

Lord of the Flies



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Rationale

This Unit Plan is specifically designed for grade eleven English Language Arts. This unit and its assignments will encourage the students to consider the necessity of rules and laws for preserving order and civilization and society. Throughout the unit we will examine themes and symbolism, foreshadowing, setting and other literary devices used in the novel. We will discuss the relevance of Lord of the Flies with regards to current political and social situations as well as looking at the historical background of the novel. Over the course of the unit, students will learn how to create a concept map, work collaboratively, write imagination exercises, identify how the characters change and improve vocabulary through a variety of teaching strategies. At the end of the unit, we will watch the film and students will write a film review. The unit is organized chronologically to follow the events in the novel.

Objectives of the Unit

1. Make connections between ideas and information in Lord of the Flies and their own experiences by participating in a written survival exercise.
2. Support and justify their opinions and choices by writing down their reasons in the survival exercise.
3. Make connections between themes and ideas in Lord of the Flies by comparing and contrasting the characters at the beginning of the novel to the end of the novel.
4. Discuss ethical and philosophical issues raised in Lord of the Flies.
5. Improve vocabulary by working on a vocabulary sheet for every chapter.
6. Use a variety of different formats to present information by creating a concept map, illustrating the island, writing responses.
7. Use a variety of planning strategies to generate and access ideas for the concept map.
8. Assess their own and other's work for sentence clarity, precision of language and variety of expression by using peer evaluation for essays.
9. Be willing to give and receive constructive feedback and criticism to improve the clarity, meaning and style of their communications.

Assessment

This unit the students will be assessed based on their work on a concept map (25 points), the portfolios they will keep over the course of the unit (25 points), four mini tests (40 points) and participation (5 points). Concept maps will be marked based on creativity, supplied evidence and readability. At the end of the unit, portfolios will be handed in and marked based on content (are all the assignments complete and included?), clarity (vocabulary and grammar) and creativity.

Resources

A couple of web resources I found useful:

1. www.homework-online/lotf/quotes/asp
2. www.rit.edu/~sjg2490/lotf
3. www.sdcoe.k12.ca.us/score/lord/lordtg.html

Lord of the Flies
Lesson One

Survival English

Objectives:

1. Have students effectively argue their opinions.
2. Have students create a survival manual.
3. Have students make connections between literature and their own experiences.

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none"> • Tell them the “clean water” trick • Ask students if they’ve ever gone hiking or camping • Ask if they’ve ever gotten lost in the woods • Brainstorm with students what is essential for survival • write things on the board • ask them why we need the things they are suggesting 	<ul style="list-style-type: none"> • actively respond to teacher’s questions. • Make suggestions about essentials for survival • Brainstorm with the teacher 	15 minutes
Main Activities	<ul style="list-style-type: none"> • Give students the worksheet and the instructions 	<ul style="list-style-type: none"> • Students will individually work on their assignments 	35 minutes
Closure	<ul style="list-style-type: none"> • Ask if anyone would like to share their writing • Discuss essentials of survival 	<ul style="list-style-type: none"> • Some students will volunteer • Partake in discussion • As a group, decide what are the most important things for survival. 	10 minutes
Assessment	<ul style="list-style-type: none"> • Assignments will be handed in for evaluation 		
			60 mins

Lord of the Flies
Lesson Two

What's going happen?

Objectives:

1. Have students use their imaginations to make predictions about how the novel will end in written form.
2. Have students pair up and assess and evaluate each other's writing.
3. Be willing to give and receive feedback about their paragraphs

	Teacher	Students	Time
Hook/Intro	<ul style="list-style-type: none"> • Ask student what they think the weather will be tomorrow. Talk about common predictions we make everyday 	<ul style="list-style-type: none"> • Give examples of predictions people make. 	5 minutes
Main Activities	<ul style="list-style-type: none"> • Talk about the literary device of foreshadowing and how it works • Give them instructions to write their own predictions of what will have happened by the end of the novel. Guide them with questions such as: Does anyone die? Do they get rescued? Who is the leader in the end? Etc.. • Have students break into pairs and read each others work. 	<ul style="list-style-type: none"> • Students will write their predictions of what they think will happen in the novel 	30 minutes
		<ul style="list-style-type: none"> • Exchange stories and "mark" each other's work. Help them polish their work 	20 minutes
Closure	<ul style="list-style-type: none"> • Ask for volunteers to read their predictions aloud 	<ul style="list-style-type: none"> • Students volunteer to read their predictions 	5 minutes
Assessment	<ul style="list-style-type: none"> • This assignment will be read by the teacher and handed back to put in their portfolios. 		
			60 mins

Lord of the Flies
Lesson Three

Design the Island

Objectives:

1. Students will use their imaginations to design their own illustration of the island
2. Students will illustrate what they “see” in their mind as they read and draw it on paper.

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none"> • Ask students if they have ever been surprised or disappointed when they see a book they’ve read on film. • Ask for examples • Other things too (a person’s voice doesn’t match their appearance) 	<ul style="list-style-type: none"> • Will give examples of when things don’t match for them 	10 minutes
Main Activities	<ul style="list-style-type: none"> • Ask them to create the island from what they’ve read so far. • Remind them to include the scar, the mountain, the beach, trees, the reef, etc.. 	<ul style="list-style-type: none"> • Students will illustrate the island individually 	30 minutes
Closure	<ul style="list-style-type: none"> • Students will leave their illustrations on their desks and the class will walk around looking at each others 	<ul style="list-style-type: none"> • Students circulate around the room 	20 minutes
Assessment	<ul style="list-style-type: none"> • This assignment will be the cover of their portfolios and be assessed as part of the content at the end of the unit. 		
			60 mins

Extension: Vocabulary sheet for Chapter four.

Lord of the Flies
Lesson four

Character evaluation

Objectives:

1. Have students closely examine the nature of the main characters in the novel.
2. Have students work in pairs to fill in the worksheet
3. Students will recall and research character description from the novel based on the first part of the novel.

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none"> • Ask the students if they have any questions about the text before the quiz. 	<ul style="list-style-type: none"> • Will ask any questions 	5 mins
Main Activities	<ul style="list-style-type: none"> • Quiz on Chapters 1-3 • Hand out the worksheet and give the students the instructions 	<ul style="list-style-type: none"> • Write the short quiz (10 questions) • Fill in the worksheet and include it in their portfolios. 	20 mins 25 mins
Closure	<ul style="list-style-type: none"> • As a group, go over their answers to see where people differ. • Tell students the worksheet is for their portfolios. We will use the same one later in the novel to look at how the characters change. From these two worksheets they will write me an essay about how the characters change by the end of the novel. 	<ul style="list-style-type: none"> • Students will tell me their answers and see if they all agree. 	10 minutes
Assessment	<ul style="list-style-type: none"> • The quiz is designed so that 		
			60 mins

Extension: Vocabulary Sheet for Chapter 5

Lord of the Flies
Lesson five

Discussion Questions

Objectives:

1. Students will look for themes in the novel
2. Students will understand symbolism
3. Students will work in groups of four

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none"> • Ask class what is a symbol? Can they give any examples of common symbols? • What about the statue of liberty? Eiffel Tower? • Tell them to come up with a common symbol? 	<ul style="list-style-type: none"> • Students respond • Students must think up a symbol and what it represents. They can try and draw their symbol if they want or just tell us what it is and rest of class guesses what it represents 	20 minutes
Main Activities	<ul style="list-style-type: none"> • Divide class into groups of four • Hand out the worksheets for groups to complete 	<ul style="list-style-type: none"> • Each group works on their own sheet of paper 	30 minutes
Closure	<ul style="list-style-type: none"> • Write all the symbols on the board. 	<ul style="list-style-type: none"> • Each group comes up and tells the rest of the class what it represents 	10 minutes
Assessment	<ul style="list-style-type: none"> • Worksheet in portfolio 		
			60 mins

Extension: Vocabulary Sheet for Chapter 6

Lord of the Flies - Lesson six
Found Poetry

Objectives:

1. The students will learn how to and write a found poem that will encapsulate a feeling of the novel.
2. Students will work on presentation skills by reading aloud their poem.

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none"> • Read an example of a found poem that the teacher created from the text • Ask them if they can guess where the words came from. And what the poem is trying to convey. 	<ul style="list-style-type: none"> • Students listen • Students respond 	10 Mins
Main Activities	<ul style="list-style-type: none"> • Instruct the students on how a sound poem is constructed. • Tell them to pick a message and find words to make that message real for others. • Circulate and facilitate 	<ul style="list-style-type: none"> • Students write their poems 	30 minutes
Closure	<ul style="list-style-type: none"> • Have each student read their poem aloud • Ask class what they think the author was trying to convey 	<ul style="list-style-type: none"> • Students take turns reading poem and then answers guesses and then tells us if we're right or wrong 	20 minutes
Assessm't	<ul style="list-style-type: none"> • The poem will be handed in with the page number of where they got the words at the bottom. 		
			60 mins

Example of a found poem to read: Pages 112-113

Take spears, the beast is nothing.
The beach stretched away.
Jack lead the way. Follow Jack.
Impenetrable tangle of creepers
Stony ground and personal hell.
Sick and heroic Human

Extension: Vocabulary Sheet for Chapter 7

Lord of the Flies
Lesson seven

Quiz and Plot diagram

Objectives:

1. Students will recall facts for quiz
2. Students will isolate important events in the story and make a plot diagram.
3. Students will work in pairs

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none"> • Answer any questions the students may have before the quiz. 	<ul style="list-style-type: none"> • Ask questions 	5 minutes
Main Activities	<ul style="list-style-type: none"> • Quiz 	<ul style="list-style-type: none"> • Quiz 	20 minutes
	<ul style="list-style-type: none"> • Teach students to make a plot diagram • Put it on display 	<ul style="list-style-type: none"> • Students will make a plot diagram that shows: the initial incident, the rising action (5 important events), the growth of external and internal conflict in the group and individuals, the climax and the resolution. 	60 minutes
Closure	<ul style="list-style-type: none"> • Each pairing will present theirs to the class. 	<ul style="list-style-type: none"> • Presentations 	35 minutes
Assessment	<ul style="list-style-type: none"> • Everyone will include a copy of theirs in portfolio. 		
			60 mins

Extension: Vocabulary Sheet for Chapter 8

***This lesson will take two days

Lord of the Flies
Lesson eight

Predictions

Objectives:

1. Students will compare their first predictions to what has happened in the novel.
2. Students will predict the end of the novel.

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none">• Ask students if any of their predictions came true?• Ask if any of their predictions were way off	<ul style="list-style-type: none">• Students respond, they explain where they were right• Students respond and say where they were wrong	10 minutes
Main Activities	<ul style="list-style-type: none">• Silent write of predictions and where they were wrong in their first predictions	<ul style="list-style-type: none">• Silent write	35 minutes
Closure	<ul style="list-style-type: none">• Ask if anyone wants to share• Give them vocab. list for next day	<ul style="list-style-type: none">• Students volunteer• Begin working on next day's vocab	15 minutes
Assessment	<ul style="list-style-type: none">• Goes into their portfolios		
			60 mins

Extension: Vocabulary Sheet for Chapter 9

Lord of the Flies
Lesson nine

Introduction of concept map

Objectives:

1. Have students isolate themes and create a concept map
2. Have students work collaboratively in pairs

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none"> • Ask students what keeps coming up in the novel, have they seen any patterns? • Write them on the board • Could these be themes? 	<ul style="list-style-type: none"> • Students respond • Ask questions about theme 	10 minutes
Main Activities	<ul style="list-style-type: none"> • Hand out the worksheet on concept maps • Get students in pairs • Go over the instructions • Tell them to find evidentiary support BEFORE they begin mapping 	<ul style="list-style-type: none"> • Students are beginning to look at themes in their story and deciding which one to choose for the concept map • Starting to construct the concept map 	50 minutes
Closure	<ul style="list-style-type: none"> • tell them that they'll be given more class time and to work until the bell. 	<ul style="list-style-type: none"> • 	
Assessment	<ul style="list-style-type: none"> • students are just beginning to work on their maps, they're a large part of the unit and will be given 4 (approx.) periods to work on it before they hand it in. 		
			60 mins

