means "listener." Simon is the only one who hears and understands the truth.

Lord of the Flies

Chapter 1
Handout 2

Name _____

Date _____ Hour _____

Symbolism: The Conch and the Scar Group Activity

When an object represents a concept or idea, it is called symbolism. There are many symbols in *Lord of the Flies*. Two main ones are introduced in Chapter 1: the conch and the scar. This activity helps you notice details about the conch and the scar that you may have overlooked during your first reading. When it is time to analyze the meanings of these symbols, referring to this chart will prove useful.

Directions: The teacher divides the class into five groups and assigns each group a section from Chapter 1 (Example: pages 7–11). As a group, reread your pages and write down everything you can find about either the conch or the scar. Include page numbers for easy reference. (Some sections may only mention one or the other.) Afterward, one member from each group shares your findings with the class. Be sure to add the information you learn from other groups to your chart.

Details about the conch	Details about the scar
	<i>Example: "Beyond falls and cliffs there was a gash visible in the trees" (29).</i>
<i>Predict: What do you think the conch symbolizes?</i>	<i>Predict: What do you think the scar symbolizes?</i>

Name _____

Date _____ Hour _____

Theme Analysis: Death and Destruction Group Activity

A theme is a general concept or idea, such as love, justice, or sorrow. One way to help you think of themes is to complete the following sentence: "This is a book about _____." When events like death and destruction have a prominent place in a story, the author generally intends for the reader to carefully think about them. Start thinking about the ways that death and destruction have already been seen on the island. This activity gives you an opportunity to find details in the story, and it demonstrates how important this theme is to the author.

Directions: Together with a partner, complete the chart below to jump-start your analysis of this key theme.

Examples of death or destruction in the story	Why do you think the author includes each particular example?
<p><i>Example: Their plane was attacked, which forces them to land on the island.</i></p>	<p><i>Example: By starting the story with an attack, it sets the mood for violence throughout the novel.</i></p>

Name _____

Date _____ Hour _____

Theme Analysis: Brainstorm the Possibilities Group Activity

A theme is a general concept or idea, such as love, justice, or sorrow. One way to help you think of themes is to complete the following sentence: "This is a book about _____.", By this point in the story, it's likely that the author has introduced most, if not all, of the themes he wishes to use. Some themes may not be well developed yet, but there are clues as to what they are. This activity gets you thinking about the broader ideas the author wants you to discuss.

Directions: As a class, think of as many potential themes from Chapters 1–3 as you can, and write them on the board. Then, your teacher assigns one theme to you and your partner to support in more depth and present to the class.

Possible Themes

In the box below, write down all of the themes you think of as a class.

Evidence for a Theme

Your teacher assigns one theme from the box above. With a partner, go back to the book and look for characters and events that demonstrate the theme.

1. I am finding evidence for the theme of _____.

2. Here are three examples of this theme in the book (be sure to include page numbers):
 - A)

 - B)

 - C)

Lord of the Flies

Chapter 4
Handout 2

Name _____

Date _____ Hour _____

Journal: Trace Jack and Ralph's Relationship

As the leader of the hunters and the leader of all the boys, Jack and Ralph interact frequently. This activity helps you understand these two main characters better and provides another opportunity to review what you've read. Continue to hone your prediction skills and deepen your understanding of the novel.

Directions: Use the journal below to trace their relationship through Chapters 1–4 and think about how it plays out in the remaining chapters.

Looking Back: Jack and Ralph in Chapters 1–3

Summarize three key interactions between Jack and Ralph from Chapters 1–3, one in each box below. Remember to add the page numbers.	What do you think about each interaction?

Jack and Ralph Currently

Summarize two key interactions between Jack and Ralph from Chapter 4, one in each box below. Remember to add the page numbers.	What does each interaction tell us about each boy?

Looking Ahead: Jack and Ralph in the Future

Predict the future of their relationship based on what you've learned so far.

