



English 1

Freshman Survey English 1

Pre-Course Reading Assignment (For Honors Students Only)



LORD of the FLIES OVERVIEW

Lord of the Flies is often referred to as an allegory of human evil. Affected by his experiences while serving in World War II, author William Golding set out to "express grief at what was behind the human face." Examine the moral claims of this popular adventure story to see how parallels are being drawn between the book and today's common "people problems," which include inner-city gangs, a growing population of troubled youth, and general lack of respect for leadership figures in homes, schools, businesses, and political office.


STUDENT RESOURCE LINKS:

- [CHAPTER SUMMARIES 1 - 12](#)
- [MAP OF THE ISLAND](#)
- [CHARACTER SKETCHES](#)
- [AUTHOR BIOGRAPHY: WILLIAM GOLDING](#)

This pre-course reading assignment contains 3 parts. Please be sure to read through each page and complete all sections.

PART I: VOCABULARY

1. Copy the list of **ten** provided [vocabulary words](#) and supply a basic definition:

depravity	pessimistic		<p>Audio Note: You might better understand these words when used in context; listen carefully to each word's usage by following the directions given at this link: NOVEL VOCABULARY. (Scroll down the site until you come to the Vocabulary section.)</p>
exploit	relevant		
Holocaust	sadists		
marooned	utopian		
metaphor	veneer		

2. Locate **ten** other unfamiliar/unknown words while reading and add them to this "starter" list; supply a definition for each of your new words.

PART II: COMPREHENSION and ANALYSIS

Think about what happens to characters as events transpire during the story. You want to demonstrate your **basic understanding** of plot events and character actions for this reading comprehension activity. Before you try to form your own responses to questions about the reading, use the following information to show you how to construct a solid and thoughtful response that is on an honors level. It will also give you an example of what not to do!

Answering Questions on Honors Level

When you have an assignment asking you to answer questions that provide information about a novel, its characters and your opinion, the first thing to do is organize your thoughts.

Follow the steps below to make sure you write the best possible answer you can:

1. What is the question asking you to do?

- Look at the following terms. You may find questions beginning with some of these. Make sure you know what they mean. If you are not sure, look them up in a dictionary.
- Make sure you understand what action the question is asking you to take (define, compare).

Define or Explain	Summarize	Compare/Contrast
Analyze	Argue or Present	Identify
Interpret	List or enumerate	Justify or Defend

2. Write preliminary notes.

- After you understand what the question is asking you to do, begin your answer by making preliminary notes.
- Write information about the characters, or things that happened at a certain point in the novel.
- Write down how you felt about them.
- If there are certain lines the character said, find them in the book, jot them down and remember to write the page number next to them (documentation).
- List how many times a certain event happened, or didn't happen.
- Find at least three pieces of evidence from the novel to support any opinion you may have.

3. Organize your response.

- Read the question again.
- Look at your notes and begin to put these thoughts in "order." Organize them on the paper so that they make sense as they go from one point to the next responding to the question.
- Be sure to use transitional words to give your answer a sense of flow and unity.

4. Listen to yourself as you read the question and your answer aloud.

- Do your responses make sense, or did you go off and answer something else?
- Did you get to the point too quickly and not give enough examples?
- What else could you include to clarify your position?
- Rewrite your response to include any changes.

5. Proofread

- Check your final answer for punctuation, capitalization, and spelling mistakes.
- Be sure you included page numbers if needed.
- Make sure you have the correct words and that every sentence makes

sense.

- Avoid slang unless it is quoted material.

Before you read any further, take a look at these examples.



Examples

After you have read the practice responses, go to provided site, below. You will see six discussion questions concerning characters and events which take place in *Lord of the Flies*. It is your turn to form a solid response:

- Select any **two** questions from the list (see "Discussion Questions" below) to answer;
- Write your responses in complete sentences (about five to ten sentences per response);
- Begin your response by using the original question
Sample Question: "Why is Ralph such an important leadership character?"
Sample Response Format: "Ralph's sense of leadership makes him important because....."
- **DISCUSSION QUESTIONS**

▶ Continue to **Part III** of this pre-course reading assignment.



SUBMISSION GUIDELINES FOR PRE-COURSE READING ASSIGNMENT

Submit all **three** parts of this Pre-Course Reading Assignment. If you choose to do a video option, then mail the entire project to your instructor at one time. Contact your instructor for mailing information.

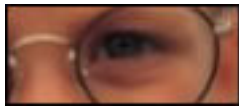


© Unless otherwise noted,
copyright 1998 Florida Virtual
School. Updated 2003.



Home





English 1

Lord of the Flies

Sample Responses

Question#1

Explain and **defend** which character you would consider to be truly “evil” in this story. You may **choose** between Dr. Elliot or Monster.

Good Response

In the novel *Living With My Frankenstein* **{always capitalize, and italicize, or underline titles}**, I think the character Dr. Elliot does some good, so he cannot be considered “truly” evil. However, **{transition}** he is a little evil not because of the things he does, but because of what he does not do. First of all, he saves Monster from the road side and fixes his leg. On the other hand, **{transition}** he does not place the dog's food in the basement of the house along with Monster's basket. This makes poor Monster have to on hop up twenty stairs just to eat and drink water! After **{transition}** Monster has recovered a little, he decides to buy the dog a house even though he knows he does not want to keep it. Unfortunately, he places the house out in the back yard. “Monster took to lying in the dirt by the Oak tree. The house in full sun was unbearably hot at any hour of the day. Even the rain was more welcome than the plastic floor of the hut.” **{be sure to use quotation marks}** (pg.93) **{documentation}** Finally, **{transition}** Dr. Elliot gives the dog away to some horrible people and never goes back to check on it. All of his good deeds somehow turn out to be evil things because he does not think about the consequences of his actions.

Bad Response

I think **{poor introduction, where is the title of the novel}** he **{who?}** was evil because he did some horrible things to monster **{proper name}**. Some times **{one word}** people don't know that taking care of animals is a chunk of your time. **{off the topic}** Dr. elliot **{proper noun}** did bad things to the dog such as when he would let him walk all the way up twenty steps instead of helping him by putting the food tray in the basement with him **{take a breath!}**. i **{always capitalize "I"}** mean just because he thought rats would come. **{incomplete sentence}** Monster was a good dog that likes **{stay with the same tense in a sentence}** people and behalfs **{spelling}** well. The doctor was evil. Without a doubt. **{incomplete sentence}**



© Unless otherwise noted,
copyright 1998 Florida Virtual
School. Updated 2003.



[Home](#)





English 1

Lord of the Flies



Discussion Questions

1. Defend and/or criticize Ralph's actions as leader. What were his motivations? Did he contribute to the tragedy in any way? Could he have acted to prevent any of the deaths? What would you have done differently in his situation?

2. Describe the religious imagery in Lord of the Flies: the forces of good and evil, a fall from grace, a savior, and eventual redemption. How does Golding's depiction of the island compare to the Garden of Eden?

3. Analyze the student population in your school and the various groups or cliques that exist. Discuss whether there are certain mannerisms, clothing preferences, behavior codes, or other qualities that characterize each group. Have you ever known a group member outside the context of his or her group? Did that person behave differently when not under the direct influence of the group?

4. Some readers of Lord of the Flies have argued that each and every one of the boys' actions is nothing more than an attempt to survive in difficult conditions. Think about the mounting of the sow's head, Samna's ascent up the mountain, and the murder of Piggy in particular, as well as any other key scenes that stand out for you. **Is it fair to say that the boys' actions were merely the result of the human survival instinct? Why or why not?** If so, can you use these examples to draw some general conclusions about the human instinct to survive?

5. Suppose the plot of Lord of the Flies involved a planeload of marooned

girls, or a mixed group of girls and boys, instead of all boys. Do you think the same violent and cruel tendencies would have emerged on the island? Explain your answer in detail. If you think the outcome would have been different, explain how and why.



SUBMISSION GUIDELINES FOR PRE-COURSE READING ASSIGNMENT

Submit all **three** parts of this Pre-Course Reading Assignment. If you choose to do a video option, then mail the entire project to your instructor at one time. Contact your instructor for mailing information.



© Unless otherwise noted,
copyright 1998 Florida Virtual
School. Updated 2003.



[Home](#)





English 1

Freshman Survey English 1

Pre-Course Reading Assignment Part III (For Honors Students Only)



PART III: CREATIVE PROJECT OPTIONS

For this section, you can select **one** project to complete from the following four creative project options. Be sure to read and to follow all directions carefully.

