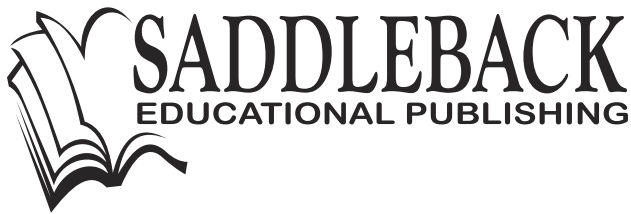


Focus **ON READING**

*Lord of
the Flies*

ALLYSSA ARIZMENDI

This is a sample not intended for classroom use.



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Introduction/Classroom Management

WELCOME TO *FOCUS ON READING*

Focus on Reading literature study guides are designed to help all students comprehend and analyze their reading. Many teachers have grappled with the question of how to make quality literature accessible to all students. Students who are already avid readers of quality literature are motivated to read and are familiar with prereading and reading strategies. However, struggling readers frequently lack basic reading skills and are not equipped with the prior knowledge and reading strategies to thoroughly engage in the classroom literature experience.

Focus on Reading is designed to make teachers' and students' lives easier! How? By providing materials that allow all students to take part in reading quality literature. Each *Focus on Reading* study guide contains activities that focus on vocabulary and comprehension skills that students need to get the most from their reading. In addition, each section within the guide contains before-reading **Focus Your Reading** pages containing tools to ensure success: **Vocabulary Words to Know**, **Things to Know**, and **Questions to Think About**. These study aids will help students who may not have the prior knowledge they need to truly comprehend the reading.

USING *FOCUS ON READING*

Focus on Reading is designed to make it easy for you to meet the individual needs of students who require additional reading skills support. Each *Focus on Reading* study guide contains teacher and student support materials, reproducible student activity sheets, an end-of-book test, and an answer key.

- **Focus on the Book**, a convenient reference section for the teacher, provides a brief overview of the entire book including a synopsis, information about the setting, author data, and historical background.
- **Focus Your Knowledge**, a reference page for students, is a whole-book, prereading activity designed to activate prior knowledge and immerse students in the topic.

The study guide divides the novel into 6 manageable sections to make it easy to plan classroom time. Five activities are devoted to each section of the novel.

Before Reading

- **Focus Your Reading** consists of 3 prereading sections:

Vocabulary Words to Know lists and defines 10 vocabulary words students will encounter in their reading. Students will not have to interrupt their reading to look up, ask for, or spend a lot of time figuring out the meaning of unfamiliar words. These words are later studied in-depth within the lesson.

Things to Know identifies terms or concepts that are integral to the reading but that may not be familiar to today's students. This section is intended to "level the playing field" for those students who may not have much prior knowledge about the time period, culture, or theme of the book. It also gets students involved with the book, increasing interest before they begin reading.

Questions to Think About helps students focus on the main ideas and important details they should be looking for as they read. This activity helps give students a *purpose* for reading. The goal of these guiding questions is to build knowledge, confidence, and comfort with the topics in the reading.

During Reading

- **Build Your Vocabulary** presents the 10 unit focus words in the exact context of the book. Students are then asked to write their own definitions and sentences for the words.
- **Check Your Understanding: Multiple Choice** offers 10 multiple-choice, literal comprehension questions for each section.

Check Your Understanding: Short Answer contains 10 short-answer questions based on the reading.

After Reading

- **Deepen Your Understanding** is a writing activity that extends appreciation and analysis of the book. This activity focuses on critical-thinking skills and literary analysis.
- **End-of-Book Test** contains 20 multiple-choice items covering the book. These items ask questions that require students to synthesize the information in the book and make inferences in their answers.

CLASSROOM MANAGEMENT

Focus on Reading is very flexible. It can be used by the whole class, by small groups, or by individuals. Each study guide divides the novel into 6 manageable units of study.

This literature comprehension program is simple to use. Just photocopy the lessons and distribute them at the appropriate time as students read the novel.

