**“A Game of Consequences”**

Hook hints at subject/question too

Title hints at the thesis

**Source: http://lotfargue.weebly.com/**

 The ability to anticipate, prepare and accept the consequences of one’s choices is the core of adulthood. But how are choices made? What forces contribute to who we are? Are we born blank slates, as John Locke asserted? Are our personalities and behaviors determined by our environment, the people in it, and other external factors? Or do biological factors, such as brain development and natural impulses establish who we are and how we act? It is difficult to refute that our environment does not play a role in chiseling out the people we will become. Customs, rules, social mores are learned. As babies we are like sponges; we absorb the world around us. However, it is our capacity and ability to absorb this world around us and make rational choices that define us. In William Golding’s parable Lord of the Flies, adolescent boys find themselves, without the guidance of an adult, marooned on an island when their plane is shot down during war. Golding seems to argue that without rules, democracy and rational thought we are doomed to slip into savagery and immoral behavior. The boys’ actions by the end of the novel were not the fault of external and environmental factors, but rather the boys’ belief that survival itself is a game. This naïve thinking is the fault of their emotional and cognitive development. While a few of the boys, notably Ralph, Piggy and Simon, attempt to bring the boys to understand the importance of planning and thinking ahead; they cannot “convey the majesty” of this adult thinking to the other boys who simply are not mature enough to understand. The boys’ youth and their brain development is to blame for the dissolution of the society they tried to erect.

Note that the sentences are combined with a semicolon because ONE MORE COMMA would be confusing to the meaning

Transition word!

Combine two sentences with a semicolon!

The thesis!!

 **BODY PARAGRAPH #1**

 Adolescence is a period in one’s life in which teens find themselves trapped between making logical and well-thought out decisions and impulsively giving into the myriad of temptations that are presented to them every day. When Ralph is elected leader, he understands he must act responsibly for the group, but finds he cannot think quickly or even sufficiently enough . During the assembly he holds he says, “Listen, everybody. I’ve got to have time to think things out. I can’t decide what to do straight off” (Golding 23). Amanda Leigh Mascarelli’s article, “The Teenage Brain,” discusses the biological factors that contribute to this: “Casey’s research shows how the adolescent brain is locked in a tug-of-war between the logical pull of the prefrontal cortex and the impulsive pull of the ventral striatum. Although teens can make good decisions, “in the heat of the moment — even when they know better,” the reward system can outmuscle the master planner. That can lead to poor decisions”. Later on during the assembly, Ralph stresses the importance of a fire to rescue. This is not a bad decision, but the boys respond impulsively to the suggestion: “At once half the boys were on their feet. Jack clamored among them, the conch forgotten. ‘Come on! Follow me!’” (44). While Ralph shows the ability to think ahead in terms of rescue, he could not anticipate the effects of starting a fire without planning. This impulsivity leads to tragedy when a young boy with a mulberry birthmark disappears. Some may argue that the boys quickly abandon rational thinking because they are obedient to Jack, another powerful leader. But this counter claim can be refuted. The boys abandon the conch, the rules and rational thinking because of the “impulsive pull of the ventral striatum,” not because one child led them away.

Counterarguement!!

Note that when there is dialogue within the quote, you put ONE quote around the dialogue

Works Cited

Golding, William. *Lord of the Flies*. New York: Coward-McCann, 1962. Print.

"The Teenage Brain." *Student Science*. N.p., n.d. Web. 27 Oct. 2015.

Useful Transitions for Argumentative Writing

**Transitions used to address reader concerns:**

|  |  |
| --- | --- |
| Some may argue that… | Some people may argue that… |
| Some may say that… | Some people may say that… |
| You may think… | Some people think… |
| An opposing viewpoint is… | A down side to this is… |
| Readers could argue that… | One could argue that… |

**Transitions used to make counter arguments:**

|  |  |
| --- | --- |
| This is not true for… | This is not true because… |
| This may be true, but… | This may be true; however,… |
| Nevertheless,… | Still,… |
| On the contrary,… | On the other hand,… |
| Yet,… | However,… |
| Even so, … | But,… |

**Transitions used to support your reasons/add details:**

|  |  |
| --- | --- |
| For instance,… | For example,… |
| In addition,… | Additionally,… |
| Besides,… | Furthermore,… |
| Likewise,… | Also,… |

**Transitions used to emphasize, conclude, and/or summarize:**

|  |  |
| --- | --- |
| **Emphasize:** | **Conclude or summarize:** |
| Indeed,… | Therefore,… |
| For this reason,… | Consequently,… |
| Again,… | As a result,… |
| Truly,… | In short,… |
| In fact,… | Thus,… |
|  With this in mind,… | All in all,… |