

Flowers for Algernon Unit Resources

Student Resource	Location
Section 1: Lessons 1-3	
Text: Old Greek Stories: The Story of Prometheus by James Baldwin	Pages 2 – 6
Lesson handouts	Pages 7 – 11
Section 2: Lesson 4	
Text: "Flowers for Algernon" by Daniel Keyes	Flowers for Algernon Unit Reader
Lesson handout	Page 12
Section 3: Lessons 5-9	
Text: "What's In an Ink Blot, Some Say Not Much" by Erica Goode	Flowers for Algernon Unit Reader
Text: "Flowers for Algernon" by Daniel Keyes	Flowers for Algernon Unit Reader
Lesson Handouts	Pages 13 – 18
Section 4: Lessons 10-14	
Text: : "Flowers for Algernon" by Daniel Keyes	Flowers for Algernon Unit Reader
Lesson handouts	Pages 19 – 25
Section 5: Lessons 15-20	
Text: "Flowers for Algernon" by Daniel Keyes	Flowers for Algernon Unit Reader
Text: Excerpt from Ch. 4 in <i>Frankenstein</i> by Mary Shelley	Pages 24 – 25
Lesson handouts	Pages 19 – 23, 26 – 29
Section 6: Lessons 21-22 Cold Read Task	
Section 7: Lessons 23-27	
Text: Old Greek Stories: The Story of Prometheus by James Baldwin	Pages 2 – 6
Text: "Flowers for Algernon" by Daniel Keyes	Flowers for Algernon Unit Reader
Text: Excerpt from Ch. 4 in <i>Frankenstein</i> by Mary Shelley	Pages 24 – 25
Text: Excerpt from Ch. 13 in <i>Frankenstein</i> by Mary Shelley	Pages 32 – 34
Lesson handouts	Pages 30 – 35
Section 8: Lessons 28-31 Culminating Writing Task	
Lesson handouts	Pages 36 – 42
Section 9: Lesson 32	
Text: "Flowers for Algernon" by Daniel Keyes	Flowers for Algernon Unit Reader
Video: "Open, Relentless Search" from <i>Charly</i>	Digital Access
Video: "I'd Like to Be Smarter" from <i>Charly</i>	Digital Access
Lesson handouts	Pages 43 – 44
Section 10: Lessons 33—38 Extension Task	
Lesson handouts	Pages 45 – 47

The Story of Prometheus: I. How Fire Was Given to Men from *Old Greek Stories*

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter and been sent in chains to the strong prison-house of the Lower World.

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen to-morrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures.

"If they only had fire," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."

Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

"Not a spark will I give," said Jupiter. "No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling of the sun in the far east.

“Mankind shall have fire in spite of the tyrant who sits on the mountaintop,” he said.

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly. Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap, and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

“A new Golden Age shall come, brighter and better by far than the old!”

The Story of Prometheus: II. How Diseases and Cares Came Among Men from *Old Greek Stories*

James Baldwin

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

"What! that young Titan!" he cried. "Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk. But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it."

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way.

In the first place, he ordered his blacksmith Vulcan, whose forge was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden; and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

"Come now!" said Jupiter, "let us all give some goodly gift to this woman;" and he began by giving her life.

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity. Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his

brother were living and toiling for the good of mankind. He met Epimetheus first, and said to him:

“Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife.”

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket, which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

“They must be jewels,” she said to herself; and then she thought of how they would add to her beauty if only she could wear them. “Why did Jupiter give them to me if I should never use them, nor so much as look at them?” she asked.

The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

“Why should I care for what Athena told me?” she said at last. “She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know.”

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The

name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

This text is in the public domain.

Summary Template

Use this template to write a summary of a literary text.

Write the text title and author:				
SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?

Sentence Frames

Sentence frames can help you improve your writing. Use at least one of the following sentence frames in your summary.

Verbals

A verbal is formed from a verb, but it doesn't act as the verb in a sentence. There are three different types of verbals: **infinitives**, **gerunds**, and **participles**.

Infinitives act as a noun, adjective, or adverb in a sentence. They are formed by adding "to" in front of a verb.

Example: "He went out amongst men to live with them and help them."

- The infinitive is "to live." The underlined phrase tells why Prometheus went.

1. Prometheus wants _____. However,
_____.

2. Jupiter wants/doesn't want _____
_____.

3. Athena tells Pandora not _____.

Gerunds act as a noun in a sentence. They are formed by adding "ing" to the end of a verb that acts as a noun.

