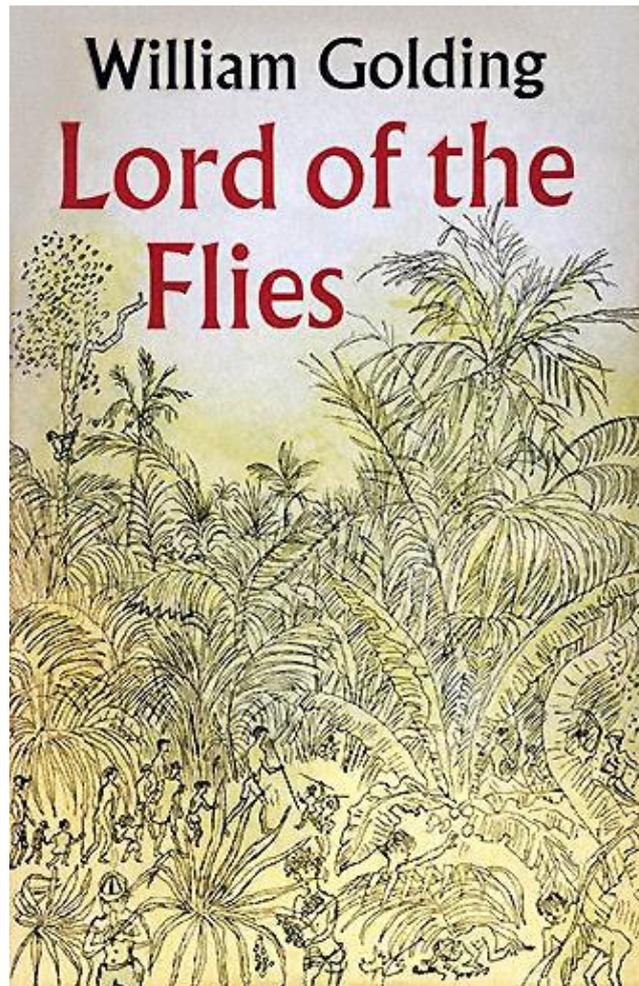


# lord of the flies

## unit packet



10<sup>th</sup> Grade

Monday	Tuesday	Wednesday	Thursday	Friday
			Day 1 Background Information  *Begin Reading *Vocabulary Due at the End of the Unit	Day 2 Imagine If  *Continue Reading
Day 3 -Chapter 1 Due -Comprehension Questions Due -Journal 1 to be completed in class	Day 4 -Chapter 2 Due -Journal 2 Due -Comprehension Questions to be Completed in Class	Day 5 -Complete Comprehension Questions in class -Complete chapter 2 Activity in class	Day 6 -Chapter 3 Due -Comprehension Questions Due -Journal 3 to be completed in class	Day 7 -Setting Worksheet
Day 8 -Chapter 4 Due -Comprehension Questions Due -Journal 4 to be completed in class	Day 9 -Conflict Worksheet Read "Dream Deferred" by Langston Hughes	Day 10 -Chapter 5 Due -Comprehension Questions Due -Journal 5 to be completed in class	Day 11 -Chapter 6 Due -Comprehension Questions Due -Journal 6 to be completed in class -Read "The Road Not Taken."	Day 12 -Chapter 7 Due -Comprehension Questions Due -Journal 7 to be completed in class -Fight/Flight Activity
Day 13 -Chapter 8 Due -Comprehension Questions Due -Journal 8 to be completed in class	Day 14 -Journal 9 to be discussed in class -Symbolism Sheets	Day 15 -Journal 10 Due -Chapter 9/10 Due -Literature Circles	Day 16 -Literature Circles	Day 17 -Compare and Contrast
Day 18 -Chapters 11/12 Due Socratic Seminar	Day 19 -Characterization Sheet -Aspects of Society	Day 20 -Themes Worksheet -Presentation Assigned	Day 21 -Presentation Groups in class	Day 22 -Review Aspects of Paper Writing
Day 23 -Presentations Due -Packets Due	Day 24 -Paper Assignment -Movie and Interpolation	Day 25 -Movie and Interpolation	Day 26 -Review Day	Day 27 -Unit Exam -First Paper Drafts Due
Day 28 -Papers Returned -In class conferences/Edits	Day 29 -Peer Reviews	Day 30 --Final Papers Due		



*Background Information*  
*Lord of the Flies*  
 by William Golding  
 Published in 1954



“It was simply what seemed sensible for me to write after the war when everyone was thanking God they weren’t Nazis. I’d seen enough to realize that every single one of us could be Nazis.”

— William Golding  
*What does this quote mean to you?*

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*Background & Context:*

- *Lord of the Flies* was written during the \_\_\_\_\_; however, it was based during \_\_\_\_\_.
- The Cold War was a “\_\_\_\_\_” where the US the spread of communism and nuclear attack from the Soviet Union.
- WWII was a “\_\_\_\_\_,” where the allied powers (Britain, France, US, and Russia) fought the axis powers (Germany, Italy, and Japan) in their attempt for \_\_\_\_\_.
- In 1938 Britain tried to avoid another war with \_\_\_\_\_ by signing a treaty with Germany. But when Hitler \_\_\_\_\_ the agreement a few months later, it was clear they had to go to war.
- Soon aerial \_\_\_\_\_ of cities began. In order to save the future generations from death, civilians, particularly \_\_\_\_\_ were moved to rural areas.
- Prior to the Battle of Britain, \_\_\_\_\_ people were relocated.