Extension: Vocabulary Sheet for Chapter 10

Lord of the Flies
Lesson ten

Cover design

Objectives:

1. Students will create illustrations that they feel are representative of the novel.

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none">• Quiz	<ul style="list-style-type: none">• Quiz	20 mins
Main Activities	<ul style="list-style-type: none">• Ask students if they like the cover of the novel• Ask students if they know why it was chosen• Ask the students to design a book jacket for the novel.• Once students are finished illustrating, they will continue to work on their concept maps until the end of class.	<ul style="list-style-type: none">• students respond• students illustrate their own version of the cover	40 minutes
Closure	<ul style="list-style-type: none">• n/a	<ul style="list-style-type: none">•	
Assessment	<ul style="list-style-type: none">• Book jacket will be submitted with the portfolio.		
			60 mins

Extension: Vocabulary Sheet for Chapter 11

Lord of the Flies
Lesson eleven

Character comparison

Objectives:

1. Students will evaluate how the natures of the characters have changed since the beginning.
2. Students will write a short essay on one character and how they've changed over the course of the novel.

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none">• ask students to pull out of their portfolios the character worksheet from the 4th lesson• ask if these descriptions are still accurate	<ul style="list-style-type: none">• students look at worksheet and discuss with their partners	5 minutes
Main Activities	<ul style="list-style-type: none">• Hand out the worksheet• Have students fill it in pairs• Ask students to compare it to the character worksheet in the beginning of the novel.• Ask them for written examples of how the characters have changed	<ul style="list-style-type: none">• In pairs, students fill in worksheet• Individually they write up how the characters have changed	35 minutes
Closure	<ul style="list-style-type: none">• Let them work on their concept maps	<ul style="list-style-type: none">•	20 minutes
Assessment	<ul style="list-style-type: none">• character worksheet goes in their portfolio but the written comparison goes to teacher.		
			60 mins

Extension: Vocabulary Sheet for Chapter 12

Lord of the Flies
Lesson twelve

Quiz and Concept Map

Objectives:

1. Students will recall information for quiz
2. Students will critically analyze the book for evidentiary support for their concept maps

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none">• Quiz	<ul style="list-style-type: none">• Quiz	20 minutes
Main Activities	<ul style="list-style-type: none">• Teacher circulates and helps	<ul style="list-style-type: none">• Students will continue to work collaboratively on their concept maps	40 minutes
Closure	<ul style="list-style-type: none">• They work until the bell	<ul style="list-style-type: none">•	
Assessment	<ul style="list-style-type: none">• quiz will be submitted for marking		
			60 mins

Extension: Vocabulary Sheet for Chapter

Lord of the Flies
Lessons thirteen and fourteen

Video and Movie Review

Objectives:

1. Students will look at the story through another lens and critically analyze whether it was faithful to the novel.
2. Students will articulate through writing whether they feel the movie was good and they must take a stance but argue for both sides (short expository essay format)

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none"> • Watch the movie 	<ul style="list-style-type: none"> • Watch the movie 	90 minutes
Main Activities	<ul style="list-style-type: none"> • At the end of the first part of the film, give the students the worksheet on writing a movie review • Tell student that they are newspaper reporters with a half-hour deadline and they must submit their review of the movie today. 	<ul style="list-style-type: none"> • Write their review 	30 minutes
Closure	<ul style="list-style-type: none"> • submit their review of the movie • tell them that their concept maps will be viewed the next day (they'll have time in class to add the final touches) 		
Assessment	<ul style="list-style-type: none"> • based on their review 		
			120 mins

Columbia Pictures presents a film directed and edited by Harry Hook. Produced by Ross Milloy. Written by Sara Schiff. Photographed by Martin Fuhrer. Music by Philippe Sarde. Running time: 90 minutes. Classified R. At local theaters.

Lord of the Flies
Lesson fifteen

Concept Map Gallery walk and Portfolio submission

Objectives:

1. Have the students demonstrate an understanding of theme.
2. Have the students work collaboratively.
3. Have the students organize, plan and complete a large unit project.
4. Have the students demonstrate organization through the submission of the portfolio.

	Teacher	Student	Time
Hook/Intro	<ul style="list-style-type: none">• Tell the students that they have half an hour to finish their concept maps	<ul style="list-style-type: none">• Students work	30 minutes
Main Activities	<ul style="list-style-type: none">• Gallery Walk, teacher marks	<ul style="list-style-type: none">• Gallery Walk	30 minutes
Closure	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Students will circulate and view each other's concept map, and explain their map to their peers• Submit their portfolios for evaluation	
Assessment	<ul style="list-style-type: none">• Based on the content of their portfolio• Based on the quality of the work for concept map		
			60 mins

Character Worksheet

	Ralph	Piggy	Simon	Jack	Roger
Appearance					
Personality					
Attitude towards being on the island					
Attitude towards other boy					
Information about parents					
Characteristics					
Motivation (what does he want?)					

Concept Map on Theme
Final Project

/25

Instructions:

- You are to work with a partner. I need to know who your partner is, so please register your partnership with me.
- Exchange phone numbers, email addresses, and schedule information with each other.
- Decide on a theme from Lord of the Flies that you are both interested in.

Your job is to create a concept map that will PROVE a theme in the Lord of the Flies. You will use elements such as plot, character, symbol and setting to prove this theme. Place the THEME STATEMENT at the TOP or the MIDDLE of your poster board. Your evidence will be interconnected and lead to your theme. REMEMBER that the linking words, which show the connection between ideas, are crucial. You will also need to include textual support (quotations and page numbers) to provide evidence to prove the concepts you place on the map. For example, if you are proving that the setting (the island) is personified, include a quotation and page number which shows what you state is true.

You will be given FOUR class hours (approximately) to work on your concept maps. Any additional time that you need will be done AFTER school hours (homework). Concept Maps will be displayed and discussed for one class at the end of the unit. We will go over the instructions as a class but if, after that, you have any questions:

1. Ask your partner
2. Ask your peers
3. Ask Ms. Paulsen

Your Concept Map will be graded on its content, evidential support, clarity and creativity.

GOOD LUCK!

Discussion questions for Lesson 5

Groups one, two, three and four will find their answers in chapters 1-6
Groups five, six, seven and eight will find their answers in chapters 7-12

Groups One and Five:

Before you begin, what is a symbol? What is the purpose of using a symbol in literature?

Butterflies:

What associations go along with butterflies?

What are the situations where a butterfly would appear?

How do butterflies enhance or compliment these situations?

How do butterflies come to be butterflies?

Which character is associated with butterflies?

List some things that butterflies could be symbolic of

The Lord of the Flies/Pig's head

Where does this title or label come from? Where did it originate?

Trace the development of the beast from the beginning of the novel to the appearance of the Lord of the Flies.

What things are connected with the Lord of the Flies? Literally? Figuratively?

For whom is the Lord of the Flies a reality? Why does he only appear to one character?

Is the Lord of the Flies real or imaginary? In what ways is he both?

Why did the author choose this for the title of his book?

Group Two and Group Six

Before you begin, what is a symbol? What is the purpose of using a symbol in literature?

The conch

Trace the development of the conch from its appearance to its destruction

Is the physical description important?

What situations is the conch associated with?

What is the role of the conch among the boys?

What does the conch literally and figuratively represent?

What is the conch in our society?

Fire

List all of the instances that fire appears throughout the novel

What types of fire are there?

How are they created?

What situations is fire associated with?

What does fire literally and figuratively represent?

Group three and seven

Before you begin, what is a symbol? What is the purpose of using a symbol in literature?

Huts

What do huts provide?

Why are they important on the island?

In what situations are the huts mentioned?

Are they a point of conflict?

What do the huts literally and figuratively represent?

Piggy's glasses

What do the glasses provide?

How often do they appear?

Which character are they associated with? Is this important? Why?

In which situation are the glasses mentioned? Are they a point of conflict?

What do they literally do? What do the boys use them for?

What are the glasses in our society?

Groups four and eight

Before you begin, what is a symbol? What is the purpose of using a symbol in literature?

Darkness

What activities or situations take place in the dark?

What role does darkness play in setting the mood of a situation?

Trace the development of darkness from the beginning to the end of the novel.

Does the role of darkness increase as the plot progresses?

Is darkness ever more than the absence of light? When does it take on a more symbolic role?

Face paint

Why do people put face paint on? What is it associated with?

What does the face paint do for the boys? How does it change their behavior?

What character is face paint associated with? Is this important? Why?

In what situation is it used?

How does the function or role of face paint change as the plot progresses?

What does the face paint symbolize?

Movie Review for Lord of the Flies

You are a movie reviewer for a national paper. After viewing the movie, please write a one-page critique of it (150 words, double spaced, in ink). You may begin with, "I liked this movie because", or, "I did not like this movie because" but YOU MUST HAVE AN OPINION. This paper cannot be only be a summary of the film, you must tell me why you liked it AND why you did not. THAT'S RIGHT! YOU MUST ARGUE GOOD POINTS AND BAD POINT OF THE FILM! Tell me what you think needed to change in order for the film to be more effective.

For example:

One thing that I really liked about the film was how Ralph was portrayed. I think the actor did a really good job of showing the viewer how tormented he was...

Or

The director did not capture the importance of the conch in the film.

Portfolios

/25

At the end of the unit all students will be required to submit their portfolios to the teacher.

The Portfolio will include:

- Vocabulary sheets
- The “survival” assignment
- Movie review with book jacket design
- Island illustration
- Both character worksheets
- The character comparison
- Question worksheets
- And the imagination exercises
- Any homework assigned
- Mini-tests (4)

Survival: English 11

You and your partner have been marooned on a tropical island. You have three things with you that will help you two survive. You can choose your three things from the list below or you can choose something that I did not put on the list (not food or water though). Tell me what you will do to survive and how you will use your three items. Also, tell me what you will do to increase the chance of rescue.

- Lighter, metal match, waterproof matches.
- Snare wire.
- Signaling mirror.
- Wrist compass.
- Fish and snare line.
- Fishhooks.
- Candle.
- Small hand lens.
- Oxytetracycline tablets (for diarrhea or infection).
- Water purification tablets.
- Solar blanket.
- Surgical blades.
- Butterfly sutures.
- Bags for water storage.
- Chap Stick.
- Needle and thread.
- Knife.
- CD player.
- Toothbrush.
- Your dog.
- Saw.
- Nails.
- Hammer.

Please write in complete sentences. Minimum of one page (150 words), in ink and double-spaced. Both creativity and spelling count. Please hand in at the end of class.

