**In-class Essay for LOTF**

**Instruction:** You will be given two class periods to formulate the essay. The first class period is to be spent developing your thesis and finding supporting quotations/examples. The second class period will be spent writing the essay. You will be permitted to bring one single-sided sheet of paper containing your thesis, quotations, transitions, and key points. Make sure to edit using the checklist, and use the rubric as a guide.

Choose **one** of the essay prompts below:

1. Golding uses juxtaposition as a technique to develop the themes of the novel. Order and chaos, civilization vs. savagery are juxtaposed throughout the story. Find specific examples of characters or events that are placed in counterpoint. How does this technique further enhance the development of the themes?

2. Rituals, masks, and chants are part of our culture, and whether it’s a hockey game or the national anthem, we are surrounded by these elements. Rituals, masks, and chants also become part of life on the island for the boys. Identify and give examples of the rituals, masks, and chants the boys use. What are their purpose? What might be the subconscious reasons for these behaviours?

3. Explain how Golding uses symbolism in the novel to convey his ideas about the imperfection of man. Fully explain three symbols and how they demonstrate different ideas about human imperfection.

4. Compare and contrast the characters of Jack and Ralph, Simmy and Piggy, or Jack and Roger. Be sure to address both similarities and differences in your paper and use transitions throughout.

Essay Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Categories | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
| **Knowledge & Understanding**  Thesis statement  Sub-arguments | Thesis statement and sub-arguments demonstrate limited knowledge and understanding of content | Thesis statement and sub-arguments demonstrate some knowledge and understanding of content | Thesis statement and sub-arguments demonstrate considerable knowledge and understanding of content | Thesis statement and sub-arguments demonstrate a high degree of knowledge and understanding of content |
| **Thinking**  Supporting Detail (quotes and examples) | Quotations and examples are used to support arguments with a limited degree of effectiveness | Quotations and examples are used to support arguments with some effectiveness | Quotations and examples are used to support arguments with considerable effectiveness | Quotations and examples are used to support arguments with a high degree of effectiveness |
| **Communication**  Organization | Introduction, body paragraphs, conclusion, transitions, and quotation integrations are used with a limited degree of effectiveness. | Introduction, body paragraphs, conclusion, transitions, and quotation integrations are used with some effectiveness. | Introduction, body paragraphs, conclusion, transitions, and quotation integrations are used with considerable effectiveness. | Introduction, body paragraphs, conclusion, transitions, and quotation integrations are used with a high degree of effectiveness. |
| **Application**  Language Conventions | Language conventions are used with a limited degree of effectiveness | Language conventions are used with some effectiveness | Language conventions are used with considerable effectiveness | Language conventions are used with a high degree of effectiveness |

**Comments:**

**Essay Editing Checklist**

* Thesis is clear and relates to essay prompt
* There are 3 sub-arguments that help prove the thesis
* All paragraphs begin with a topic sentence
* Each body paragraph uses at least 2 examples to back-up sub-arguments.
* Each example is followed by a quotation as proof.
* Each quotation is explained.
* Each quotation is integrated properly - E.g. Simon said, “ ….” (p. 46).
* Transition words/sentences are used to separate the body paragraphs.
* Each sentence begins with a capital letter.
* Commas are used properly - refer to comma sheet.
* Periods are used to end a sentence.
* I have re-read the essay prompt to ensure that I’ve answered the question(s) properly.
* I have re-read the rubric to ensure that I’ve met all required expectations
* I have double-spaced my work, so the teacher has room to write comments/feedback.
* In the upper left corner of my essay, I’ve written my name, the date, course code, and the teacher’s name.
* The essay has a centered title.