*What are the major similarities between the cold war and WWII?*

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British Society:

- The British are very \_\_\_\_\_. Showing up late is viewed as very \_\_\_\_\_.
- The British culture is influenced by their idea of \_\_\_\_\_. One would never pass someone of the street without saying \_\_\_\_\_.
- The British are also very particular about the way that they \_\_\_\_\_. Blazers, coats, \_\_\_\_\_ are worn on special occasions.
- The British pride themselves on their \_\_\_\_\_ existence.
- The British live in an extremely \_\_\_\_\_ society. Ancient buildings, churches, and \_\_\_\_\_ reflect their heritage.
- The \_\_\_\_\_ exists in conjunction with the Parliament. The royalty of British represent the national \_\_\_\_\_ of the country.

If you traveled to Britain, how would you have to adapt to conform to their culture?

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William Golding:

- Born September 19, 1911; died June 19, 1993.
- British \_\_\_\_\_, poet, and playwright.
- He was first interested in \_\_\_\_\_ following in the footsteps of his father before transferring him major to \_\_\_\_\_.
- During WWII he fought in the \_\_\_\_\_, and when it was over, he returned to teaching and \_\_\_\_\_.

Do you think an author's life contributes to the books that they write? Why/Why not?

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## Imagine If...

The war on terror has escalated its fighting throughout the eastern border of the United States. The adults feel that they must protect future generations. You and your classmates are being sent away via plane to save you from death in the case that we are bombed. You know some of the people on the plane but not all of them. Suddenly, the plane is struck and goes plummeting to the ground. Now you and others have emerged from the plane. You don't recognize your surroundings. There are no houses or buildings anywhere. Standing on the sand, all you can see are trees in front of you and ocean on all sides. What would be your initial reaction?

Lord of the Flies Vocabulary: Define the following terms.  
These will be graded when your final packet is turned in.

Chapter 1	Page	Definition:
efflorescence	12	_____
enmity	14	_____
decorous	15	_____
chorister	22	_____
bastion	29	_____
hiatus	31	_____

Chapter 2	Page	
ebullience	38	_____
recrimination	43	_____
tumult	43	_____
tirade	45	_____

Chapter 3	Page	
oppressive	49	_____
inscrutable	49	_____
vicissitudes	49	_____
declivities	54	_____
tacit	55	_____

Chapter 4	Page	
blatant	58	_____
taboo	62	_____
sinewy	64	_____
malevolently	71	_____

Chapter 5	Page	
ludicrous	78	_____
ineffectual	79	_____
jeer	84	_____
inarticulate	89	_____

Chapter 6	Page	
leviathan	105	_____
clamor	108	_____
mutinously		_____

Chapter 7	Page	
crestfallen	117	_____

impervious	121	_____
enterprise	122	_____

<b>Chapter 8</b>	<b>Page</b>	
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glowered	127	_____
rebuke	128	_____
demure	133	_____
fervor	133	_____

<b>Chapter 9</b>	<b>Page</b>	
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corpulent	146	_____
sauntered	150	_____

<b>Chapter 10</b>	<b>Page</b>	
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compelled	167	_____
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<b>Chapter 11</b>	<b>Page</b>	
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luminous	169	_____
myopia	169	_____
sniveling	170	_____
quavered	174	_____
parried	179	_____
talisman	180	_____

<b>Chapter 12</b>	<b>Page</b>	
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acrid	186	_____
cordon	191	_____
elephantine	194	_____
epaulettes	200	_____

Journal 1: (5 points)

Chapter 1

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be."

\_Rosalynn Carter

Journal 2: (5 points)

Chapter 2

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"There aren't any grownups; we'll have to look after ourselves."  
Ralph

Journal 3: (5 points)

Chapter 3

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"What does 'good' mean in the phrase, 'This is a good island.'?"

Journal 4: (5 points)  
Chapter 4

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"They became accustomed to these mysteries and ignored them, just as they ignored the miraculous, throbbing stars." \_William Golding

Journal 5: (5 points)

Chapter 5

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"He found himself understanding the wearisomeness of his life, where every path was an improvisation and a considerable part of one's walking life was spent watching one's feet." \_Ralph's thoughts, William Golding

Journal 6: (5 points)

Chapter 6

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"The statistics say that something like 65% of us will give the wrong answer just because we heard someone else say it, even if we know it's the wrong answer. The power of suggestion is very strong" [\\_Real-Hypnosis.com](http://Real-Hypnosis.com)

Journal 7: (5 points)  
Chapter 7

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

All struggles are essentially power struggles. Who will rule? Who will lead? Who will define, refine, confine, design? Who will dominate? All struggles are essentially power struggles, and most are no more intellectual than two rams knocking their heads together."

— Octavia E. Butler

Journal 8: (5 points)  
Chapter 8

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

If we can't separate our civilized self from our savage self which  
will take over and why?

Journal 9: (5 points)  
Chapter 9

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"Society knows perfectly well how to kill a man and has methods  
more subtle than death." \_Andre Gide

Journal 10: (5 points)  
Chapter 10

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"I know. They didn't come for the conch." \_Ralph.  
What did they come for?

What does what they failed to take and what they took symbolize?

