

Unit #6: "Flowers for Algernon"

Language Arts 8

Mr. Coia

Name: _____ Period: _____

(Mon 1/5)

- New Year's Resolutions
- Finish this statement with three possibilities: "In 2009, I will..."
- See directions
- Cut strips for posting
- Read "The Hound of the Baskervilles"

Tues 1/6 (Wed 1/7)

- New unit guide/book checkout
- Sent. Comp 10.1; 10.2
- Hooked on Phonics sheet
- Read "Flowers for Algernon" p. 84-90 (progress report 1-6)
- Clarifying Sheet #1 & 2

HW: Complete work started in class

Thurs 1/8 (Fri 1/9)

DUE TODAY: Sent. Comp 10.1, 10.2; readings; clarifying sheet 1-2

- Sent. Comp 11.1; 11.2
- Read "Flowers for Algernon" p. 90-113 (progress report 7-12)
- Clarifying sheet #3-9

HW: Complete Sent. Comp work; finish "Flowers for Algernon" p. 113-124; Clarifying sheet #10-12

Mon 1/12 (Tues 1/13)

DUE TODAY: flashcards; finished story; sent. comp. 11.1, 11.2; clarifying sheet #3-9

- Root Words 1-60 and reading quiz
- Sent. Comp 13.1
- Charting Characters sheet
- Literary terms: *allusion* and *foreshadowing*

HW: Complete work started in class

Wed 1/14 (Thurs 1/15)

DUE TODAY: Sent. Comp. 13.1

- Sent. Comp 14.1; 14.2
- Six-Square episodes on key scenes and important quotations

HW: Complete work started in class

Fri 1/16 (Tues 1/20)

DUE TODAY: Reading Logs due; Sent. Comp. 14.1, 14.2

- **Reading Logs due today** (11 books)
- Writing powerful paragraphs
 - Topic sentences
 - Pick two topics and write
- Begin *Flowers for Algernon* movie

HW: Type your paragraphs, underlining three particularly mature and varied constructions that reflect our work in sentence composing exercises

Wed 1/21 (Thurs 1/22)

DUE TODAY: Typed paragraph

- Watch *Flowers for Algernon* movie

Semester 1 Completed

.....

Mon 1/26 (Tues 1/27)

- Semester 2 Begins
- No Root Words due this week

Unit Assignments:

Quizzes:	30 points
Story Work:	30 points
Sentence Composition	30 points
Reading Log	20 points
Paragraph Writing	10 points

Content Standards for the "Flowers for Algernon" Unit

E1 Reading

E1a: The student reads at least twenty-five books or book equivalents each year.

E1b.1: makes and supports warranted and responsible assertions about the texts;

E1b.3: draws the text together to compare and contrast themes, characters, and ideas;

E1c.3: extends ideas;

E1c.4: makes connections to related topics or information.

E2 Writing

E2a: The student produces a report that:

E2a.2: develops a controlling idea that conveys a perspective on the subject;

E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;

E2a.4: includes appropriate facts and details;

E3 Speaking

E3b: The student participates in group meetings, in which the student:

E3b.1: displays appropriate turn-taking behaviors;

E4 Conventions

E4a: The student demonstrates control of:

E4a.1: grammar;

E4a.4: sentence construction;

E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning

Assignment Descriptions

New Year's Resolutions (Periods 5 and 6 only)

For our first writing assignment of the year, we will focus our writing powers to create powerful statements of what we hope to accomplish in this coming year. Finish this statement with three possibilities: "In 2009, I will..."

Examples:

...Squirrel away at least \$25 per month to put into my college fund.

...Write in my new Christmas journal for a minimum for one hour per week.

...Commit myself to work each Saturday on my yet-to-be-written novel.

...Reduce caffeine intake from daily pots to daily cups.

- Make these about different areas of your life
- Use strong verbs and concrete language
- Use the format in the examples, including the "..."
- Be truthful. Humor is a plus!
- Vary font, size, and color
- Cut the individual strips in order to post them on the bulletin board anonymously

Assignment Descriptions (continued)

Sentence Composition

In writing, the sentence is often overlooked. These lessons will focus our attention on recognizing and creating powerful sentences, which leads to powerful paragraphs, lending themselves to powerful essays.

Each class, we'll start work on a group of exercises, which you will complete at home.

We'll write down the work in the back of our class journal. Flip the journal around to the back and continue that direction that we started last time.

Writing Two Solid and Powerful Paragraphs

This unit's sentence composing will point us into writing strong paragraphs modeled after the sentences we used in two, ten-sentence paragraphs on our story, "Flowers for Algernon." You will pick two topics and write two distinct paragraphs in which to respond. Remember, these are two separate paragraphs, not one paper.

Ten sentences seems like quite a bit, doesn't it? Remember to use the models in Activity 14 to guide you along. For both paragraphs, underline three particularly mature and varied constructions that reflect our work in sentence composing exercises.

Beginning

- How did the operation affect Charlie's intelligence and his personality?
- How did the operation affect Charlie's relationship with people surrounding him?

Intermediate

- Why might an intelligence-altering operation be unethical or risky?
- What are the advantageous and disadvantages to having super intelligence and to having little intelligence?
- Explain how Charlie is an "unlikely hero."

Advanced

- The Adam and Eve story is referenced twice in "Flowers for Algernon." What are the connections?
- Give a few examples of foreshadowing in this story. What did it point to later?



Name _____

Date _____



Flowers for Algernon, by Daniel Keyes
(Too) Hooked on Phonics

In order to write his journal entries, Charlie uses a strategy called phonetic spelling. Many words in English can be spelled (and read) using phonics... but not all of them.

Directions: Correctly spell these words from Charlie's writing.

1. shud:
2. rite:
3. faled:
4. skared:
5. pockit:
6. happind:
7. acheve:
8. intelekt:
9. operashun:
10. nuthing:
11. pepul:
12. dint:
13. argament:
14. hospitil:
15. becaus
16. laffed:
17. practis:
18. lerned:
19. factery:
20. practise:
21. lesin:
22. sholder
23. discoridged:
24. memary:
25. bandijis:
26. natcher
27. intristed
28. brede
29. experament
30. amazed
31. rekemmended
32. perminint



Flowers for Algernon

Reading SkillBuilder

Clarifying

Active readers check the details as they read to make sure they are following the key events and ideas in a story or selection. The chart below lists some questions that can help you clarify important developments that happen on certain dates. Complete the chart as you read the selection, or after you have finished.

Date in Charlie's Report	Questions	Answers
March 7	1. What competition occurs between Charlie and Algernon?	
March 8	2. What experiment are the doctors planning? What are the predicted results?	
April 3	3. How is Charlie treated by the people where he works?	
April 9	4. Why does Miss Kinnian look scared when she sees Charlie?	
April 15	5. Why does she look at Charlie in a strange way when she reads his Progress Reports?	
April 20	6. What happens to Charlie at the party?	
April 25	7. Why are other people afraid of Charlie?	
April 27	8. What is the "possibility" Charlie doesn't want to think about?	
May 18	9. What is happening to Charlie's relationships with other people?	
June 5	10. Explain the hypothesis Charlie has proved.	
July 25	11. How does Charlie react as his new intelligence slips away?	
July 28	12. Why is he leaving New York?	

Flowers for Algernon

Strategic Reading: Literature

Charting Character Relationships

One way to appreciate the changes that occur as a result of Charlie's surgery is to focus on how the other characters treat him. Complete the chart below to show these relationships. Some samples have been done for you.

How Do Other People Treat Charlie?

Characters	Before His Intelligence Increases	When His Intelligence Increases	When His Intelligence Returns to Its Previous Level
Miss Kinnian	1.	7.	13.
Dr. Strauss	2.	8.	14.
Dr. Nemur	3.	9.	15. <i>does not contact Charlie at all</i>
Joe and Frank and the other people at work	4. <i>tease him and play tricks on him</i>	10.	16.
his boss, Mr. Donnegan	5. <i>lets other employees tease Charlie</i>	11.	17.
his landlady, Mrs. Flynn	6.	12. <i>becomes frightened</i>	18.

Episodic Notes (Six-Square)

Name _____ Date _____

Topic _____ Period _____

Purpose: Identify most important moments; show cause-effect and organization (sequence).

