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 **Prestwick House**
Activity Pack
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Lord of the Flies
BY WILLIAM GOLDING



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ISBN 978-1-60389-261-2
Item No. 200626

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Note: All references come from the Perigee Book edition of *Lord of the Flies*, copyright 1954.

Name: _____

Date: _____

2. Assume you are the marketing director for a company that sells books to schools. It is your job to advertise a book so that it appeals to the English teacher as both a worthwhile literary work and as an entertaining novel that students might enjoy. Based on the information in this press release, create a one-page advertisement that might appear in a catalogue mailed to the schools. As you create your ad, think about the following:
- There are many well written passages in this press release which could be thought of as “headlines” summing up some aspects of Golding’s work. For example: “writer for the learned and the unlearned,” “colorful tale of adventure,” or “streaks of humour-biting irony.”
 - Look in the press release for key words, such as “vitality,” “tragic,” and “infectious.” These words will add interest to your advertisement.
 - Be sure that the advertisement speaks to both the needs of the English teacher, who must meet curriculum standards, and to the needs of the students, who want something interesting to read.

Name: _____

Date: _____

Chapter 1

Setting and Activity

Objective: Drawing a concept

Activity

Read the description that follows. On a piece of paper, draw your concept of what the island looks like.

They had guessed before that this was an island: clambering among the pink rocks, with the sea on either side, and the crystal heights of air, they had known by some instinct that the sea lay on every side. But there seemed something more fitting in leaving the last word till they stood on the top, and could see a circular horizon of water.

Ralph turned to the others. "This belongs to us." It was roughly boat-shaped: humped near this end with behind them the jumbled descent to the shore. On either side rocks, cliffs, treetops and a steep slope: forward there, the length of the boat, a tamer descent, tree-clad, with hints of pink: and then the jungly flat of the island, dense green, but drawn at the end to a pink tail. There, where the island petered out in water, was another island; a rock, almost detached, standing like a fort, facing them across the green with one bold, pink bastion. The boys surveyed all this, then looked out to sea. They were high up and the afternoon had advanced; the view was not robbed of sharpness by mirage.

"That's a reef. A coral reef. I've seen pictures like that." The reef enclosed more than one side of the island, lying perhaps a mile out and parallel to what they now thought of as their beach. The coral was scribbled in the sea as though a giant had bent down to reproduce the shape of the island in a flowing chalk line but tired before he had finished. Inside was peacock water, rocks and weeds showing as in an aquarium; outside was the dark blue of the sea. The tide was running so that long streaks of foam tailed away from the reef and for a moment they felt that the boat was moving steadily astern.

Jack pointed down. "That's where we landed." Beyond falls and cliffs there was a gash visible in the trees; there were the splintered trunks and then the drag, leaving only a fringe of palm between the scar and the sea. There, too, jutting into the lagoon, was the platform, with insect-like figures moving near it.

- Look for the general shape of the island.
- Place the mountain they're standing on where you feel it is.
- Include the rock, almost detached, that looks like a fortress.
- Visualize the beach and the platform where they gathered, the lagoon, and the coral reef a mile offshore.
- Indicate the scar made by the plane's crash.

Probing Deeper: The plane that crashed with the schoolboys on board represents civilization, with its technical achievements and the power to destroy and kill. The island is an untouched paradise set off from the larger world. In this way, it becomes a "microcosm" of what the larger world is and once was. Considering this, what does the scar across island symbolize? Write a short paragraph to respond.

Name: _____

Date: _____

Chapters 1, 2, and Ongoing**Characterization (cont.)**

Objective: Comparing the personal qualities of Jack and Ralph

Activity II

Select a person who, in your opinion, exhibits great leadership. Compose a list of the qualities of leadership that you admire in this person. You can choose someone from your life, television, politics, history, literature, etc.

Name: _____

Date: _____

Chapters 1 – 4**Writing and Theme**

Objective: Writing a poem based on incidents in the text on one of the novel's themes

Activity

Select two or three of the following quotes from the story to include as a line in a two- or three-stanza poem that you write. Tie each poem to one of the two following themes: Loss of Innocence—Ralph Grows Up or Civilized Man versus Savage Man.

Line Possibilities for Inclusion in the Poems:

- ...with the directness of genuine leadership
- "This belongs to us."
- "But there isn't a beastie!"
- "Acting like a crowd of kids!"
- "I got the conch—"
- "Him that talked about the snakes."
- "I thought I might kill."
- "...people were never quite what you thought they were."
- "...a bowl of heat and light."
- ...their wide white flowers glimmering...
- ...the taboo of the old life.
- The mask compelled them.
- "They'll see our smoke."
- "*Kill the pig. Cut her throat. Spill her blood.*"
- ...so indefinable and so effective.

Name: _____

Date: _____

MATURITY CHART

Example: Suddenly, pacing by the water, he was overcome with astonishment. He found himself understanding the wearisomeness of this life, where every path was an improvisation and a considerable part of one's waking life was spent watching one's feet. He stopped, facing the strip; and remembering that first enthusiastic exploration as though it were part of a brighter childhood, he smiled jeeringly.

Statement of Theme: People who are leaders will take charge, even in dangerous, difficult circumstances.

Passages

Name: _____

Date: _____

Chapter 5**Irony (cont.)**

Objective: Recognizing the irony in the characters' attitude about adults and the rescue ship

Activity II

1. Complete the following questionnaire concerning the role of adults in your life. Be candid and honest.

On a scale of one to five, with five being the most important, rate the importance of the adults in your life in the following areas in the chart on the next page. Under each area, list specific ways adults in your life perform the described function.

2. Write a thank you letter to one or more adults in your life who have helped you to become the person you are today. In that letter, express appreciation for the areas of support you no longer need, as well as for the areas in which you believe you still need and want support.

Name: _____

Date: _____

REACTIONS TO THE BEASTIE CHART (CHAPTER 6)

Samneric	Littluns
How they react:	How they react:
Action they take:	Action they take:
Change in attitude:	Change in attitude:

Ralph
How he reacts:
Action he takes:
Change in his attitude:

Piggy	Jack
How they react:	How they react:
Action they take:	Action they take:
Change in attitude:	Change in attitude:

Simon
How he reacts:
Action he takes:
Change in his attitude:

Name: _____

Date: _____

Chapter 8

Characterization

Objectives: Pointing out the interaction between the characters and the differences and similarities between the two groups of boys
 Inferring responses of the characters

Activity

Jack's Gang	Ralph's Gang
Roger	Simon
Robert	Ralph
Jack	Bill
Maurice	Piggy
Littluns	Littluns
Samneric	Samneric

A person playing a moderator on a talk show will ask characters the following questions in order to facilitate discussion and understanding of the groups and the members:

- What is the name of your group?
- Why is fire important to the group?
- What are you or your group afraid of? Why do you fear this?
- Which person in your group is the most necessary to the survival of the group?
- Who is disliked in your group? Why?
- Who do you dislike? Why?
- What are your long-range goals?
- What are your short-term goals?
- Which of the boys in each group do you think is becoming the least civilized?
- Who is maintaining the highest level of civilized behavior?
- What hopes do you have?
- What do you enjoy most about this island? Why?
- What do you miss most about your previous life?
- What are your predictions for the future?
- What do you think the beast really is? Why?

Cite instances from *Lord of the Flies* to support your answers.