Journal 11: (5 points)  
Chapter 11

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"Which is better..." \_Piggy & Ralph

Journal 12: (5 points)  
Chapter 12

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

"He turned away to give them time to pull themselves together; and waited, allowing his eyes to rest on the trim cruiser in the distance." \_William Golding



# Character Pages:

Character's Name: **Ralph**

Age (approximate) \_\_\_\_\_

Appearance:

Title \_\_\_\_\_

Basic Beliefs:

How do others perceive this character?

How does the character perceive himself?

Important Quotations:

✓

✓

✓

# Character Pages:

Character's Name: **Jack**

Age (approximate) \_\_\_\_\_

Appearance:

Title \_\_\_\_\_

Basic Beliefs:

How do others perceive this character?

How does the character perceive himself?

Important Quotations:

✓

✓

✓

# Character Pages:

Character's Name: **Piggy**

Age (approximate) \_\_\_\_\_

Appearance:

Title \_\_\_\_\_

Basic Beliefs:

How do others perceive this character?

How does the character perceive himself?

Important Quotations:

✓

✓

✓

# Character Pages:

Character's Name: **Simon**

Age (approximate) \_\_\_\_\_

Appearance:

Title \_\_\_\_\_

Basic Beliefs:

How do others perceive this character?

How does the character perceive himself?

Important Quotations:

✓

✓

✓

# Character Pages:

Character's Name: **Roger**

Age (approximate) \_\_\_\_\_

Appearance:

Title \_\_\_\_\_

Basic Beliefs:

How do others perceive this character?

How does the character perceive himself?

Important Quotations:

✓

✓

✓

# Character Pages:

Character's Name: **Samneric (Sam and Eric, the twins)**

Age (approximate) \_\_\_\_\_

Appearance:

Title \_\_\_\_\_

Basic Beliefs:

How do others perceive this character?

How does the character perceive himself?

Important Quotations:

✓

✓

✓

# Character Chart

Complete at novel's completion

Simon

Piggy

Ralph

Samanderic

Jack

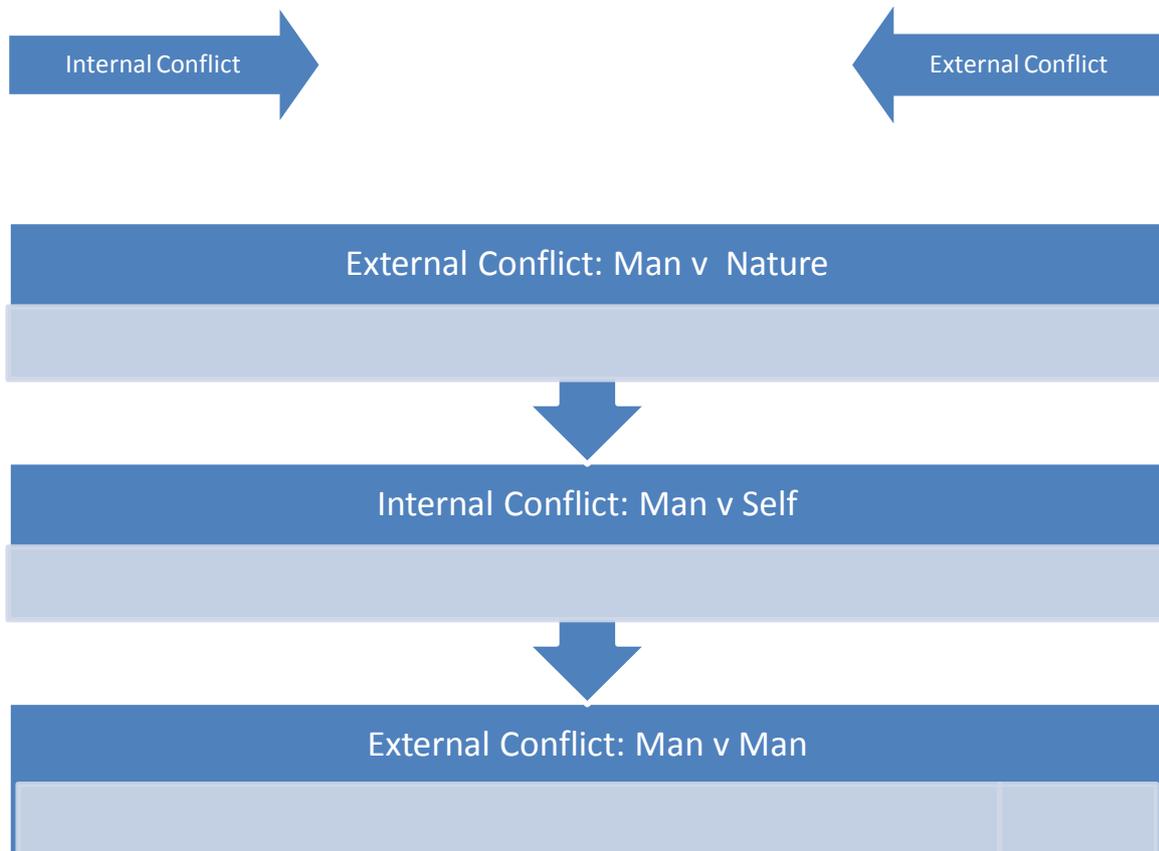
Roger

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## *Lord of the Flies Conflict*

