

## Lord of the Flies Study Questions

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Answer the questions. For each answer, indicate the page number in parentheses.

### Chapter 1

1. Identify these characters:
    - a. handsome, athletic, natural leader, fair-haired, 12+, father is commander in Navy
    - b. very intelligent, physically less than perfect fat boy, a reader and a thinker rather than a boy of action, parents dead lives, with aunt, has asthma, poor vision
    - c. poetic, sensitive, loner, rather mysterious boy, black hair, skinny
    - d. last name Merridew, choir leader, "ugly without silliness" (20), tall, thin, boney, red-headed, face was crumpled and freckled, light blue eyes
    - e. identical twins later know as Samneric, as if they were one, chunky & vital
    - f. choir boy, as big as Jack, "grinning all the time", broad
    - g. secretive, "slight furtive boy" who later shows a natural tendency toward cruelty, dark – personality?
    - h. – name given to the numerous little children of the group, 6 or younger
  2. How did the boys arrive on the island?
  3. What does Ralph's dad do?
  4. What nationality are the boys?
  5. The island was roughly \_\_\_\_\_ - shaped.
  6. What is the "scar"?
  7. What do the boys have that is the symbol of authority in the society they form?
  8. What does the reader learn about Jack when he slashed the green candle buds?
  9. For whom did Piggy vote as chief?
  10. Who went to make sure the island was really an island?
  11. Why does Jack hesitate when he lifts his knife to kill the piglet, and what does he promise will happen next time he meets a pig?
  12. Who are the hunters, and what is their job?
  13. How is Piggy excluded from the group? How does this help the group?
  14. How does Ralph try to win Jack's friendship?
  15. What kind of leader do you think the boys needed on the island? Whom would you have selected?
- Literary elements questions**
16. What details let the reader know that the story is being told by an omniscient narrator rather than by one of the characters?
  17. Why is the background material an important aspect of the plot?
  18. By using the island as a setting, how does the author create a situation for addressing the question "How would human beings behave if they did not have to conform to an already existing social order?"

# Lord Of The Flies Study Questions Answers

**William Golding**



## **Lord Of The Flies Study Questions Answers:**

**Lord of the Flies** ,2011-03      Study and Revise for GCSE: Lord of the Flies Robert Francis,2016-07-04 Exam Board AQA Edexcel CCEA WJEC WJEC Eduqas Level GCSE 9 1 Subject English Literature First teaching September 2015 First exams Summer 2017 Enable students to achieve their best grade in GCSE English Literature with this year round course companion designed to instil in depth textual understanding as students read analyse and revise Lord of the Flies throughout the course This Study and Revise guide Increases students knowledge of Lord of the Flies as they progress through the detailed commentary and contextual information written by experienced teachers and examiners Develops understanding of plot characterisation themes and language equipping students with a rich bank of textual examples to enhance their exam responses Builds critical and analytical skills through challenging thought provoking questions that encourage students to form their own personal responses to the text Helps students maximise their exam potential using clear explanations of the Assessment Objectives annotated sample student answers and tips for reaching the next grade Improves students extended writing techniques through targeted advice on planning and structuring a successful essay Provides opportunities for students to review their learning and identify their revision needs with knowledge based questions at the end of each chapter

**Lord of the Flies (MAXNotes Literature Guides)** Walter Freeman,2013-01-01 REA s MAXnotes for William Golding s Lord of the Flies MAXnotes offer a fresh look at masterpieces of literature presented in a lively and interesting fashion Written by literary experts who currently teach the subject MAXnotes will enhance your understanding and enjoyment of the work MAXnotes are designed to stimulate independent thought about the literary work by raising various issues and thought provoking ideas and questions MAXnotes cover the essentials of what one should know about each work including an overall summary character lists an explanation and discussion of the plot the work s historical context illustrations to convey the mood of the work and a biography of the author Each chapter is individually summarized and analyzed and has study questions and answers      *Lord of the Flies* William Golding,1989      *CliffsNotes on Golding's Lord of the Flies* Maureen Kelly,2011-05-18 The original CliffsNotes study guides offer expert commentary on major themes plots characters literary devices and historical background The latest generation of titles in this series also feature glossaries and visual elements that complement the classic familiar format CliffsNotes on Lord of the Flies takes you on an exploration of William Golding s novel to the dark side of humanity the savagery that underlies even the most civilized human beings Follow Golding s group of young boys from hope to disaster and watch as they attempt to survive their uncivilized unsupervised and isolated environment You can rely on CliffsNotes on Lord of the Flies for character analyses insightful essays and chapter by chapter commentaries to ensure your safe passage through the rich symbolism of this novel Other features that help you study include A brief synopsis of the novel A character map to help you see relationships among the characters A glossary that helps you get the most out of your reading An interactive quiz to test your knowledge Essay topics and review questions

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*Lord of the Flies - Literature Kit Gr. 9-12* Chad Ibbotson,2013-12-10 Witness the downfall of humanity and loss of innocence when a group of young boys descend into savagery Challenging questions require students to really think deeper about the content of the book Identify any part of today s society that might be considered island like and determine what this says about human nature Put events in order as they happened when the boys are first stranded and must figure out how to survive Complete sentences from the novel with their missing vocabulary words Give meaning to the author s use of mankind s essential illness and describe how this has affected the boys on the island Map out Ralph s mindset by identifying some of the things that he reflects on Create a shipwreck plan with a group that will get food water shelter and possible rescue Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel *Lord of the Flies* written by Nobel Prize winner William Golding is a story about a group of boys stranded on a deserted island who must establish order amongst themselves Shortly after crashing onto a deserted island a group of pre adolescent boys form a community electing Ralph to be their leader As his first act Ralph proclaims the boys will have fun and keep the signal fire going All is well until thirst for power draws one boy to form his own tribe of savages Armed with the fear of a fictitious beast this group of boys descend into further savagery with sacrifice and death The story reaches its climax as the beast is revealed to be within each boy s heart and Ralph is forced to flee for his survival

**Utopia** ,2003-08-19 *Lord of the Flies* Daniel Kent,2015-09-22 William Golding s masterpiece *The Lord of the Flies* is a tersely written story that is suspenseful thrilling and endlessly thought provoking A passionate story in and of itself but also a penetrating allegory on human nature and the human condition This study guide will help readers see both the story telling brilliance AND the philosophical brilliance of this classic book This study guide includes chapter by chapter thought provoking questions with answers Furthermore you will find several bonus sections 1 A collection of probing themes to watch for in the story 2 10 Great Essay Questions to help get the most out of the book 3 4 Activities for students to really get engaged with the content

*Classroom Strategies for Interactive Learning* Doug Buehl,2017 Educators across content areas have turned to *Classroom Strategies for Interactive Learning* for almost two decades This fully updated fourth edition delivers rich practical research based strategies that readers have found invaluable in the context of today s classrooms Doug has written all new chapters that focus on the instructional shifts taking place as the Common Core State Standards are implemented across the United States These introductory chapters will help you do the following Understand the research base for comprehension strategies in content classrooms Learn how to tap into students background knowledge to enhance comprehension of complex texts and build new knowledge Show learners how to question a text Teach reading and thinking through a disciplinary lens At the heart of this edition are more than forty classroom strategies with variations and strategy indexes that identify the instructional focus of each strategy pinpoint the text frames in play as students read

and learn and correlate students comprehension processes across the phases of strategy implementation In addition each strategy is cross referenced with the Common Core s reading writing speaking listening and language standards

**Reading the Novel in English 1950 - 2000** Brian W. Shaffer,2009-02-09 Written in clear jargon free prose this introductory text charts the variety of novel writing in English in the second half of the twentieth century An engaging introduction to the English language novel from 1950 2000 exclusive of the US Provides students both with strategies for interpretation and with fresh readings of selected seminal texts Maps out the most important contexts and concepts for understanding this fiction Features readings of ten influential English language novels including Margaret Atwood s The Handmaid s Tale Kazuo Ishiguro s Remains of the Day and Chinua Achebe s Things Fall Apart [Review Notes and Study Guide to the Major Plays of Shaw](#) Robert Rockman,1964 [Nelson Thornes Framework English](#) Geoff Reilly,Wendy Wren,2002 A comprehensive Key Stage 3 English scheme that reflects National Literacy Strategy priorities by spanning both non fiction and fiction text types in twin student books **ECEL2015-14th European Conference on e-Learning**, Amanda Jefferies and Marija Cubric ,2015-10-13 These Proceedings represent the work of contributors to the 14th European Conference on e Learning ECEL 2015 hosted this year by the University of Hertfordshire Hatfield UK on 29 30 October 2015 The Conference and Programme Co Chairs are Pro fessor Amanda Jefferies and Dr Marija Cubric both from the University of Hertfordshire The conference will be opened with a keynote address by Professor Patrick McAndrew Director Institute of Educational Tech nology Open University UK with a talk on Innovating for learning designing for the future of education On the second day the keynote will be delivered by Professor John Traxler University of Wolverhampton UK on the subject of Mobile Learning No Longer Just e Learning with Mobiles ECEL provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different branches of e Learning At the same time it provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts after the double blind peer review process there are 86 academic papers 16 Phd Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Cov entry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal of e Learning [www.ejel.org](http://www.ejel.org) [Resources in Education](#) ,1986-02 [Moby-Dick by Herman Melville \(MAXnotes\)](#) , MAXnotes offer a fresh look at masterpieces of literature present material in an interesting lively fashion are written by literary experts who currently teach the subjects are designed to stimulate independent thinking by

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**Connecting Across Disciplines** Susan Chenelle, Audrey Fisch, 2016-02-10 While the Common Core has made informational text a focal point in English language arts classrooms around the country it has also made literacy a key concern in other subjects Teaching literacy in the disciplines and navigating informational texts are challenging prospects How can content area teachers find high quality informational texts that will enhance their curriculum How do they go about working with these new texts Most importantly how do teachers balance their responsibility towards their subject matter with the new charge to incorporate disciplinary literacy The key is to connect communicate and collaborate Teachers can meet these challenges together and enhance student literacy engagement and motivation along the way This volume offers a

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