**Lord of the Flies Novel Study Booklet**

**{Insert Picture Here}**

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

ELA B30

Thibeault 2017

Winter Semester

**Anticipation Questions to Discuss**

**Direction(s)**

*Write "A" next to statements with which you agree. If you disagree, write "D." If you aren't sure, write "NS." Underneath, write why you think this is true. You DO NOT have to agree with the other members of your group.*

1. \_\_\_\_\_\_\_\_When given a chance, people often single out and degrade another to improve themselves.
2. \_\_\_\_\_\_\_\_Society is what holds everyone together and without these conditions, our ideals, values, and the basics of right and wrong are lost.

1. \_\_\_\_\_\_\_\_The power of fear and control can overwhelm a person.

1. \_\_\_\_\_\_\_\_If humanity is to survive; innocence may have to be sacrificed.
2. \_\_\_\_\_\_\_\_When the institutions of law and order slip away or are ignored, human beings revert to a more primitive part of their nature.
3. \_\_\_\_\_\_\_\_Whenever groups of people coexist; there will be a struggle for power.
4. \_\_\_\_\_\_\_\_It’s better to examine the consequences of a decision before it is made, than to discover them afterwards.
5. \_\_\_\_\_\_\_\_ Children are capable of horrific behavior.

1. \_\_\_\_\_\_\_\_ Everyone is capable of murder.

1. \_\_\_\_\_\_\_\_ The reason most people hunt is that they need the meat.

**Group Reflection**

* What did your group seem to disagree over the most? Why?

***Lord of the Flies* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit Target(s)**

* I can *connect* the issue of **social criticism** and **conformity** to the novel.
* I can *explain* the **historical** and **cultural significance** of *Lord of the Flies* during the 1950’s (McCarthyism).
* I can *connect* the issues of inhumanity and good will to the 21st Century.
* In relation to the novel, I can *work effectively* within a group for **group/panel discussions**.
* I can *define*, *recognize* and *interpret* both **allusions** and **symbols**.
* I can *define* and *explain* the **allegoric significance** of the literary piece.
* I can *expand* my **literary device** and **elements** repertoire via the novel.
* I can *write* a **literary analysis** with an **outline** and **work cited**.

*Lord of the Flies*

by William Golding

“…the shortcomings in human nature will lead to an equally flawed society” -- Thayer

William Golding was a prominent English novelist, essayist, poet and receipt of the 1983 Nobel Prize for literature. He was born in Cornwall, England to a privileged family. He studied English literature and philosophy at Oxford. It was during Golding’s service in the Royal Navy during World War II that he came believe that people are inherently evil. Golding was deeply disillusioned by the violence people displayed toward one another.

Golding worked as a schoolmaster, lectures, and author. He published several novels, a play, poetry and essays. His interests included Greek literature, music and history.

Golding writing is very descriptive and it challenges the reader to use inferences correctly *Lord of the Flies* is a highly allegorical novel that makes use of both symbols and allusions.

**A. Main Character(s)**

* **Ralph** – He is the **protagonist**. He is a typical human, someone who tries to act according to logic and order, but who gradually falls into barbarism. Ralph opposes Jack’s philosophy of living for pleasure. He believes that the boys must keep a signal fire alight in order to be rescued.
* **Jack** – He is the **antagonist**. He *represents barbarism and anarchy*. He believes the boys should hunt for pleasure and puts his desires above all other matters. He is willing to lie, to intimidate, and to commit violence to get what he wants.
* **Piggy** – He is the *voice of reason and civility on the island*. He wants to maintain the signal fire to be rescued.
* **Simon** – He is a kind young boy with a strong moral consciousness. He is the *soul and Christian figure* in the novel.

**B. Background**

The novel begins following a plane crash that left the pilot dead and a bunch of young boys, aged five to twelve, scattered throughout a tropical island. The boys were being evacuated from England where an atomic war was taking place. When they were escaping, the plane is attacked, and the pilot parachutes away.