### *Chapter 4*



*\*How would you solve each of these conflicts?\**

*Man v Nature:*

*Man v Self:*

*Man v Man:*

### THE FIGHT-FLIGHT-FREEZE RESPONSE

	<i><b>FREEZE</b></i>	<i><b>FLIGHT</b></i>	<i><b>FIGHT</b></i>
<b>BODY RESPONSE</b>	<ul style="list-style-type: none"> <li>• Shallow breathing</li> <li>• Low blood pressure</li> <li>• Slow pulse</li> <li>• Pale or clammy skin</li> <li>• Lack of physical responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Fast breathing and pulse</li> <li>• Tense muscle tone</li> <li>• Running</li> </ul>	<ul style="list-style-type: none"> <li>• Fast breathing and pulse</li> <li>• Tense muscle tone</li> <li>• Children may cry</li> <li>• Fighting</li> </ul>
<b>MENTAL/EMOTIONAL RESPONSE</b>	<ul style="list-style-type: none"> <li>• Lack of feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Agitation</li> <li>• Confusion</li> <li>• Difficulty concentrating</li> <li>• Extreme anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Agitation</li> <li>• Confusion</li> <li>• Difficulty concentrating</li> <li>• Extreme anxiety</li> </ul>
<b>HOW THIS IS ADAPTIVE</b>	<ul style="list-style-type: none"> <li>• Can hear and observe more clearly</li> <li>• Can watch for danger</li> <li>• Can be still and not attract attention</li> <li>• Can think more clearly after slowing down</li> </ul>	<ul style="list-style-type: none"> <li>• Can think without feelings getting in the way</li> <li>• Can avoid pain and bad feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Can defend self from danger</li> <li>• Crying can result in help from an adult</li> </ul>
<b>PROBLEMS</b>	<ul style="list-style-type: none"> <li>• Numbing</li> <li>• Going blank</li> <li>• Hard time making decisions</li> <li>• Not listening</li> <li>• Not doing what you're told</li> </ul>	<ul style="list-style-type: none"> <li>• Spacing out</li> <li>• Daydreaming</li> <li>• Avoiding things</li> <li>• Attempting suicide</li> <li>• Using alcohol/drugs</li> <li>• Running away</li> </ul>	<ul style="list-style-type: none"> <li>• Tantrums</li> <li>• Fighting</li> <li>• Violence</li> </ul>

## How the Body and Brain React to Trauma

In order to survive, people and animals are biologically programmed to act quickly in the face of danger. When a situation occurs in which a person or animal perceives that life is in danger, they may have little time to think about what to do. Instead key areas of the brain are activated that equip the individual to **freeze, flee, or fight** (Perry, 1993b).

Adrenaline rushes through body, which goes into a state of alert (Herman, 1997).

Initially, the person or animal may freeze. The freeze response may include shallow breathing, low blood pressure, slow pulse, pale or clammy skin, and lack of physical or emotional responsiveness (emotional shutdown) (Perry, 1998). Chemicals in the body may actually result in difficulty moving (Matsakis, 1994). This makes it possible to slow down, scan and observe the environment, and think more clearly. If the fear persists, the person or animal may flee or fight. Fight or flight responses result in increased breathing and pulse rate, tense muscle tone, and mental/emotional responses such as agitation, confusion, difficulty concentrating, extreme anxiety, running away, and/or combative behavior. They equip the person or animal to survive in the face of danger.

**Group Exercise 1:** Brainstorm types of animals and how they react to danger. Include those that freeze, flee, or fight. How does this help to protect them?

**Pass out the handout, “The Fight-Flight-Freeze Response” for students to look at while you are doing the following part of the mini-lecture.**

Once the danger has passed, sometimes even years later, the same areas of the brain can be reactivated if a person is reminded in some way of the traumatic event. If she has experienced severe or repeated trauma during childhood when her brain is still developing, normal development may be disrupted so that the emergency centers of her brain become mistakenly activated and initiate a fight, flight or freeze response even to very minor fears or stresses (Perry 1993). It is almost as if her system has become so used to or prepared for trauma that it “locked” into a traumatic response to almost everything. Imagine an innocent puppy that is beaten by its owners so much that it reacts by growling or running from people who are kind. Here are some human examples: A

