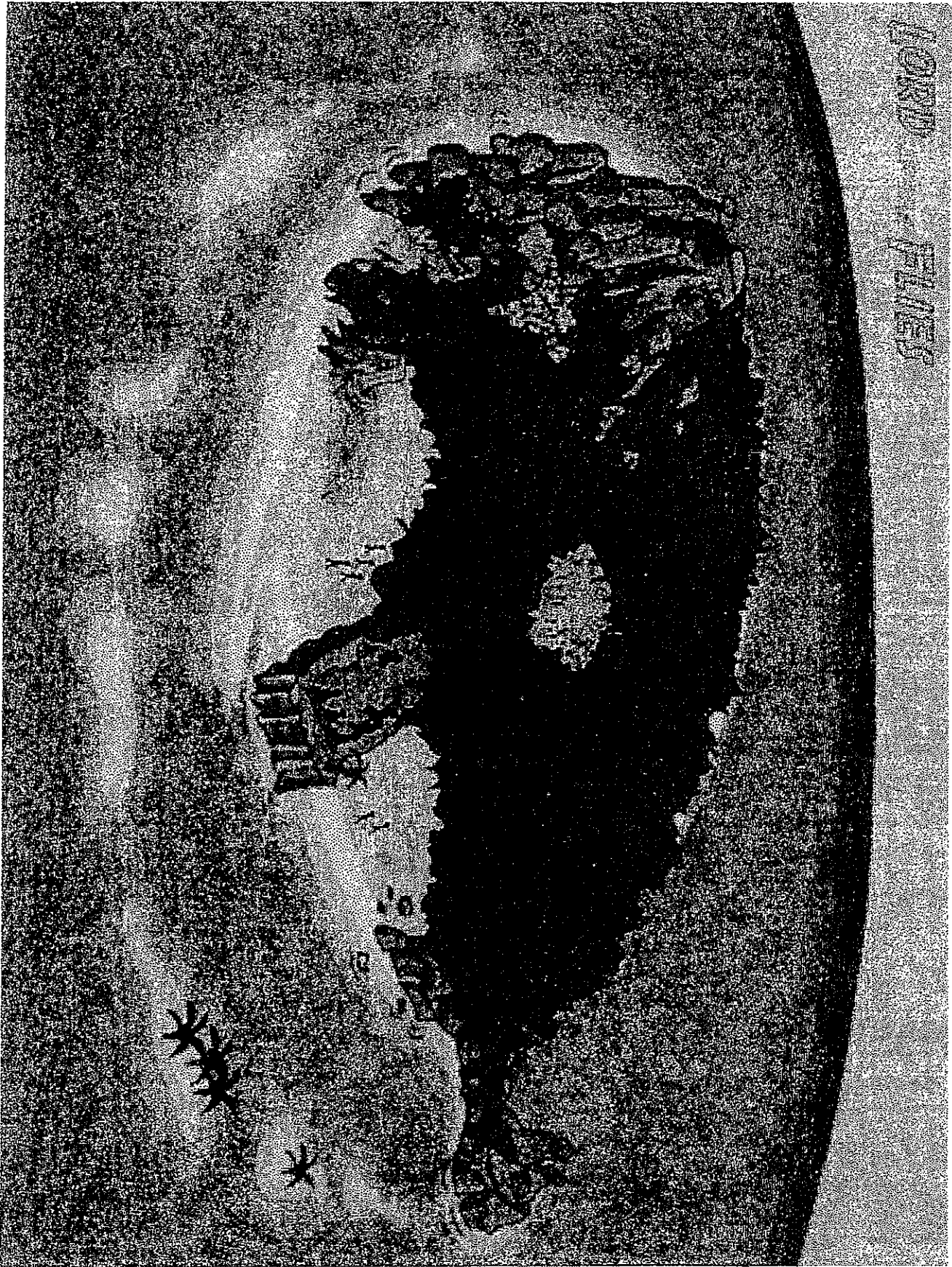


Lord
of the
Flies

"We are going to have fun on this island."

Name _____

Period _____





SURVIVAL

While on an international school trip, your plane crashes onto a desert island. All adults are dead, and you are now the oldest children in a group of about thirty. It is up to you to lead the children and make decisions about their safety and survival.

HOW DO YOU CHOOSE A LEADER?