Example: "Instead of lurking in the dark places of the world, they came out into the open air."

- The gerund is "lurking." "Lurking" is the object of the prepositional phrase "instead of."

1. Prometheus teaches humankind lots of things, like _____.

2. Instead of _____, Pandora becomes curious and opens the golden casket, releasing pain, worry, and death into the world.

Participles are verbs that act as adjectives in a sentence.

Examples: (1) Finished with the image, Vulcan carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. (2) Thinking of yesterday, Epimetheus was called Afterthought. (3) "All at once there was a whirring, rustling sound."

- The participles are “finished,” “thinking,” “whirring” and “rustling.” The underlined phrases are adjectives, which describe the nouns Vulcan (sentence 1), Epimetheus (sentence 2), and sound (sentence 3).

1. _____, Prometheus sneaks fire to humankind.
2. Pandora, _____, opens the golden casket and releases pain, worry, and death in the world.

Discussion Questions**Excerpts from “The Story of Prometheus” in *Old Greek Stories* by James Baldwin**

1. Why does Jupiter refuse to give humans fire? What does this reveal about Jupiter’s character?
2. What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus’ character?
3. How are humans influenced by Prometheus’ decision to defy Jupiter?
4. What is Jupiter’s punishment for man? What does it symbolize?

Conversation Stems¹

Clarifying

- Is it your position that...
- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

Paraphrasing

- Put another way, you're saying...
- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

Agreeing

- I agree with ____ because...
- ____'s point about ____ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

Disagreeing

- I see it differently because...
- The reasons and details ____ provided better support ____ because...
- There is no evidence to suggest that is true.
- I agree that ____, but we also have to consider that...
- We see ____ differently.

Elaborating

- ____ mentioned that...
- Yes, and furthermore...
- Adding to what you said,...
- I agree, and I want to add that...

Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...
- Ultimately, my goal is to demonstrate that...

¹ Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>

Split-Page Notes

Progress Report	Notes
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	Summary

H-Chart

In “What’s an Inkblot? Some Say, Not Much,” identify who supports the use of the Rorschach tests, who is against the use of the Rorschach tests, and who believes the tests are useful only in some situations. For each individual listed, provide textual evidence to support the placement on the chart.

For

Against

**Only in certain
circumstances**

Argument Analysis

Read these quotations and develop a claim **for the use** of the Rorschach and other projective tests.

- The Rorschach's champions have often been almost worshipful in their belief in its ability to pare back the layers of the psyche, and the test is generally regarded as offering a richness of information about a person's psychological world that cannot be gained from interviews or from "self-report" tests....
 - With the comprehensive system, the test can yield a complex picture of people's psychological strengths and weaknesses, the Rorschach's proponents say, including their intelligence and overall mental functioning
 - The test is considered particularly powerful in situations in which people may not be expected to volunteer negative information about themselves.
 - "There are plenty of studies that show the Rorschach can help you identify people who have schizophrenia or whether people are depressed," Dr. Weiner said, "but the test doesn't make the diagnosis. No single test that a clinician uses makes the diagnosis. If you're going to use this instrument effectively, you're going to take a lot of things into consideration."
 - "If you're interested only in some diagnostic labeling," Dr. Exner said, "I don't know that the Rorschach is worth doing, not simply because of time but because you're flooded with information that you're not going to use. On the other hand, if you're going to treat someone, I think the Rorschach is a pretty sturdy instrument."
-

Read these quotations and develop a claim **against the use** of the Rorschach and other projective tests.

- The tests, which often take hours to score and interpret, add little information beyond what can be gleaned from far less time-consuming assessments, the psychologists say.
 - "There has been a substantial gap between the clinical use of these tests and what the research suggests about their validity,"
 - Over the years, the test's detractors have also been zealous, making at times brutal attacks on its scientific validity, especially in the 1950's and 1960's, when practitioners varied greatly in the ways they administered and scored the tests.
 - "Another problem with the Rorschach, the psychologists say in their review, is that the test tends to "overpathologize," making even normal people look maladjusted."
-

Consider the controversy surrounding the use of projective tests.

- Locate instances in “What is an Inkblot? Some Say, Not Much” where the author shifts between opposing viewpoints.
- Describe how the author recognizes opposing or conflicting viewpoints.
- Pay close attention to the words and phrases the author uses, such as “while” and “but even,” and the structure of her sentences. Provide examples from the article in your description.

