

Lord of the Flies Study Questions

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

Chapter 1

1. Identify these characters:
 - a. Ralph – handsome, athletic, natural leader, fair-haired, 12+, father is commander in Navy
 - b. Piggy – 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. Simon – poetic, sensitive, loner, rather mysterious boy, black hair, skinny
 - d. Jack – last name Merridew, choir leader, “ugly without silliness” (20), tall, thin, boney, red-headed, face was crumpled and freckled, light blue eyes
 - e. Sam & Eric – identical twins later know as Samneric, as if they were one, chunky & vital
 - f. Maurice – choir boy, as big as Jack, “grinning all the time”, broad
 - g. Roger – secretive, “slight furtive boy” who later shows a natural tendency toward cruelty, dark – personality?
 - h. “The littluns” – name given to the numerous little children of the group, 6 or younger
2. How did the boys arrive on the island? Their plane crashes (was shot down) 8
3. What does Ralph’s dad do? He is in the Royal Navy – Commander 13
4. What nationality are the boys? English or British 16
5. The island was roughly _____ - shaped. Boat 29
6. What is the “scar?” Where the plane landed 8
7. What do the boys have that is the symbol of authority in the society they form? The conch shell is the symbol of authority. It shows who is the boss, and who has the right to speak
8. What does the reader learn about Jack when he slashed the green candle buds? Jack’s method of dealing with the world seems to be violent. 30
9. For whom did Piggy vote as chief? Ralph 23
10. Who went to make sure the island was really an island? (3 answers) Ralph, Jack, Simon 24
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? Jack’s hesitation shows that he must learn to put aside his inhibitions, whether they are learned or natural. He promises that “next time there would be no mercy.” 31
12. Who are the hunters, and what is their job? The choirboys have become hunters. Their job is to get food. 23

Lord Of The Flies Study Guide Answers Chapter 2

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Lord Of The Flies Study Guide Answers Chapter 2:

Study Guide for Decoding The Lord of the Flies Steven Smith,2023-05-01 Decoding Lord of the Flies explores the iconic novel's various themes, characters, conflicts, and literary techniques. This guide provides a deep and insightful analysis of the novel, making it an essential resource for students, teachers, and anyone interested in the novel's enduring significance. The study guide begins by exploring the novel's historical background and the cultural and social context in which it was written. It then goes into a detailed analysis of the novel's characters, including Ralph, Jack, Piggy, Simon, and others, examining their motivations, conflicts, and character arcs. The guide also provides an in-depth exploration of the novel's major themes. Moreover, it examines the conflicts in the novel, including the conflicts of man vs. nature, man vs. society, man vs. self, and man vs. fate, providing detailed references and analysis for each. The study guide discusses how the novel was written and the literary techniques used by Golding to explore the novel's themes and ideas. These techniques include symbolism, allegory, and foreshadowing, which are all explained in detail. Finally, the book explores the significance of the novel's title and its representation of its central themes. Decoding Lord of the Flies provides a comprehensive and insightful exploration of one of the 20th century's most iconic and enduring works of literature.

Lord of the Flies William Golding,1989

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 practical model that teachers in any discipline can use to incorporate informational texts into their classrooms on their own or in collaboration with colleagues in other content areas. We also share suggestions and ideas for initiating and implementing collaboration between teachers of any discipline, even those working at the secondary level with complex schedules and curricula.

Education for Knowing Paul A. Wagner, Frank K. Fair,2020-10-30 If our goal is Education for Knowing, as the title says, then we need to be guided by a conception of what knowing is. For example, we can all agree that there are math facts that students need to learn, and we can agree that there are general concepts and laws that students should be acquainted with. But is there more involved, perhaps something like nurturing in students a desire to probe deeper into the workings of things? Or developing a capacity to explain why things work the way they do? Our conceptions of what genuine knowing is serve as guides to what we think the goal of education is, and they tell us how to build a student. However, as it turns out, there are multiple conceptions of what knowing truly involves, and these conceptions tend to be different for different sets of education.

stakeholders such as parents and their children school administrators and educational researchers Understanding this diversity of conceptions of knowing will make it easier for representatives of the different stakeholder groups to work together to accomplish the goal of building knowing students Deeper Learning Eric Jensen, LeAnn Nickelsen, 2008-03-27 I felt like I walked the walk and could implement many of the strategies after reading it once Andrea Golarz Ziemba Teacher O P Morton Elementary School Hobart IN If our newest teachers came out of college with this knowledge supplemented with the learning standards their students would be more successful from day one Patti Larche Director of Curriculum and Instruction Phelps Clifton Springs CSD NY Practical strategies to take your students understanding from So what to Wow With the amount of content that teachers have to teach how can we ensure that students gain a deep and lasting understanding of what they have learned Based on the most current research on cognition and the brain this exciting book for Grades 4 12 provides teachers with a systematic reflective approach to incorporating powerful learning and content processing techniques into everyday instruction Nationally recognized experts Eric Jensen and LeAnn Nickelsen outline the Deeper Learning Cycle DELC an instructional model that incorporates brain research standards and individual learning differences to help educators teach for deeper understanding and critical thinking This invaluable resource includes In depth chapters explaining the seven stages of the DELC planning with standards and curriculum pre assessing building a positive learning culture priming and activating prior knowledge acquiring new knowledge processing the learning and evaluating student learning A Deeper Learning lesson plan template to apply to daily instruction 50 strategies to differentiate instruction based on learning levels and to help students process content in meaningful ways Reflection questions to help teachers apply the material to their own practice Deeper Learning is a powerful tool to promote and support student progress beyond the surface level of understanding in any subject area **Elements of Literature** Howard Battles, 1989 This teaching guide includes focusing on the background of the novel elements of the novel vocabulary from the novel plot synopsis and literary focus reading guide questions testing on the novel with answer key Elements of Literature Henry Holt & Company, LLC, 1989 *A Portrait of the Artist as a Young Man* James Joyce, 1989 **Elements of Literature** , 1989 Readicide Kelly Gallagher, 2009 Reading is dying in our schools Educators are familiar with many of the factors that have contributed to the decline poverty second language issues and the ever expanding choices of electronic entertainment In this provocative new book Kelly Gallagher suggests however that it is time to recognize a new and significant contributor to the death of reading our schools *Of Mice & Men* Henry Holt & Company, LLC, 1989-01-01 To Kill a Mockingbird Donna Reardon, Harper Lee, Robert Anderson, 1998 This teaching guide includes focusing on the background of the novel elements of the novel vocabulary from the novel plot synopsis and literary focus reading guide questions testing on the novel with answer key *Roll of Thunder, Hear My Cry* Holt, Mildred D. Taylor, 1989 The vivid story of a black family whose warm ties to each other and their land give them strength to defy rural Southern racism during the Depression Entirely through its own

internal development the novel shows the rich inner rewards of black pride love and independence despite the certainty of outer defeat Booklist starred review Newbery Medal Award American Book Award Honor Book An ALA Notable Book A NCSS CBC Notable Children s Trade Book in the Field of Social Studies A Boston Globe Horn Book Award Honor Book *The Adventures of Huckleberry Finn* Holt,1989 Golding Coles Editorial Board,1987 Author life and works Plot Characters Summaries and commentaries Structure Characterization Meaning Style Golding s technique **Jane Eyre** Henry Holt & Company, LLC,1989 The Light in the Forest Conrad Richter,Holt Rinehart & Winston, Henry Holt & Company, LLC,1989 **American Government Today** Antonacci Gray,1980 *Saturday Review* ,1959 *Content Area Reading* Mary M. Dupuis,Eunice Nicholson Askov,1982

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