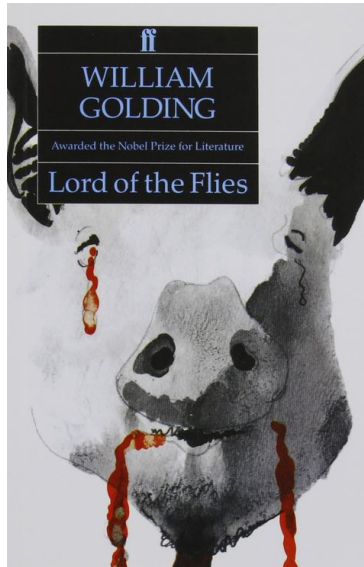


# Lord of the Flies



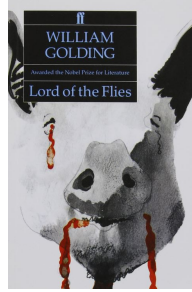
By

William Golding

A Novel Study  
by Joel Michel Reed

# Lord of the Flies

## By William Golding



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**About the author:** Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites [www.reedpublications.org](http://www.reedpublications.org) and [www.novelstudies.org](http://www.novelstudies.org).

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# Lord of the Flies

By William Golding

## Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each section of the novel study focuses on one chapter of *Lord of the Flies* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

**Themes** which may be taught in conjunction with the novel include wilderness adventures with unusual characters facing difficult circumstances, mortality, (dysfunctional) families, friendships, jealousy, relationships, and putting right to a wrong.

# Lord of the Flies

By William Golding

## List of Skills

### Vocabulary Development

1. Locating descriptive words / phrases
2. Identifying synonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *personification*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identifying antonyms
13. Identify/create *similes*
14. Identify *anagrams*

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify *cliffhangers*
4. Complete Five W's Chart

### Character Activities

1. Determine character traits
2. Cast a feature film.
3. Relating personal experiences
4. Complete a character comparison

### Creative and Critical Thinking

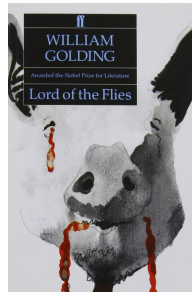
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Identification activities
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Sheet
9. Write a poem
10. Write a letter home.

### Art Activities

1. Design a storyboard
2. Create a mural
3. Write a quiz show.
4. Design a cover for the novel
5. Create a comic strip

# Lord of the Flies

## By William Golding



### Synopsis

A plane crashes on a desert island and the only survivors, a group of schoolboys, assemble on the beach and wait to be rescued. By day they inhabit a land of bright fantastic birds and dark blue seas, but at night their dreams are haunted by the image of a terrifying beast. As the boys' delicate sense of order fades, so their childish dreams are transformed into something more primitive, and their behaviour starts to take on a murderous, savage significance. (Courtesy of the publisher – Amazon – Kindle Edition)

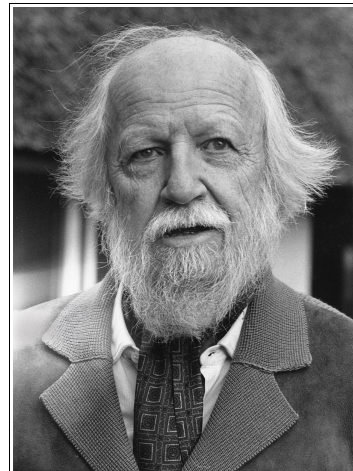
A complete synopsis and other helpful reviews can be found on the following website:  
[https://en.wikipedia.org/wiki/Lord\\_of\\_the\\_Flies](https://en.wikipedia.org/wiki/Lord_of_the_Flies) (May contain spoilers)

### Author Biography

William Golding

**William Golding:** (19 September 1911 – 19 June 1993)  
William Golding's first novel is now recognized as a modern classic. In the words of E.M. Forster, *Lord of the Flies* 'begins like a Ballantyne yarn, but ends grimly otherwise. Beautifully written, tragic and provocative.'