What is a central idea of the article? Why did the author write this text? What is her purpose in writing?

Evidence Chart

Claim: _____

Text Title	Evidence (direct quotation)	How does this evidence SUPPORT your claim?

Text Title	Evidence (direct quotation)	How does this evidence SUPPORT your claim?

Before/After Surgery

	Charlie Before the Operation	Charlie After the Operation
Mental ability		
Emotional development/feelings		
Motivation		
Understanding of others and the world around him		
Other		

Prepare for a Socratic Seminar

We are going to conduct a Socratic seminar to discuss: **How has Charlie changed? How do the author's choices contribute to your understanding of these changes and their impact on Charlie?**

During the discussion, you should be prepared to:

- Share your claims and supporting evidence
- Acknowledge opposing claims
- Invite others into the conversation, and
- Recognize if your perspective changes based on the claims and evidence presented.

To prepare for the seminar, develop a claim and locate evidence to support your claim.

Before writing your claims, consider the following questions.

- How does the surgery propel the action of the story and reveal aspects of the characters?
- How has Charlie's understanding of Joe and Frank changed?
- How have Charlie's self-realizations affected his attitude and motivation?
- Is Charlie better off as a result of the surgery?

Now, write your claims in response to the seminar questions: **How has Charlie changed? How do the author's choices contribute to your understanding of these changes and their impact on Charlie?**

Irony Tracker for “Flowers for Algernon”

Authors use irony to produce certain effects and develop meaning for the reader. There are three types of irony: verbal, situational, and dramatic. Each type of irony produces different effects on the reader from surprise to humor and impacts the way the reader understands the events and characters in a story.

- Verbal irony: When what is said is different from or the opposite of what is meant.
- Situational irony: When the opposite of what is expected happens.
- Dramatic irony: When the readers know something a character or characters do not.

EXAMPLE	METHOD		MEANING	
	Type of Irony	How is this ironic?	What is the effect?	How does it help you understand the text?

EXAMPLE	METHOD		MEANING	
	Type of Irony	How is this ironic?	What is the effect?	How does it help you understand the text?

EXAMPLE	METHOD		MEANING	
	Type of Irony	How is this ironic?	What is the effect?	How does it help you understand the text?

Excerpts from *Frankenstein; or, the Modern Prometheus*

Mary Shelley

From Chapter 4: (*From Dr. Frankenstein's point of view*)

In M. Waldman I found a true friend. In a thousand ways he smoothed for me the path of knowledge and made the most abstruse inquiries clear to my apprehension. My application was at first fluctuating and uncertain; it gained strength as I proceeded and soon became so eager that the stars often disappeared in the light of morning whilst I was yet engaged in my laboratory.

One of the phenomena which had peculiarly attracted my attention was the structure of the human frame, and, indeed, any animal endued with life. Whence, I often asked myself, did the principle of life proceed? It was a bold question, and one which has ever been considered as a mystery. To examine the causes of life, we must first have recourse to death. I became acquainted with the science of anatomy, but this was not sufficient; I must also observe the natural decay and corruption of the human body. I saw how the fine form of man was degraded and wasted; I beheld the corruption of death succeed to the blooming cheek of life; I saw how the worm inherited the wonders of the eye and brain. I paused, examining and analysing all the minutiae of causation, as exemplified in the change from life to death, and death to life, until from the midst of this darkness a sudden light broke in upon me. After days and nights of incredible labour and fatigue, I succeeded in discovering the cause of generation and life; nay, more, I became myself capable of bestowing animation upon lifeless matter. I was surprised that among so many men of genius who had directed their inquiries towards the same science, that I alone should be reserved to discover so astonishing a secret.

The astonishment which I had at first experienced on this discovery soon gave place to delight and rapture. After so much time spent in painful labour, to arrive at once at the summit of my desires was the most gratifying consummation of my toils. What had been the study and desire of the wisest men since the creation of the world was now within my grasp. I see by your eagerness and the wonder and hope which your eyes express, my friend, that you expect to be informed of the secret with which I am acquainted; that cannot be; listen patiently until the end of my story, and you will easily perceive why I am reserved upon that subject. Learn from me, at least by my example, how dangerous is the acquirement of knowledge and how much happier that man is who believes his native town to be the world, than he who aspires to become greater than his nature will allow.