*In times of danger, do we respond with freeze, flight, or fight?*

*Chapter 7*

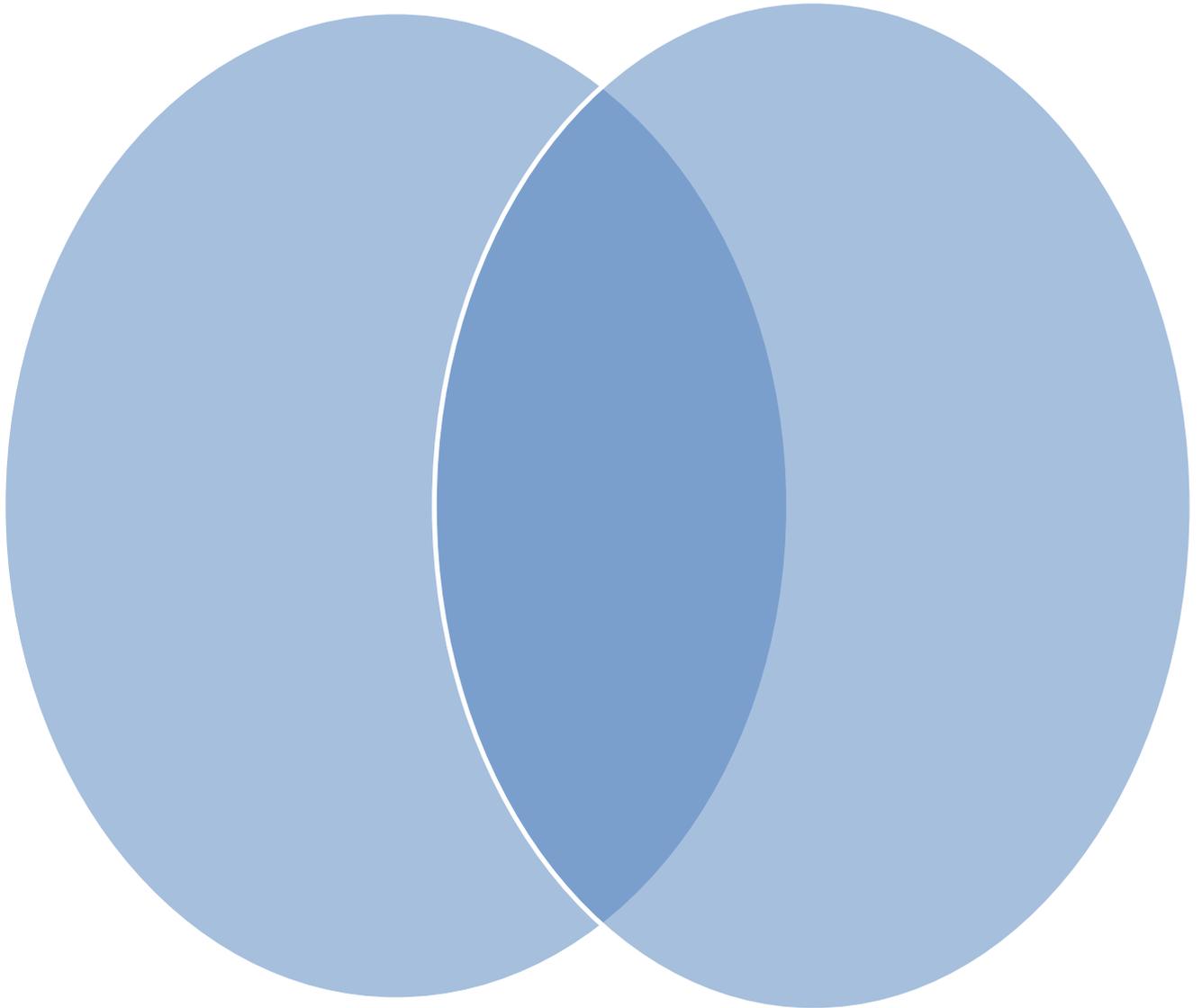
*Jack:*

*Ralph:*

*Piggy:*

Chapter 11: Compare and Contrast:

Using the Venn Diagram below, compare and contrast Ralph and Jack. What qualities make them alike and different? Then consider, what aspects of Ralph and Jack's personalities add to the dysfunction of their relationship.



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## Compare: Chapter 11

<b>Jack Merridew</b>	<b>Adolf Hitler</b>

\*add columns as needed... you may use the back of the paper.

## Comprehension Questions: Answer as you read

### Chapter 1:

1. Why is it important that the boys got to the island after an “attack.”
2. What are “the fat boy” and “the fair boy’s” main concerns?
3. Why is “the fat boy” proud that he has asthma?
4. What do the boys think they should make?
5. What doesn’t “the fat boy” want to be called?
6. What does Ralph’s dad do for a living?
7. Who is going to rescue them?
8. What do the boys use as a symbol of authority in the society they form?
9. What prevents Piggy from being the natural leader?
10. What happens when Ralph blows on the conch?
11. How do the boys know to sit down?
12. Describe the scene when Jack emerges with the choir?
13. What are they wearing?
14. Why does Piggy want Ralph in charge?
15. Describe the power struggle between Jack and Ralph when they are choosing a chief.
16. How does Ralph win?
17. Who would you have chosen?
18. Why does Ralph respect Jack more than Piggy?
19. Who are the hunters, and what are their jobs?
20. What is Piggy’s job?
21. What do Ralph and Simon think they should do as they explore the island?
22. What is the significance of Ralph’s statement, “This belongs to us.” when speaking of the island?
23. Why does Jack hesitate when he lifts his knife to kill the piglet?
24. What does Jack promise will happen next time?

## Comprehension Questions: Answer as you read

### Chapter 2:

1. What are the differences between the first and second meeting?
2. Why does Jack say they need hunters?
3. What is the first rule that Ralph makes?
4. How does Ralph describe the island?
5. How long are they going to have fun?
6. What does a little one think he has seen in the forest?
7. What is Jack's response?
8. What is Ralph's response?
9. What differences are shown between Piggy and Jack when Ralph speaks about his father and the Queen?
10. Why do the boys want to make a fire?
11. How do they light the fire?
12. Why do the rules change on the top of the mountain?
13. What is Ralph more concerned about, smoke or fire? Why?
14. What does it mean if the conch is present?
15. What does Jack decide the hunters will be responsible for other than hunting?
16. What does Piggy say they need during his speech?
17. Why don't the boys listen to Piggy?
18. Why does Ralph get mad at Piggy?
19. Who is missing?
20. What does the fire symbolize?

