***Lord of the Flies***

**Unit Packet**

Objectives: Apply Freud’s personality theory to literary text in order to evaluate character motivations. Demonstrate reading comprehension through in-class discussions and various other assessments.

Reading/Assignment Calendar*(Teacher Reserves the right to alter the due dates – usually in the students favor ☺)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **12/10** | **12/11**  LOTF Intro!  *HW: Commonlit,*  *Good and Bad Things* | **12/12** *Reading Time* | **12/13** Chapter 1 | **12/14** Chapter 2 |
| **12/17** Chapter 3  *HW: Commonlit Online Identity* | **12/18** Chapter 4 | **12/19** Chapter 5 | **12/20**  *Winter Break!* | **12/21**  *Winter Break!* |
| **12/31**  *Winter Break!* | **1/1**  *Happy New Year!* | **1/2** *Reading/Writing Time* | **1/3** Chapter 6/7  Vocabulary # 1 DUE | **1/4** Chapter 8  *HW: Commonlit, Tribalism* |
| **1/7**  *Reading/Writing Time* | **1/8**  Chapter 9/10 | **1/9**  *Reading/Writing Time* | **1/10** Chapter 11/12  Vocabulary #2 DUE | **1/11** |

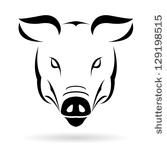
Pages per Chapter

**1**= 25 **2**= 16 **3**= 10 **4**= 18  
**5=** 18 **6**= 13 **7** = 15 **8**= 20  
**9**= 11 **10**= 15 **11=** 13 **12**= 19





Assessments - *(point category)*:

1. Weekly quizzes – *(potential pop quiz for the chapter due, Process)*
2. Vocabulary *(Vocabulary)*
3. Character Journals, daily (*Participation)*
4. Packet worksheets *(Process)*
5. Socratic Seminar *(Culminating – shared both classes)*

Vocabulary

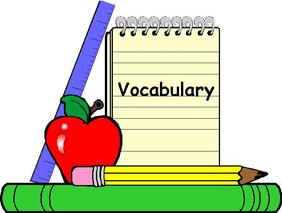
|  |  |  |
| --- | --- | --- |
| **One**  Motif  Decorous  Conch  Pallid  Immured  Surmounted  Creeper  Waxen  **Two**  Gesticulated  Bored  Martyred  Ebullience  **Three**  Gaudy  Furtive  Avidly  Vicissitudes Contrite  Opaque  Tacit  Susurration | **Four**  Blatant  Impalpable  Detritus  Vagrant  Capered  Sinewy  Malevolently  **Five**  Convulsion  Solemnity  Derisive  Tacitly  Effigy  Lamentation  **Six**  Taut  Emphatic  Contemptuously  Embroiled  Incredulity  Diffidently  Guano  Leviathan  Mutinously | **Seven**  Din  Furtively  Decorum  Impervious  Traverses  Daunting  **Eight**  Tremulous  Cynicism  Illusive  **Nine**  Festooned  Phosphorescence    **Ten**  Torrid  Assimilating  Daunted  **Eleven**  Myopia  Talisman  Incantation  Cessation |

**Instructions:**

**#1 - Select 25 words from the list.**

* + - * + Typed or ***neatly*** handwritten.
  + Number each wordon the document
  + Write the part of speech, definition, and a sentence using the word.
  + DUE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Word # \_\_\_\_:** | **Definition:** |
| **Illustration:** | **Sentence** |

**#2 - For 15 additional words NOT on the list, complete a four corners chart.**

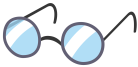
Type the boxes, handwrite the content.

DUE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Initial Characterization Comparison Chart: DUE Date **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

As the novel progresses, experiences significantly shape each of these three characters. Find at least four quotes that establish the character at the beginning of the novel. Include a citation for each quote.

|  |  |  |
| --- | --- | --- |
| Ralph | Jack | Piggy |
|  |  |  |

C:\Users\havlinswartzj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DNNF13WN\Machovka-Pink-pig[1].pngC:\Users\havlinswartzj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QK1GWLYJ\camp-fire-14427-large[1].pngSymbol/Theme Reading Log

**You will select ONE theme and ONE symbol to track throughout the novel. Every day you read, fill in this log.**Save time: quote beginning + page number. *Example:* “He wiped his glasses” (11).

|  |  |
| --- | --- |
| SYMBOL (circle one!): Conch, Glasses, Fire, Little Un’s, Green, Snakes/Beastie, Clothing, Knives Weapons, Pigs. | |
| ***QUOTE*** | ***What it means/significance*** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| *THEME/Motif (Circle one!): Civilization vs. Savagery, Loss of Innocence, Garden of Eden (motif)* | |
| ***Quote*** | ***What it means/significance*** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Character Journals – DUE DATE: **with daily reading**

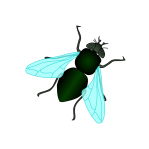
**Select ONE character to track throughout the novel. *Character Options:*** Ralph, Jack, Piggy, or Simon. ***Requirements:*** first-person. Reflect their emotional growth, setting, and major plot points. Even if your character is not in the chapter, you must do this for your character. Be creative!

|  |
| --- |
| Chapter 1 |
| Chapter 2 |
| Chapter 3 |
| Chapter 4 |
| Chapter 5 |
| Chapter 6/7 |
| Chapter 8 |
| Chapter 9/10 |
| Chapter 11/12 |

Figurative Language

**Directions:** Read each example carefully. Then label it as a **simile, metaphor, or personification.** Then, select one example and use it to create an artistic illustration.

1. “The whole space was walled with dark aromatic bushes, and was a bowl of heat and light” (51).
2. “At midday the illusions merged into the sky and the sun gazed down like an angry eye” (53).
3. “…the breeze hauled the figure through blue flowers…till it lay huddled among the shattered rocks of the mountain-top (89).
4. “The pile of guts was a black blob of flies that buzzed like a saw” (128).
5. “…the center of the ring yawned emptily. Some of the littluns started a ring on their own; and the complementary circles went round and round…There was the throb and stamp of a single organism” (140).
6. “The sticks fell and the mouth of the new circle crunched and screamed” (141).
7. “The air was heavy with unspoken knowledge” (146).
8. “Robert leaned lightly on the lever and the rock groaned” (147).
9. “Daylight might have answered yes, but darkness and the horrors of death said no” (171-172).
10. Your own quote:



**Artistic Representation**

**Quotations: Embedding, punctuating, and condensing**

**Strong examples of citation and of embedding quotations:**

* “The protection of parents and school and policemen and the law” surround the boys’ daily lives before life on the island enforces their obligatory obedience (62).
* After realizing “that was murder”, Ralph recognizes that if he does not stick with what he believes, all will be lost (156).
* Jack transforms into an “awesome stranger” which fascinates and attracts the boys (63).

**First, mark the problem(s) on the line = (C) Citation, (E) Embedding, (LQ) unnecessarily long quotation.**

**Then correct each example underneath the original sentence.**

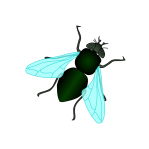
***Note that a variety of sentences may emerge. There is no one answer for embedding or shorten. There is a correct answer for citations ☺***

1. \_\_\_\_\_\_\_\_ When the children first regroup after the crash Jack asks, “Isn’t there a man here?” (p. 20).

1. \_\_\_\_\_\_\_\_ Killing becomes the number one priority as seen by Ralph’s aggression in this passage: “I was talking about smoke! Don’t you want to be rescued? All you can talk about is pig, pig, pig.” (54)

1. \_\_\_\_\_\_\_\_ The position of leader will give one of the boys authority to make rules and to control their society. “We’ll have rules!” he cried excitedly. “Lots of rules! Then when anyone breaks ‘em—Whee-oh!” (33)

1. \_\_\_\_\_\_\_\_ The order and respect for this order is a very effective way in which savagery is masked. “The creature was a party of boys, marching approximately in step in two parallel lines and dressed in strangely eccentric clothing” (19). They walk in two orderly lines because this is how they walk in society. Society has masked human tyranny in the boys through the use of order.

Connotation and Denotation   
 (First Sentence analysis/pulling out the connotation of word choice)

|  |  |
| --- | --- |
| **Definitions** | |
| Denotation | Connotation |

**Place each of these words in the chart based on their CONNOTATIVE meaning.**

|  |  |  |
| --- | --- | --- |
| Positive | Neutral | Negative |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Curious, nosy, Inquisitive
2. Arrogant, proud, confident
3. Conservative, miserly, frugal
4. Stubborn, Dedicated, persistent
5. Cowardly, prudent, timid
6. Cottage, cabin, shack

**Consider the following terms. What connotations does each have?**

Civilized = Primitive = Savage =

Connection to LOTF? (write a few sentences)

**Examine closely each of the following quotations.** What *emotion* or *associations* does William Golding present with the words he chooses?   
Pull out at least three places of strong word choice/connotation/imagery and write next to them which emotion/association it has. Select one to write a FIRST SENTENCE ANALYSIS.

“A thin wail out of the darkness chilled them and set them grabbing for each other. Then the wail rose, remote and unearthly, and turned to an inarticulate gibbering. Percival Wemys Madison, of the Vicarage, Harcourt St. Anthony, lying in the long grass, was living through circumstances in which the incantation of his address was powerless to help him” (87).

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + emotion/association \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First sentence analysis:

“Soon the darkness was full of claws, full of the awful unknown and menace. An interminable dawn faded the stars out, and at last light, sad and grey, filtered into the shelter. They began to stir though the still world outside the shelter was impossibly dangerous. The maze of darkness sorted into near and far, and at the high point of the sky the cloudlets were warmed with color. A single sea bird flapped upwards with a hoarse cry that was echoed presently, and something squawked in the forest. Now streaks of cloud near the horizon began to glow rosily, and the feathery tops of the palms were green” (92).

1.

2.

3.

First sentence analysis: