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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Lord of the Flies

based on the book by
William Golding

Written by
Mary B. Collins

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TABLE OF CONTENTS - *Lord of the Flies*

Introduction	5
Unit Objectives	7
Reading Assignment Sheet	8
Unit Outline	9
Study Questions (Short Answer)	13
Quiz/Study Questions (Multiple Choice)	20
Pre-reading Vocabulary Worksheets	33
Lesson One (Introductory Lesson)	43
Nonfiction Assignment Sheet	46
Oral Reading Evaluation Form	49
Writing Assignment 1	47
Writing Assignment 2	62
Writing Assignment 3	66
Writing Evaluation Form	65
Vocabulary Review Activities	60
Extra Writing Assignments/Discussion ?s	57
Unit Review Activities	69
Unit Tests	73
Unit Resource Materials	103
Vocabulary Resource Materials	117

A FEW NOTES ABOUT THE AUTHOR

William Golding

GOLDING, William. William Golding was born in Cornwall in 1911. He attended Oxford where he began as a science major but later changed his major to English literature.

During World War II, he joined the Royal Navy and achieved the rank of lieutenant. He participated in both the Walcheren and D-Day campaigns.

Following the war, he began to teach and write. Some of his works include: *Lord of the Flies*, *The Inheritors*, and *Pincher Martin*.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Lord of the Flies* by William Golding. It includes twenty-one lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through a role-playing activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express personal opinions and be creative: students continue the role-playing scenario begun in the introductory lessons by keeping a daily journal of the things that happen to them and their classmates as they are stranded on a deserted island. The second assignment is to inform: students organize and summarize the information they have read for the nonfiction reading assignment. This serves the double purpose of helping to prepare the students for an oral presentation about the same information. The third assignment is to persuade: students are sent to the island to persuade the boys that they should try to get along better. Students write a persuasive speech to present to a gathering of the boys on the island.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Lord of the Flies*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, multiple choice, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **extra activities packet** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

UNIT OBJECTIVES - *Lord of the Flies*

1. Through reading William Golding's *Lord of the Flies*, students will study human nature and consider the question of whether or not man is inherently good or evil.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will consider what it means to be "civilized."
4. Students will study the symbolic images in *Lord of the Flies*.
5. Students will experience making a civilization through a group activity.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Lord of the Flies* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *Lord of the Flies*

Date Assigned	Reading Assignment (Chapters)	Completion Date
	1-2	
	3-4	
	5-6	
	7-8	
	9-11	
	12	

UNIT OUTLINE - *Lord of the Flies*

1	2	3	4	5
Introduction	Introduction PV 1-2	Read 1-2	Study ?s 1-2 PVR 3-4	Study ?s 3-4 PVR 5-6
6	7	8	9	10
Library	Study ?s 5-6 PVR 7-8	Study ?s 7-8 PVR 9-11	Study ?s 9-11 PVR 12	Study ?s 12 Extra Questions
11	12	13	14	15
Vocabulary	Writing Assignment 2	Speaker	Nonfiction Reports	Writing Assignment 3
16	17	18	19	20
Film	Film	Discussion	Journals	Review
21				
Test				

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSONS ONE AND TWO

Objectives

1. To introduce the *Lord of the Flies* unit.
2. To distribute books and other related materials

NOTES: It really helps students get in the mood for this story and this activity if your room is turned into a tropical island as much as possible. Check with your public library to see if they have any soundtracks, videos or other recordings of tropical birds, waterfalls, etc. and use the soundtrack as background sounds. If you can't find a soundtrack, perhaps your local pet store would lend you a couple of canaries. Also, perhaps some of your local florists or greenhouses would donate or loan you some hanging plants or small trees for your room. You might also check with your local carpet discounters to see if they have a remnant of green indoor-outdoor carpeting for your floor. Anything that has been donated to your project from your local retailers could be used as prizes for the best writing assignments, etc.

Activity #1

If possible, push all the students' desks back against one wall. As students come in to your class, keep the lights off and have your tropical sound effects playing. A few natural logs to sit on is a nice touch. Otherwise, students can just sit on the floor.

Tell students that it is early in the morning and their airplane has just crashed on a deserted island. The pilot is dead. They are the only people on the island. Now they, as a group, have to decide what to do to survive.

Give students ample time to role-play this scenario. Some students may need more structure than this open-ended assignment. If your students do, put a checklist on the bulletinboard of things they need to accomplish. If your students can handle the open-ended assignment but need motivation, you may want to tell students that each person will be graded on his/her participation in this activity.

You can make this assignment as real-to-life as you wish. Students who are responsible for creating shelter, for example, could actually have to produce a shelter in your classroom. Students who are responsible for providing food could actually have to bring food into class during this unit. Students who are responsible for gathering wood, creating clothing, creating tools, dishes, etc. could also all have to actually produce their respective assignments. The leaders and the students themselves should determine by when all of these goods will be necessary (due dates for the assignments).

This unit allows one and a half class periods of class time for students to "get into" this activity, to begin making plans and assignments. Adjust the time as needed for your class.

WRITING ASSIGNMENT #1 - *Lord of the Flies*

PROMPT

You and your classmates have been stranded on this deserted island. You have begun to make plans for your survival. During the next couple of weeks you will be off on an adventure of a lifetime, struggling for your very survival in a tropical paradise.

Fortunately, even though the plane crashed, you have managed to find a notebook of blank paper and some pencils. You, then, have been put in charge of maintaining a daily log--a record of the things that happen to you and your classmates while you are on this island.

Each day you are required to write down the events of the day before. Each entry must be at least about 1/2 notebook page long. Certainly, on some days you will have more to report than on others. Overall, though, it is your responsibility to maintain a thorough, detailed account of your adventures on this island. (Have you and your classmates named this island yet?)

PREWRITING

Your prewriting stage for this assignment is going to be an on-going thing. That is, your entries have to have a certain continuity. If someone falls and breaks a leg one day, that person cannot be mountain climbing the next day as if nothing had happened, for example. The prewriting stage can't just be done in class; think about it in your spare time. What kinds of adventures could/would you and your classmates have? Keep in mind that different people have different personalities more suited to some activities than others. Most of all, let your imagination soar. Conflicts are bound to arise. Problems will happen. Good times will be had. Create your own story of adventure, danger, romance and intrigue. As you think of ideas for your story, jot them down no matter where you are, so you will remember them when you are ready to write. By the time you are several days into this assignment, you should have a little stack of notes to help guide you.

DRAFTING

Think of your log as a kind of diary, if that helps you get started. Write down the events that happened. Feel free to inject your own comments and observations. A little humor never hurts. Look at the notes you have made for ideas. Most importantly, put pen to paper and start. Start first with what happened yesterday. Give a little background about who was on the plane and where you were going. Describe the crash and the events that followed. Then, just keep your imagination flowing and start creating your island world.

PROOFREADING

Take time to proofread each entry for grammatical or spelling errors. Try to make your entries neat so that when your journal is found a hundred years from now, or if you are rescued and you decide to publish your book and make a fortune, someone else will easily be able to read your journal entries.