**C. Setting**

*Lord of the Flies* takes place on an island, which Golding never gives an exact location. Although he does not tell us where the island is, he describes it in detail. He says that it has a jungle at one end, with a rocky mountain above it. At the opposite side is the lagoon where the boys go to bathe and where they first met after the crash. Near there, up the mountain, is a platform where it was decided a fire would stay lit in hope of rescue. This was in the ideal position, having a view of the ocean, therefore allowing any passing planes or boats to spot them and rescue them.

**“Big” Question(s)**

* How is conformity or nonconformity defined?
* Can it be changed? Are they manifested differently in different societies?
* Who decides what the “common good” is?
* What is the appeal of being in a position of power?
* What disadvantages accompany being in power?
* Why is justice sometimes so hard to achieve? Is it always fair?

**Assessments**

Keep track of your assessments here.

Questions in Booklet: /60

Literary Terms: /15

Historical Connection: /15

Hobbes Paragraph: /10

LOTF vs. LOST /20 To be filled out as we watch the show and read the novel

Historical Connection Inhumanity & Conformity /20

Panel Presentation TBA (due to time constraints, but expect 20-30 marks per person)

160 ISH marks for LOTF (This does not include chapter tests and a literary essay)

**Lord of the Flies Vocabulary**

Please read the following words. I may use any of them in a test or assignment and you may not ask me what it means. Please know these words. If you throw a few of these out during casual conversation people may be intimated by your sense of knowledge.

|  |  |  |
| --- | --- | --- |
| Chapter 1 | Page | Definition: |
| efflorescence | 12 | Blooming of flowers, state of flowering |
| enmity | 14 | Deep seated hatred; State of being an enemy |
| decorous | 15 | Exhibiting appropriate behavior or conduct |
| chorister | 22 | A singer or leader of a choir |
| bastion | 29 | A stronghold or fortification; similar to a stronghold |
| hiatus | 31 | A gap or interruption in continuity; a break or pause |
|  |  |  |
| Chapter 2 | Page |  |
| ebullience | 38 | Zestful or spirited enthusiasm |
| recrimination | 43 | The act of accusing in return; opposing another charge |
| tumult | 43 | Commotion of a great crowd; disorder |
| tirade | 45 | A long angry or violent speech; a diatribe |
|  |  |  |
| Chapter 3 | Page |  |
| oppressive | 49 | Using power unjustly; burdensome |
| inscrutable | 49 | Difficult to understand, mysterious |
| vicissitudes | 49 | A change or variation; unexpected changes in life |
| declivities | 54 | Downward slopes, as of a hill |
| tacit | 55 | Not spoken; implied by actions or statements |
|  |  |  |
| Chapter 4 | Page |  |
| blatant | 58 | Totally or offensively obtrusive; very obvious |
| taboo | 62 | Excluded or forbidden from use or mention |
| sinewy | 64 | Lean and muscular; stringy and tough |
| malevolently | 71 | Having an ill will or wishing harm to others; malicious |
|  |  |  |
| Chapter 5 | Page |  |
| ludicrous | 78 | laugibly and obviously absurd; foolish |
| ineffectual | 79 | Insufficient to produce an effect; useless |
| jeer | 84 | to abuse vocally; taunt or mock |
| inarticulate | 89 | Incomprehensible; unable to speak with clarity |
|  |  |  |
| Chapter 6 | Page |  |
| leviathan | 105 | Something very large; giant sea creature in the Bible |
| clamor | 108 | A loud outcry; great expression of discontent |
| mutinously |  | Unruly; insubordinate or constituting a mutiny |
|  |  |  |
| Chapter 7 | Page |  |
| crestfallen | 117 | Dispirited and depressed; dejected |
| impervious | 121 | Incapable of being penetrated or affected. |
| enterprise | 122 | An undertaking or business organization; industrious |
|  |  |  |
| Chapter 8 | Page |  |
| glowered | 127 | Looked at or stared angrily or sullenly |
| rebuke | 128 | To criticize sharply; check or repress |
| demure | 133 | Modest and reserved in manner or behavior |
| fervor | 133 | Great intensity of emotion; intense heat |
|  |  |  |
| Chapter 9 | Page |  |
| corpulent | 146 | Excessively fat |
| sauntered | 150 | To walk at a leisurely pace; stroll |
|  |  |  |
| Chapter 10 | Page |  |
| compelled | 167 | To force or drive; exert a strong, irresistable force on |
|  |  |  |
| Chapter 11 | Page |  |
| luminous | 169 | Emitting light; full of light |
| myopia | 169 | Nearsightedness |
| sniveling | 170 | To sniffle; complain or whine tearfully |
| quavered | 174 | Trembled, or spoke in a trembling voice |
| parried | 179 | Deflected or warded off; avoided |
| talisman | 180 | An object with magical power |
|  |  |  |
| Chapter 12 | Page |  |
| acrid | 186 | Unpleasantly sharp or bitter taste or smell |
| cordon | 191 | A line of people or ships stationed to guard |
| elephantine | 194 | The size of an elephant; enormous size/strength |
| epaulettes | 200 | A fringed strap worn on military uniforms |

Source: American Heritage Dictionary; Dictionary.com

**Literary Terminology /15**

|  |  |
| --- | --- |
| **Word** | **Definition/Example from Novel** |
| Allegory |  |
| Allusion |  |
| Symbolism |  |
| Verbal Irony |  |
| Microcosm |  |
| Antagonist |  |
| Endemic |  |
| Anarchy |  |
| Inference |  |
| Vernacular |  |
| Colloquialism |  |
| Dialect |  |
| Flashback |  |
| Foreshadowing |  |
| Dramatic Irony |  |

**Chapter 1 “The Sound of Shells” /7**

1. What is the setting that is given in the first chapter? How would the word *idyllic* be brought to bear?
2. What role do adults fill in the boys' lives? What do the boys do when there are no longer any adults available to be present?

**Chapter 2: “Fire on the Mountain” /5**

1. From the information provided, make an inference as to the more serious consequences of the fire.
2. At end of chapter 2, Jack is with faced with the opportunity to kill a pig; however, he is unable to do so. Why? How does this connect to the issues of conformity? (2)
3. It is very apparent that Golding uses many religious parallelism and images in the novel. What were some images presented? (2)

**Chapter 3 & 4: “Huts on the Beach” & “Painted Faces and Long Hair”**

*Chapter Three: Do “Jack as an Animal” Handout (PDF) /10*

|  |
| --- |
| **Allusions: Snake:** Why is this word **taboo**? /1  **Simon:** Why would Simon be considered the soul or Christ-figure in the novel? /2 |
| **Symbolism: Face Painting** What does is symbolize? /1 |
|  |
| 1. At the beginning of chapter 3, Golding diverts his plot to focus on Jack. Why? What changes does Golding want us to note? (2) 2. Although Ralph criticizes the boys for their lack of cooperation. Does he bear some responsibility for the failure of the group to achieve its goals? Why or why not? (2) 3. After Maurice and Roger destroy the little ‘uns’ sand castles, Roger stalks the young boy named Henry. Why does Roger throw the stones near him and not directly at him? Why is this important? (2) 4. What is Golding’s over-riding moral truth? (1) 5. Find direct passages that that make it clear to the reader that the author intends for us to think of Jack as an animal. (4)   **Historical Connection:** Civilization and Human Good Will **(15)**  **Target(s):** I can understand the **historical pertinence** of this novel and **connection to**  **the 21st Century**.  We have explored how the inhumane events that occur to the boys’ on the island can be seen within the 21st Century. Golding explores how human’s desire is survival and this is the reason for present violence, hatred, and anarchy. To demonstrate the opposite, you will prove the existence of good will in the 21st Century.  **Civilization and Human Good Will**  Bring in a newspaper headline or a picture that depict an act of good will. Think philanthropic, charity, small heroic acts, organ donations, relief efforts, and so forth. Give the class a brief summary of the article (less than a minute or so) No visuals (other than the article) are required to receive full marks.  **Rating Scale**  1 = unacceptable; 2 = weak; 3 = satisfactory; 4 = good; 5 = very good   * Evident Historical Connection   1 2 3 4 5   * Familiarity with Topic   1 2 3 4 5   * Vocal Presence & Command (Volume, Emphasis, and Enunciation)   1. 2 3 4 5 |

