**English 9 Honors Name:**

**Mr. Fisher**

***Lord of the Flies:* The Essay!**

**Introduction:** It may only be November, but I think I know this class pretty well. Most of you are probably reading this now, thinking, “An essay? What the…? I don’t have time for this! Do we really have to write this? Essays are torture!” At the same time, there is at least one person here thinking, “Essays! Woohoo! Now is my chance to show off my amazing writing skills!” Plus, there are a few of you who are probably thinking, “I’m so hungry! I wish I had a donut!” and have ignored this whole paragraph. Anyway, essays may not be your cup of tea (my cup of tea today is \_\_\_\_\_\_\_\_\_ [fill in verbally]), but believe me, it is better to write about *Lord of the Flies* than to actually be IN *Lord of the Flies*! After all, I’d rather sharpen a pencil than a “stick at both ends,” if you get my drift.

**Assignment:**

* Please choose of the essay questions below and answer it in a FOUR-PARAGRAPH ESSAY.
* Your essay should contain at least TWO quotations in EACH body paragraph (FOUR quotations, total).
* MLA rules (including a correct heading) should be followed. Failure to do this could lead to a loss of up to 10 pts.
* You will lose one point for every “tear” you include in your essay (Max: 10).
* Your final copy must be handed in on turnitin.com.
* **The title of your essay should be, “Question # \_\_\_”** so I know which essay question you chose.

**Question Choices:**

1. *Lord of the Flies* contains many themes, and author William Golding often uses symbols to create these themes. Please select TWO symbols from the novel and, in a four-paragraph essay, show how they are used to create a theme.

2. While the characters Ralph, Jack, Piggy and Simon are clearly the main focus of the novel, other characters also play significant roles. Please choose two minor characters. How are these two characters important to the novel and/or its messages?

3. While the characters Ralph, Jack, Piggy and Simon are clearly the main focus of the novel, other characters also play significant roles. Even the “littluns,” as a group, are important to the plot and themes of this book. What two purposes do the “littluns” serve in aiding William Golding’s creation of the plot and/or themes of this novel?

4. Throughout *Lord of the Flies*,Ralph and Jack compete for power on the island, with each exhibiting different leadership qualities. Which boy makes the best leader? Why?

5. Fear, both real and imaginary, plays a central role in *Lord of the Flies*. How does fear, BOTH positively and negatively, affect the boys on the island?

6. Of all the characters, it is Piggy who most often has useful ideas and sees the best way for the boys to organize themselves. Yet the other boys rarely listen to him and frequently abuse him. Why do you think this is the case? Why do you think Piggy is the character that is most often mocked and tormented by the other boys?

**Assessment:** You will be graded based on the rubric on the other side of this assignment sheet.

MT. GREYLOCK REGIONAL SCHOOL DISTRICT

*RUBRIC FOR ANALYTICAL WRITING*

**The final draft of an analytical essay must demonstrate depth of thinking, attention to a specific audience, coherence and accuracy.**

**ESSENTIAL ELEMENTS POINTS COMMENTS**

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| --- | --- | --- |
| **INTRODUCTION**  **(with Thesis Statement)**   * **Introductory Paragraph:**. * **Topic (and plot if writing about literature)** is fully explained. * **Includes a General Introduction** * **Include a Complete Identification** * **Thesis Statement**: Final sentence makes a claim with supports | **/25** |  |
| **BODY**  **(Usually Three Paragraphs)**  **Each paragraph includes**:   * Strong **Topic Sentence** that relates to the thesis and introduces the support for the paragraph. * Specific **Evidence** to support the thesis. * For a literary analysis with textual evidence or outside source material, include proper **MLA Citations** * Use of **Direct Quotations** (Including proper lead ins) * Analyzes **Evidence** and connects it to the **thesis**. * Strong **Closing Sentences** that reinforces the main point. | **/50** |  |
| **CONCLUSION**   * **Restate** (reword) main idea of the thesis. * **Summarize** the main points. * End with a statement that **broadens the main idea** to the universal. | **/15** |  |
| **MECHANICS**   * Communication of ideas reflects **good grammar usage.** * **Paragraphs** are indented. * All **sentences** are complete and construction is varied. * Correct use of **capital letters.** * Free of **spelling** errors. | **/10** |  |