

Common Core and NCTE/IRA Standards-Based Literature Guide for

Grades 9-11

LORD *of the* FLIES

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Lord of the Flies Literature Guide

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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.

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?

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: _____

Name _____

Period _____

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 tendrill?

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: _____

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 |

Lord of the Flies**Quiz: Chapters 1-3**

Directions: Choose the best answer for each of the following questions from Chapters 1-3. Write the correct letter on the line provided.

- _____ 1. When Ralph realized that there were no adults around, what was his reaction?
- a. He was frightened
 - b. He jumped up and down
 - c. He stood on his head
 - d. He went looking for adults
- _____ 2. When Ralph first met up with Piggy, what did Piggy talk about?
- a. His problem caused by the fruit
 - b. His glasses
 - c. His asthma
 - d. All of the above
- _____ 3. What was the conch good for?
- a. It was something they could eat
 - b. To call everyone to assembly
 - c. To sit on during meetings
 - d. To start a fire
- _____ 4. Who *insisted* that there *must* be a fire?
- a. Ralph
 - b. Piggy
 - c. Simon
 - d. Jack
- _____ 5. What was so important about having a fire?
- a. So they could cook their meat
 - b. To clear the land for shelters
 - c. They needed it to stay warm
 - d. As a signal
- _____ 6. How were they able to light the fire?
- a. A lighter
 - b. A pair of glasses
 - c. Rubbing two sticks together
 - d. None of the above
- _____ 7. How could Jack tell when he was on the trail of a possible kill?
- a. He saw animal dung
 - b. A pig ran past him
 - c. He saw a hoof print
 - d. All of the above
- _____ 8. When Jack was hunting, he caught himself feeling as if:
- a. Something was hunting him
 - b. He was the only one who cared if they ate
 - c. he'd never catch anything
 - d. no one appreciated what he did
9. Why do you believe the boys voted Ralph as leader, rather than Jack? Be specific.
- _____
- _____
- _____
- _____
10. Jack felt that meat was even more important than fire. Do you agree or disagree? Explain.
- _____
- _____
- _____
- _____