Name _____

Date _____ Hour _____

Character Analysis: Piggy

Characterization is a method used to develop how a character looks, acts and thinks. This activity provides insight into Piggy's character and helps you understand the author's intentions regarding him. Piggy appears on the first page of the story and plays a prominent role throughout the novel. It is time, then, to consider what type of person he is and how he functions in the group.

Directions: Use the charts below to help you think back to important passages about Piggy, to ponder his actions in Chapter 5, and to think about why the author included him in the novel.

Looking Back

Find five quotes that tell us something about Piggy's character in Chapters 1-4. They may describe his personality or explain some behavior on his part.

- 1.
- 2.
- 3.
- 4.
- 5.

Looking in Chapter 5

Choose two examples that illustrate Piggy's personality in Chapter 5 and summarize them below.

- 1.
- 2.

Looking Ahead

In the box below, explain why you think the author included Piggy in the novel. Why is he necessary to the plot?

Lord of the Flies

Chapter 6
Handout 1

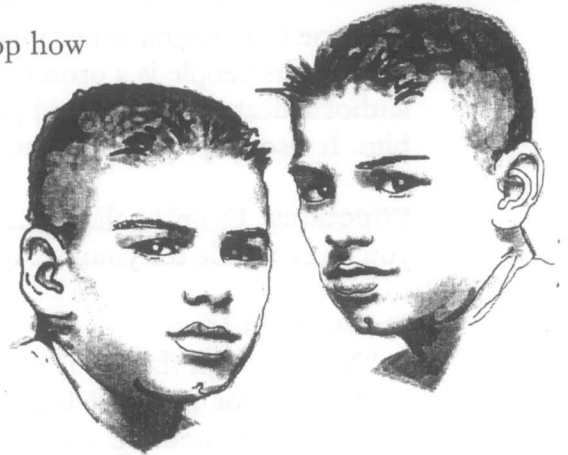
Name _____

Date _____ Hour _____

Character Analysis: Sam and Eric

Characterization is the method used by a writer to develop how the character looks, acts and thinks. Sam and Eric speak periodically through the novel but have their largest role to date in Chapter 6. This activity familiarizes you with more characters and provides an opportunity to ponder the unique connection twins sometimes experience.

Directions: Summarize their actions below and then evaluate their behavior as well as their relationship with each other.



The Facts

Describe three distinct things that Sam and Eric do in this chapter.

- 1.
- 2.
- 3.

The Opinions

What do you think about the twins after reading each of the events listed above?

- 1.
- 2.
- 3.

The Analysis

In what ways does being twins give Sam and Eric a special relationship compared to the other boys on the island?

Theme Analysis: Societal Control

A theme is a general concept or idea, such as love, justice, or sorrow. How a society controls its people is a prominent theme in *Lord of the Flies*. This activity points out the author's ideas on society and provides an opportunity for you to agree or disagree with him. It also helps you evaluate how things are progressing on the island.

Directions: Examine the three quotes below to figure out what he means. Remember that you must decide for yourself whether or not you agree with his point of view.

The Author's Ideas

1. "Now, though there was no parent to let fall a heavy hand, Maurice still felt the unease of wrongdoing. At the back of his mind formed the uncertain outlines of an excuse. He muttered something about a swim and broke into a trot."
 - A) What is the author saying about the society from which Maurice came?
 - B) How well is that society working on the island?
2. "Round the squatting child was the protection of parents and school and policemen and the law. Roger's arm was conditioned by a civilization that knew nothing of him and was in ruins."
 - A) How does Roger's society shape the way he behaves?
 - B) Explain whether or not you believe Roger's society is a good one.
3. "This from Piggy, and the wails of agreement from some of the hunters, drove Jack to violence. The bolting look came into his blue eyes. He took a step, and able at last to hit someone, stuck his fist into Piggy's stomach."
 - A) What does this event reveal about the society that now exists on the island?

Your Ideas

How important are societal controls? Explain your position.



The name Roger means "spear." In *Lord of the Flies* Roger's power is the use of brute force totally at whim.