You may want to reproduce and discuss the **Focus Your Knowledge** page before distributing the paperbacks. This page develops and activates prior knowledge to ensure that students have a grounding in the book before beginning reading. After reading this whole-book prereading page, students are ready to dive into the book.

The **Focus Your Reading** prereading activities are the keystone of this program. They prepare students for what they are going to read, providing focus for the complex task of reading. These pages should be distributed before students actually begin reading the corresponding section of the novel. There are no questions to be answered on these pages; these are for reference and support during reading. Students may choose to take notes on these pages as they read. This will also give students a study tool for review before the **End-of-Book Test**.

The **Focus Your Reading** pages also provide an excellent bridge to home. Parents, mentors, tutors, or

other involved adults can review vocabulary words with students, offer their own insights about the historical and cultural background outlined, and become familiar with the ideas students will be reading about. This can help families talk to students in a meaningful way about their reading, and it gives the adults something concrete to ask about to be sure that students are reading and understanding.

The **Build Your Vocabulary** and **Check Your Understanding: Multiple Choice and Short Answer** activities should be distributed when students begin reading the corresponding section of the novel. These literature guide pages are intended to help students comprehend and retain what they read; they should be available for students to refer to at any time during the reading.

Deepen Your Understanding is an optional extension activity that goes beyond literal questions about the book, asking students for their own ideas and opinions—and the reasons behind them. These postreading activities generally focus on literary analysis.

As reflected in its title, the **End-of-Book Test** is a postreading comprehension test to be completed after the entire novel has been read.

For your convenience, a clear **Answer Key** simplifies the scoring process.

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Focus on the Book

Synopsis

The novel begins with a group of British boys being airlifted from a nuclear war in England. Their plane is shot down over a deserted island in the Pacific Ocean. Soon all the boys gather together and realize that there are no “adults” on the island. Confused about what to do without authority, they elect Ralph as their leader. Jack would like to be the leader of the whole group, but he settles for being the chief of the hunters. The boys discover that they can start fires by allowing the sun to shine through one boy’s glasses. Ralph concentrates on keeping a fire going, while Jack and his hunters search for pigs on the island. Resenting Ralph’s authority, Jack quickly comes to dislike him. Although they start out as friends, their relationship deteriorates, and they become bitter enemies. Jack declares himself the leader of his own group and recruits most of the boys on the island, promising that they will have fun and eat. Ralph still focuses on the fire, even though he has few members left in his group. Eventually, Ralph is alone. He must protect himself from Jack’s group of savages. The boys are finally rescued at the end of the book. Many of the boys have died, and the survivors have all turned on each other. Life on the island is a microcosm of life in the larger war-torn world.

About the Author

William Golding, born on September 19, 1911, in Cornwall, England, was no stranger to the theme of war. After graduating from Oxford University in London with a degree in English, he joined the Royal Navy when England entered World War II. Eventually, he became a lieutenant and was involved in the sinking of the *Hispanic*, as well as the *Dover*, merchant ships.

Following wartime events, Golding taught at a school for boys in Salisbury, England. Moved by his memories of war and its brutality, he wrote *Lord of the Flies* during his time teaching. He was known to have a very pessimistic view of humanity. When asked about the theme of *Lord of the Flies*, Golding responded, “Human nature is inherently corruptible and wicked.” He had witnessed firsthand the horrors humans inflict on others when placed in an uncontrolled atmosphere, and he wrote the novel in part to show that even children are not exempt from these evils.

The success of *Lord of the Flies* allowed Golding to retire from teaching and spend his time writing. Although his other novels were not as highly acclaimed as his first, many of them followed the theme of violent human nature. *Lord of the Flies* is considered by many to be one of the best novels ever written. The literary publication *Time and Tide* put it perfectly when calling the novel “not only a first-rate adventure story, but a parable of our times.”

Golding won the Nobel Prize for Literature in 1983. He died ten years later, remembered as one of the most talented authors in England.

Historical Background

Lord of the Flies is set in England in an unnamed time of war, sometime around the 1950s. The novel was written shortly after the end of World War II, however, which many of the events in the story seem to echo. England had been hit very hard in the war, and its citizens worried about complete destruction. Britain ended the six-year war triumphant over Germany, but its people were bankrupt and hungry. Much of Europe lay in ruins, and young men had been lost. It was not uncommon for parents to try to send their children out of the country for safety, but most British children were forced to witness the brutality of wartime.

World War II was a prime example of the human amorality that William Golding often discussed. Europe was witness to the Holocaust, which has stayed in the hearts and minds of its citizens long after the war was over. Millions of Jews and others were persecuted, imprisoned, and killed by German Nazis under the leadership of Adolf Hitler.

By the time the novel was written, the first atomic bomb had been dropped and the whole world feared a total nuclear war, especially one begun by the Soviets. *Lord of the Flies* focuses on the tense and horrific times of war that Britain recently had experienced.

This is a sample not intended for classroom use.

Focus Your Knowledge

- William Golding, the author of *Lord of the Flies*, wrote several novels. A favorite theme, or underlying idea, in his books was the flaws in human nature. What is your definition of human nature? What are some strengths of human nature? What are some flaws?
- *Lord of the Flies* was written in 1954, not long after the end of World War II. William Golding fought in that war for the British Navy. He took part in some of the famous battles of the war.
- What do you know about World War II? What countries were involved? What kind of technology was used?
- Countries enter wars for different reasons. List some reasons for wars. Then share your list with the class.
- People—including kids—can be competitive. In what kinds of situations do people become competitive? See if classmates share your ideas.
- Today, people talk about peer pressure, especially in schools. What is peer pressure? Do you act differently in a group from the way you act one-on-one? How do you deal with things with which you don't agree within a group? Can peer pressure be positive? Explain your ideas to the class.
- In the book, a group of boys find themselves on a tropical island. This is the kind of place some people might consider a paradise. There are palm trees, sun, lush plants, clear water, and bright sand. What is paradise to you? What do you think paradise would be for six-year-old boys? For twelve-year-old boys? For girls of those ages? Discuss your ideas with classmates.

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You live in a society, or community, which is basically a group of people who have agreed to live and work together under certain rules. If you found yourself on an island with no adults, just your classmates, what kind of society would you want to form, if any? What kind of rules would you have? How would you choose leaders? How would you choose people to do different jobs? What would you need for survival?

- Stereotypes are ideas about people that are based on automatic ideas—not on what someone is really like. In the book, one boy says that the English are the best at everything. What stereotypes are there about your country? What personal traits are valued in your culture? Discuss your ideas with classmates.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

foliage—a cluster of leaves, flowers, and branches

pallidly—in a manner that lacks liveliness

pallor—lack of color, especially in the face

communion—an act of sharing

contradict—to assert the contrary of; to take issue with

gesticulated—made gestures while speaking

clamor—a loud noise; *also a verb*: to make continuous noise

grave—serious

silhouette—a shadow or an outline of a person or an object

tumult—riot; violent outburst

Things to Know

Here is some background information about this section of the book.

Asthma is a condition that includes continuous labored breathing, wheezing, tightness in the chest, and coughing.

An **atom bomb** is a nuclear bomb with a powerful explosion capable of mass destruction. Such bombs have been used twice, both during World War II. One bomb was dropped on Hiroshima, Japan, and the other, on Nagasaki, Japan.

A **mirage** is an optical effect sometimes seen in the desert, at sea, or over hot pavement. A mirage is an illusion of water.

The **Home Counties** are Essex, Kent, Middlesex, and Surrey. These are counties in England that have a close relationship with London.

A **lagoon** is a shallow pond near a large body of water.

A **typhoon** is a tropical tornado.

Creepers are a type of plant that grows quickly and spreads. Creepers often sprawl across the ground or up trees.

A **conch** is a large spiral shell.

Fronds are large leaves found on palm trees and ferns.

The **pound** is the basic monetary unit of the United Kingdom.

This is a sample not intended for classroom use.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What effect do you think constant teasing has on Piggy?
2. Why do you think Ralph and Jack are drawn to each other right away? Is there a likeness or difference in their personalities?
3. How do you think Jack feels when he fails to kill the pig that he, Ralph, and Simon encounter?
4. Why does Ralph get so upset when the small boy with a birthmark repeatedly talks about seeing a "big, dark, or 'beastie'"?
5. How does the task of collecting wood for a signal fire create unity among the boys?

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Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “He put on his glasses, waded away from Ralph, and crouched down among the tangled **foliage**.”
foliage: _____
2. “. . . the choir boy who had fainted sat up against a palm trunk, smiled **pallidly** at Ralph and said that his name was Simon.”
pallidly: _____
3. “Now that the **pallor** of his faint was over, he was a skinny, vivid little boy, with a glance coming up from under a hut of straight hair. . . .”
pallor: _____
4. “Again came the solemn **communion** of shining eyes in the gloom.”
communion: _____
5. “He looked round fiercely, daring them to **contradict**.”
contradict: _____
6. “He **gesticulated** widely. . . . At once there was a **clamor**.”
gesticulated: _____
clamor: _____
7. “There was no laughter at all now and more **grave** watching.”
grave: _____
8. “They gazed intently at the dense blue of the horizon, as if a little **silhouette** might appear there at any moment.”
silhouette: _____
9. “He paused in the **tumult**, standing, looking beyond them and down the unfriendly side of the mountain to the great patch where they had found dead wood.”
tumult: _____

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Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. How do the boys wind up on the island?
 - a. Their boat sank.
 - b. Their plane crashed.
 - c. Their submarine was torpedoed.
2. How does each boy get a chance to speak?
 - a. by holding a conch shell
 - b. by waving his hand
 - c. by holding a spear
3. Why are Jack and his group of boys wearing black cloaks when they arrive at the meeting?
 - a. They are in their school uniforms.
 - b. They are part of a secret club.
 - c. They are part of a choir.
4. What are the twins' names?
 - a. Sam and Eric
 - b. Harold and Henry
 - c. Roger and Bill
5. How is a leader chosen?
 - a. by who can blow the conch shell the loudest
 - b. by vote
 - c. by who has the best aim with the spear
6. How is Piggy humiliated by Ralph?
 - a. Ralph trips him in front of everyone.
 - b. Ralph tells everyone his nickname is Piggy.
 - c. Ralph won't let Piggy talk at the meeting.
7. What kind of animal does the "beastie" look like?
 - a. a snake
 - b. a lion
 - c. a whale
8. Why do Ralph, Simon, and Jack go exploring?
 - a. to see if anyone else is on the island
 - b. to see what kind of wild animals there are
 - c. to see if the land that they are on is an island or not
9. Why do the boys build a fire?
 - a. to keep warm
 - b. to alert passing ships that they are there
 - c. to cook food
10. Why does Piggy get mad at the rest of the group for being careless?
 - a. A fire begins and burns their firewood.
 - b. The boys let a ship pass by.
 - c. The boys haven't gathered food yet.

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Check Your Understanding

Short Answer

Write a short answer for each question.

1. What does Piggy make Ralph promise not to tell the other boys about?
2. What “enchantment” does Ralph find behind the platform when he is exploring with Piggy?
3. In what way does Ralph stand out from everyone else when the boys vote for a chief?
4. Why doesn’t Jack stab the pig when he has the chance?
5. Why are the boys excited to be on the island alone?
6. Why does Ralph get so angry when the boys bring up seeing a beast?
7. Why does Piggy claim that the group is acting like a “crowd of kids”?
8. What do Ralph and Jack realize with embarrassment once all the wood is in a pile?
9. What do Jack and the boys decide to use to start the fire?
10. What does the group fear has happened to the little boy with a birthmark?

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Deepen Your Understanding

A *theme* is an idea or a message. Friendship is a theme in this section. How does the reader know that Jack and Ralph are becoming friends? Write your ideas in a paragraph or two. Give examples from the book.

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