

Student Packet

Grades 9–12

# Lord of the Flies

William Golding

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# LORD OF THE FLIES

by  
William Golding

## Student Packet

Written by  
Linda Herman

**Contains masters for:**

- 2 Prereading Activities
- 6 Vocabulary Activities
- 1 Study Guide
- 2 Character Analysis Activities
- 2 Comprehension Activities
- 1 Critical Thinking Activity
- 4 Literary Analysis Activities
- 1 Writing Activity
- 3 Quizzes
- 2 Novel Tests (two levels)

**PLUS**

- Detailed Answer Key
- and Scoring Rubric

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The 2006 Perigee paperback edition of the novel, © 1954 by William Golding, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-399-50148-7

**Please note:** This novel deals with sensitive, mature issues. Parts may contain profanity and/or descriptions of violence. Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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## Note to the Teacher

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**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

### Word Map

luminous	myopia	propitiatingly	vitality
quavered	truculently	anonymity	cessation
parried	talisman	inimical	ululation
ensconce	cordon	crepitation	excruciatingly
epaulettes	distended		

**Directions:** Complete a word map for ten of the vocabulary words above.

<b>Synonyms</b> _____ _____ _____	<b>Antonyms</b> _____ _____ _____
<b>WORD</b> _____	
<b>Definition in your own words</b> _____ _____ _____	<b>Used in a sentence</b> _____ _____ _____



Name \_\_\_\_\_

**Chapters Eleven–Twelve**

1. Why does Piggy believe that Jack will return his glasses? What does this indicate about Piggy?
2. What does Eric mean when he says, “But they’ll be painted! You know how it is” (p. 172)?
3. Why does Jack tell Ralph that the tribe does what he wants? Why does the tribe obey Jack?
4. What is the “sense of delirious abandonment” (p. 180) that Roger feels?
5. What might Piggy’s death and the shattering of the conch symbolize?
6. What does Ralph come to realize when he considers being an outlaw on the island?
7. What happens to the Lord of the Flies?
8. According to Sam and Eric, what are Jack and Roger’s plans for Ralph?
9. Why does Ralph choose to hide near the tribe?
10. How does the tribe flush Ralph from the jungle? Why does Ralph think they are fools?
11. Why does the naval officer think the boys are enjoying “fun and games” (p. 200)?
12. How do Ralph and Jack react when the naval officer asks, “Who’s boss here” (p. 201)? What do their reactions suggest?
13. Why does Ralph weep?

Name \_\_\_\_\_

### Survival Chart

**Directions:** How do Ralph and Jack meet their basic needs on the island, and how important is each? Complete the chart below.

Needs	How Ralph Gets Them	How Jack Gets Them	Order of Importance
Food			
Water			
Warmth			
Shelter			
Love			
Companionship			
Mental Stimulation			

Name \_\_\_\_\_

*(Main Idea and Details)*

**A. True/False:** Mark each with a *T* for true or an *F* for false.

- \_\_\_ 1. The boys' plane crashes in the jungle of the Home Counties.
- \_\_\_ 2. Everyone except Jack elects Ralph as chief.
- \_\_\_ 3. Jack does not kill the trapped piglet.
- \_\_\_ 4. Piggy offers to start the fire with his glasses.
- \_\_\_ 5. The boy with the mulberry-colored birthmark goes missing after the wildfire.
- \_\_\_ 6. Sam and Eric help Ralph build shelters.
- \_\_\_ 7. The littluns suffer from chronic diarrhea and fear of the beast.
- \_\_\_ 8. Civilization's rules prevent Roger from throwing stones directly at Henry.
- \_\_\_ 9. Ralph hits Jack for allowing the signal fire to die.
- \_\_\_ 10. Ralph refuses to eat the meat from Jack's kill.

*(Summarize Major Ideas)*

**B. Short Answer:** Write a brief answer to each of the following questions.

11. How is the conch important to the story?

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12. Why do the boys ridicule Piggy?

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13. How is Simon different from the other boys?

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