OPTION A - RETURN OF THE LOST BOYS

Write a **news story** or produce a **news video** about the return of the boys to England. As a reporter, you should conduct three (3) **mock interviews** using any of the following options:

- surviving boys
- adult who rescued them
- parents of survivors
- teachers
- psychology experts in England who discuss the experience with the survivors
- general public who see media survivor stories about the boys on t. v. or in the newspapers

Your interviews should include **mock quotes** from those interviewed and present a report which addresses normal journalistic areas: who / what / where / when / why / how

If you opt to produce a news video, you can add to the **realism** by having **actors** (relatives, friends, neighbors) dress in clothing to fit specific roles.

OPTION B - SURVIVOR'S MEMOIRS

Assume the **persona** of one of the surviving boys, now grown to adulthood and write the **final chapter** of his **memoirs** from his perspective as an adult looking back at his childhood experience on the island. Focus on how this person's understanding of events may have changed with maturity and the passage of time.

OPTION C - ART IMITATING LIFE IMITATING ART.....

Go to the provided art site, [The Metropolitan Museum of Art Gallery](#), and browse the collection of famous paintings. Think about the novel as you look at these pieces of art; consider the following novel elements:

- setting and environmental influences
- characters and attitudes
- actions and events

Locate **one** piece of art for **each** of the **three categories** listed above, which you feel is a good representation of story characters and events. For each category, explain how the **visual** art serves as a good illustration for the novel's **written** words in specific areas of the text. Include the art with your explanation, either as an attachment or as a direct link to the site.

OPTION D - PROSE to POETRY

If you would like to express your understanding of novel characters and events in a creative way, you have the opportunity to create "novel poems." For this option, you will need to do the following:

- Create a poem which focuses on **physical elements** within the novel (action, events, nature, etc.);
- Create a poem which focuses on **psychological traits** of characters (groups or individuals);
- Create a poem which focuses on the **universal nature** of all people (the

theme/moral/lesson of the novel);

- For each poem, write a brief caption (explanation) as to how the poem depicts the assigned element.

For each of your three poems, you can write in whatever poetic style you prefer (ballad, haiku, free verse, etc.). You will not be evaluated on your poetic ability, rather your ability to reveal important information about novel characters and events! [Lord of the Flies: Novel-to-Poem Examples](#)

If you prefer to read another text in place of *Lord of the Flies*, you may do so. You will need to choose from the options on the [next page](#).



© Unless otherwise noted,
copyright 1998 Florida Virtual
School. Updated 2003.



Home





English 1

Freshman Survey English 1

Alternative Pre-Course Reading Assignment (For Honors Students Only)



ALTERNATIVE PRE-COURSE READING ASSIGNMENT

If you prefer to read another text in place of *Lord of the Flies*, you may do so; please choose from the following option:

Red Badge of Courage

You will develop a three-part project.

PART I: VOCABULARY

- Create a vocabulary log, where you record any new words you learned while reading your book;
- Along with the list of words (15 - 20 words), please include a definition for each word.

PART II: COMPREHENSION and ANALYSIS

A. Create ten (10) reading questions about your book, which include questions

about the following:

- setting
- protagonist
- antagonist
- conflict(s)
- foreshadowing
- climax (turning point)
- irony
- static and dynamic characters
- theme
- resolution

You can locate the definition for any of these terms in a dictionary, in any English text book, or by accessing a "Literary Terms" glossary online - just type that title into any search engine, like ask.com, and you will get a full list of terms and definitions (and usually some good examples).

B. Along with your reading questions, create what you consider to be the ideal response for each question (which would show a reader's understanding of story and literature terms). A solid response should include a specific example from the text itself, where a passage is quoted as support for your ideas.

PART III: CREATIVE PROJECT OPTIONS

This creative project will show your understanding of the characters and general story plot.

- Write a scene with dialogue, where you create an epilogue (what comes after the ending...maybe months or years later) that develops the futures of a few main characters.
- Create a fictitious interview, where several characters are asked questions about their experiences and then invited to elaborate upon how they reacted to their specific situations and why.
- Write a news article focusing on one part of your book.
- If you come up with another creative idea (which develops character, situation, and theme), email your instructor for approval.



SUBMISSION GUIDELINES FOR PRE-COURSE READING ASSIGNMENT

Submit all three parts of this Pre-Course Reading Assignment. If you choose to do a video option, then mail the entire project to your instructor at one time. Contact your instructor for mailing information.



© Unless otherwise noted,
copyright 1998 Florida Virtual
School. Updated 2003.



[Home](#)

