***Lord of the Flies* Chapter Three Response**

Read the three questions below. You will be asked to write about ONE of them. First, determine the kind of inquiry and/or Learning Target addressed in the underlined, bold and italics questions.

1. Based on his characterization, what does the reader learn about Piggy’s character? How and why does Piggy differ from the rest of the boys physically and mentally? What is he literally like? **What does Piggy as a character symbolize? What figurative function does Piggy serve in the text?** *Why did William Golding include this character with these characteristics? What was his intent?*
2. Based on his characterization, what does the reader learn about Jack’s character? How and why does Jack differ from the rest of the boys physically and mentally? Describe Jack literally. How has his character changed so far in the text? **What does Jack as a character symbolize? What figurative function does Jack serve in the text?** *Why did William Golding include this character with these characteristics?*
3. The Beast plays a vital role in the text literally and figuratively. What does the reader definitely know about the Beast’s physical existence so far in the text? What is the Beast literally? How has the myth of this “character” been generated? **What does this “character” represent figuratively and how do you know?** *Why did Golding include this “character” with these characteristics? What was his intent?*

Your task is to write a response to **one** series of questions. The use of strong **transitions** will make it which particular questions you are answering. Thoroughly **answer all questions with text-specific details**. Be sure to use **a mature command of grammar mechanics**, third person, past tense and strong diction in your responses. Also, be sure to effectively use and **CIRCLE two vocabulary** words used correctly in your response. In addition, you must include **at least one citation** from the text cited correctly using **MLA documentation**. An example is provided for you. Before and after drafting your response, review the rubric below. Amend your response to adhere to the “4.0” columns on the rubric. Grade yourself by shading your score on the rubric.

**MLA example** = The myth of the Beast grew with every night the boys spent on the island. In fact, “each night the littleuns rumored about the Beastie” (Golding 29).

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Analyze the **theme (**author’s message, lesson, intent) in texts. | **I can insightfully** analyze how text specifics address the author’s message in **accurately beyond expectations.** | **I can clearly** analyze how text specifics address author’s message **relatively** **accurately and consistently.** | **I can partially** analyze how some text specifics address author’s message **somewhat accurately and consistently.** | **I produced a partial and/or** **inaccurate** analysis of how text specifics address author’s message. |
| **Specifically for this task for “theme,” make it clear what you think Golding’s intent was when he made the decisions he did about Piggy, the shell or the Beast.** | | | | |
| **Support =** Cite and explain accurate and relevant **evidence** to **support** claims and/or counter claims | I can use an **abundance** of  evidence that is **reliable,**  **specific, relevant,**  **unbiased** & directly proves  my thesis beyond teacher  expectations. | I can use a supply of  evidence that is **respectable,**  **specific, useful, unbiased**  and proves the thesis. I do  this consistently for every  argument/reason. | Some evidence I used is  **helpful, relevant, unbiased**  and works to prove the  thesis. I am sometimes  inconsistent or inaccurate  with my argument support | I used little to no evidence;  it is **unreliable, vague,**  **irrelevant, biased**,  plagiarized and/or doesn’t  directly prove the thesis. I  require teacher help to show  evidence for arguments |
| **Specifically for this task for “support,” use at least one helpful, meaningful, substantial MLA text reference and explain how it answers the question(s).** | | | | |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can understand & follow my thinking? | I can structure ideas to  make my thesis **obviously**  true beyond teacher  expectations; my  transitions are **smooth,**  **mature, varied &artistic.** | I can structure ideas to  **make my** thesis true  consistently; my transitions  are **clear, obvious and**  **useful** on a consistent  basis | My structure **implies** that  my thesis true; **some of my**  transitions help move  between ideas.My reader  has to infer my flow of  ideas. | My structure is **confusing**  and/or **misleading; my**  transitions are **lacking or**  **ineffective**. I require  teacher assistance to  organize my thoughts. |
| **Specifically for this task for “organization,” make strong choices about topic sentence wording and transition to make your answers clear, connected, and cohesive.** | | | | |
| Analyze meaning of  **unknown words** using  context clues, word  parts & parts of speech. | **I can insightfully** describe  **explain all examples** of  unfamiliar words **accurately**  **beyond teacher’s**  **expectations.** | **I can plainly explain**  **several examples** of  unfamiliar words  **relatively** **accurately and consistently.** | **I can mention some**  **examples** of  unfamiliar words  **somewhat** **accurately &**  **somewhat consistently.** | **I can partially identify**  **a few examples** of  unfamiliar words  with **some inaccuracies &**  **teacher assistance.** |
| **Specifically for this task for “vocab,” use at least one two vocabulary words correctly. 4.0: more than two and/or prefix & suffix variations of the words.** | | | | |

**THIS IS AN ICU TASK**

Example question: The conch shell plays a vital role literally and figuratively in the text. What was the object’s primary literal purpose? What does the object stand for figuratively? Why did Golding include this object with these characteristics in the novel?

Example Response: The shell literally is a way for the boys to gather together. The shell figuratively is a **symbol** for communication. Golding included the shell to have the boys meet.

Foster feedback about this example: All of the information you wrote is accurate. However, it is unclear how well you understand what you wrote because you did not elaborate your responses. How did the shell bring the boys together? How does it represent communication? What else might it represent and how? What specifically happened in the text to make you believe this symbolism? You only used one vocab word correctly: symbol. The directions said to use at least two to show proficiency in “Vocab.” Also, rethink Golding’s intent. You said Golding included the shell for a literal reason-a reason that just moves the plot. Is it possible he included it for a big picture, figurative reason? Finally, I did not see an MLA quote from the text. You might have included something like, “The sound of the shell brought the boys together” (Golding 22).