

## English 9 Honors Summer Reading Assignment

### *Lord of the Flies*

#### This is due on the first day of school

Our study of literature in English 9 Honors will revolve around the concepts of utopia (an idealized society in which life is perfect for all citizens) and dystopia (a fundamentally flawed society in which justice and quality of life are either non-existent or grossly unequal).

Many popular authors of dystopian fiction (including Suzanne Collins, Stephen King, and Lois Lowry) regard William Golding's *Lord of the Flies* as a seminal work in their own development as writers and world-builders. As you read the novel, think about how Golding approaches the following dystopian concepts:

**Human Nature:** How do humans behave when removed from society/civilization?

**Laws, Rules, and Customs:** Who gets to decide what they are? How do we make them? How do corrupt rules impact the individual?

**Morality:** How can we define "good" and "evil"? Where is the line between the two? Is there any gray area?

#### *Lord of the Flies* Chapter Prompts

For our summer read, create a reading log. After each chapter in *Lord of the Flies*, type a 75-150 word reflection (one to two full paragraphs)— this should take you about ten minutes per entry. At the end of the reflection, you may write any questions you have at the time during reading.

#### **Chapter 1: "The Sound of the Shell"**

Describe the society forming on the island. Who is in charge? What rules exist? What potential problems might arise?

#### **Chapter 2: "Fire on the Mountain"**

Now that you're more familiar with the different characters, describe their personalities, strengths, motivations, and/or weaknesses. To whom do you most relate? Why?

#### **Chapter 3: "Huts on the Beach"**

The community on the island can be seen as a microcosm (a representation of something in miniature) of society as a whole. In what ways might events/people/developments on the island symbolize/represent aspects of the broader culture?

#### **Chapter 4: "Painted Faces and Long Hair"**

Describe the significance of Jack's mask. Think about the impact it has on him as well as the impact it has on the boys around him.

#### **Chapter 5: "Beast from Water"**

Describe the evolution of the “beast” in the minds of the boys. What, exactly, IS the beast?

### **Chapter 6: “Beast from Air”**

How does the system of governance on the island erode in this chapter? What impact do you think this erosion is going to have on the welfare of the different factions (i.e., the littleuns, the hunters, and Ralph’s group)?

### **Chapter 7: “Shadows and Tall Trees”**

Rewrite a scene from Lord of the Flies from the point of view of one of the characters in the novel (using first person). Avoid Ralph, Piggy, and Simon.

### **Chapter 8: “Gift for the Darkness”**

What is Simon doing on a literal level in this chapter? What is he doing on a more figurative/symbolic/psychological level?

### **Chapter 9: “A View to a Death”**

Summarize the events at the end of this chapter. What message might Golding be trying to convey through his use of irony here?

### **Chapter 10: “The Shell and the Glasses”**

Look back to your observations from Chapter 2. How have the main characters (specifically Piggy, Jack, and Ralph) changed over the course of the novel?

### **Chapter 11: “Castle Rock”**

How might a shift in the demographics (age, gender, nationality, etc.) of the island effect a change in the narrative? For example, do you think that older boys would encounter the same problems? What about if there were both girls and boys on the island?

### **Chapter 12: “Cry of the Hunters”**

Are you satisfied with the ending? Why or why not?

### Expectations Upon Return to School

1. Participate in class discussions of the novel.
2. Successfully complete an objective test on the novel.
3. Write an essay based on the novel.

\*You will be able to use notes you take on this novel for class activities