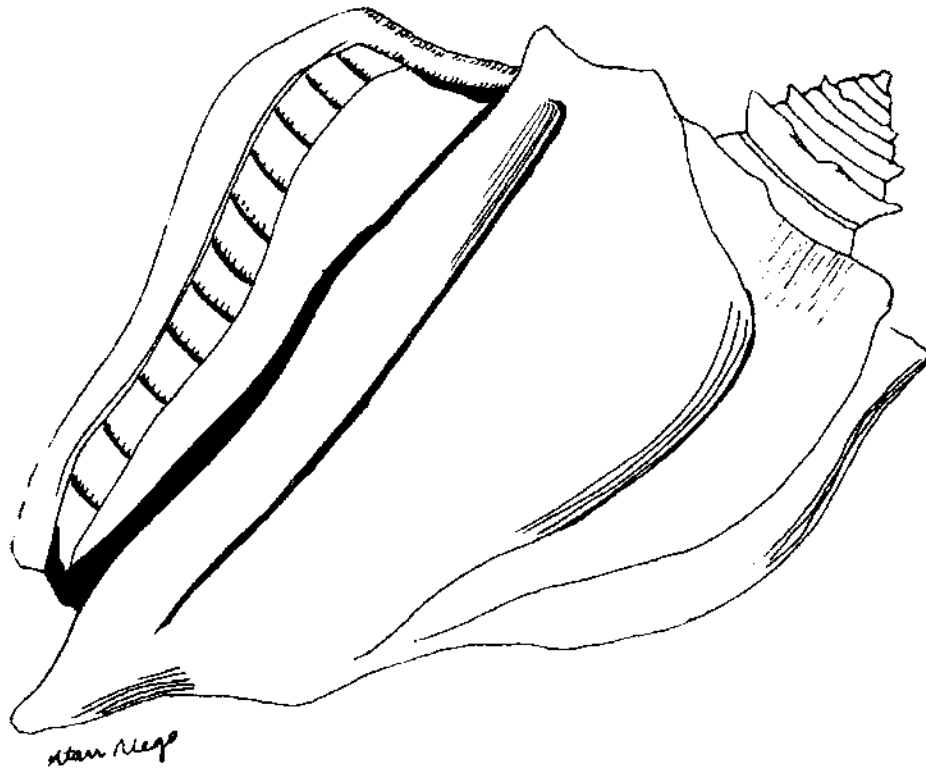


Novel·Ties

# LORD OF THE FLIES

WILLIAM GOLDING



## A Study Guide

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**LEARNING LINKS**

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**TABLE OF CONTENTS**

Synopsis . . . . .	1
Background Information . . . . .	2
Pre-Reading Activities . . . . .	3 - 4
Chapter 1 . . . . .	5 - 7
Chapter 2 . . . . .	8 - 11
Chapter 3 . . . . .	12 - 14
Chapter 4 . . . . .	15 - 16
Chapter 5 . . . . .	17 - 18
Chapter 6 . . . . .	19 - 20
Chapter 7 . . . . .	21 - 22
Chapter 8 . . . . .	23 - 24
Chapters 9, 10 . . . . .	25 - 26
Chapter 11 . . . . .	27 - 28
Chapter 12 . . . . .	29 - 30
Cloze Activity . . . . .	31
Post-Reading Activities . . . . .	32 - 33
Suggestions For Further Reading . . . . .	34
Answer Key . . . . .	35 - 37

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## For the Teacher

This reproducible study guide to use in conjunction with the novel *Lord of the Flies* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING ACTIVITIES

1. Preview the book by reading the title and author's name and by looking at the illustration on the cover. What do you think the book will be about? When and where does it take place? Do you think it will be realistic or fantasy?
2. Read the Background Information about the book *The Coral Island* on page two of this study guide. As you read *Lord of the Flies*, notice the direct references that the author makes to this book and determine how these books are alike and different.
3. Read about the life of William Golding, the author of this book, on page two of this study guide. As you read the book, determine how Golding's family, his education, and his life experiences might have motivated him to write *Lord of the Flies*.
4. How would you feel if you found yourself stranded with a group of your peers on a deserted island? What would you fear most? What would you miss most? What would you like the best about this situation? What kind of people would you like to have with you? Make a list in order of importance of those things you would have to do in order to survive.
5. **Social Studies Connection:** As a research project, learn about the major forms of government: monarchy, democracy, dictatorship, communism, and socialism. Learn where these forms of government existed in the past, learn about their histories, and where they exist today. Discuss the possible advantages and disadvantages of each form of government. As you read the book, determine what form of government the boys on the island formed. How did it change over time?
6. **Cooperative Learning Activity:** Conduct a brief survival simulation exercise with your classmates. Form groups of eight or ten. Ask each group to choose a leader and a recorder. Imagine you were marooned on a deserted island and needed to become organized in order to survive. What kind of government would you devise? How would you acquire the basic needs for your population? What problems would you have to surmount?
7. With a group of your classmates, discuss whether you think people are basically good or basically evil. If people were cut off from their present society and had to start an entirely new civilization, would they learn from past mistakes or simply repeat all of the evils of the past? Keep these questions in mind as you read this novel in order to determine the author's opinion and develop an opinion of your own.
8. Conduct a classroom survey to find out what other books and films about survival your classmates have experienced. Determine whether the authors and filmmakers had an optimistic or pessimistic view of human nature. Make a list of the elements that all of these works have in common.
9. With your classmates, discuss how peer pressure might influence the actions of young people. Also, in what behaviors might a young person participate while in a group, although shun if alone? Why do you think a group presence gives license to activities that might otherwise seem immoral or incorrect? As you read the book, search for articles in the news that provide examples of violent group behavior.

## CHAPTER 1

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |               |  |
|---------------|--|
| 1. lagoon     | a. upward movement   |
| 2. solemnly   | b. leaves of plants  |
| 3. vaguely    | c. weird; bizarre  |
| 4. spectacles | d. area of shallow water separated from the sea by low sandy dunes |
| 5. prominent  | e. apparition; ghost   |
| 6. phantom    | f. extremely bright, as color                                      |
| 7. ascent     | g. standing out so as to be seen easily                            |
| 8. foliage    | h. in a grave or sober manner                                      |
| 9. vivid      | i. eyeglasses  |
| 10. eccentric | j. in an indefinite or unclear way                                 |

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- When we heard reports of a major snowstorm headed in our direction, we put off our \_\_\_\_\_ of the mountain.
- The appearance of a(n) \_\_\_\_\_ that frightened us last night turned out to be the shadow of a curtain blowing in the breeze.
- The \_\_\_\_\_ was so thick that the forest path was dark on a sunny day.
- Concerned about his appearance on television, the actor requested that makeup be used to hide his \_\_\_\_\_ nose.
- Wearing a(n) \_\_\_\_\_ outfit of mismatched shoes and socks and a large stovepipe hat, the boy called attention to himself as he walked onto the playground.
- We felt it was safe for the young children to launch their toy sailboats in the calm water of the \_\_\_\_\_.
- My uncle let his \_\_\_\_\_ slip to his nose so that he could peer over the top to see the boat in the distance.
- After the spring rain, the lawn became a(n) \_\_\_\_\_ shade of green.
- The judge spoke \_\_\_\_\_ as he pronounced the man guilty.
- Not wishing to reveal his location, the writer answered \_\_\_\_\_ when reporters asked for directions to his home.