

## Persuasive Writing Essay — *Lord of the Flies*

In the novel *Lord of the Flies* by William Golding, the boys make both good and evil decisions. We do not know what their lives were like before the island—how they were raised, or what experiences shaped them. This leads us to an important question:

**Do people tend to be more good or more evil?**

Your task: **Take a clear side** and argue your position using evidence from the novel.

### ✔ Essay Requirements

#### Introduction

- Introduce the novel (**title + author**)
- Brief summary (2–3 sentences)
- **Thesis statement:** Clearly state whether humans are naturally more **good** or **evil**

#### Body Paragraph 1 — Character Who Supports Your View

- Topic sentence
- Quote from the novel (properly cited)
- Explanation of how this supports your claim
- Concluding/transition sentence

#### Body Paragraph 2 — Second Character Who Supports Your View

- Topic sentence
- Quote from the novel (properly cited)
- Explanation connecting evidence to your thesis
- Concluding/transition sentence

#### Body Paragraph 3 — Character Who Acts Opposite of Your View

This paragraph shows complexity in your argument by acknowledging the other side.

- Topic sentence introducing a character who behaves differently than your claim  
(*Example: If you argue humans are good, choose someone who acts cruelly — like Jack or Roger*)
- Quote from the novel (properly cited)
- Explanation: Why does this character act this way?
- **MOST IMPORTANT:** Explain why this character does **not** disprove your argument  
(*Example: pressure, fear, environment, lack of adults, survival stress*)
- Concluding sentence reconnecting to your thesis

#### Conclusion

- Restate thesis in new words
- Explain how human nature (good or evil) affects society today
- Final thought: Can humans change their nature, or is it permanent?

#### Writing Reminders

- Formal academic tone
- No “I think” or “I believe”
- Use transitions (however, therefore, on the other hand, also)
- Explain your evidence clearly

Criteria	Highly Proficient (HP)	Proficient (P)	Approaching Proficient (AP)	Limited Proficiency (LP)	No Evidence (NE)
<b>Claim &amp; Thesis</b> (W.2)	Independently, write strong, arguable thesis clearly answers the prompt; takes a firm stance and sets up essay structure	Clear thesis answering the prompt and taking a position	Thesis is present but unclear, weak, or imprecise	Thesis is incomplete, off-topic, or confusing	No thesis present
<b>Text Evidence &amp; Citation</b> (RL.1)	Independently, Uses <b>multiple strong, relevant quotes</b> from the text with correct citation; smoothly integrated into writing	Uses relevant quotes with mostly correct citation	Uses some evidence, but quotes may be weak, poorly chosen, or citation errors occur	Minimal or inaccurate evidence; quotes do not clearly support idea	No quotes or text evidence
<b>Analysis &amp; Explanation</b> (RL.2)	Independently, writes insightful analysis; clearly explains how evidence supports claim; acknowledges counterexample effectively	Explanation connects evidence to claim and addresses counterexample	Explanation is attempted but unclear or shallow; counterexample weakly addressed	Little to no explanation; summary instead of analysis; counterexample missing or misunderstood	No explanation or analysis
<b>Organization &amp; Structure</b> (W.4) <b>Clarity, Style &amp; Academic Tone</b> (W.4)	Independently, uses Excellent structure: intro, 3 body paragraphs (including counter-example), conclusion; <b>strong</b> transitions throughout  Consistent formal tone; varied sentence structure; precise vocabulary; avoids “I think”	Clear structure with all required parts; transitions present  Mostly formal tone; generally clear; attempts academic vocabulary	Most parts present but weak transitions or unclear organization  Sometimes informal; repetitive language; inconsistent tone	Missing major parts; lack of transitions; disorganized  Very informal; basic or incorrect tone; unclear ideas	No structure or unrelated writing  No meaningful writing or completely off task
<b>Grammar, Spelling, Conventions</b> (L.1)	Few to no errors; does not interfere with readability	Some errors but meaning is clear	Frequent errors that occasionally interfere with readability	Errors often interfere with understanding	Too many errors to determine meaning