

Contents

	TEACHER GUIDE	
•	Assessment Rubric	4
•	How Is Our Literature Kit™ Organized?	5
•	Graphic Organizers	6
•	Bloom's Taxonomy for Reading Comprehension	7
•	Teaching Strategies	7
•	Summary of the Story	8
•	Vocabulary	9
	STUDENT HANDOUTS	
•	Spotlight on William Golding	10
•	Chapter Questions	
	<i>Chapter 1</i>	11
	<i>Chapters 2 - 3</i>	14
	<i>Chapter 4</i>	17
	<i>Chapter 5</i>	20
	<i>Chapter 6</i>	23
	<i>Chapter 7</i>	26
	<i>Chapter 8</i>	29
	<i>Chapter 9-10</i>	32
	<i>Chapters 11</i>	35
	<i>Chapters 12</i>	38
•	Writing Tasks	41
•	Word Search	44
•	Comprehension Quiz	45
	EASY MARKING™ ANSWER KEY	47
	GRAPHIC ORGANIZERS	53

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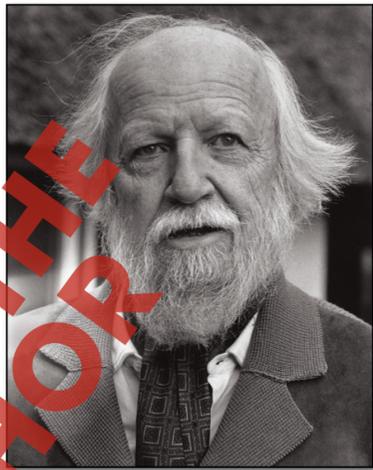
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William Golding

Sir William Gerald Golding was born on September 19, 1911 in the fishing port of Newquay in Cornwall, England. He grew up in Marlborough, Wiltshire with his father Alec and mother Mildred. From 1921 to 1930 Golding attended Marlborough Grammar School where his father worked as science master. In 1930 he moved to Brasenose College, Oxford, to pursue an education in natural sciences, but switched to English literature in 1932.



In June 1934 Golding earned a second-class degree and in the fall published *Poems*, his first major work. Between 1935 and 1939 he earned a diploma of education from Oxford, took on a teaching position, and met and married his wife Ann Brookfield.

With the Second World War underway, Golding joined the Royal Navy. In 1943 he was sent to New York where he helped escort newly constructed minesweepers back to the United Kingdom. Late in the war Golding commanded a landing craft equipped with rocket guns during the D-DAY landings and the invasion of Walcheren. At the war's conclusion, Golding returned to teaching. In 1952 he began work on a novel he titled 'Strangers from Within.' The work was rejected by a number of publishers before finally being accepted by Faber and Faber, where it was published in 1954 as *Lord of the Flies*.

Though he published many novels afterward, *Lord of the Flies* remained Golding's most acclaimed work. In 1983 he was awarded the Nobel Prize for Literature and in 1988 Golding was knighted. He died of heart failure in 1993 at the age of 81.

Did You Know?

• *Lord of the Flies* has been made into a feature film three times. It was done twice in English in 1963 and in 1990, and once in Filipino in 1976.

• Golding kept an extensive journal for longer than 20 years. Thousands of pages worth of his dreams, thoughts, and experiences remain unpublished.

• When Golding died in 1993, he had been working on a new novel. In June 1995 the novel, titled *The Double Tongue*, was published posthumously.



Chapter Seven

Answer the questions in complete sentences.

- Throughout the story, Ralph becomes increasingly frustrated that the boys don't listen to him. Is there anything you think Ralph could do better as chief that would help his cause?

- Throughout the story, Jack shows an increasingly callous attitude toward the littluns. Do you think that will have an impact on the other boys' desire to follow him?

Vocabulary

Complete each sentence with a word from the list.

wallow	scurfy	laffer	bounding	walloped
ceaseless	momentous	vividly	floundering	indignantly

- The skin of the body, _____ with brine.
- They were less a progress than a _____ rise and fall of the whole ocean.
- You could follow with your eye the _____ bulging passage of deep sea waves.
- _____ the images came to Ralph.
- In a way he was glad to _____, cradling his spear.
- The boar was _____ away from them.
- "I hit him," Ralph said _____.
- "I _____ him properly. That was the beast, I think!"
- Then there was a creature _____ on the pig track toward him.
- He would like to have a bath, a real _____ with soap.



Chapter Seven

1. Circle **T** if the statement is TRUE or **F** if it is FALSE

- T F a) Ralph cuts his knee on the rocks.
- T F b) Jack thinks about wanting a toothbrush.
- T F c) Simon volunteers to head back to camp alone.
- T F d) Ralph asks Jack, "Why do you hate me?"
- T F e) Robert joins Jack and Ralph on their climb up the mountain.
- T F f) Sawdust blows into Ralph's eyes as he climbs the mountain.

2. Number the events from **1** to **6** in the order they occurred in this Chapter.

- a) Ralph wounds a boar.
- b) The boys hurt Robert.
- c) Ralph watches waves break.
- d) Simon tells Ralph he'll get back home all right.
- e) Jack, Roger, and Ralph see the beast.
- f) Ralph thinks about wanting a toothbrush.



Chapter Seven

Answer each question with a complete sentence.

- Who pretends to be a boar for Ralph to hunt?

- What are some of the things Ralph reflects on in this Chapter? What do they tell you about his mindset?

- What do the boys intend to use to find their way back to the mountain?

- The boys continue to jab at Robert even as he shouts out in pain. What does this indicate about the boys' frame of mind? Use evidence from the text to support your opinion.

- Ralph asks Jack, "Why do you hate me?" Do you believe Jack really hates Ralph? Why or why not?

- Ralph talks about the new normal of the island — things that would seem strange in the boys' old life. What are some of the things that have become the new normal, and how have they impacted the boys?



Journaling Prompt

In this Chapter, Ralph, Jack and Roger see "the beast." In a few paragraphs, describe what you think their reaction would have been like if they had encountered what they saw on their first day on the island. Would it be different from their reaction in the book? Put yourself in their shoes. What would your reaction be?



Chapters 1 to 12

Map of the Island

In groups of two or three, draw the island as described in *Lord of the Flies*. After each chapter add more detail to your map. In your illustration, include important locations across the island. Make sure to label each location (i.e. shelters, beach, assembly place). For each location write a corresponding paragraph describing some important events that happened there.



Chapters 11 to 12

Alternate Ending

Write an alternate ending for *Lord of the Flies* that examines what might have happened to the boys if they had never been rescued. Predict what will happen to Ralph. What repercussions might the boys face because of the fire? Examine how life on the island might have to change in order for the boys to survive. Predict whether survival would even be possible after the fire.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

acrid	crooks	indignation	rebuke
batty	derisive	indulged	rotting
borne	frayed	inimical	spontaneously
brute	ghostly	jeeringly	torrid
castanet	guardian	lousing	trivial
chief	hysteria	oppressive	uninhabited
conch	idly	parody	
corny	idolized	rapt	

i	n	d	i	g	n	a	t	i	o	n	a	c	h	i	e	s	h	c	n	o	c	i		
n	n	o	i	t	i	n	e	m	e	r	p	z	f	a	a	b	y	y	h	k	s	n	b	
d	v	r	d	t	l	y	n	t	y	n	r	o	c	b	o	r	b	l	s	w	s	n	g	h
u	t	n	b	o	d	z	a	n	d	p	l	a	s	u	a	s	h	t	b	r	a	j	q	
l	a	e	s	r	a	p	t	f	o	p	a	s	t	g	k	h	s	e	e	v	i	i	d	
g	f	r	b	r	j	k	s	z	t	l	f	e	y	d	b	l	i	r	z	g	d	h	c	
e	c	y	f	i	a	g	a	o	h	e	r	e	b	h	d	f	u	i	z	l	r	g	r	
d	b	a	c	d	u	i	c	t	g	n	i	t	t	o	r	l	g	a	y	p	a	u	o	
j	e	e	r	i	n	g	l	y	f	a	y	b	o	v	o	x	o	g	d	k	u	o	o	
f	a	m	v	i	t	e	o	v	e	b	m	n	u	t	z	r	n	j	z	g	t	k		
v	d	e	r	i	s	i	v	e	p	g	a	y	d	o	r	a	p	i	b	b	s	r	s	
d	j	n	y	u	a	f	o	g	u	l	r	i	b	l	y	b	r	l	f	t	k	e		
a	m	s	v	y	i	v	i	r	s	s	e	t	g	b	u	t	n	e	m	a	g	i	f	
d	e	d	t	y	m	d	g	b	u	d	s	h	l	v	g	r	e	v	l	c	u	b	r	
u	v	t	a	s	o	e	a	o	w	z	o	i	r	w	g	m	u	i	o	v	a	g	a	
x	a	t	n	l	o	p	e	s	f	s	r	n	i	b	e	p	e	u	u	r	r	j	y	
b	n	g	i	u	o	n	n	e	t	m	o	i	i	o	p	p	r	e	s	s	i	v	e	
d	r	z	t	a	n	n	h	l	i	a	f	m	i	r	h	s	d	z	i	e	i	a	d	
g	e	t	n	t	y	o	y	o	s	w	e	i	v	n	l	t	n	a	n	l	a	g	t	
d	l	a	n	l	a	r	d	j	m	z	r	c	g	e	d	e	t	e	g	m	n	b	a	
h	n	o	r	e	b	u	k	e	t	o	b	a	m	y	l	e	g	a	s	v	g	x	f	
q	p	d	e	g	n	s	a	c	r	i	d	l	d	e	t	i	b	a	h	n	i	n	u	
s	b	m	b	y	p	v	t	i	d	e	g	e	l	i	v	i	r	p	r	e	d	n	u	
h	u	f	e	f	e	h	y	y	a	f	o	g	i	b	e	q	c	d	u	y	s	g		
d	e	b	g	d	x	s	r	v	p	h	n	l	a	r	d	e	m	i	a	i	t	o	t	



Comprehension Quiz

Answer each question in a complete sentence.

- Whose name do we learn first in *Lord of the Flies*?

- Who does Piggy often quote at the beginning of the novel? Why does he say he can't swim?

- Who is the leader of the boys' choir?

- What is the rule of the conch? Why is it important to Ralph and Piggy?

- What happens to the littlun with the birthmark on his face?

- Why is Ralph angry when building shelters? Who helps him?

- Aside from meat, what do the boys eat? Why don't they like it?

26

1

2

1

3

2

2

2

SUBTOTAL: /13

Character Development

Examine Jack Merridew's progression from choir leader to riot-inciting Chief, and how some of his actions changed your perception of the character throughout the novel.

INITIAL THOUGHTS:

ACTIONS:

NEW THOUGHTS:

NAME: _____

After You Read 



Chapter Six

Answer each question with a complete sentence.

- How do we know that Ralph's latest assembly was unsuccessful?

- What do Sam and Eric mistake for a beast?

- Ralph walks to the platform "for the sake of dignity." What does this tell you about him?

- Ralph wants to continue searching for the beast and relight the signal fire, while the others are no longer concerned with it. How does Ralph feel about this?

- Simon says meekly that he doesn't believe there is a beast, but is brushed off. How do you think the others would have reacted if Jack or Ralph said it? Why?

- Jack says the conch is no longer needed and "we know who ought to say things." What consequences could come from this?

Journaling Prompt

Throughout the book there are many examples of imaginations "running wild." Discuss some of these—especially an example from the previous chapter—in a few paragraphs. How might things be different if there was an adult presence on the island?

1.

Sam and Eric fall asleep, let the fire go out, and miss another chance for rescue.

2.

Sam and Eric mistake the corpse of a person with a parachute for a beast.

3.

Although he appears to be afraid, "back pricking," he is still concerned with his image.

4.

He is angry and questions whether the others want to be rescued. "Are you off your rockers?"

5.

Answers will vary.

6.

Answers will vary.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. scurfy

2. momentous

3. ceaseless

4. vividly

5. loiter

6. floundering

7. indignantly

8. walloped

9. bounding

10. wallow

1.

a) F

b) F

c) T

d) T

e) F

f) F

2.

a) 4

b) 5

c) 2

d) 3

e) 6

f) 1

1.

Robert pretends to be the boar for Ralph to hunt.

2.

Ralph reflects on small things from his old life — a bath, a toothbrush, cleaning his clothes, and living in a cottage. It shows he misses some of the normalcy of the old life, even some of the things kids wouldn't normally miss or might not want to do regularly.

3.

The boys intend to follow a pig run to the mountain.

4.

It shows the boys are becoming increasingly violent, losing their grasp on the rules of right and wrong from their old lives. "The desire to squeeze and hurt was overmastering."

5.

Answers will vary.

6.

Answers will vary, but may include: The boys are dirty, have unwashed clothes, and each have long hair. The fruit they eat causes diarrhea after each meal. They sleep restlessly on rustling leaves. The boys have none of the comforts of their old lives, which has made them irritable and afraid.



Lord of the Flies

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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