When I found so astonishing a power placed within my hands, I hesitated a long time concerning the manner in which I should employ it. Although I possessed the capacity of

bestowing animation, yet to prepare a frame for the reception of it, still remained a work of inconceivable difficulty and labour. I doubted at first whether I should attempt the creation of a being like myself, or one of simpler organization; but my imagination was too much exalted by my first success to permit me to doubt of my ability to give life to an animal as complex and wonderful as man. The materials at present within my command hardly appeared adequate to so arduous an undertaking, but I doubted not that I should ultimately succeed. I prepared myself for a multitude of reverses, yet when I considered the improvement which every day takes place in science and mechanics, I was encouraged to hope my present attempts would at least lay the foundations of future success. It was with these feelings that I began the creation of a human being. I resolved, contrary to my first intention, to make the being of a gigantic stature, that is to say, about eight feet in height, and proportionably large. After having formed this determination and having spent some months in successfully collecting and arranging my materials, I began.


No one can conceive the variety of feelings which bore me onwards, like a hurricane, in the first enthusiasm of success. A new species would bless me as its creator and source; many happy and excellent natures would owe their being to me. Pursuing these reflections, I thought that if I could bestow animation upon lifeless matter, I might in process of time (although I now found it impossible) renew life where death had apparently devoted the body to corruption. These thoughts supported my spirits, while I pursued my undertaking with unremitting ardour. My cheek had grown pale with study, and my person had become emaciated with confinement. Sometimes, on the very brink of certainty, I failed; yet still I clung to the hope which the next day or the next hour might realize. One secret which I alone possessed was the hope to which I had dedicated myself; and the moon gazed on my midnight labours.

The summer months passed while I was thus engaged, heart and soul, in one pursuit. I could not tear my thoughts from my employment, loathsome in itself, but which had taken an irresistible hold of my imagination. Winter, spring, and summer passed away during my labours; but I did not watch the blossom or the expanding leaves—sights which before always yielded me supreme delight—so deeply was I engrossed in my occupation. The leaves of that year had withered before my work drew near to a close, and now every day showed me more plainly how well I had succeeded. Every night I was oppressed by a slow fever, and I became nervous to a most painful degree. Sometimes I grew alarmed at the wreck I perceived that I had become; the energy of my purpose alone sustained me: my labours would soon end, and I believed that exercise and amusement would then drive away incipient disease; and I promised myself both of these when my creation should be complete.

This text is in the public domain.

Mentor Sentences

On notebook paper to be turned in, write your response to the following question twice, using a different mentor sentence below for each version: **What is one step Victor Frankenstein takes to create a human being?**



Additional Mentor Sentences

- “To examine the cause of life, we must first have recourse to death.”
- “After having formed this determination and having spent some months in successfully collecting and arranging my materials, I began.”
- “I was surprised that I alone should be reserved to discover so astonishing a secret.”
- “After so much time spent in painful labour, to arrive at once at the summit of my desires was the most gratifying consummation of my toils.”
- “When I found so astonishing a power placed within my hands, I hesitated a long time concerning the manner in which I should employ it.”

Verb Voice: Active and passive voice

When a sentence uses active voice, the subject of the sentence performs the action of the verb. When a sentence uses passive voice, the subject of the sentence is acted upon. Most scientific writing uses the passive voice to diminish the role of the subject, as the process is more important than the person doing the process. In most other subjects, active voice is preferred because it makes the writing clearer and less wordy.

On notebook paper to be turned in, rewrite these sentences in active voice.

Original (passive): My imagination was too much exalted by my first success to permit me to doubt of my ability to give life to an animal as complex and wonderful as man.

Original (passive): I see by your eagerness and the wonder and hope which your eyes express, my friend, that you expect to be informed of the secret with which I am acquainted.

Character Analysis Chart

Locate quotations or descriptions in “Flowers for Algernon” for the following characters, which reveal aspects of their personality and how they feel about Charlie and the events of the story.

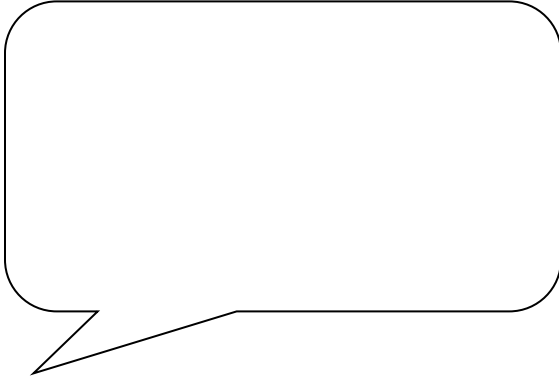
Character	Evidence from “Flowers for Algernon”	Explanation
Miss Kinnian		
Dr. Nemur		
Dr. Strauss		

