[Your First Name and Last Name]

[Teacher Name or Professor Name; for example, Mrs. Sperry OR Professor Sperry]

[Name of Class; for example, English 10, Block A OR English 101]

[Date; for example, 9 April 2017]

*[Title of Work Being Discussed (use italics for long works)*: Position of Researcher]

[Title example - *Lord of the Flies*: A Study of Human Savagery]

[OR]

[Title example - short work (in quotes) “The Road Not Taken”: A Poem about Choices]

[This template is designed to help you quickly organize and format research papers according to the requirements stated in the MLA Handbook (8th edition). Create this paper by looking for the information in brackets and then replacing that information with your own information. Be sure begin at the top of this page at the header with your last name. Remember to leave one space between your last name and the page number in the header. Note that the page numbers are automatically put in, so your second page will have the number 2. Be sure to delete the brackets and any unused content or punctuation as you go. Keep the words and punctuation not in brackets.]

[To begin your introductory paragraph, write a question about what the author/poet of the work you are analyzing is teaching readers about life or human behavior. Use the present tense as in the example: Are humans inherently evil and uncivilized?]? [Next, answer the question in a very general way by writing the First and Last Name of the author or authors who wrote the literary work + an apostrophe + the name of the literary work you are analyzing; for example: William Golding's *Lord of the Flies*] provides answers to this question. The work is a commentary about [Write the theme of the literary work you are analyzing, as in this example: the dark side of human nature]. By analyzing [title of the work you are analyzing either in italics for a long work or in quotes for a short work + an apostrophe; example, *Lord of the Flies’*] [Next, list the elements of the work you will be analyzing; for example, the genre, form, and the literary devices used, as well as the cultural context of the work and the experiences of the author or poet. Another set of elements to discuss could be the work's setting, symbolism, and character development.], it becomes clear that [the novel or poem or whatever type of work you are discussing] communicates the theme that [Write the theme of the work you are analyzing, as in this example: savagery lies at the heart of the human condition]. [The last sentence of your introductory paragraph is your thesis statement. It controls every word you write in the paper and provides the order in which you will make your points.]

[After you read the following two bolded examples of an introductory paragraph created by using the above information, delete them.]

[**Are humans inherently evil and uncivilized? William Golding's *Lord of the Flies* provides answers to this question. The work is a commentary about the dark side of human nature. By analyzing *Lord of the Flies’* genre, form, and the literary devices used, as well as the cultural context of the work and the experiences of the author, it becomes clear that *Lord of the Flies* communicates the theme that savagery lies at the heart of the human condition.**]

[**Are humans inherently evil and uncivilized? William Golding's *Lord of the Flies* provides answers to this question. The work is a commentary about the dark side of human nature. By analyzing *Lord of the Flies’* setting, symbolism, and character development, it becomes clear that *Lord of the Flies* communicates the theme that savagery lies at the heart of the human condition.**]

[To begin the first body paragraph, look at the order of points you listed in your thesis statement (last sentence) of your introductory paragraph. If you wrote that you would first analyze the work’s genre, this first body paragraph must be about the genre of the work you are discussing, so begin your paragraph with a transition word and a reminder of your work’s theme by completing the sentence after the following bracket.] First, when analyzing a literary work, it is important to look at [put in your first point; for example, its genre.] [Next, write how the first element you are discussing helps the author develop his/her theme. If this information came from your own knowledge, end the sentence with a period. If not, before typing a period, type in an opening parenthesis, then the author’s last name or corporate author’s name. If the information came from a book, give a page number as well; for example, (Moody 40). For a page by corporate authors from a Web site, type the corporation and position of the authors within parentheses; for example, (Sparknotes Editors). The sentence-ending period comes after the closing parenthesis. To find out how to create in-text/parenthetical citations for types of works not given in this paper, please go to <https://owl.english.purdue.edu/owl/resource/747/02/>.  After typing your information into the parentheses and adding a period, look at the last page of this paper--the Works Cited page to see how the works-cited entries correspond to in-text/parenthetical citations. Look at the example below to see more in-text/parenthetical citations and how to develop and conclude your first body paragraph.]

**[First, when analyzing a literary work, it is important to look at its setting.** **The setting of *Lord of the Flies* aids the development of Golding's theme because it offers insight into the wickedness within humans. The time and place of works create the mood and allow the characters different actions. In his novel *Lord of the Flies*, Golding shows human savagery by placing a group of young male students into a survival situation. When the students' airplane crashes onto a deserted island and the pilot dies, the boys have to figure out how to stay alive until they can be rescued ("Lord"). Even though the novel begins with the death of the pilot and the isolation of the boys, the mood is not at first dark (Sperry, "Lord vs Stanford"). Sunshine is plentiful. The boys laugh, play, and share a treasured conch shell. Later, though, the setting shifts dramatically from the sunny beach to a dark forest and a threatening mountain. The weather and mood become stormy and frightening. The boys create different groups, and their conflicts reveal that the boys are savages. Golding's island has plenty of food and resources, but even with those resources the boys are unable to establish and maintain a civilized society. The descent of Golding's island boys' into violence is startling and proves that evil comes from within humans—not from problems existing outside of them. Clearly, the setting of *Lord of the Flies* demonstrates the theme that savagery lies at the heart of the human condition.]**

[To begin the second body paragraph, look at the order of points you listed in your introductory paragraph. If you wrote that the second item you would discuss is the work’s symbolism, this second body paragraph must be about the symbolism of the work you are discussing, so begin your paragraph with a transition word and a reminder of your first point by completing the sentence after the following bracket.] Second, in addition to having [write your first point preceded by an article and an adjective; as in the following examples: an interesting genre or an effective setting] which shows that [restate the theme of the work you are discussing; for example, humans are savage],[state the name of the work you are discussing; for example *Lord of the Flies*] also has [state the second element or point you are discussing.] [Next, write how the second element you are discussing helps the author develop his/her theme.] [Continue your paragraph by following the example for a second body paragraph below. Be sure to unbold any of your information from your own sources that you type or paste into the example. Note that you will introduce each piece of evidence from a source, give the evidence, and then explain what your evidence proves about the writer’s technique in communicating his/her theme.]

**[Second, in addition to having an effective setting which shows that humans are savage, *Lord of the Flies* also has powerful symbols. In the novel, Ralph uses a conch shell to organize meetings: “I’ll give the conch to the next person to speak. He can hold it when he’s speaking… he won’t be interrupted” (Golding 45). The conch is Golding's main symbol of civilization. The shell gives its holder the right to speak in front of the group and therefore brings rules and order to the island. In addition, Golding also uses clothing and hair length as symbols of civilization. In the story, the boys adopt new identities that are given to them or are assigned by themselves (Tolley). The symbols show how the characters' identities change (Gillespie). These changes show how wild and cruel humans can be, especially when a mob mentality replaces individual thought. In *Lord of the Flies*, as the boys' clothes fall apart, their hair grows, and the conch fades and then is broken, the boys' civilized behavior worsens and changes into savagery. Certainly, William Golding, the author of *Lord of the Flies*, uses symbols of civilization effectively because the broken conch shell emphasizes the broken boys and their broken society.]**

[To begin the third body paragraph, look at the order of points you listed in your introductory paragraph. If you wrote that the third item you would discuss is the work’s character development, this third body paragraph must be about the character development in the work you are discussing, so begin your paragraph with a transition word and a reminder of your second point. Complete the sentence after the following bracket.] The [write either the word *third*  if you will be discussing more than three main points or elements or the word *final* if your third point is the last point you will be writing about and how the third element you are discussing helps the author develop his/her theme. Continue your third body paragraph by developing it as shown in the example for a third body paragraph below. An example of how to format a quote more than four lines long is included. To have the correct formatting for your own long quote, you may copy and paste your own long quote in place of the example. Just remember to unbold the text.]

**[The final element used by William Golding in *Lord of the Flies* to show that humans are naturally savage is character development. Golding shows how the boys change as they engage in conflicts, become fearful of a beast, and descend into savagery. Golding begins by describing Jack, “He began to dance and his laughter became a bloodthirsty snarling” (Golding 89). Later, Jack leads the boys into killing a sow and putting its head on a stake. With this brutal display of barbarity, the mood of the story becomes scary and pessimistic. The boys' violence seems uncontrollable, and Jack and his followers turn from killing pigs to killing other boys. Golding shows the once civilized schoolboys acting as a crowd, acting as monsters, and attacking Simon. He writes, "There were no words, and no movements but the tearing of teeth and claws" (219). With these words, Golding shows how his characters have become savages. Later, when Piggy is attacked and killed, Golding continues the development of his characters by using a very powerful description:**

**Piggy fell forty feet and landed on his back across the square red rock in the sea. His head opened and stuff came out and turned red. Piggy’s arms and legs twitched a bit, like a pig’s after it has been killed. Then the sea breathed again in a long, slow sigh, the water boiled white and pink over the rock; and when it went, sucking back again, the body of Piggy was gone. (260)**

**After letting his readers get to know and like the character of Piggy, Golding's description of his death is very moving. Additionally, Golding ties Piggy's death to the death of civilized behavior when he writes that the conch, the symbol of civilization, that Piggy was holding "exploded into a thousand white fragments and ceased to exist" (260). The text which shows Piggy's death demonstrates that Golding is a master of communicating theme because as he develops his characters, he unifies their changes in behavior with the novel’s setting and symbols.]**

[If you are making more than three points or discussing more than three elements of a work, begin each body paragraph as you did body paragraphs two and three. Use numbers to organize your paragraphs; for example, The fourth element (or point) which demonstrates... ]

[To begin your concluding paragraph, write words which signal that you are ending your paper; common signal words are: *In conclusion, To conclude*, or *To sum up*, followed by a comma. **Note: many teachers and professors do NOT allow common signal words** because they feel they are used too often or belong only in elementary writings or in speeches. **Ask your teacher!** **If your instructor does not allow common signal words**, begin your conclusion as in the following example:] While great writers use many literary techniques, it is clear that [write your author’s first and last name, followed by the elements the author/poet of the work you are analyzing uses to teach readers about life or human behavior. See the bolded example concluding paragraph below. Note how the writer refers back to her thesis statement (the last sentence of her introductory paragraph), reminds readers of her main points, and looks to the future.]

**[While great writers use many literary techniques, it is clear that William Golding uses setting, symbolism, and character development to demonstrate the theme that humans are naturally savage. First, *Lord of the Flies* has a setting that shows that savagery exists in humans, rather than being caused by places or events. Second, the novel's symbols are memorable and effectively connect the setting, character development, and theme. Third, the character development allows readers to care about what happens and makes the deaths of key characters very shocking. Even though Golding’s work is fiction, the once-peaceful setting, the symbols, and the character development are so carefully interwoven the story seems possible and real. Certainly, future readers also will feel the emotional impact of the *Lord of the Flies* and will appreciate its writer's skill in creating a thought-provoking story about the evil lurking inside humans.]**

Works Cited

[The Works Cited page is formatted with hanging indents. Works-cited entries have the opposite format of a traditional paragraph. In a works-cited entry, every line EXCEPT the first line is indented. After putting in the publication information for each of your sources by following the examples below, cut and paste each entry into alphabetical order. If an author’s name is unavailable or if you are citing a YouTube video whose uploader is also the creator, begin your works-cited entry with the title of your source. Do **not** alphabetize titles which begin with *A, An,* or *The* by those beginning words; instead, alphabetize by the second word in the title*.*]

[**The works-cited entry below shows the MLA core elements and punctuation for citations. Skip elements which do not apply to your source.**]

[Author. Title. Title of container (skip if it is a self-contained book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs, URL or DOI). 2nd container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable and no publication date is given).]

[**The following example shows what information is needed for a works-cited entry for information found on a page on a Web site.**]

[Author's Last Name, Author's First Name; for example, Ward, David. or for corporate authors the position of the writers; for example SparkNotes Editors]. “[Title of Work on Web Site; for example, SparkNote on *Lord of the Flies*.].” [*Web Site Name/Publisher*; for example, *SparkNotes*], [Publication date, if given; for example, 9 Apr. 2017], [the complete URL without the http:// or https://; for example, www.sparknotes.com/lit/flies/ facts.html]. Accessed [Date accessed, if no publication date given, (months longer than four letters are abbreviated); for example, 9 Apr. 2017].

[**The SparkNotes Editors example below is an example of a works-cited entry for a page written by corporate authors for a page on a Web site.**]

[SparkNotes Editors. “*Lord of the Flies* Facts.” *Sparknotes*, www.sparknotes.com/lit/flies/ facts.html. Accessed 9 Apr. 2017.]

[**The following example shows what information is needed for a works-cited entry for a book.]**

[Last Name, First Name. *Title of Book*. Publisher, Publication Date.]

[**The Moody example below is an example of a works-cited entry for a book.**]

[Moody, Philippa. *A Critical Commentary on William Golding’s Lord of the Flies.* Macmillan, 1966.]

[**The following example shows what information is needed for a works-cited entry for a YouTube video. If the information you use in the text of your paper comes from a specific time in the video, include in the body of your paragraph, not in this works-cited list, the running time shown on your screen in parentheses, to show the range of hours, minutes and seconds where you found the information; for example, *The setting of* *Lord of the Flies was a deserted island* (“Lord” 00:01:18-20).** ]

[“Title of Work.” *Publisher*, uploaded by creator’s name, publication date.]

[**The “Lord” example below is an example of a works-cited entry for a YouTube video.**]

["Lord of the Flies Summaries." *YouTube*, uploaded by Gale Sperry, 26 Dec. 2012. [www.youtube.com/playlist?list=PLfkmWuTTqCj3PWQzKQd9uJytaX7s2pW6J](http://www.youtube.com/playlist?list=PLfkmWuTTqCj3PWQzKQd9uJytaX7s2pW6J).]

[**The following example shows what information is needed for a works-cited entry for an e-mail message.]**

[Author’s Last Name, First Name. “Title of Subject Line.” Received by Recipient Name, date sent.]

[**The Sperry example below is an example of a works-cited entry for an e-mail message.**]

[Sperry, Gale. "Re: *Lord of the Flies* vs The Stanford Prison Experiment." Received by Justine Rosa, 25 Aug. 2016.]

**[The following is an example of an alphabetized Works Cited page, except a Works Cited page must stand alone and start at the top of a page.]**

Works Cited

Gillespie, Ailbhe. "The Stanford Prison Experiment & Lord of the Flies." *Prezi.com*. 6 Nov. 2013. prezi.com/la3avsu1qrhi/copy-of-the-stanford-prison-experiment-lord-of-the-flies/.

"Lord of the Flies Summaries." *YouTube*, uploaded by Gale Sperry, 26 Dec. 2012. www.youtube.com/playlist?list=PLfkmWuTTqCj3PWQzKQd9uJytaX7s2pW6J.

Shuttleworth, Martyn. "Stanford Prison Experiment." *Explorable*. explorable.com/stanford-prison-experiment. Accessed 25 Aug. 2016.