- We don't; we make all decisions as a group.
- We have a democratic vote with everyone on the island voting.
- Fight to see who is the strongest and they can lead.
- Only our small group votes – what do the little ones know?
- The oldest will be the leader.

Give a reason for your choice:

WHAT DO YOU DO FIRST?

- Make a list of names of all present.
- Explore the island.
- Start building shelters.
- Explore the plane wreck for supplies.
- Relax & enjoy the island.
- Go hunting.
- Build a signal fire.
- Bury the dead.

Give a reason for your choice:

HOW DO YOU BUILD SHELTERS?

- We don't.
- Out of palm leaves and tree trunks.
- From clay and sand.
- Out of rock.
- We live in the shell of the plane.
- Use clothing stitched together.
- Other: _____

Give a reason for your choice:

WHAT IS YOUR MAIN FOCUS?

- Trying to get rescued.
- Hunting for food.
- Always having clean water.
- Making sure everyone is happy.
- Keeping everyone healthy.
- Building a boat.

Give a reason for your choice:



HOW DO YOU MAKE DECISIONS?

- Our leader is trusted to make all decisions.
- We have meetings everyday with all members to vote and decide on all things.
- Our small group makes all the decisions, with the leader having the final say.
- We roll the bones to decide.
- Everyone does what he or she wants.
- Other: _____

Give a reason for your choice:

WHERE DO YOU SET UP CAMP?

- On the beach.
- On the highest point of the island.
- In the jungle, where the forest is dense and sheltered.
- Wherever the nearest water supply is.
- On the rocks next to the inlet.
- In the trees.
- In a clearing in the middle of the jungle.
- In a cave near the cliffs.
- Nowhere permanent – we keep moving.

Give a reason for your choice:



The Author

William Golding was a British writer, schoolmaster, lecturer, actor, sailor, and musician. He was born on September 19, 1911, in Cornwall, England. Although he always wanted to be an author (he even tried to write a novel at the age of 12), his parents forced him to study science. Golding followed his parents' wishes and studied Natural Sciences at Oxford. However, after two years he switched to English Literature. After graduating, Golding worked briefly as a theater actor and director, wrote poetry, and then became a schoolteacher. In 1940, a year after England entered World War II, Golding joined the Royal Navy, where he served in command of a rocket-launcher. After the war he returned to teaching, and began to write again. He died in 1993 at the age of 81.

Why did Golding write *Lord of the Flies*?

"It was simply what seemed sensible for me to write after the war when everyone was thanking God they weren't Nazis. I'd seen enough to realize that every single one of us could be Nazis."

- William Golding

Lord of the Flies by William Golding Background Information & Context

Golding & World War Two

Golding joined the Royal Navy in 1940 and spent six years afloat, except for seven months in New York and six months helping Lord Cherwell at the Naval Research Establishment. He saw action against battleships (at the sinking of the Bismarck), submarines and aircraft. He finished the war as Lieutenant in command of a rocket ship. He was present off the French coast for the D-Day invasion, and later at the island of Walcheren. After the war, Golding resumed teaching and started to write novels, and published *Lord of the Flies* in 1954.



The Historical Context

When *Lord of the Flies* was published in the early 1950s Britain was living in the shadow of the horrors of World War Two. Indeed, Golding's experience in the war had a profound effect on his view of humanity and the evils of which it was capable. Golding was revolted by the evil things people did to each other in the war; The Nazi concentration camps, the Japanese treatment of their prisoners, the atomic bombing against civilians - even his own actions as a naval officer. Golding began to see all human nature as savage and unforgiving: he had seen that even the good could be corrupted. After the war the United Nations was set up to try to ensure that such a global conflict never happened again, but by 1954, when *Lord of the Flies* was published, it was the early years of the Cold War and the threat of a Third World War was very real. Many countries had built up arsenals of nuclear weapons with enough atomic energy to destroy civilizations. The fact that the events in *Lord of the Flies* take place against the backdrop of nuclear war is not merely a coincidence.

Lord of the Flies as an Allegory

In literature, writers often use allegory, to convey their ideas. An allegory is a literary device which conveys meaning through symbols, actions, and even characters. In the *Lord of the Flies*, the setting, the characters, and even some of the symbols serve to convey feelings about leadership, order, civilization, control, and culture. One should bear this in mind when reading the novel, and continually ask the question, "**What deeper comment is Golding making about society and humanity?**"





Lord of the Flies by William Golding

GLOSSARY

CHAPTER 1

creepers plants whose stems put out tendrils or roots by which the plants can creep along a surface.