**Chapter 5 & 6:”Beast from the Water” & “Beast from Air” (15)**

|  |
| --- |
| Identify the following examples as either **irony** (situational, verbal, dramatic) or **foreshadowing**.  \_\_\_\_\_\_\_\_\_ 1. “‘Maybe there is a beast....maybe it's only us.' Simon's effort fell about  him in ruins..." (pg.89).  \_\_\_\_\_\_\_\_\_ 2. “‘What are we? Humans? Or animals? Or savages? What's grownups  going to think? Going off -- hunting pigs -- letting fires out -- and now' "  (pg.91).  \_\_\_\_\_\_\_\_\_ 3. “‘He hates me. I dunno why...' “(pg.93).  \_\_\_\_\_\_\_\_\_ 4. “‘Grownup know things,' said Piggy.’They ain't afraid of the dark. They'd  meet and have tea and discuss. Then things 'ud be all right --" (pg.94)   * What is **ironic** about the end of the chapter when the boys are listing the things that grown-ups would and wouldn’t do? |

|  |
| --- |
| **Symbolism & Biblical Allusions**  **Parachute Man (2)**  **‘Lord of the Flies’ (2)** |
| 1. What past decisions were made but not carried through? (2) 2. What is Simon saying when he thinks the “beast may be inside the boys themselves”? How is it distorted? (2) 3. Explain two reasons why Piggy and Simon say Ralph should stay as chief? (2) |
|  |

**Chapter 9 & 10: “A View to a Death” & “The Shell and the Glasses” (10)**

|  |
| --- |
| 1. What is the symbolic significance of killing Simon? (2) 2. What does Jack's group steal from Ralph's group? Why steal when they could have had the fire for the asking? (2) |

|  |
| --- |
| **Religious Parallelism**  **Simon**  Many readers see Simon as a **Christ figure**. *Lord of the Flies* is an English translation of Beelzebub which often times is taken to mean Satan or a lesser devil. Golding, whatever his belief, used ideas from the *Bible*.   * A question you might keep in mind is what does Golding achieve by making references to the *Bible*   **What's in a name?**   * Disciple Peter's name, in the *Bible*, was Simon * In Luke 23:26, we learn that in the story of the crucifixion, a man named Simon carries the cross.   **Luke 23:26**  *And as they led him away, they laid hold upon one* ***Simon****, a Cyrenian, coming out of the country, and on him they laid the cross, that he might bear it after Jesus.*  Research the origin for the names Jack, Ralph and Piggy. Notice anything interesting? **If you do not, look harder and come up with a meaningful explanation. (6)** |

**Chapter 11 & 12: “Castle Rock” & “Cry of the Hunters” (13)**

|  |
| --- |
| 1. What is the significance of the conch being carried by Piggy? Why is it important to Piggy to bring the conch? What is the significance of the conch being destroyed? (5)      1. How is Piggy killed? What does this show about the savages, Roger in particular? How is this event foreshadowed? (2) 2. Why do Samneric join Jack? (2) 3. What is the significance of the stick sharpened at two ends? What are Jack's plans for Ralph? (2) 4. Who or what saves Ralph in the end? How is this rescue ironic? (2)   **Living in a State of Nature? (10)**  Thomas Hobbes (1588-1679) was an English philosopher best remembered for his book *Leviathan.* Although Hobbes wrote on a variety of subjects, *Leviathan*, in which he explains his idea of a “social contract” theory of government, is best known because it lays the foundation for modern democratic governments. Basically, Hobbes believed that without government, man lived in a “state of nature” best described by this quote:  “No arts; no letters, no society; and which is worst of all, continual fear and danger of violent death; and the life of man, solitary, nasty, brutish and short.”  Do you think the boys in *Lord of the Flies* are living in a state of nature? Why or why not? Some things you may want to consider are: Do the boys have a government? Does their government work? Does the government fall apart? What happens when it does?  **10 marks**  2- topic sentence  2- mechanics  6- points/proof |