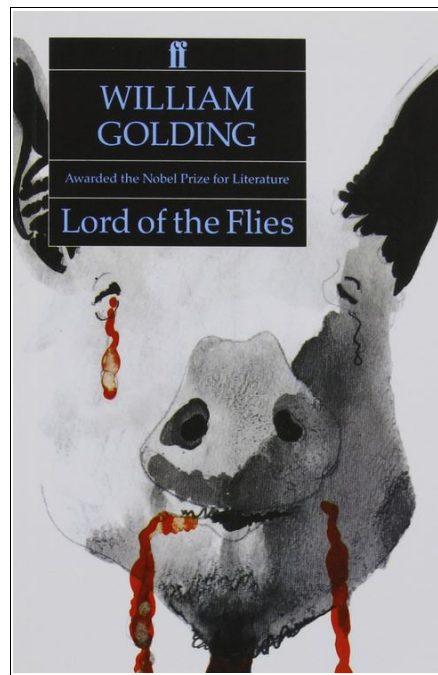
'Golding knows exactly what boys are like; he has a compelling imagination; and the vivid realism with which he describes the disintegration of their untried and precarious civilization under the pressure of raw nature carries the reader to the bloody climax ... a most absorbing and instructive tale.'



(Author biography courtesy of the publisher – Faber and Faber)



# Lord of the Flies



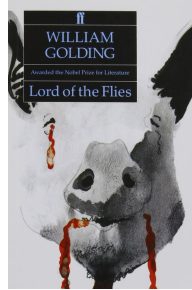
*By William Golding*

Name:

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# Lord of the Flies

## By William Golding



### Chapter 1



#### Before you read the chapter:

Think of at least three things that you think would be fun about being stranded on a desert island, as well as three things which would not be much fun.

The Good	The Bad



#### Vocabulary:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

- |                 |  |
|-----------------|--|
| 1. Intimidate   | A. Anger or annoyance provoked by unfair treatment.                        |
| 2. Acquaintance | B. Situated in order to draw attention; noticeable.                        |
| 3. Prominent    | C. To arrest someone for a crime or specific action.                       |
| 4. Adolescence  | D. Unwilling or unable to believe something.                               |
| 5. Apprehension | E. Slight knowledge of or friendship with someone.                         |
| 6. Apprehended  | F. Unconventional or slightly strange behaviour.                           |
| 7. Indignation  | G. The period following the onset of puberty.                              |
| 8. Intricate    | H. Very complicated or detailed.   |
| 9. Incredulous  | I. Inability to act or speak due to fear or anxiety.                       |
| 10. Eccentric   | J. To frighten or overawe someone in order to make them do what one wants. |



# Questions



1. Briefly describe the setting of our story as Chapter One begins.


2. Circle the correct narrative that our novel follows, and the reason for your choice.

First Person      Second Person      Third Person


3. What common respiratory condition did Piggy say that he suffered from?

--

4. Why would the following statement taken from Chapter One be considered an example of a double negative? *'They're all dead' said Piggy, 'an' this is an island. Nobody don't know we're here. Your dad don't know, nobody don't know.'*


5. What idea did Piggy come up with when he picked up the conch shell for the first time?


6. Briefly describe how the boys treat Piggy. Why do you think they treat him this way?




## Language Activity

**A. Personification** is giving human qualities to something that is not human. The following is an example of personification taken from Chapter One of our novel: *“Here and there, little breezes crept over the polished waters beneath the haze of heat. When these breezes reached the platform the palm-fronds would whisper, so that spots of blurred sunlight slid over their bodies or moved like bright, winged things in the shade.”*

Why do you think personification is a popular literary device used by many authors?


Create your own example of personification.


**B.** Copy out any three sentences from these chapters and underline the **nouns** and circle the **pronouns**.


## C. The Eight Parts of Speech

Find at least two examples of each of the eight parts of speech from these chapters and list them in the appropriate section of the chart below.

<b>Interjections</b>	
<b>Nouns</b>	
<b>Pronouns</b>	
<b>Conjunctions</b>	
<b>Prepositions</b>	
<b>Adjectives</b>	
<b>Adverbs</b>	
<b>Verbs</b>	



## Extension Activity

### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first chapter of ***Lord of the Flies***. You may wish to practice your drawings before you begin.

1	2
3	4
5	6