

\* Avoid I, you, we, etc.

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

*Lord of the Flies*  
Mid-Term Study Guide Dec. 2015

Literary Elements		
Conflict	Foreshadowing	Setting
Characterization	Theme	Symbolism
Imagery	*Figurative Language	Mood or Tone

\*Figurative language focus: simile, metaphor, personification and hyperbole

**Conflict in *Lord of the Flies***

Man vs Man	Man vs Supernatural	Man vs Nature
Man vs Himself	Man vs Technology	Man Vs Society

**Major Themes in *Lord of the Flies***

Human Nature	Savagery and the "beast"	Loss of innocence
Civilization	The Weak and The Strong	Mob Mentality

**Part One Assessment: Passage Analysis**

Directions: Read and annotate ONE of the provided passages from *Lord of the Flies*. Select TWO literary elements (see table) to focus on in your analytical paragraph. See *Writing an Analytical Paragraph and Close Passage Analysis Guide* for examples and guidance.

• author / title

**Part Two Assessment: *Lord of the Flies* in the Real World**

- Five quotes will be provided. See some examples below:
  - Ex: "Society destroys your individuality, your soul." ~Swami Dhyhan Giten
  - Ex: "Fear of a name increases fear of the thing itself." ~ J.K. Rowling
- Using your own words, explain what ONE quote means. Be sure to define words as necessary for your reader. (Ex: What is your criteria/definition for keywords in quote?)
- Explain how the quote relates to *Lord of the Flies*. (Ex: How does the novel support or disprove the quote?)
- Use TWO literary elements NOT used in Part One to explain the idea in your chosen quote and its link to the text. (Ex: Character and symbol)
- Include: author's name, title of novel and a thesis statement (topic sentence).
- Organization of the paragraph should follow the Writing an Analytical Paragraph format
- **GOAL:** Help readers see how your chosen literary devices support and represent/explain your chosen quote in connection with *Lord of the Flies*.

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

*Lord of the Flies*  
Close Passage Analysis Guide

Close reading is important because it is the building block for larger analysis. **Your thoughts evolve NOT from someone else's truth about the reading, but from your own observations.** The more closely you can observe, the more original and exact your ideas will be.

To do a close reading, you look at a specific passage and analyze it in fine detail, as if with a magnifying glass. You then comment on elements like conflict and setting. For the Mid-Term, you will complete a guided analysis that will focus on TWO major literary elements of your choice.

To begin your close reading, ask yourself several specific questions about the passage. The following questions are not a formula, but a starting point for your own thoughts. When you arrive at some answers, you are ready to organize and write. **You should organize your analytical paragraph as seen in the *Writing an Analytical Paragraph* handout.**

### How to analyze a text?

1. Read the provided passage with specific questions in mind:
  - What is going on in general? (Brief plot summary)
  - Who is involved in the passage? (Characters)
  - Why did this happen? (Conflict)
  - When is this all happening in the story? (Location in text)
  - Where is this taking place? (Setting)
  - How is the passage significant in relation to the entire text? (Theme)

OVERALL: What is learned from this passage and how does it fit into the whole of the text?

NOTE: Use elements from #1 that support your topic sentence. You won't need all points.

2. Create a thesis: focused observation or an assertion about the text provided. For ex:
  - **Symbolism:** Are there symbols? What kind? If there are multiple symbols, which one is the most dominant? How do they work together? How might a symbol be significant?
  - **Imagery:** Consider what is said, particularly subtleties of the imagery and the ideas expressed.
  - **Style:** Assess how language is used, considering how the word choice, the ordering of ideas, sentence structure, etc., contribute to the meaning of the passage.

**GOAL:** By focusing on two specific literary devices at a very specific part of the novel, what do I see now?

3. Be sure to provide a context for the passage without offering too much summary.
4. Use *at least* TWO direct quotes from the passage (use correct MLA format).



## Format for Mid-Term

### Writing an Analytical Paragraph = Analysis in Paragraph form

In most of your future English classes, you will encounter what many perceive to be quite a horrid thing...the analytical paragraph. In actuality, there is nothing horrid about it at all! Once you learn the key elements and practice the pattern, this process becomes second nature. Follow the guidelines below to creating an insightful piece of analytical writing.

- = Thesis*
- I. **The Topic Sentence** -- This is one of the most important parts of the paragraph because it is the first thing that the reader encounters and it creates a guideline for the rest of the paragraph.
    - A. If the paragraph is to stand alone, then it should specifically state what the paragraph is going to be about, but it should be straight to the point.
      - \* Example: Mama feels that the complications between her and Walter stem from their differences; however, these differences are actually a result of their common need for pride.
    - B. If the paragraph is to be part of an essay, the topic sentence should follow the guidelines above, but should also be directly connected to the thesis.
  
  - II. **The Introduction of Evidence** – Although we often think that the quotes or examples we choose to back up our thoughts speak for themselves, they usually don't. We know what we are thinking, but the reader doesn't.
    - A. Provide the reader with context, a frame of reference, for the evidence you are going to provide. This should indicate who is involved in the quote/example, why this happened, what is going on in general, when this is all happening (in terms of the story), and/or where this is all taking place.
      - \* Example: After Mama buys a house for the family, Walter is extremely upset with her. She believes that this is a result of a difference in values coming from quite different life experiences. Mama tells Walter,
    - B. It isn't necessary to include who, what, why, when, AND where. Pick and choose what you believe is necessary to create a smooth flow for your readers.
  
  - III. **The Support/Examples** – When choosing the proper piece of the text to support your topic sentence (and this is ALL about supporting the topic sentence), it is important to choose wisely.
    - A. Choose quotes that expand upon your main point (the topic sentence) and allow for elaboration or analysis. In other words, pick quotes about which you have something to say.
      - \* Example: "No...something has changed. You something new, boy. In my time, we was worried about not being lynched and getting to the North if we could and how to stay alive and still have a pinch of dignity too....you my children—but how different we done become" (Hansberry 345). - *MLA Citation*
    - B. Avoid quotes that simply repeat what has already been said, that are too complex to support one idea, that have parts removed in order to make your point, or that simply don't have much or anything to do with the topic sentence!
  
  - IV. **Analysis**—This part of the paragraph is where your ideas come into play; therefore, this part is very important. This is where you tell the reader why you think the example/quote you have chosen supports your point—thus, proving it!
    - A. While analyzing your quote, clearly explain the connections that you see. Remember that the reader may not see this connection—your job is to make it as clear as possible!
      - Example: **Mama believes that since times have changed Walter doesn't understand the difficulty his parents had in creating a good life for their children. Because of this, the pride that his mother and father have for the family doesn't exist.**
    - B. When you analyze a quote, be sure NOT to simply re-state what the quote says. Also AVOID phrases like "this quote shows," "this proves that," etc. Unless you tell us, we don't know what it shows or HOW it proves.
  
  - V. **Transition**- A good, solid, analytical paragraph should have at least 2 examples that support the topic sentence. While this is a good habit to get into, you simply can't plop another example down in the paragraph. It is important to show the connection between the previous example and the one you are about to provide.
    - A. Transitions may just be a word, a phrase, or even a sentence. As long as the relationship between example #1 and example #2 is indicated, you will be in good shape.
      - Example: What Mama doesn't realize is that Walter's struggles are a direct result of his search for pride as well.
    - B. It is important that the transitions you use express what you are trying to say. For instance, if you say "however" you are indicating an opposing idea or thought; therefore, you cannot follow it with an idea that is the same as the one before.
  