## Comprehension Questions: Answer as you read

### Chapter 3:

1. What does the description of Jack at the start of the chapter reveal about him character?
2. Who is building the shelters?
3. What does this reveal about Simon's character?
4. Why is Ralph so angry?
5. Why does Jack say that the hunters are excused from building shelters?
6. Although Ralph criticized the boys, do you think he is responsible for their lack of cooperation and performance? Why/Why not?
7. Have the hunters killed anything yet?
8. What are littleuns acting like?
9. What is the most important thing?
10. What would Jack like to do before this happens?
11. Ralph and Jack have very different frustrations. Ralph is responsible for the whole group; Jack is responsible for himself. How does this make them different?
12. What does the final description of Simon reveal about him?
13. Which job on the island do you think is most important? Why?

## Comprehension Questions: Answer as you read

### Chapter 4:

1. What were the smaller boys know as?
2. Who are littleuns in a modern society?
3. What is the conch linked with?
4. Who is Henry?
5. What do Maurice and Roger do to the castles?
6. Why does Maurice run away?
7. Why does Henry get excited when he is in control of living things?
8. Why does Roger throw the stones near the littleun instead of directly at him?
9. Jack compares hunting to war. Are these things comparable?
10. What will Jack's painted face allow him to do?
11. What doesn't Piggy's hair do?
12. What is the boy's response when they see the smoke in the distance?
13. Why does the boy's plan for rescue fail?
14. What caused the hunters, who had promised to keep the fire burning, to neglect it?
15. Even if the boys hate Piggy, why do they still need him?
16. How frustrated would you be if you were Ralph?
17. What are Jack and his hunters chanting?
18. What does Jack have memories of?
19. What is more important: did the boys need meat or did Jack need to hunt?
20. What does Jack do when Piggy confronts him?
21. What does this reveal about Jack?
22. Does Ralph surrender to Jack by eating the meat?
23. Is Simon more "pure" than Ralph? Is this important?
24. How does Ralph restore order on the island?

## Comprehension Questions: Answer as you read

### Chapter 5:

1. What does Ralph need to think about at the start of the chapter?
2. What must the meeting not be?
3. Describe the assembly place?
4. What was the trouble with being chief?
5. What is Piggy better at than Ralph?
6. What did they decide about the water?
7. Why can't they deviate from the plan?
8. Why is one of the shelters not built as strongly as the others?
9. What is the most important thing on the island to Ralph?
10. Compare Jack and Piggy's perceptions of the beast.
11. What does Maurice trying to make the littleuns laugh reveal about him?
12. Where do the littleuns think the beast comes from?
13. What does Simon think about the beast?
14. Why had Ralph's careful planning of the meeting break up?
15. Why doesn't Jack think Ralph is a good chief?
16. What is Ralph's reasoning for him being chief?
17. What would happen if Jack were chief?
18. Why can't Jack hurt Ralph?
19. Do grownups always act civilized?
20. What if grownups landed on the island instead of children, how would the book have been different?

Comprehension Questions: Answer as you read

Chapter 6:

1. What does the wind carry to the top of the mountain?
2. Why were the twins sleeping at the same time?
3. What are the twins relived about?
4. What do the boys think they see?
5. Why do Ralph and Jack decide to go find the beast?
6. Why is Piggy left behind?
7. Why is this more than a hunter's job?
8. Simon thinks the beast is not a creature but a human. Why are humans scarier than creatures?
9. Ralph tells says Jack is a hunter, but he is chief, so he'll go. Why should the chief go before the hunters?
10. Why doesn't Ralph expect to meet a beast?
11. Why couldn't Jack let Ralph go up the mountain alone?
12. Is Jack worried more about the beast or envious of Ralph?
13. Why does Ralph insist they go to the mountain?
14. Why are the rest of boys so easily distracted?

Comprehension Questions: Answer as you read

Chapter 7:

1. What would Ralph like to do?
2. Why is the meal now an “easy meal?” How is this different from previous meals?
3. Why does Golding ramble about the scenery and the rise and fall of the ocean?
4. What is Simon trying to tell Ralph when he says, “You’ll get back to where you came from?”
5. Why is the chief becoming more important than a hunter?
6. Why is Ralph angry about the books he’s read?
7. How does Ralph react when the boar comes charging down the path?
8. How do the boys react to Ralph’s actions?
9. What does this scene reveal about Ralph?
10. What does Jack want to use instead of a pig in their circle dance?
11. Why does Jack become so angry when Ralph shows he is worried about Piggy?
12. Why does Jack insist on going to the mountain?
13. Why does Ralph go with him?
14. Who goes with them? Why?
15. Do you think Jack and Ralph could have made a good team?
16. What do the boys see on the top of the mountain?

