



## ENG 202: World Literature Summer Reading

A survey of World Literature is monstrous in scope, covering a period of many years and thousands of authors. Unfortunately, we will only have a single school year with which to familiarize ourselves with a few of these works and to appreciate the significance of the continually shifting and growing nature of English as a language – and consequently as an influence in the world. Therefore, the thematic focus for our journey will be to explore the innate beauty and “savagery” of nature in juxtaposition to humankind’s attempts to control these inclinations through “manners” and other social constructs. We will be referencing each of the works you read over the summer throughout the course so be sure to read with an eye for future use. In other words, annotate!

### Required for all students:

- *Lord of the Flies* by William Golding

**Individual Choice:** In addition to *Lord of the Flies*, all students will select two additional books from the list on the next page.

As you read *Lord of the Flies*, be sure to complete the reading guide (attached) to assist in your reading and understanding of the text. The reading guide has been separated into sections, mostly by individual chapters, however, your responses may come from any section of the novel. Note: not all chapters are represented in the reading guide. For example, there are no questions for Chapter One because I want you to get a feel for the novel before responding and have a better sense of the characterization. Also, the final three chapters are also not represented; we will spend a good amount of time in class discussing those particular chapters in depth before writing an introductory essay on the novel. Please be aware that the effort you put into this reading guide will be beneficial to you once we begin discussing the novel in the first weeks of the Fall semester. The reading guide will also require you to do small amounts of research via the internet, encyclopedias, etc.

**Individual Choice:** In addition to *Lord of the Flies*, all students will select two additional books from the list below.

**\*\*Parents and students are encouraged to research individual choice texts, as the content varies.\*\***

Common Sense Media ([www.common Sense Media.com](http://www.common Sense Media.com)), Goodreads ([www.goodreads.com](http://www.goodreads.com)), and Wikipedia ([www.wikipedia.com](http://www.wikipedia.com)) are excellent resources to consult and will help in determining if the content of a text aligns with your family’s individual media guidelines. If you are unsure of what book you may enjoy, ask a member of the English Department—we love talking about books, and can recommend a text from this list based on your interests! Parents are encouraged to read the texts in tandem with their child, as this creates the opportunity for dialogue about what they are reading and how they are responding to the texts.\*\*

<b>Select ONE book from this list</b>	<b>Select ONE book from this list*</b> <i>*The books on this list will coincide with the history curriculum</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>1984</i> by George Orwell</li> <li><input type="checkbox"/> <i>Pride &amp; Prejudice</i> by Jane Austen</li> <li><input type="checkbox"/> <i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon</li> <li><input type="checkbox"/> <i>The Remains of the Day</i> by Kazuo Ishiguro</li> <li><input type="checkbox"/> <i>Klara and the Sun</i> by Kazuo Ishiguro</li> <li><input type="checkbox"/> <i>Homegoing</i> by Yaa Gyasi</li> <li><input type="checkbox"/> <i>The Shadow of the Wind</i> by Carlos Ruiz Zafón</li> <li><input type="checkbox"/> <i>Catcher in the Rye</i> by J.D. Salinger</li> <li><input type="checkbox"/> <i>Brave New World</i> by Aldous Huxley</li> <li><input type="checkbox"/> <i>Cry, the Beloved Country</i> by Alan Paton</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Moor’s Tale</i> by Laila Lalami</li> <li><input type="checkbox"/> <i>A History of the World in Six Glasses</i> by Tom Standage</li> <li><input type="checkbox"/> <i>The Alchemist</i> by Paulo Coelho</li> <li><input type="checkbox"/> <i>A Thousand Splendid Suns</i> by Khaled Hosseini</li> </ul>

*Lord of the Flies*

Name \_\_\_\_\_

Chapter 2: Fire on the Mountain

English 200: Themes in World Literature

Weekly Objective: To analyze **characterization** and **symbolism** in *The Lord of the Flies*.

1. **Characterization:** Describe each of the following characters based on your reading.

Ralph	Jack	Piggy	Simon

2. **Characterization & Allusion:** From Greek mythology, who is Prometheus? And how is he an allusion to Piggy?

3. **Symbolism:** The following characters and objects carry with them symbolic meaning. From your reading, can you *infer* what each might represent?

<b>Ralph</b>	
<b>Jack</b>	
<b>Piggy</b>	
<b>Simon</b>	
<b>Army of Hunters</b>	
<b>The Conch</b>	
<b>Beast (Snake-Thing)</b>	
<b>Signal Fire</b>	
<i>Treasure Island / Coral Island</i>	
<b>Piggy's Glasses</b>	

*Lord of the Flies*

Name \_\_\_\_\_

**Chapter 3: Huts on the Beach**

**English 200: Themes in World Literature**

**Weekly Objective:** To analyze **characterization** and **symbolism** in *The Lord of the Flies*.

1. On the theme of **symbolism**, some objects in this novel (and others) might have disparate meanings. William Golding utilizes this symbolism to help develop **characterization**. Take for example Jack and Simon and juxtapose their views of the jungle and how they “act” within its confines. Also, find some language in the text that might justify your decision.

<b>Jack</b>	<b>Simon</b>

2. Explain how Simon is beginning to show signs that he is a **symbol** of the Christ-Figure and how he is similar to St. Francis?

<b>Christ-Figure</b>	
<b>Saint Francis</b>	

3. William Golding has created a dichotomy of characters – I sense you are already starting to recognize a rift between the two groups. Please juxtapose which **characters** belong to the following groups by using their thoughts, words, and actions as your guide. Please: include each MAJOR characters' name and evidence from the text as to why you placed them in that particular column.

<b>Man-as-Builder</b>	<b>Man-as-Destroyer</b>

*Lord of the Flies*

Name \_\_\_\_\_

**Chapter 4: Painted Faces and Long Hair**  
**English 200: Themes in World Literature**

**Weekly Objective:** To analyze **characterization** and **symbolism** in *The Lord of the Flies*. To discern the themes of **civilization vs. savagery** and **loss of innocence**.

1. What do you suppose is the meaning, or **symbolism**, behind Maurice and Roger’s trampling the littluns’ sand castle?

2. This chapter represents a move away from the “civilized” and toward the “savage.” Find and identify at least FIVE (5) characters OR symbols that represent SAVAGERY.

Character / Symbol	Explanation of “savagery”

*Lord of the Flies*

Name \_\_\_\_\_

Chapter 5: Beast from Water

English 200: Themes in World Literature

**Weekly Objective:** To analyze **characterization** and **symbolism** in *The Lord of the Flies*. To discern the themes of **civilization vs. savagery** and **loss of innocence**.

1. Find an example (or quote) for each of the following themes:

<b>Innocence</b>	
<b>Adult Authority</b>	
<b>Capacity to Reason</b>	
<b>Freedom: Lack of Restrictions</b>	
<b>Insensitivity: Lack of Compassion</b>	
<b>Capacity for Good</b>	
<b>Capacity for Evil</b>	
<b>Violence / Anarchy</b>	



<b>Irresponsibility</b>	
<b>End of Innocence</b>	



3. Ralph participates (and even enjoys) the pig hunt in this chapter. Here, William Golding is playing with the Apollonian and Dionysian dichotomy. Investigate this concept and explain how Ralph is typical of BOTH characters.

<b>Apollonian</b>	<b>Dionysian</b>
<b>Ralph as Example:</b>	<b>Ralph as Example:</b>

**Chapter 8: Gift for the Darkness and Chapter 9: A View to Death**

4. We are confronted with two “beasts” in these chapters: the dead paratrooper and the pig’s head on a stick (or the Lord of the Flies). Juxtapose these two images. Aside from their literal “beast-like” appearances, what might they represent metaphorically (or symbolically)? Furthermore, how is Simon undeniably connected to both?

<b>Dead Paratrooper</b>	<b>The Lord of the Flies</b>
<b>Simon’s Connection:</b>	<b>Simon’s Connection:</b>

5. Simon is a “carrier of truth.” What “truths” does he carry with him to his grave?

6. St. Paul in his letter to the Colossians (3:9-10) wrote: "Do not lie to each other, since you have taken off your old self with its practices <sup>10</sup> and have put on the new self, which is being renewed in knowledge in the image of its Creator." How is this line applicable to Simon and his state of being during chapter 9?