Lord of the Flies

Chapter 5
Handout 2

Name _____

Date _____ Hour _____

Theme Analysis: Fear

A theme is a general concept or idea, such as love, justice, or sorrow. Just as in life, the motif of fear dominates much of this novel. Fear is a strong motivating factor in people's lives. It is responsible for causing some actions and for preventing others. This activity starts you thinking about fear in Chapter 5. It provides a tool for arriving at your own conclusions about the events in the chapter. It also lets you discuss your ideas with others to either strengthen or shift your personal position.

Directions: Several statements based on events in Chapter 5 are given below. Evaluate each one according to the scale and explain your reasoning at the bottom of the page. Be prepared to discuss your opinions with your peers.

The Scale

Circle the number from 1–5 that corresponds with your viewpoint.

- 1 — strongly disagree
- 2 — disagree
- 3 — believe both sides
- 4 — agree
- 5 — strongly agree

The Statements

- | | | | | | |
|---|---|---|---|---|---|
| 1. It is possible for the boys to resolve the fear issue at a meeting. | 1 | 2 | 3 | 4 | 5 |
| 2. Jack's exploration of the island reassures the boys there is no beast. | 1 | 2 | 3 | 4 | 5 |
| 3. Piggy's reliance on science is a good way to prevent being afraid. | 1 | 2 | 3 | 4 | 5 |
| 4. Simon truly believes a beast inhabits the island. | 1 | 2 | 3 | 4 | 5 |
| 5. A ghost, rather than a beast, creates a different kind of fear. | 1 | 2 | 3 | 4 | 5 |

The Explanations

In the space below, justify your position for each of the statements.

- 1.
- 2.
- 3.
- 4.
- 5.

Name _____

Date _____ Hour _____

Symbolism: Return to the Conch *Group Activity*

A symbol is an object or action that stands for something else. The conch plays an important role throughout the story. This activity reminds you of details of the conch from Chapter 1 that you may have forgotten, and allows you to begin forming your own ideas about what this particular symbol represents.

Directions: Together with a partner, complete the sections below, covering Chapters 2–6, to continue developing your appreciation for this key symbol.

Looking Back

In the box below write three details you learned about the conch in Chapters 2–5.

The Conch Now

In the box below explain how the conch is currently being used.

What the Conch Symbolizes

What are some things the conch has represented up to this point?

Lord of the Flies

Chapter 6
Handout 3

Name _____

Date _____ Hour _____

Research: Systems of Government

The boys originally create a democratic form of government where a chief is elected and the group members all have opportunities to be heard. In Chapter 6, though, Jack suggests a radical change when he says, "We don't need the conch any more. We know who ought to say things. What good did Simon do speaking, or Bill, or Walter? It's time some people knew they've got to keep quiet and leave deciding things to the rest of us."

This activity broadens your understanding of world governments and allows you to begin evaluating their respective value to society.

Directions: Research the various systems of government listed below. Provide a definition of the term, name some countries that have that system of government, and discuss whether or not you would be happy living under that system.

Systems of Government

On a separate piece of paper, explain what you've learned about each of the terms listed below.

1. Totalitarianism
2. Fascism
3. Socialism
4. Communism
5. Monarchy
6. Oligarchy



In 1911, the year William Golding is born, our President is William H. Taft and his Vice President, James S. Sherman.

Lord of the Flies

Chapter 7
Handout 2

Name _____

Date _____ Hour _____

Character Analysis: The Boys and the Dance

Characterization is the method used by a writer to develop how the character looks, acts and thinks. In Chapter 7, the boys perform another imitation of killing a pig. There are key differences, however, between this dance and the previous one. This activity provides an opportunity to evaluate your first impressions of the boys, examine their changing personalities, and determine if your impressions of them should be altered.

Changes in the Current Dance

Directions: In the space below, explain three elements that are new to the dance in Chapter 7. You'll need to reread the dance passage to complete this exercise.

- 1.
- 2.
- 3.

What the Changes Reveal

Directions: In the space below, give your opinion on what each change listed above shows about the boys.

- 1.
- 2.
- 3.



Name _____

Date _____ Hour _____

Drawing Comparisons: Ralph Joins the Hunt

Comparing characters and events helps you identify specific developments in the story and whether or not you feel they are important. In Chapter 7, Ralph gets a taste of the hunter's life when he participates in his first pig hunt. His behavior seems somewhat out of character. Or is it just a side he hasn't shown anyone before? Think about this issue as you complete the exercises below. As you look for differences in Ralph's character, ask yourself what may be causing the changes.

The Old Ralph

Directions: In the space below, write down four examples from Chapters 1–6 of Ralph's attitude toward hunting. Be sure to include the page number where each one is located.

- 1.
- 2.
- 3.
- 4.

The New Ralph

Directions: In the space below, describe two things Ralph does in Chapter 7.

- 1.
- 2.

Explain the Changes

Directions: In the space below, give a possible reason (remember, this is a personal opinion that you can support with evidence from the text) for each behavior listed under *The New Ralph*.

- 1.
- 2.



In *Lord of the Flies* Ralph, whose name means "counsel," holds group meetings to share his power as leader.

Lord of the Flies

Chapter 8
Handout 4

Name _____

Date _____ Hour _____

Drawing Comparisons: Simon vs. Jack

Comparing characters and events helps you identify specific developments in the story and whether or not you feel they are important. In Chapter 8, Simon and Jack both speak in the assembly. Their messages and their styles, though, are vastly different. This activity helps you find the differences between the characters and determine what they reveal about each character.

Jack's Speech

Directions: Reread the section where Jack calls an assembly, speaks to the group, and then walks away from them all. In the box below, write a brief summary of his message and describe how he delivered his speech, meaning his tone of voice, attitude, gestures, etc.

Jack's message:

Jack's style of delivery:

Simon's Speech

Directions: Reread the section where Simon speaks to the group. In the box below, write a brief summary of his message and describe how he delivered his speech, meaning his tone of voice, attitude, gestures, etc.

Simon's message:

Simon's style of delivery:

Persuasive Speakers

In the space below, explain which character you believe to have been the most persuasive and why you feel this is the case.

Lord of the Flies

Chapter 8
Handout 2

Name _____

Date _____ Hour _____

Plot Analysis: Rising Action Group Activity

Plot is the series of events that make up the story. The rising action is simply the progression of events and conflicts that make the story more interesting. Once the author introduces the characters, the story really gets going. Major conflicts and problems begin to occur. Now that you've finished reading Chapter 8, you're familiar with most of the issues that will arise. This activity helps you concentrate on the elements of the plot in order to apply these terms to *Lord of the Flies*. It also helps you separate major plot points from minor episodes.

Directions: Together with a partner, create a visual representation of the plot structure thus far according to the instructions below.

Five Elements of the Rising Action

Decide with your partner which five events are the most important in the storyline thus far. Write a brief summary of each one below (be sure to include the page number).

- 1.
- 2.
- 3.
- 4.
- 5.

Draw the Plot

Make a poster that illustrates the plot action up to this point. The basic plot diagram is shown below. Explain and label the five rising action events described above. Mark the climax point and resolution line; you'll fill these in later. Be as creative as you wish in designing and decorating your poster. Make it eye-catching.



Name _____

Date _____ Hour _____

Symbolism: The Lord of the Flies

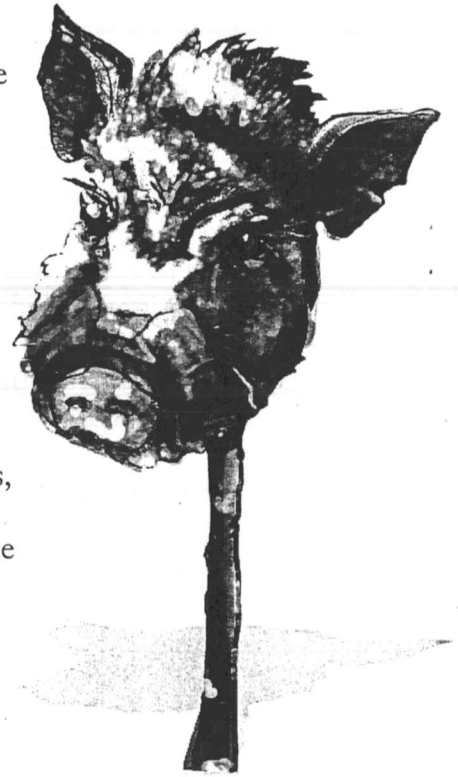
A symbol is an object or action that stands for something else. In Chapter 8 you see many sides of the Lord of the Flies. What did the author hope to convey with the pig's head on a stick? It's a question with many answers, but you'll focus on one major idea below.