Home Counties the counties nearest London.

stockings closefitting coverings, usually knitted, for the feet and, usually, much of the legs.

garter an elastic band, or a fastener suspended from a band, girdle, etc., for holding a stocking or sock in position.

sucks to your auntie a British slang expression of contempt; "forget your auntie" or "your auntie be damned."

Gib., Addis abbreviations for Gibraltar & Addis Ababa, respectively; refueling stops the evacuation plane made before crashing on the island.

matins orig., the first of the seven canonical hours, recited between midnight and dawn or, often, at daybreak; here, a morning church service at which the choir sang.

precentor a person who directs a church choir or congregation in singing.

shop here, conversation about one's work or business.

head boy an honorary title given to a student who has made the best all-around contribution to student life and maintains exemplary conduct.

wacco [Brit. Slang] excellent.

wizard [Brit. Informal] excellent.

smashing [informal] outstandingly good.

CHAPTER 2

Treasure Island Robert Louis Stevenson's 1883 novel about a heroic boy's search for buried gold and his encounter with pirates.

Swallows and Amazons the first (1930) of a series of adventure books by Arthur Ransome, about a group of children on vacation.

Coral Island Robert Ballantyne's 1857 adventure tale about three boys shipwrecked on a Pacific island and their triumph over their circumstances.

caps of maintenance caps bearing a school insignia.

altos the boys who sing in the vocal range between tenor and soprano.

trebles the boys who sing the highest part in musical harmony.

CHAPTER 3

batty [Slang] crazy or eccentric.

crackers [Slang, Chiefly Brit.] crazy; insane.

queer differing from what is usual or ordinary; odd; singular; strange.

CHAPTER 4

dazzle paint British term for camouflage; the disguising of troops, ships, guns, etc. to conceal them, as by the use of paint, nets, or leaves to merge with the background.

accent a distinguishing regional or national manner of pronunciation; here, Piggy's manner of speech, characterized by his use of double negatives and informal contractions.

bloody [Vulgar Brit. Slang] cursed; damned.

Ha'porth contraction of "a halfpenny's worth," meaning a very small amount.

One for his nob a hit on his head.

Give him a fourpenny one hit him on the jaw.

CHAPTER 5

lavatory [Chiefly Brit.] a flush toilet.

taken short informal phrase for having diarrhea.

jolly [Brit. Informal] very; altogether.

bogie an imaginary evil being or spirit; goblin.

mucking about [Slang, Chiefly Brit.] wasting time; puttering around.

sod you vulgar slang phrase showing extreme contempt.

nuts a slang exclamation of disgust, scorn, disappointment, refusal, etc.

bollocks a vulgar slang exclamation expressing anger, disbelief, etc.

CHAPTER 6

waxy [Brit. Informal] enraged.

polyp any of various cnidarians, as the sea anemone or hydra, having a mouth fringed with many small, slender tentacles bearing stinging cells at the top of a tubelike body.

plinth a course of brick or stone, often a projecting one, along the base of a wall.

embroil to draw into a conflict or fight; involve in trouble.

diffident lacking self-confidence; timid; shy.

CHAPTER 7

dun dull grayish-brown.
coverts covered or protected places; shelters.
toilet the process of dressing or grooming oneself.
scurfy having a condition, as dandruff, in which the skin sheds little, dry scales.
brine water full of salt.
do us here, kill us.
bum [Brit. Slang] the buttocks.
rugger [Brit. Informal] rugby.
funk a cowering or flinching through fear; panic.
windy long-winded, pompous, boastful.
impervious not affected by something or not feeling the effects of something.

CHAPTER 8

prefect in some private schools, esp. in England, an older student with disciplinary authority.
rebuke to blame or scold in a sharp way; reprimand.
cracked [Informal] mentally unbalanced; crazy.

CHAPTER 9

derision contempt or ridicule.
phosphorescence a continuing luminescence without noticeable heat.

