Lord of the Flies Semester Exam Study Guide

Your exam will include comprehension questions and one essay that will require you to identify characters from their speech and to explain the importance of those speeches to the character, plot and theme of the book.

Multiple Choice & Fill in the Blank Questions
Be able to answer questions about the Characters. Be able to identify a character based on a description of him. Also, be able to identify a character based on what he says. Use the study questions on the weblog to help prepare for plot & character questions. Including (but not limited to) the following characters:
Ralph
Piggy
Jack
Roger
Simon
Samneric
Percival
Lord of the Flies

Sequencing
Be able to sequence events in the order in which they occur. Write 1 for the first event, 2 for the next one, 3 for the following, etc. Including (but not limited to):
- Ralph is elected chief
- Jack steals Piggy’s specs
- the island catches fire, again
- a ship is spotted on the horizon
- Jack puts clay on his face as a mask
- etc.

Vocabulary
Matching the word with the definition. I will choose 15 from the following words:

<table>
<thead>
<tr>
<th>contemptuously</th>
<th>crepitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>cynicism</td>
<td>demoniac</td>
</tr>
<tr>
<td>detritus</td>
<td>efflorescence</td>
</tr>
<tr>
<td>errant</td>
<td>exulting</td>
</tr>
<tr>
<td>goaded</td>
<td>immured</td>
</tr>
<tr>
<td>ignant</td>
<td>inscrutably</td>
</tr>
</tbody>
</table>
5 Paragraph Essay
Write a well organized five paragraph essay including an introduction and conclusion about…

What meaning do we make of this passage?: Why did the author decide to include what he did? Are there any leitmotifs or symbols present in this scene? What does this scene mean? Why is this scene important?

Discuss the context for this scene: What happened before it? What is going on during this scene? What happens after it?

Discuss the craft of the scene: Discuss the diction (word choice), imagery (sensory descriptions) and syntax (word order) of the scene. Give specific examples and talk about how they affect the story being told in the scene. Does word choice matter? What effect does word choice have on the scene?

<table>
<thead>
<tr>
<th>Interpretation of Meaning</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No definite opinions given, talks around the topic.</td>
<td>Provides only a few opinions about the work, or may be unclear.</td>
<td>Provides some opinions but may lack reasoning behind the opinions. May make statements but not give specific examples to support them.</td>
<td>Includes a very thorough analysis of the work. Discusses symbols and leitmotifs. Why did the author include these details? What does the scene mean? What is the significance of the scene? Provides definitive opinions about the work. Supports interpretations with reasons and examples from the literary work.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Context | Incorrect information given. | Omits important details. | May only give context before or after the scene but not both. | Gives full context for the passage by discussing what happened before the given passage as well as what is happening during it and after it. |</p>
<table>
<thead>
<tr>
<th><strong>Craft of the Scene</strong></th>
<th>Very minimal attempt to address affects of diction, syntax and imagery.</th>
<th>May touch upon topic of the essay but does not go into sufficient detail. Limited discussion of diction, imagery and syntax in the literary work.</th>
<th>Gives some examples to support statements, but may need more examples than is given.</th>
<th>Discusses the effect of diction, imagery and syntax. Does the word choice matter? Describes what the use of language tells us about the character speaking. Gives specific examples from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure &amp; Mechanics</strong></td>
<td>Mistakes in structure and conventions that interfere with meaning or ease of reading, including substantial amounts of poor spelling, or awkward verb tenses.</td>
<td>Misuse of vocabulary, awkward phrasing or sentence structures. Organization of paragraphs is awkward.</td>
<td>Well organized (intro, topic sentences, conclusion, etc). Good use of grammar and mechanics conventions.</td>
<td>Excellent organization (thesis, transitions, etc). Flows well from one idea to the next. Excellent form and construction, few errors in grammar or spelling. Uses a variety of interesting vocabulary and sentence structures.</td>
</tr>
</tbody>
</table>

I will select one of the following for your essay. Be prepared for any of them since you do not know which one will actually appear on the exam.

- Pg 91 “And you shut up! Who are you, anyway?...We'll close in and beat and beat and beat - !”
- Pg 36 “You couldn’t have a beastie, a snake-thing, on an island this size…Jack who was smirking and showing that he too knew how to clap.”
- Pg 126-127 “Quiet! Shouted Jack. ‘You listen. The beast is sitting up there…paying no heed to the steady fall of his tears; and until he dived into the forest Ralph watched him.”
- Pg 159-160 “Robert changed the unspoken subject…Roger squatted with the rest.”

**What to bring to the Exam**

- You are allowed to bring outlines that you have prepared for the essays. They should be handwritten, and only contain information directly related to the essays.
- *You need to attach your outlines to your exam when you turn it in.*