This activity explains some background information on the Lord of the Flies and allows you to devise your own opinions about its relevance. Considering this symbol also provides new insight into the novel as you continue to read.

What is the Lord of the Flies?

Of course, the simple answer is it is a pig's head on a stick, an offering to the beast, which attracts a lot of flies. As with all symbols, though, we need to go deeper. The questions below help you work through some ideas and arrive at your own conclusions regarding the Lord of the Flies.

1. How is the Lord of the Flies like a devil in the novel?
2. What does it mean that the devil is lord over the flies? Who do the flies represent?
3. How is this an appropriate symbol for the story?
4. What is the purpose of including this symbol in the story?



Lord of the Flies

Chapter 9
Handout 2

Name _____

Date _____ Hour _____

Debate: Simon's Death Group Activity

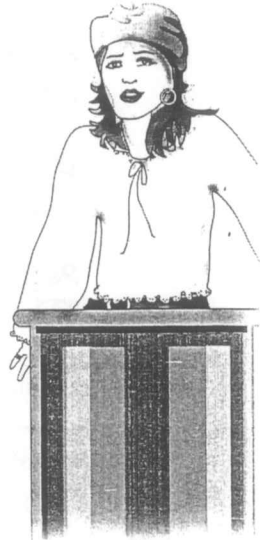
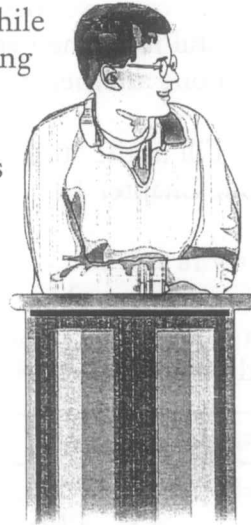
This activity helps you analyze a key event in the novel while providing practice in taking a personal stand and supporting your ideas with textual evidence.

Directions: Prepare yourself for a class debate on Simon's death by considering the focus question below and writing down an explanation for your viewpoint.

Focus Question

The question below will form the centerpiece of the debate:

At what moment does Simon's death become inevitable?



Your Answer

In the space below, answer the question by writing down the exact words from the book. (Be sure to include the page number.)

Your Justification

In the space below, explain why your answer is the best answer. Consider other options as well and be prepared to explain why they are not the best answer.

Name _____

Date _____ Hour _____

Close Reading on Jack's Tribe

Close reading is the process of re-examining a short passage and asking critical questions about it. In this case, we focus on the author's diction or word choices. This activity is an especially useful tool when you plan to write an essay, want to examine the way characters interact with one another, or analyze the breakdown of civilization on the island.

Directions: Fill in the student answer section in preparation for a class discussion on the passage from Chapter 10.

Passage on the Hunt

"The chief was sitting there, naked to the waist, his face blocked out in white and red. The tribe lay in a semicircle before him. The newly beaten and untied Wilfred was sniffing noisily in the background. Roger squatted with the rest."

Word/Phrase	Critical Question	Student Answers
1. "the chief"	What is the difference between calling the character "Jack" and calling him "the chief"?	<i>Example: The title gives him more power.</i>
2. "naked to the waist"	What is the importance of Jack's clothes or lack thereof?	
3. "white and red"	What ideas or feelings do these colors represent?	
4 "semicircle before him"	What does the tribe's physical posture suggest about it?	
5. "Wilfred was sniffing noisily"	How does Wilfred's crying fit in with the rest of this tribal scene?	

Lord of the Flies

Chapter 11
Handout 1

Name _____

Date _____ Hour _____

Character Analysis: Ralph

Characterization is the method used by a writer to develop how the character looks, acts and thinks. Ralph has been in charge from the beginning. It's time to evaluate Ralph's abilities and decide whether or not he was a wise choice for chief.

This activity asks you to look at particular events and analyze how they play into the bigger picture. It also asks you to draw conclusions about Ralph after having read the majority of the text.

Directions: In this exercise, analyze five things Ralph does and rate his decisions before writing an overall summary of his leadership.

The Scale

Circle the number from 1–5 that corresponds with your viewpoint.

- 1 — very ineffective
- 2 — ineffective
- 3 — neutral
- 4 — effective
- 5 — very effective

The Statements

Write down five things Ralph does in Chapter 11 and rate the effectiveness of each one.

- | | | | | | |
|----|---|---|---|---|---|
| 1. | 1 | 2 | 3 | 4 | 5 |
| 2. | 1 | 2 | 3 | 4 | 5 |
| 3. | 1 | 2 | 3 | 4 | 5 |
| 4. | 1 | 2 | 3 | 4 | 5 |
| 5. | 1 | 2 | 3 | 4 | 5 |

The Conclusion

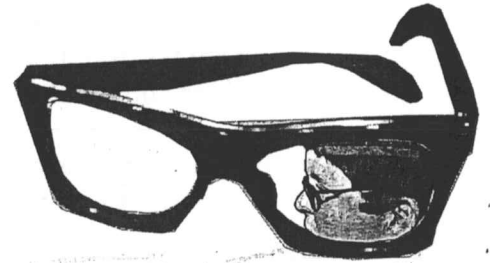
In the space below, explain whether or not you believe Ralph is a good leader. Use examples to support your opinions.

Name _____

Date _____ Hour _____

Plot Analysis: Climax *Group Activity*

The climax of the story is where all of the conflicts come to a head. There are no more opportunities to add or subtract problems; it is time for the big event. Now that you have finished reading most of the novel, the question is: Where is the climax? There are several possible answers, including Jack's secession from the original group, Simon's death, the theft of Piggy's glasses, Piggy's death, and perhaps others.



This activity lets you examine the structure of the novel and decide how you want to interpret it. Preparing your reasons beforehand helps you feel more comfortable when you speak aloud in class. Listening to your peers' thoughts and reexamining your position is an intelligent method for drawing conclusions.

Directions: Together with a partner, decide which event you believe to be the climax. Prepare a written justification for your position. This prepares you to support your ideas during a class discussion. After hearing your classmates' choices, you and your partner have an opportunity to reevaluate what you've written. Are you still convinced of your choice? Do you want to change your mind?

The Climax

In the space below, explain which event you believe to be the climax of the novel. Come to a final conclusion.

After Discussion

After listening to your classmates' viewpoints, have you changed your mind? Explain why or why not.

Lord of the Flies

Chapter 11
Handout 3

Name _____

Date _____ Hour _____

Symbolism: Characters

A symbol is an object or action that stands for something else. You've already examined many objects in the story that represent various concepts. Characters can also stand for abstract ideas. After reading Chapter 11, you are in a good position to look at Ralph, Jack, Simon, and Roger and what they represent. This activity helps you define the characters in terms of symbolic ideas. It gives you a new perspective on the novel and the author's message to the reader.

Directions: In the chart below, find these four characters and suggestions for what they symbolize. In each box, provide examples to support these assertions.

Symbolic Characters

Provide three examples from the book that support the ideas presented below.

Ralph = Democracy/Order	Jack = Savagery/Anarchy
<i>Example: Ralph says the rules are all they've got.</i>	
Simon = Purity/Goodness/Christ figure	Roger = Evil/Satan

Evaluate

Which character best represents his corresponding idea? Why?

Name _____

Date _____ Hour _____

Drawing Comparisons: Good vs. Evil

Comparing characters, events, and ideas helps you identify specific developments in the story and whether or not you feel they are important. In *Lord of the Flies*, the author sets up a comparison of good versus evil with certain characters and events representing one and some characters and events representing the other. This activity asks you to categorize events along a moral scale, which means assigning a value to them based on your own ideas and beliefs. This personalizes your reading and helps bring literature to life.

Directions: Look back through Chapters 1–11 to complete the chart below. Find examples of the good, the bad, and mixtures of the two.

Judge Whether It Be Good or Whether It Be Evil

Find five examples of goodness, five examples of evil, and three examples that are neither good nor evil. (Be sure to include page numbers.)

Good

Evil

Neither Good nor Evil

Lord of the Flies

Chapter 12
Handout 1

Name _____

Date _____ Hour _____

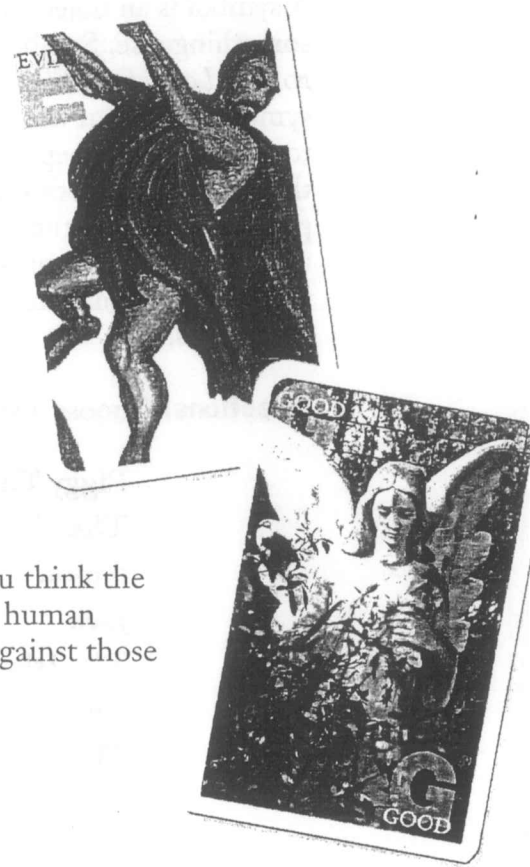
Theme Analysis: By the Author Group Activity

A theme is a general concept or idea, such as love, justice, or sorrow. One way to help you think of themes is to complete the following sentence: "This is a book about _____." When asked about the theme of *Lord of the Flies*, the author said that the problems in society come from problems in human beings themselves and that governments cannot create a moral society unless people act that way.

This activity does not ask you to decide how well the author makes his point, only if you think he is right. This is your opportunity to assert your own viewpoints after having digested the entire novel.

Society, Human Nature, and Morality

Directions: In the space below, explain whether or not you think the author was on the right track with his ideas about society, human nature, and morality. Be prepared to defend your beliefs against those who may disagree.



Lord of the Flies

Reflect on Reading
Handout 1

Name _____

Date _____ Hour _____

Symbols Group Activity

A symbol is an object or action that stands for something else. Symbolism plays an important role in *Lord of the Flies*. Understanding these symbols and what they stand for is crucial to developing a deeper appreciation for the novel. Completing this symbolism project reinforces the abstract ideas that each symbol represents and allows you to share your interpretations with your peers.



Directions: Choose a symbol.

Piggy/Glasses
The Conch
Simon
Jack
The Island
The Scar
The Beast
The Lord of the Flies

In groups of three, create a visual representation of one of the many symbols in the novel. There are no guidelines for the type of visual aid. Dolls, action figures, papier-mâché, etc. are all acceptable starting places. Wherever you begin, though, be sure to make the object uniquely your own by applying your own ideas and images.

Once you have created the object, decide how to convey its symbolic meaning: pasting or hanging words on it, adding small images, etc. The choice is yours. Remember that the symbol should be easy to display, and people who are not familiar with the story should be able to discern what the object represents.