CHAPTER 10

gesticulate to make or use gestures, esp. with the hands and arms, as in adding nuances or force to one's speech, or as a substitute for speech.
torrid so hot as to be parching or oppressive; scorching.
Reds [Slang] Communists.
lamp standard lamppost.
barmy [Brit. Slang] crazy.
round the bend [Brit. Informal] crazy; insane.
bomb happy [Slang, Chiefly Brit.] crazy; insane.
crackers [Slang, Chiefly Brit.] crazy; insane.
pills [Vulgar Brit Slang] the testicles.
bowstave here, slightly curved arc like that of a bow.

CHAPTER 11

myopia nearsightedness.
propitiate win or regain the good will of; appease or conciliate.
pinnacles pointed formations; peaks, as at the tops of mountains.
pinch [Slang] to steal.
truculent fierce; cruel; savage; ferocious.

CHAPTER 12

pax peace, here meant as a call for a truce.
acrid sharp, bitter, stinging, or irritating to the taste or smell.
inimical hostile; unfriendly.
gibber to speak or utter rapidly and incoherently; chatter unintelligibly.
essay to try; attempt.
antiphonal sung or chanted in alternation.
ululate to howl, hoot, or wail.
cordon a line or circle, as of soldiers or ships, stationed around an area to guard it.
diddle [Informal] to move back and forth jerkily or rapidly; juggle.
mold here, loose, soft, easily worked soil.
white drill a coarse linen or cotton cloth with a diagonal weave, used for work clothes, uniforms, etc.
epaulette shoulder ornament as for military uniforms.
cutter a boat carried, esp. formerly, aboard large ships to transport personnel or supplies.
rating an enlisted man in the Navy.
stern sheets the space at the stern of an open boat.

"He lost himself in a maze of thoughts that were rendered vague by his lack of words to express them. Frowning, he tried again."

- William Golding
Lord of the Flies

One of the main themes explored in *Lord of the Flies* is the idea that we all have the potential for good, and we all have the potential for evil within us. Do you agree with this notion?



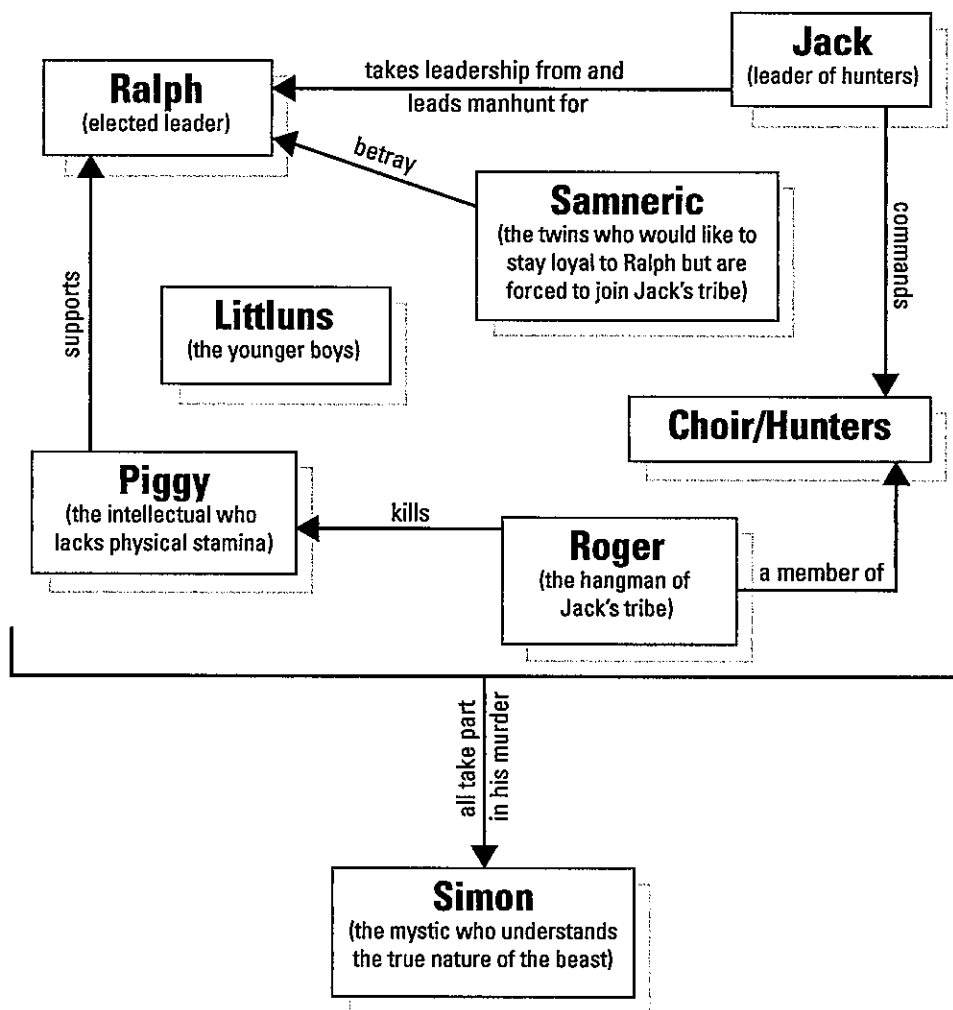
Lord of the Flies by William Golding

Good or Evil?

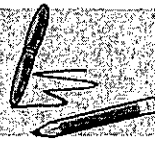
Read each of the quotations below, and then discuss them with a partner. Do you agree or disagree? You must give an explanation of your opinion.

Quotation	Agree or disagree?	Explain / Give an example.
<p>"Man's nature is not essentially evil. Brute nature has been known to yield to the influence of love. You must never despair of human nature." - Mahatma Ghandi</p>		
<p>"Man is the cruelest animal." - Friedrich Nietzsche</p>		
<p>"The world is a dangerous place to live, not because of the people who are evil, but because of the people who don't do anything about it." - Albert Einstein</p>		
<p>"In spite of everything I still believe that people are really good at heart." - Anne Frank</p>		
<p>"In each of us, two natures are at war - the good and the evil. All our lives the fight goes on between them, and one of them must conquer. But in our own hands lies the power to choose - what we want most to be we are." - Robert Louis Stevenson</p>		
<p>"The conscience of children is formed by the influences that surround them; their notions of good and evil are the result of the moral atmosphere they breathe." - Jean Paul</p>		
<p>"The line between good and evil is permeable and almost anyone can be induced to cross it when pressured by situational forces." - Phillip Zimbardo</p>		

Character Map



While Reading Chapter 1...



While reading the first chapter of the novel, try to fill in the table below as comprehensively as possible.

This table should help you to take notes when reading chapter one. You don't need to write in full sentences, you can use bullet points or write key words, but do try to give as much detail as possible for each box.

		Notes	Quotations
Character	Description of the first boy we meet.		
Character	Description of the second boy we meet.		
Language	Comment on the landscape and any references to nature .		
Plot	Any explanation of how the boys came to be on the island.		
Theme	Any comment on the theme of leadership .		
Character	Description of the leader of the choir .		
Symbol	Why is the conch important?		

While Reading Chapter 2...



While reading the second chapter of the novel, fill in all of the boxes below.

Fill in all of these boxes – remember that there are no ‘right’ or ‘wrong’ suggestions. These are **your** thoughts. None of these boxes should be empty by the time you have finished reading chapter 2!

List any words you don't understand:

Who is your favorite character at this stage and why?

Write 5 questions related to this chapter (about characters / story / language / themes etc.), which you think would be good assessment questions, if you were the teacher:

1. _____
2. _____
3. _____
4. _____
5. _____

A quote about Ralph:

List as many words as you can find which describe the fire:

A quote about Piggy:

A quote about RULES:

A quote about Jack:

An adjective to describe this chapter:

A verb to describe this chapter:

While Reading Chapter 3...



While reading the third chapter of the novel, fill in all of the boxes below.

While reading chapter 3, you will come across the following quotations. When you get to one, stop reading and discuss it with your group. Discuss the opposite questions for each quotation, and write your group's thoughts as notes in the space provided.

- What does this quotation tell us?
- Does this link to any important themes?
- Does this tell us anything important about a certain character?
- How does this hint at what might happen in the novel?

Quote 1: Page ____

"Jack himself shrank at this cry with a hiss of indrawn breath, and for a minute became less a hunter than a furtive thing, ape-like among the tangle of trees."

Quote 3: Page ____

"Jack had to think for a moment before he could remember what rescue was."

Quote 2: Page ____

"Meetings. Don't we love meetings? ... I bet if I blew the conch this minute, they'd come running. Then we'd be, you know, very solemn, and someone would say we ought to build a jet, or a submarine, or a TV set. When the meeting was over they'd work for five minutes, then wander off or go hunting."

Quote 4: Page ____

"I was talking about smoke! Don't you want to be rescued? All you can talk about is pig, pig, pig!"

Quote 5: Page ____

"They walked along, two continents of experience and feeling, unable to communicate."

LOTF: Jack as Animal

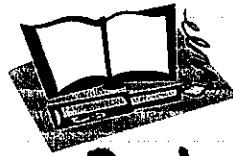
Directions: find passages in chapter three that make it clear to the reader that the author intends for us to think of Jack as an animal. Look for and identify similes, personification, metaphors, and other literary devices that Golding uses. Also, look at Golding's diction (word choice).

Quotes & page number**Explanation**

"He was down like a sprinter" (48).

Golding uses a simile to compare Jack to a sprinter. This emphasizes his athletic ability. And it creates the image of Jack being crouched on the ground like an animal waiting to attack.

While Reading Chapter 4...



While reading the fourth chapter of the novel, fill in the entire table below.

While reading chapter 4, fill in the following table about Ralph and Jack, and try to find a quote to support your opinions.

Ralph or Jack?

	Jack	Ralph	Any quotes?
Which of the other boys on 'on their side'?			
Who represents civilisation and order?			
Who represents the descent into savagery?			
How do they treat the littleuns?			
How do they treat Piggy?			
What is their main priority?			
Do they care about the greater good of the group?			

How are things changing on the island?

While Reading Chapter 5...



While reading the **fifth** chapter of the novel, fill in this worksheet.

Find quotations from chapter 5 for each of the following points (some may be just a few words, others a few sentences; also, there may be more than one quotation for each point):

Point	Quotation
Ralph has changed since he arrived on the island.	
The society on the island is breaking down.	
The boys are experiencing real fear.	
Jack is not very understanding when it comes to the littleuns.	
Jack leads the boys away from Ralph.	
The rules are very important to Ralph.	
The boys are beginning to act like animals.	
The fire is important to Ralph.	
Piggy is afraid of Jack.	



FEAR AND THE BEAST

Lord of the Flies

What is 'fear'?

Is the fear experienced by the boys justified? (You must think of 3 reasons for 'yes' and 3 for 'no')

YES; because...

No; because...

Who says
this?

Do you agree? Why or why not?

<p>“We’ve got to talk about this fear and decide there’s nothing in it. I’m frightened myself, sometimes; only that’s nonsense!”</p>		<hr/> <hr/> <hr/> <hr/>
<p>“The thing is—fear can’t hurt you any more than a dream.”</p>		<hr/> <hr/> <hr/> <hr/>
<p>“Maybe there is a beast.”</p>		<hr/> <hr/> <hr/> <hr/>
<p>“Life [...] is scientific, that’s what it is... I know there isn’t no beast”</p>		<hr/> <hr/> <hr/> <hr/>
<p>“I know there isn’t no fear either [...] unless we get frightened of people.”</p>		<hr/> <hr/> <hr/> <hr/>

While Reading Chapter 6...



While reading the **sixth** chapter of the novel, try to fill in the spaces below as comprehensively as possible.

This worksheet should help you to take notes when reading chapter six. Jot down anything you think is important about the characters, themes, plotline or important quotations, in chapter 6. You don't need to write full paragraphs, you can use bullet points, mind map or write key words, but do try to give as much detail as possible for each section.

Characters

(How does this chapter fit in the context of the novel? Any plot developments?)

Plotline

(Do we learn anything about any of the main characters? Simon? Jack?)

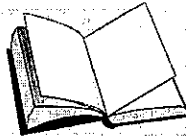
Themes

(Anything interesting about the theme of civilization? Rules? Fear? The conch?)

Important Quotes

(Any quotes which stand out as important to you?)

While Reading Chapter 7...



While reading the seventh chapter of the novel, fill in all of the boxes below.

Fill in all of these boxes – remember that there are no ‘right’ or ‘wrong’ suggestions. These are *your* thoughts. None of these boxes should be empty by the time you have finished reading chapter 7!

List any words you don't understand:

Find a quote about Ralph and Jack's battle for leadership:

Write 5 questions related to this chapter (about characters / story / language / themes etc.), which you think would be good assessment questions, if you were the teacher:

- 1.
- 2.
- 3.
- 4.
- 5.

Find a quote describing the re-enactment of the hunt:

Doodle / Draw a picture related to this chapter:

Find a quote about Simon:

Any predictions for the rest of the story:

An adjective to describe this chapter:

A verb to describe this chapter:

While Reading Chapter 8...



While reading the **eighth** chapter of the novel, try to fill in the table below as comprehensively as possible.

This table should help you to take notes when reading chapter eight. You don't need to write in full sentences, you can use bullet points or write key words, but do try to give as much detail as possible for each box.

		Notes	Quotations
Character	Simon		
Character	Ralph		
Character	Jack		
Plot	How have the boys changed?		
Theme	Any notes on the theme of leadership		
Theme	Any more details on the Beast		
Symbol	The power of the conch		
Symbol	The Lord of the Flies		

Who should be chief?

In chapter eight we see a pivotal split in the group. You must decide who you think should be chief, then imagine that you are this character and write a short paragraph explaining why the boys should follow you.

Who do you think should be chief?

Describe his character in one sentence:

Three reasons why you think that he would make a good chief:

1. _____
2. _____
3. _____

Two reasons why the others may not follow this boy:

1. _____
2. _____

Two suggestions for how this boy could gain support:

1. _____
2. _____

Imagine you are this boy. Write a paragraph from his perspective, explaining your thoughts and opinions and laying out why you think that the other boys should follow you.

While Reading Chapter 9...



While reading the ninth chapter of the novel, try to fill in this worksheet as comprehensively as possible.

The language of chapter 9 is extremely important. Pay close attention while you read, then fill in the following boxes. You can mind map or list the words... or do something more creative – as long as you get as many key words down as possible.

WORDS USED TO DESCRIBE THE WEATHER:

WORDS USED TO DESCRIBE SIMON:

WORDS USED TO DESCRIBE JACK:

WORDS USED TO DESCRIBE THE PARACHUTE MAN:

WORDS USED TO DESCRIBE JACK'S TRIBE:

WORDS USED TO DESCRIBE THE LANDSCAPE:

WORDS USED TO DESCRIBE THE ATTACK ON THE BEAST:

While Reading Chapter 10...



While reading the **tenth** chapter of the novel, try to fill in this worksheet as comprehensively as possible.

For each of the following quotations, identify who said these words, and then briefly explain what they are talking about and the significance of their words.

	Who said it?	What are they talking about?	Why is this important?
"That was murder."			
"P'raps he was only pretending."			
"It was an accident."			
"That's right. We was on the outside. We never done nothing, we never seen nothing."			
"He's a proper chief, isn't he?"			
"I expect the beast disguised itself."			
"We don't want another night without fire."			
"There's only one thing we can do to get out of this mess."			
"I thought they wanted the conch"			
"They didn't come for the conch. They came for something else."			



FOCUS ON A CHARACTER

Piggy is a very important character in chapter 11. Focus on him as you read this chapter, & fill in these boxes.

Three quotes about Piggy:

- _____
- _____
- _____

Three things said by Piggy:

- _____
- _____
- _____

How do the other characters respond to Piggy in Chapter 11?

FOCUS ON A THEME

The theme of savagery versus civilization is key in chapter 11. Focus on this theme as you read this chapter, & fill in these boxes.

Three quotes about this theme, found in chapter 11:

- _____
- _____
- _____

Notes on why this theme is important in chapter 11:

Who is on the side of savagery?

Who is on the side of civilization?

While Reading Chapter 12...



While reading the final chapter of the novel, try to fill in this worksheet as comprehensively as possible.

This worksheet should help you to take notes when reading chapter twelve. Jot down anything you think is important about the characters, themes, plotline or important quotations, in chapter 12. You don't need to write full paragraphs; you can use bullet points, mind map or write key words, but do try to give as much detail as possible for each section.

Characters

(Any notes on any of the characters. How have they changed?)

Plotline

(How does this chapter fit in the context of the novel? Any plot developments?)

**The
final
chapter
of the
novel!**

(Anything interesting about the theme of savagery? Rules? Fear? The Lord of the Flies? The conch? Fire?)

Themes / Symbols

(Any quotes which stand out as important to you?)

Important Quotes