  - VI. **REPEAT numbers II-IV with your next example.** Remember to follow the guidelines provided above!
    - Example: *Shortly after the check arrives, Walter presents his plan for the liquor store to the family. Much to his disappointment and anger, Mama will not hear of it. In an effort to explain why the liquor store is so important to him, Walter says, "Well, you tell that to my boy tonight when you put him to sleep on the living-room couch... Yeah—and tell it to my wife, Mama, tomorrow when she has to go out of here to look after somebody*



else's kids...and I have to watch *you* go out and work in somebody's kitchen" (Hansberry 343). **Clearly, it isn't the liquor store that is important to him, but his family's comfort and pride in what they do and how they do it. He wants the store so that they can be proud of him and the life he has provided for them.**

- VII. Concluding sentence – when you end your paragraph, you are leaving your reader with your ideas. Be sure to tie it all together for him/her so that he/she not only knows exactly what you are talking about, but also so that he/she has something to think about.
- A. This statement can be more specific than your topic sentence, but avoid repeating every idea you have just said.  
Example: In the end, Walter doesn't get his liquor store, but he and Mama do resolve their problems. They come to an understanding that they each have a tremendous amount of pride, but that their pride each takes on a different form.
- B. It is very important that you do not simply re-state your topic sentence!

What should it look like in the end?

**T.S.** Mama feels that the complications between her and Walter stem from their differences; however, these differences are actually a result of their common need for pride. *After Mama buys a house for the family, Walter is extremely upset with her. She believes that this is a result of a difference in values coming from quite different life experiences. Mama tells Walter,* "No... something has changed. You something new, boy.

Intro. of evidence

**Example Support** In my time, we was worried about not being lynched and getting to the North if we could and how to stay alive and still have a pinch of dignity too....you my children—but how different we done become" (Hansberry 345).

**Mama believes that since times have changed Walter doesn't understand the difficulty his parents had in creating a good life for their children. Because of this, the pride that his mother and father have for the family doesn't exist.** What Mama doesn't realize is that Walter's struggles are a direct result

Analysis

Transition

of his search for pride as well. *Shortly after the check arrives, Walter presents his plan for the liquor store to the family. Much to his disappointment and anger, Mama will not hear of it. In an effort to explain why the liquor store is so important to him, Walter says,* "Well, you tell that to my boy tonight when you put him to

Intro. of evidence

Example Support

sleep on the living-room couch... Yeah—and tell it to my wife, Mama, tomorrow when she has to go out of here to look after somebody else's kids...and I have to watch *you* go out and work in somebody's kitchen" (Hansberry 343). **Clearly, it isn't the liquor store that is important to him, but his family's comfort and pride in what they do and how they do it. He wants the store so that they can be proud of him and the life he has provided for them.** In the end, Walter doesn't get his liquor store, but he and Mama do resolve their problems. They come to an understanding that they each have a tremendous amount of pride, but that their senses of pride each take on a different form.

Analysis

Concluding Sentence

- [Format]
1. Topic Sentence
  2. Introduction of Evidence
  3. Example / Support (of topic sentence)
  4. Analysis
  5. Transition
  2. Introduction of Evidence
  3. Example / Support (of topic sentence)
  4. Analysis
  - Concluding Sentence



- plot summary - boys explore island
- character - the boys (Simon, Jack, Ralph) / island

- chapter 1
- island ("high up")

**The island**

Lord of the Flies by William Golding

Conflict: Man vs. nature

• human nature / sav.

In Chapter One of the novel, the boys explore the jungle and look down on the island, and Golding uses their journey to give the reader an aerial perspective on the island. Re-read the description of the island from their viewpoint:

- 1. Imagery
- 2. Setting
- 3. Symbol

What is the significance of the boat shape?

It was roughly **boat-shaped**: humped near this end with behind them the jumbled descent to the shore. On either side rocks, cliffs, tree-tops 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.

What does this become?

Castle Rock

What does this remind you of?

Pig

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.

How does this paragraph present the island as isolated?

reef quick tide dark blue

"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 weed 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** ...

'Astern' means backwards. Is this important?

Boys go "backward" towards savagery

How are humans presented as destructive here?

Boys brought destruction with arrival

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 = boys moving near it.' (pp.26-7)

1 plane crash

2 Insects can destroy environment

When we think about *Lord of the Flies* symbolically, the island is presented as a small-scale version and the description of the island as a sort of paradise makes us think of an Eden, where the boys are the first settlers. Isolated from the world and uninfluenced by outside forces, they are true to their primitive selves, and the 'types' of humanity they represent.

In William Golding's *Lord of the Flies*, symbol and imagery create foreshadowing of