Narrative Writing Rubric

Construct Measured	3	2	1	0
Written Expression	<ul style="list-style-type: none"> • Clearly establishes a context and point of view and introduces a narrator and/or characters • Effectively organizes and develops a coherent event sequence with narrative elements¹ and a conclusion • Uses grade-level language and descriptive and sensory details to achieve an effect 	<ul style="list-style-type: none"> • Establishes a context and point of view and introduces a narrator and/or characters • Organizes and develops a mostly coherent event sequence with some narrative elements and a conclusion • Uses grade-level language and descriptive and sensory details 	<ul style="list-style-type: none"> • Establishes a context or point of view, narrator, and/or characters • Organizes and minimally develops an event sequence with few narrative elements • Uses some grade-level language and descriptive and sensory details 	<ul style="list-style-type: none"> • Introduces a context, point of view, narrator, or characters • Lacks an organized and developed event sequence • Language is below grade level
Knowledge of Language and Conventions: Command of conventions and mechanics/clarity	<ul style="list-style-type: none"> • Full command of the conventions indicated by grade-level standards • Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> • Some command of the conventions indicated by grade-level standards • May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> • Limited command of the conventions indicated by grade-level standards • Errors often interfere with meaning 	<ul style="list-style-type: none"> • No command of the conventions indicated by grade-level standards • Frequent and varied errors interfere with meaning

¹ Narrative elements include dialogue, pacing, and description to develop experiences, events, and/or characters and a variety of transition words to signal shifts in time and place.

TOPIC/IDEA



THEME STATEMENT

SUPPORTING EVIDENCE

Direct quotation or paraphrase	How does this evidence develop the identified theme? Consider the characters, structure, and plot.

Excerpts from *Frankenstein; or, the Modern Prometheus*

Mary Shelley

From Chapter 13:

Victor Frankenstein is successful at creating a monster. Disgusted by what he's created, he flees his laboratory and the monster escapes. The monster ends up living in the forest and observing a family he calls "cottagers." In this section of the novel, the monster shares his story with his creator, Dr. Frankenstein. As the monster observes the family, he notices how sad the family has become and how very little food they have. A woman from another land arrives and becomes part of the family. She does not speak the language and begins to take lessons.

"I now hasten to the more moving part of my story. I shall relate events that impressed me with feelings which, from what I had been, have made me what I am. (1)

"Presently I found that [the stranger] was endeavouring to learn their language; and the idea instantly occurred to me that I should make use of the same instructions to the same end. I improved rapidly in the knowledge of language, so that in two months I began to comprehend most of the words uttered by my protectors. My days were spent in close attention, that I might more speedily master the language. While I improved in speech, I also learned the science of letters as it was taught to the stranger, and this opened before me a wide field for wonder and delight. (2)

"The book from which Felix instructed Safie was Volney's Ruins of Empires. I should not have understood the purport of this book had not Felix, in reading it, given very minute explanations. Through this work I obtained a cursory knowledge of history and a view of the several empires at present existing in the world; it gave me an insight into the manners, governments, and religions of the different nations of the earth. I heard of the slothful Asiatics, of the stupendous genius and mental activity of the Grecians, of the wars and wonderful virtue of the early Romans, of the decline of that mighty empire, of chivalry, Christianity, and kings. I heard of the discovery of the American hemisphere and wept over the hapless fate of its original inhabitants. (3)

"These wonderful narrations inspired me with strange feelings. Was man, indeed, at once so powerful, so virtuous and magnificent, yet so vicious and base? He appeared at one time a mere scion of the evil principle and at another as all that can be conceived of noble and godlike. To be a great and virtuous man appeared the highest honour that can befall a sensitive being; to be base and vicious, as many on record have been, appeared the lowest degradation. For a long time I could not conceive how one man

could go forth to murder his fellow, or even why there were laws and governments; but when I heard details of vice and bloodshed, my wonder ceased and I turned away with disgust and loathing. (4)

“Every conversation of the cottagers now opened new wonders to me. The strange system of human society was explained to me. I heard of the division of property, of immense wealth and squalid poverty, of rank, descent, and noble blood. (5)

“The words induced me to turn towards myself. I learned that the possessions most esteemed by your fellow creatures were high and unsullied background united with riches. A man might be respected with only one of these advantages, but without either he was considered, except in very rare instances, as a vagabond and a slave, doomed to waste his powers for the profits of the chosen few! And what was I? Of my creation and creator I was absolutely ignorant, but I knew that I possessed no money, no friends, no kind of property. I was, besides, endued with a figure hideously deformed and loathsome; I was not even of the same nature as man. I was more agile than they and could subsist upon coarser diet; I bore the extremes of heat and cold with less injury to my frame; my stature far exceeded theirs. When I looked around I saw and heard of none like me. Was I, then, a monster, a blot upon the earth, from which all men fled and whom all men disowned? (6)

“I cannot describe to you the agony that these reflections inflicted upon me; I tried to dispel them, but sorrow only increased with knowledge. Oh, that I had forever remained in my native wood, nor known nor felt beyond the sensations of hunger, thirst, and heat! (7)

“Of what a strange nature is knowledge! It clings to the mind when it has once seized on it like a lichen on the rock. I wished sometimes to shake off all thought and feeling, but I learned that there was but one means to overcome the sensation of pain, and that was death—a state which I feared yet did not understand. I admired virtue and good feelings and loved the gentle manners and amiable qualities of my cottagers, but I was shut out from interactions with them, except through means which I obtained by stealth, and which rather increased the desire I had of becoming one among my fellows. (8)

“Other lessons were impressed upon me even more deeply. I heard of the difference of sexes, and the birth and growth of children, how the father doted on the smiles of the infant, and the lively sallies of the older child, how all the life and cares of the mother were wrapped up in the precious charge, how the mind of youth expanded and gained knowledge, of brother, sister, and all the various relationships which bind one human being to another in mutual bonds. (9)

“But where were my friends and relations? No father had watched my infant days, no mother had blessed me with smiles and caresses; or if they had, all my past life was now a blot, a blind vacancy in which I distinguished nothing. From my earliest remembrance I had been as I then was in height and proportion. I had never yet seen a being resembling me or who claimed any intercourse with me. What was I? The question again recurred, to be answered only with groans. (10)

This text is in the public domain.

Evidence Chart Title

Claim: _____

Text Title	Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?

Text Title	Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?

Culminating Writing Task Directions

Consider how Charlie has changed from the beginning of “Flowers for Algernon.” How does the surgery improve or worsen his quality of life?

Write an argumentative essay in which you state and logically support a claim about the impact of the surgery on Charlie’s life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.

Evidence Chart Title

Claim: _____

Text Title	Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?

Text Title	Evidence (quotation or paraphrase)	How does this evidence support or oppose your claim?

Culminating Writing Task Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces claim(s), acknowledging counterclaims or a topic and previewing what is to follow Development is logically organized with relevant support¹ Language creates cohesion and clarifies relationships among ideas Formal style consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states claim(s) or topic Development is organized with some support and cohesion Language creates cohesion and links ideas Style demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Development and support are minimal Language links ideas Style demonstrates limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

¹ Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

Writing Example #1

Charlie Gordon is motivated and hardworking, but he isn't very smart. What Charlie lacks in smarts, he makes up for by getting along with others and being kind. Charlie is selected for an experiment to triple his intelligence which works at first. While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he doesn't stay smart. In the end, Charlie doesn't benefit from the surgery because he realizes his friends make fun of him and then he ends up completely isolated and feeling incredibly lonely.

Charlie doesn't benefit from the surgery because he realizes that others have been making fun of him and taking advantage of him. For example, Charlie's friends, Joe and Frank, aren't very kind to him and they keep Charlie around to make fun of him. Charlie is not aware of how his "friends" invite him to parties to get him drunk, and then laugh at him. Also, Charlie isn't aware at first that at work, when someone makes a mistake, they all say that person "pulled a Charlie Gordon." As Charlie gets smarter, he realizes what Joe, Frank, and his other friends at work are doing. When Charlie realizes this, he says, "Now I know what it means when they say 'to pull a Charlie Gordon.' I'm ashamed" (April 20). Having more intelligence doesn't make Charlie better. It makes him feel embarrassed.

Charlie also doesn't benefit from the surgery because he ends up isolated and lonely. Charlie wants to be smart more than anything, but it doesn't end up being good for him. As he gets smarter, Charlie learns that being smart isolates him from his friends and his loved ones. Charlie says, "This intelligence has driven a wedge between me and all the people I once knew and loved" (April 30). Once Charlie becomes intelligent, people like Ms. Kinnian cannot understand him or follow his logic because it is so advanced. When he loses his intelligence, Charlie admits, "I dont want Miss Kinnian to feel sorry for me. Evry body feels sorry at the factery and I dont want that eather so Im going someplace where nobody knows that Charlie Gordon was once a genus and now he cant even reed a book or rite good" (July 28). Charlie decides to leave New York because he doesn't want people to feel sorry for him. He ends the short story in an even worse situation than he began. Whereas he may not have been that smart at the beginning of the story, at least he had friends and a home. As a result of the surgery, Charlie is isolated from his friends, his teacher, and his home.

Charlie changes throughout the story. He goes from being not very smart to incredibly intelligent to not very smart again. He learns lots of information about people and the world when he is smart, but he doesn't keep any of it. While Charlie does become smart at first like he wants, it doesn't benefit him in the end because he loses his intelligence, his friends, and his home.

Writing Example #2

Charlie Gordon is smart and funny. Charlie has surgery to become smarter. It works at first, but then it goes away. At the end of the story, Charlie is not smart. He changes and then he's the same at the end.

Miss Kinnian is his teacher and Dr. Strauss and Dr. Nemur are his doctors. Charlie takes some tests to see if he can have surgery. He doesn't do well on the tests, but they still do the surgery. Since they want to make him smarter, they give him the tests to see how he does to know what to do surgery on.

Charlie has friends who laugh at him. He goes to work with Joe and Frank and they are really mean to him. They make fun of him and take him out drinking and make him mop the floor. Charlie finally gets that they are making fun of him, and he is embarrassed. He says at the end of the story that you can get more friends if you they can laugh at you, so he is looking forward to having lots of friends. Miss Kinnian is also Charlie's friend, but she is nice to him. He gets so smart that he can't talk to her anymore. Charlie gets really, really smart. I can't understand some of the things he says.

Charlie loses his intelligence at the end of the story. Charlie makes mistakes at the end. He goes into Miss Kinnian's class because he forgets that he doesn't go to night school anymore. He stays inside his apartment and doesn't talk to anyone. Charlie decides to leave his home and go somewhere else to make new friends.

Algernon dies and Charlie buries him the backyard. The end is very sad. That makes me think Charlie isn't very happy.

Writing Example #3

Charlie Gordon is a man, but he has a mind like a little kid. Even though he isn't smart, Charlie is very motivated and kind. He wants to be smart, so, when Charlie is selected for an experiment to triple his intelligence, he willingly participates. The experiment is a success, but it is also temporary. Charlie ends the story like he begins the story with the mind of a child. Despite this, Charlie does benefit from the surgery because he is more knowledgeable about people and thankful for what he has.

Charlie is very kind and wants to have friends and belong. As Charlie gets smarter, he realizes his friends are not very kind. Charlie ends up quitting his job because his coworkers sign a petition for Charlie to leave his job. Charlie realizes that his new intelligence is not helping him belong or have friends. While this is painful to learn, Charlie does have more knowledge about people around him than he did before.

At the end of the story, Charlie loses his intelligence. Charlie's spelling and grammar gets bad again. It looks like what he was writing at the beginning of the story, but Charlie is different. Charlie doesn't want people feeling sorry for him. He talks about how glad he is that he had the surgery. Charlie decides he is going to continue to try really hard to be smart and he will always remember that he did something for science. So, even though Charlie loses his intelligence, he is thankful for what knowledge he does have and the opportunities he got.

Even though the surgery is temporary and Charlie loses his intelligence, he has a different understanding of who he is. He has more knowledge about people and what a friend is. He also feels good about what he has done and learned, even though he was only able to keep the learning for a little bit. Charlie is better off in the end because of the surgery.

Viewing Guide

Clip One: “[Open, Relentless Search](#)” from *Charly*

There are three different scenes in this clip from the beginning of *Charly*. Complete the following chart.

SCENE ONE	SCENE TWO	SCENE THREE
Where does this scene take place?	Where does this scene take place?	Where does this scene take place?
List the character(s).	List the character(s).	List the character(s).
How does Charlie interact with other characters?	How does Charlie interact with other characters?	How does Charlie interact with other characters?
How does Cliff Robertson play Charlie in this scene? For example, what is his attitude? What actions and mannerisms does he use?	How does Cliff Robertson play Charlie in this scene? For example, what is his attitude? What actions and mannerisms does he use?	How does Cliff Robertson play Charlie in this scene? For example, what is his attitude? What actions and mannerisms does he use?