## Comprehension Questions: Answer as you read

### Chapter 8:

1. How does Ralph describe the beast?
2. What does this do to the rest of the group?
3. Why does Jack scream that Ralph thinks his hunters are no good?
4. Although he is not able to get the boys to vote Ralph out of office as chief, Jack manages to overthrow Ralph's authority anyway. How does he do this?
5. Piggy says now "we've really got a beast." Who is talking about?
6. What is the problem with Piggy and Ralph's plan?
7. Where did all the older boys go? Why?
8. How is Jack elected chief?
9. What is different about this hunt, than those described in the past?
10. What problem does Roger think of?
11. What does the Jack do for the beast?
12. Describe Simon's strange encounter with the lord of the flies?
13. Who or what is the lord of the flies?
14. What is Ralph scared of?
15. What does make things break up the way they do?
16. What does Jack come to Ralph's came for? What does Piggy think they're after?
17. What is the lord of the flies' warning?
18. Why has the story begun to increasingly take place in the darkness?

## Literature Circle

### Chapters 9-10:

#### Assessment:

You will be assessed according to:

- The extent to which you contribute to group participation and discussion.
- The quality of your ideas on your Lit Circle Notes

#### Directions:

Each activity day you will assume the different roles assigned to text previously read to complete each packet.

#### Roles:

**Discussion Director:** Your role demands that you identify the important aspects of your assigned text, and develop questions and concerns you have about the novel. You will also answer the questions that are asked of you on the sheet provided. Focus on the big ideas in the text and your reaction to those ideas. You are responsible for facilitating discussion when questions are answered in class.

**Illustrator:** Your role is to draw what you read. That might mean drawing a scene as a cartoon- like a sequence- or drawing one important scene as so readers can better understand the text. Use notes to explain how your drawing relates to the text. Label your drawings so we know who the characters and places are. Make your drawing on the back of this page or on a separate sheet of paper if necessary.

**Connector:** Your role is to connect what you are reading with what you are studying. You can connect the story to the author, your own life, news events, political events, or popular trends. Another important source of connections is books you've already read. The connections should be meaningful to you.

**Summarizer:** Prepare a brief summary of the text. If it helps you to organize the information, consider making a numbered list or a timeline. (Include some but not necessarily all of the following: What are the most important events in the section you read; what makes them so important; what effect to these events have on the plot or the other characters; what changes- in the plot, character, tone, or mood- did you notice when you read?).

## Lit Circle Notes: Director

Group Members:

Confer with your group, and write at least five questions that you have about chapters 9 and 10:

Answer the following questions with your group:

1. What does Simon find when he finally reaches the Beast?
2. What does Simon see from the mountain? What does he assume?
3. What is happening to Simon on his way down to the group?
4. Why do Ralph and Piggy decide to go to Jack's party?
5. What kind of leader is Jack?
6. How does he differ from Ralph?
7. What does the dance symbolize?
8. What happens to Simon when he returns to the group?
9. As a result of the storm with its high winds and high tides, what happens to the bodies of Simon and the parachutist?
10. What are the children turning into? Why is this so?
11. Who stays with Ralph?
12. How was Simon's death foreshadowed by the lord of the flies?
13. At first Ralph takes blame but then extends it. Why is this so?
14. Piggy says Simon "asked for it." Do you agree? Why/Why not?
15. What does Jack plan to steal from Ralph and Piggy?
16. Jack says the beast came "disguised." Do you think he knows it was Simon? Does he feel any guilt?
17. Why does Ralph keep forgetting why they should make the fire?
18. What does Jack intend to steal?
19. Describe the scene when Jack and his boys attack.
20. Who do Ralph and Eric fight?







## Lord of the Flies Socratic Seminar 11 & 12

In preparation for the Socratic Seminar, study the following questions. Each question should be answered thoroughly with textual support and personal insights. After you develop each question, devise other questions to pose to the entire class.

As with every Socratic Seminar, these are the rules:

- Be present and on time.
- Be prepared with book(s), notes, study guides, etc.
- One person talks at a time.
- Pay strict attention to each person as he/she speaks. You will not receive a point for repeating somebody else's information. You will lose a point if you talk to your neighbor, doodle, make faces at classmates, etc.
- You MUST participate!!! Failure to participate will result in failure of this assignment. Simple saying "I agree" will not earn you a point. You must explain and expand on all ideas. Use textual support.

1. How does Ralph plan on getting Piggy's glasses back?
2. Why are they so concerned about how they look when they go to meet Jack?
3. What is meant by "They understood only too well the liberation into savagery that concealing paint brought."
4. Is the rivalry between the groups a game? Do all of the boys think it is serious?
5. Why doesn't Jack worry about a signal fire?
6. What is better "law and rescue or hunting and breaking up?"
7. What is the symbolic meaning of the shattered conch?
8. How is Piggy killed?
9. What are Samneric forced to do?
10. How does Jack plan to kill Ralph? How does Ralph find out?
11. What is the purpose of a stick sharpened at both ends?
12. What else could Ralph have done to protect himself?
13. Is Ralph the same as a pig? Is Ralph the same as Piggy?
14. Why is the boys' rescue so ironic?
15. What would have happened if the officer hadn't arrived?
16. Does the officer believe that two boys have died? What did he expect from British boys?
17. What does Ralph realize about mankind in general?
18. Create at least one question to ask your classmates.

## Lord of the Flies Symbolism

Define Symbolism:

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Beast:

Conch:

Face paint:

Fire:

Smoke:

Lord of the Flies

## Lord of the Flies Themes:

Directions:

In your group, identify your theme. Point out the aspects of the novel that express your theme. All members of the group should add to the discussion. Be ready to share your reasoning in class.

1. Group 1: Civilization v Savagery
2. Group 2: Loss of innocence
3. Group 3: Nature of Good v Nature of Evil
4. Group 4: Goodness is rare and fleeting
5. Group 5: Fear is all controlling

### Lord of the Flies Presentation:

Choose one of the scenes from the novel Lord of the Flies that you can relate to a historical instance that changed a society (do not use WWII as an example). Use the dialogue from the scene to reveal how many changes in society follow similar courses. You may act out the novel's scene and the historical change in conjunction with one another or complete a compare and contrast presentation. Be creative. If you have other ideas, you may get them approved by the teacher. Each group member must complete a portion of the presentation to receive full credit.

Your presentation will be graded using the following rubric:

## Lord of the Flies Presentation Rubric



Name: \_\_\_\_\_

Teacher: Miss Contristano

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Body Language</b>	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	___
<b>Eye Contact</b>	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	___
<b>Introduction and Closure</b>	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	___
<b>Pacing</b>	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	___
<b>Poise</b>	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	___
<b>Organization</b>	Information in logical, interesting sequence which reader can follow.	Student presents information in logical sequence which reader can follow.	Reader has difficulty following work because student jumps around.	Sequence of information is difficult to follow.	___
<b>Content Knowledge</b>	Student demonstrates full knowledge (more than required).	Student is at ease with content, but fails to elaborate	. Student is uncomfortable with content and is able to demonstrate basic concepts.	Student does not have grasp of information; student cannot answer questions about subject.	___
				<b>Total----&gt;</b>	___

**Teachers Comments:**

## Lord of the Flies Paper Prompt:

The novel Lord of the Flies poses interesting questions: How is a civilization created? Are people controlled by society or is society controlled by people? Utilizing the text, write a persuasive paper convincing your reader of your opinion.

\*\*\*You may use the writing guide for persuasive papers listed below.

Be sure not to use first person pronouns.

Add in transitional phrases to ensure that your paper flows.  
In each body paragraph you must have at least two examples.\*\*\*

You will be graded using the rubric included.

## Guide to Writing Persuasive Papers:

### Introduction

Creative Opening (catch my attention; start with a quote or statistic or interesting fact or statement).

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Explanation/Sentence 1 (mention your topic)

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Explanation/Sentence 2 (explain the other side)

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Explanation/Sentence 3 (explain your side)

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Thesis Statement (main idea of your paper/your belief and three reasons why)

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### Body

Paragraph 1:

Topic Sentence (reason one from your thesis)

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Example ( from text):

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Explanation (relate your example back to your thesis):

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Example ( from text):

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Explanation (relate your example back to your thesis):

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Closure:

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Paragraph 2:

Topic Sentence (reason two from your thesis)

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Example ( from text):

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Explanation (relate your example back to your thesis):

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Example ( from text):

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Explanation (relate your example back to your thesis):

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Closure:

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Paragraph 3:

Topic Sentence (reason three from your thesis)

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Example ( from text):

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Explanation (relate your example back to your thesis):

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Example ( from text):

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Explanation (relate your example back to your thesis):

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Closure:

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Conclusion:

Restate Thesis (in other words):

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Restate Other Side and why you disagree:

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Summarize your main points from your body paragraphs:

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General Statement

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Name \_\_\_\_\_ Date \_\_\_\_\_

\*Check marks indicate areas where problems occurred.

Focus (5) \_\_\_\_\_

\_\_\_\_\_ vague controlling voice

\_\_\_\_\_ insufficient evidence of topic

\_\_\_\_\_ off-topic/lacks awareness of specifics of prompt

Content (15) \_\_\_\_\_

\_\_\_\_\_ superficial and or/minimal content

\_\_\_\_\_ lacks sufficient development of ideas/points

\_\_\_\_\_ insufficient use of textual support

\_\_\_\_\_ missing quotes or superficial quotes

\_\_\_\_\_ quotes are not properly used or clarified

\_\_\_\_\_ thesis is not stated clearly or concisely; needs to be stronger

\_\_\_\_\_ introduction needs to be further developed

\_\_\_\_\_ content does not support the thesis

\_\_\_\_\_ conclusion does not synthesize main ideas

Organization (10) \_\_\_\_\_

\_\_\_\_\_ the paper does not have an introduction, body, or conclusion

\_\_\_\_\_ there are no transitions linking paragraphs

\_\_\_\_\_ there are no transitions linking ideas within paragraphs

\_\_\_\_\_ paper does not follow order of ideas presented in the thesis

Style (10) \_\_\_\_\_

\_\_\_\_\_ the paper contains second person pronouns ("you")

\_\_\_\_\_ paper does not have a consistent verb tense

\_\_\_\_\_ sentence structure needs varied

\_\_\_\_\_ word choices and phrases are used repetitively

\_\_\_\_\_ paper contains awkwardly or unclearly worded sentences

Conventions (5) \_\_\_\_\_

\_\_\_\_\_ spelling errors (3-more)

\_\_\_\_\_ run-on sentences

\_\_\_\_\_ sentence fragments

\_\_\_\_\_ faulty subject/verb agreement

\_\_\_\_\_ comma usage problems

Paper Format (5)

\_\_\_\_\_ no title or title is not typed correctly

\_\_\_\_\_ absence of page numbers and/or name on page

\_\_\_\_\_ not double spaced

\_\_\_\_\_ font size and/or type is incorrect

Total Possible: 50

Total Earned: \_\_\_\_\_