Lord of the Flies

Inquiry Essay

Task:

Chose one of the following questions, and respond to it in a five paragraph expository essay. The questions are:

**Level 1: Leadership and group dynamics**

1. Are leaders chosen because they are the best leaders who make difficult, smart choices, or are they chosen because followers want their leader to please them?

**Level 2: Human savagery**

2. To what extent are humans animal-like in behaviour when they are faced with hardship?

**Level 3: Law and Society**

3. Are the ideas of Law and Justice innate and a part of human behaviour, or are they just constructed by our culture to prevent us from killing each other?

Procedure:

1. **Find inspiration:** Find a particular part of the book that you want to focus on and relate it to one of the themes we discussed. Look at some characters, perspectives, literary devices or conflicts and how they relate to some of your overall themes.
2. **Draft:** You will need to begin drafting your essay. I will be supporting your construction of this essay in class.
3. **Revise:** Go through your essay and edit your work. You and a partner will be responsible for editing each other’s work
4. **Publish:** Your essay will be posted/published for the class to see. We will be discussing the essays after they have been published.

This is your first marked assignment of the year and I will be using it to instruct you how to write the most simplistic type of essay. Do not submit this assignment late.

Writing Rubric

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| --- | --- | --- | --- | --- |
| Level of Development | Beginning | Developing | Accomplished | Exemplary |
| Meaning* Topic, purpose, stance
* Understanding of the topic
* Development
* Evidence/proof
 | - unclear message- no thesis- message is confusing direction or focus- minimal support or not interpreted / analyzed- off topic; does not address task- proof lacks logical progression | - message is partly developed- thesis has components but unstructured- message and direction may be too obvious or simplistic- proof not clearly connecting to thesis- evidence inconsistently interpreted / analyzed- proof has some logical progression | - clear, developed message- solid thesis with key elements- message is understandable and creative and hits on some depth- proof of clearly connects to thesis- evidence interpreted / analyzed- proof is in logical progression | - thought-provoking, fully developed message- thesis has the wow factor- message shows originality and creativity- proof is clear and shows insightful connections to the thesis- insightful analysis / interpretation of the evidence- proof is manipulated in logical progression for effect |
| Style* Point of View and Tone
* Syntax
* Word choice
* Techniques
 | - inappropriate Point of View and tone (either 1rst person, …)- no figurative language (no use of terms)- sentence structure is basic and not varied- words and / or expressions used incorrectly- passive voice (no authority) | - inconsistent Point of View and tone (start in one and switch)- minimal figurative language- sentence structure is minimally varied and is simple- basic words used no extended vocabulary shown- sometimes a passive voice is used | - consistent Point of View and tone (use of 1 voice and tone relates to the mood)- takes risks with figurative language which enhances paper- sentence structure variety with a variety of punctuation used- vocabulary is concise but shows depth- active voice (strong in stance and shows authority) | - strong Point of View and tone with personality (have presence)- effective figurative language and shows that you know your terms- wide variety of sentence structures used for impact- effective diction; strong verbs – good command of the language- passive for effect, otherwise active (the authority is not only demanded but is a natural part of the writing) |
| Form* Organization and sequence
* Transitions
* Paragraphing
* Introduction and conclusion
* Quotation integration
 | - beginning missing- middle missing- end missing- beginning ideas do not connect with one another- conclusion doesn’t include ideas from introduction or thesis / not completed- no transitions- quotation integration is incorrectly done- no lead into quotes | - mostly clear beginning- mostly clear middle- mostly clear end- beginning gives direction- conclusion is predictable / formulaic- formulaic transitions- quotations integration disrupts flow- lead into quotes does not relate to quote | - clear beginning- clear middle - clear end- beginning shows thoughtfulness and direction- Conclusion provides “so what?” (the conclusion ends essay)- transition smoothly connect ideas- smooth quotation integration- basic lead into quotes | - impacting beginning - impacting middle - impacting end- beginning peaks the interest of the reader- conclusion ends with satisfying “Thud” and “So What?”- transition create flow (relationships)- quotation integration adds to flow and gives the reader the ah-huh factor- fluidity found in lead in to quotes |
| Conventions* Spelling
* Sentence structure and punctuation usage
 | - frequent, obvious grammatical and spelling errors- errors confuse the reader- inappropriate tense | - some distracting grammatical errors- spelling errors that do not create confusion- switches verb tenses on several occasions | - some grammatical errors- spelling errors that do not distract the reader- may switch verb tenses | - minimal grammatical errors- spelling errors that do not distract the reader- consistent verb tense |

Notes to the writer: