

**Content Goal-** We will make \_\_\_\_\_, contrast \_\_\_\_\_, and draw \_\_\_\_\_ while actively reading *Lord of the Flies*.

**Language Goal-** 11.W.9 use textual evidence to support analyses; 11.SL.1 engage in collaborative discussions; 11.L.1-2 demonstrate command of English conventions

**Vocabulary-** “Why should they try to sneak in, Chief” The chief was vague but earnest. “They will. They’ll try to spoil things we do. So the watchers at the gate must be careful” (160). (2 pts)

Define from context not dictionary:

Explanation for definition based on context:

**Language Practice-** Isn’t it strange that Piggy, mr intelligence, says Simons death was an accident? (2 pts)

**Questions** Restate the question in your answer and write complete sentences. Cite very specific details from the text as evidence. (9 pts)

1. Summarize what Ralph, Piggy, and Samneric say about what happened last night. Include **three** details from the chapter in your answer.
2. What are **two** differences between Ralph’s and Jack’s explanations for (and feelings about) Simon’s death? Include information from chapter 10 in your answer.
3. What conclusion can you draw about Jack based on his order to have Wilfred beaten? Include **two** details from the chapter to support this conclusion.

**Multiple Intelligence Activity:** Who is the chief now, and how do we know? The scene where Jack and friends attack Ralph’s camp is both violent and comical. Write a script that includes actions (very few words necessary) for each of the following characters: Piggy, Ralph, Sam, Eric, Jack, and Roger during the raid. (6 pts)

Jack says –

Piggy does-

Ralph does –

Eric does –

all the boys-

Jack -



The soundtrack song for this chapter would be:

by:

because:

movie clip = 7 min.

## Sociograms

On the bottom of this paper (or a clean sheet), draw your own sociogram for chapter 10. Include logographic cues for **Ralph, Piggy, Samneric, Simon, littluns, bigguns, Roger, and Jack** and connect them according to their relationship with others. (8 pts)

- A sociogram is a visual representation of the relationships among characters in a literary text that helps students understand relationships between characters. Students can make use of pictures, symbols, shapes, colors, and line styles to illustrate these relationships. (<http://greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/sociograms.htm>)

An example from *Hamlet*:

