**The Assignment...**

Your assignment is to write a literary essay on a topic based on William Golding’s *Lord of the Flies*.

You will use **MLA Style** and **direct evidence** from the novel to support the topic you choose and the thesis you develop. Your essay will focus on the analysis of the novel’s themes, plot, conflict, characters, etc.

You will follow a number of steps prior writing the essay. These steps include:

🡪Developing a topic and thesis based on the topic provided

🡪Completing a graphic organizer outline to demonstrate your understanding of the topic

🡪Writing a rough copy of your essay

🡪Editing your rough copy

🡪Completing a final copy in the correct format

**The Topics...**

You are required to choose **one** of the following topics for your essay. After choosing a topic you will develop a thesis that aims to argue a point based on the topic. Your essay will be structured around this thesis.

1. Explain if the novel shows society as mostly good or mostly evil. Is society civil or savage?
2. Compare and Contrast Jack and Ralph. Explain how their different leadership styles and personalities changed the plot of the novel.
3. Identify the most admirable/important character in the novel. Show how this character was developed and what important lessons they teach.
4. Examine how the novel uses various themes to teach lessons about the world. What lessons are taught through the novel?
5. Based on the novel and events going on in the world, is there hope for the future of humanity?

***LEARNING GOAL:***

Demonstrate an understanding of *Lord of the Flies* themes, plot, conflict, and characters by analyzing the text and writing a literary essay.

***SUCCESS CRITERIA:***

[ ] Essay is written in complete and effective paragraphs

[ ] Essay analyzes the play in connection with the essay topic

[ ] Analysis focuses on elements of the novel

[ ] Essay uses direct quotes from text to support ideas

[ ] Essay is organized

[ ] Writing is clear and effective

[ ] Statements/points/ideas are supported, explained, and connected

[ ] Transitions are used between paragraphs

[ ] Essay has been edited for spelling, grammar, and clarity of ideas

[ ] Essay is written using MLA style

[ ] Rubric handed in with final copy

**Rubric & The Marks... [ATTACH TO BACK OF ESSAY]**

COMPLETED OUTLINE: /10 (Thinking)

Demonstrates understanding of required parts of essay.

Information is coherent and logical

ROUGH COPY & EDITING: /10 (Communication/Application)

Used suggestions from edited rough copy.

Essay is complete, thoughtful and original

Paragraphs are clear and effective

**FINAL COPY /40 (Application)**

KNOWLEDGE 0 1 2 3 4 5 6 7 8 9 10

APPLICATION 0 1 2 3 4 5 6 7 8 9 10

THINKING 0 1 2 3 4 5 6 7 8 9 10

COMMUNICATION 0 1 2 3 4 5 6 7 8 9 10

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| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **LEVEL 1**  **Below Expectations** | **LEVEL 2**  **Meets some expectations** | **LEVEL 3**  **Meets Expectations** | **LEVEL 4**  **Exceeds Expectations** | **MARK COMPARISON**  **Rough Copy:**  **DUE DATES** |
| ***K/U:***  ***Student demonstrates knowledge of novel and literary essay*** | Student demonstrates limited knowledge of novel/essay | Student demonstrates some knowledge of novel/essay | Student demonstrates considerable knowledge of novel/essay | Students demonstrates thorough knowledge of novel/essay | /10  **Rough Copy:** |
| ***T/I:***  ***Student connects ideas and supports topic*** | Student demonstrates limited ability to connect ideas | Student demonstrates some ability to connect ideas | Student demonstrates considerable ability to connect ideas | Student demonstrates thorough ability to connect ideas | /10 |
| ***COM:***  ***Information is communicated clearly and effectively*** | Student has limited ability to communicate information and ideas | Student has some ability to communicate information and ideas | Student has considerable ability to communicate information and ideas | Student has thorough ability to communicate information and ideas | /10 |
| ***APP:***  ***Information is applied in proper format, following success criteria*** | Student has limited ability to apply knowledge and information | Student has some ability to apply knowledge and information | Student has considerable ability to apply knowledge and information | Student has thorough ability to apply knowledge and information | /10 |

***COMMENTS:***

|  |  |
| --- | --- |
|  |  |

***… ESSAY EDITING CHECKLIST…***

**INTRODUCTION**

1. Captures attention [ ]Yes | []No
2. Provides connection to topic [ ]Yes | []No
3. Supporting points included for organization [ ]Yes | []No
4. Hook/Transition included [ ]Yes | []No
5. Clear thesis [ ]Yes | []No
6. What is thesis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**BODY PARAGRAPH (REPEAT FOR EACH BODY PARAGRAPH)**

1. Contains clear topic sentence [ ]Yes | []No
2. Paragraph has a specific point that is introduced [ ]Yes | []No
3. Contains specific pieces of evidence to support the topic [ ]Yes | []No
4. List the support and what type it is (i.e. example, reason, explanation, etc.) [ ]Yes | []No
5. Explanation makes WHY/HOW connections by the writer to the thesis [ ]Yes | []No
6. The explanation is clear and effective, and connected to the topic and thesis [ ]Yes | []No
7. Paragraph contains transition phrase [ ]Yes | []No

**CONCLUSION**

1. Summarizes opinion/thesis in different words [ ]Yes | []No
2. Makes a connection with the reader/makes reader think about topic/thesis [ ]Yes | []No
3. Includes a final clincher/call-to-action/closing statement [ ]Yes | []No

***…LITERARY ESSAY EDITING CHECKLIST…***

**SOURCES**

1. All sources have been properly formatted in essay (including quotes, paraphrase, etc.) [ ]Yes | []No
2. A “WORKS CITED” page has been included at the end of the essay, if necessary [ ]Yes | []No
3. Quotes are properly formatted

**TONE/VOICE/WORD CHOICE**

1. Writing is formal, (i.e. no “I think”, etc.) [ ]Yes | []No
2. Points are not repeated [ ]Yes | []No
3. Writer avoids common phrases and cliché statements [ ]Yes | []No
4. Verb tense in the essay is in the present tense [ ]Yes | []No

**IDEAS AND CONTENT**

1. Body paragraphs include **specific** support and connections to the topic [ ]Yes | []No
2. Ideas are clear and sensible [ ]Yes | []No

**SPELLING/GRAMMAR/FORMATTING**

1. Major spelling and grammar errors have been noted for author [ ]Yes | []No
2. The essay includes a title, author/class information, and page numbers [ ]Yes | []No
3. Essay is double-spaced, typed size 12 Times New Roman [ ]Yes | []No

***THESIS ORGANIZER:***

***TOPIC:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*🡪Use a graphic organizer (T-Chart, List, etc.) to outline information*

*🡪Create a statement with a clear and focused* ***argument***

*🡪Thesis is directly connected to the topic*

***THESIS IDEAS:***

***MAIN TOPICS TO SUPPORT THESIS***

*🡪Topics will be explained and supported in body paragraphs (See Body Paragraph Organizer)*

*🡪Topics should be brainstormed to create information*

*🡪Topics can be treated like “categories” with specific information included in paragraphs*

*🡪You need a minimum of four (4) topics for this essay*

***BODY PARAGRAPH ORGANIZER***

***Your Goal:*** Write an 11-sentence paragraph outline answering the following question:

**ESSAY THESIS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BODY TOPIC:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* You are expected to support the above topic with main points and quotes from the novel (POINT-QUOTE-EXPLANATION method)
* Hint: You should have *between 2-5* points and direct evidence (quotes) from the novel to complete this paragraph

**Step 1:** Please fill in the 11-Sentence Paragraph Outline Organizer to get started!

Sentence 1: Topic Sentence (Outline points of your paragraph)

Must outline the points that you are going to prove with regards to the above questions.

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Sentence 2: Point #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sentence 3: Quotation

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Sentence 4: Explanation [EXPLAIN HOW THE QUOTE SUPPORTS YOUR POINT]

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Sentence 5: Point #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sentence 6: Quotation

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Sentence 7: Explanation

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Sentence 8: Point #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Sentence 9: Quotation

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Sentence 10: Explanation

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Sentence 11: Conclusion (Wrap it all up)

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***\*\*YOU MAY HAVE MORE THAN THREE POINTS – OR LESS – SO YOU MAY CHANGE THIS OUTLINE\*\****