Vocabulary Worksheet
Chapter One

Clamber: _____

Lagoon: _____

Vainly: _____

Quiver: _____

Decorous: _____

Interpose: _____

Strident: _____

Scupper: _____

Speculate: _____

Clamor: _____

Pallor: _____

Indignation: _____

Jumble: _____

Grating: _____

Vocabulary Worksheet
Chapter Two

Warp: _____

Conch: _____

Scornfully: _____

Officious: _____

Indignant: _____

Tumult: _____

Irresistible: _____

Nimble: _____

Vocabulary Worksheet
Chapter Three

Festoon: _____

Tendril: _____

Oppressive: _____

Inscrutable: _____

Barb: _____

Bewilder: _____

Flaunt: _____

Furtive: _____

Glimmer: _____

Vocabulary Worksheet
Chapter Four

Opalescence: _____

Mirage: _____

Whimper: _____

Croon: _____

Preposterous: _____

Caper: _____

Incredulously: _____

Irrelevance: _____

Implication: _____

Shrill: _____

Malevolent: _____

Gyration: _____

Vocabulary Worksheet
Chapter Five

Obscure: _____

Opaque: _____

Gnaw: _____

Speculation: _____

Scowl: _____

Jabber: _____

Jeer: _____

Indigo: _____

Formulate: _____

Mimicry: _____

Inarticulate: _____

Gibbering: _____

Improvisation: _____

Vocabulary Worksheet
Chapter Six

Squawk: _____

Bristle: _____

Relentless: _____

Vocabulary Worksheet
Chapter Seven

Jumble: _____

Dun: _____

Covert: _____

Infinite: _____

Snivel: _____

Uncompromising: _____

Infuriating: _____

Sagely: _____

Blunder: _____

Vocabulary
Chapter Eight

Heed: _____

Dung: _____

Stagger: _____

Spout: _____

Uproarious: _____

Skewer: _____

Iridescent: _____

Vex: _____

Crimson: _____

Vocabulary
Chapter Nine

Corruption: _____

Tremulous: _____

Trickle: _____

Steadfast: _____

Vocabulary
Chapter Ten

Befoul: _____

Shrill: _____

Shudder: _____

Gesticulate: _____

Samneric: _____

Stifle: _____

Smother: _____

Phosphorescence: _____

Vocabulary
Chapter Eleven

Squat _____

Myopia _____

Snivel _____

Devastate _____

Multitudinous _____

Snigger _____

Incantation _____

Vocabulary
Chapter Twelve

Elaborate _____

Dribble _____

Ululation _____

Wriggle _____

Heave _____

Thicket _____

Cower _____

Visualize _____

Shudder _____

Wrench _____

Lord of the Flies
Test One
Chapters 1-3

Chapter one

1. How does Ralph react when he realizes there are no adults on the island?
2. Give two reasons why was Ralph elected the leader.
3. What does Ralph do to ease Jack's disappointment at not being elected the leader?

Chapter two

4. What is the first rule made at the meeting?
5. What does Ralph say is the most important thing to do?
6. What does Piggy do after the meeting breaks up?
7. What does Simon's comment about Piggy helping to build the fire tell us about him?

Chapter three

8. What do Jack and Ralph disagree about?
9. What does Simon do at the end of the chapter?
10. What does the argument between Jack and Ralph, tell us about Ralph's character?

Lord of the Flies
Test two
Chapters 4-6

Chapter four

1. What are two reasons that the littluns came running at the sound of the conch?
2. Why does Roger throw stones to miss the littlun? What does this tell us about him?
3. What effect does Jack's "mask" have on him?
4. What effect does it have on the others?

Chapter five

5. Why is Ralph upset at the meeting?
6. Why is Simon interrupted at the meeting (there are two possible reasons, give me one.)
7. What sign does Ralph wish for at the end of the chapter?

Chapter six

8. Does Ralph's wish get answered?
9. Why does Ralph go looking for the beast alone?
10. At the end of the chapter, how do we know that Ralph and Jack still have different views on what is important?

Lord of the Flies
Test three
Chapters 7-9

Chapter 7

1. At the beginning of the chapter, what is bothering Ralph?

2. What is there about the dancing and chanting that is different from before?

3. Why does Ralph climb the mountain at dark, even though he knows it is not a good idea?

Chapter 8

4. Why does Jack get angry at the beginning of the chapter?

5. What does Jack ask the group to vote on?

6. Where does Jack tell his new tribe that they will move to?

7. What does the pig's head tell Simon to do at the end of the chapter?

Chapter 9

8. What does Simon do when he discovers the dead airman?

9. Why do Ralph and Piggy join the others in dancing and chanting?

10. Who says that Simon is the beast?

Lord of the Flies
Test four
Chapters 10-12

Chapter 10

1. Who are the only ones who did not join Jack's tribe?
2. Jack is becoming more cruel, what evidence is there of this?
3. Why does Jack steal Piggy's glasses?

Chapter 11

4. What evidence is there of Piggy starting to act more bravely?
5. At castle rock, what happens to Sam and Eric?
6. Who is wounded and how?

Chapter 12

7. Ralph is scared of the savages but would still like to join them. Why?
8. What do Samneric mean when they say that Jack ordered a stake to be sharpened at both ends?
9. How does Jack find Ralph's hiding place?
10. What is ironic about the fire that causes their rescue?