SCENE ONE

What is the significance of this scene?

SCENE TWO

What is the significance of this scene?

SCENE THREE

What is the significance of this scene?

Extension Task Directions

Throughout “Flowers for Algernon,” Charlie’s understanding of intelligence evolves. How has our understanding of intelligence changed over time?

Write an informative essay in which you (1) present at least 2 different theories of intelligence and (2) explain why each theory is or is not widely accepted today. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations. Include a Works Cited page.

To prepare for this writing this essay, conduct the following tasks:

- Engage in a series of discussions in response to the following questions.
 - Describe the moments in “Flowers for Algernon” when Charlie’s understanding of intelligence evolves. Why are these moments important?
 - What do you know about intelligence, and how does that impact your understanding of “Flowers for Algernon”? Use evidence from Charlie’s experiences and emotions in “Flowers for Algernon” in your response.
- Research the history of work on intelligence to answer the questions for the essay. Possible sources:
 - [Human Intelligence](#) from University of Indiana at Bloomington
 - [Intelligence](#) from *Psychology Today*
 - “[History of Intelligence Testing](#),” Kendra Cherry from verywell
 - “[IQ Test](#),” Carol Bainbridge from verywell
 - “[IQ to the Test](#),” Stephen Ceci from *Psychology Today*
 - [Intelligence Quotient](#) from *Science Daily*
 - “[IQ Tests are ‘Fundamentally Flawed’ and Using them Alone to Measure Intelligence is a ‘Fallacy,’ Study Finds](#),” Steve Connor from *Independent*
 - [Genius](#) from Emory University
 - “[Howard Gardner’s Theory of Multiple Intelligences](#),” Faculty Development and Instructional Design Center at Northern Illinois University
 - “[Howard Gardner: ‘Multiple Intelligences’ are Not ‘Learning Styles’](#),” Valerie Strauss from *The Washington Post*
 - “[Reframing the Mind](#),” Daniel T. Willingham from *Education Next*
- Keep track of sources used to create a Works Cited page. Use an online citation formatting site such as [Citation Machine](#) to format entries for the Works Cited page.

Avoiding Plagiarism¹

By the end of middle school, you are expected to quote or paraphrase what others have written in your own writing to support your ideas. Use the guide below to support you in using parenthetical citations and creating a works cited page.

Parenthetical Citations

A citation is a quotation from a source. Whenever we use a quotation from an outside source (other than our own brains), we have to acknowledge where we got the information. If we don't, we are committing plagiarism, which is when we take someone else's ideas or written text and claim it as our own.

If you take written text directly from another source, you put it in quotations marks. There are times, though, when you might not directly quote someone, but you might still take their ideas and put them into your own words. This is called *paraphrasing*. If the idea you paraphrase is unique enough, you need to acknowledge where you got the idea or else it can also be considered plagiarism.

Writer use descriptions about where they got their information and place them in parentheses following the quotation or paraphrased ideas. These are called "parenthetical citations" or "in-text citations."

General rules for using parenthetical citations:²

- Within parentheses, include the last name of the author and the specific page numbers of the source (if printed).
"Kids love research" (Smith 2).
- If the author's name or page number is included in the sentence, then don't include that in the parentheses.
According to Smith, "Kids love research" (2).
On page 2 of Smith's essay it says, "Kids love research."
On page 2 it says, "Kids love research" (Smith).
- If there is more than one author, include the last names. Separate more than two last names with commas.
This is true because "there are many ways to cite authors" (Jones and Washington 13).
"There are many opportunities to do research" (Boudreaux, Brown, and Fontenot 20).
- When citing an online source with no author, use either the article title (in quotation marks) or website title (italicized).
Some think "research is fun" ("Researching Basics").
Conducting research "takes time and resources" (*Educational Tips*).

Works Cited Page

A Works Cited page is the place where you list the bibliographic information for the sources you cite in your writing. This will ensure that readers can go locate the source if they are interested in learning more about your writing topic.

General rules for creating a Works Cited page:³

¹ This guide is based on the *MLA Handbook for Writers of Research Papers* (7th ed.).

² Access additional guidance for in-text citations [here](#).

³ Access additional guidance for creating a works cited page [here](#).

- Your Works Cited page should be on its own page at the end of your writing.
- It should be titled Works Cited.
- All entries on the Works Cited page should be double spaced.
- The second line of an entry is indented.
- Online citation formatting sites like [Citation Machine](#) can format entries.

Sample entries