1. Determine the most crucial stages, scenes, or moments in the story or process.
2. Draw in the box what happens and what you "see" in the text. Be as specific as possible.
3. Remember, these are *notes*, not works of art: try to capture the action and important details of the moment.
4. Explain (in the notes section) what is happening and why it is important.

6a. and near forty bloop

b. the blends

c. the best blends

d. and their brained nabrot

e. which croak

f. are

g. which croak

h. near thirty bleeps

i. from selfhoose

Model: A leather handbag, extremely worn, but with a label inside it as impressive as the one inside Mrs. Snell's hat, lay on the partry.

J.D. Salinger, "Down at the Dinky"

7a. very dry

b. in Grandma's eyes

c. as appealing

d. the wrinkled skin

e. as the sparkle

f. shone in the candlelight

g. about it

h. yet with a softness

8a. an oversized saltert

b. in its woostern

c. quite priterit

d. as lurnrious

e. plazoned from a yambrod

f. as a klanion

g. on it

h. and of a color

Activity 10

Identifying Sentence Imitations

Practice 1

Below are pairs of sentences consisting of a model sentence and a student imitation of the model. Copy the sentences and divide them with slash lines into similar sentence parts.

Example

Model: One of the pups / came slowly toward me, / a round ball of fur / that I could have held in my hand.

Scott O'Dell, *Island of the Blue Dolphins*

Student Imitation: The principal of the school / jogged in the halls, / an advocate for fitness / who inspired students and faculty.

1a. Model: Suddenly, Archie felt empty, used up, discarded.

Robert Cormier, *The Chocolate War*

b. Imitation: Eventually, the team became better, unified, victorious.

2a. Model: By dawn, the house smelled of Sunday: chicken frying, bacon sizzling, and smoke sausages baking.

Mildred D. Taylor, *Roll of Thunder, Hear My Cry*

b. Imitation: At the pool, the scene was varied: kids splashing, teens socializing, adults supervising.

3a. Model: Jimbo danced all over the place, clapping his paws, squalling, grunting, and turning somersaults.

Wilson Rawls, *Summer of the Monkeys*

b. Imitation: Jason skated during the finals, doing figure eights, swirling, leaping, and wowing the crowd.

4a. Model: Strolling back under the warm summer elms toward the house, Aunt Rose suddenly gasped and put her hand to her throat.

Ray Bradbury, *Dandelion Wine*

10.1 continued...

This is a review

- b. Imitation: Lying down in the middle of the living room carpet, the dog turned over on its back and imitated a dead roach.
- 5a. Model: Frank and George produced a bucket of water and a scrubbing brush and gave me a rough clean-up before I left.
James Herriot, All Creatures Great and Small
- b. Imitation: The coach and the team captain shouted final directions and a pep talk and gave each member a handshake before the players ran onto the field.

Practice 2 10.2

In each group of three sentences below, chunk each one, and then identify the two sentences with similar sentence parts. In other words, one sentence imitates another.

Example

- a. The snow froze / when the temperature dipped / during the night / and the water from the gradual thaw / turned to ice.
- b. The principal of the school / jogged in the halls / a believer in fitness / who inspired students and faculty.
- c. One of the pups / came slowly toward me / a round ball of fur / that I could have held in my hand.

Answer: b and c (similar sentence parts)

- 1a. Great was his care of them.
- b. Something else he saw.
- c. Chilling was her story of passion.
- 2a. The big thing, exciting yet frightening, was to talk to her, say what he hoped to do.
- b. There was also a rhino, who, from the tracks and the kicked-up mound of straw dung, came there each night.
- c. An acceptable solution, simple and efficient, is to negotiate with the management, emphasize what the workers want to delete.

- 3a. Much later the accountant finished, ledgers in their vertical files on the right side of the desk, pencils and pens in the container decorated with seals and designs on the shelf above the desk.
- b. This leader, whose word was law among boys who defied authority for the sake of defiance, was no more than twelve or thirteen years old and looked even younger.
- c. Soon afterward they retired, Mama in her big oak bed on one side of the room, Emilio and Rosy in their boxes full of straw and sheepskins on the other side of the room.
- 4a. During rush-hour traffic, when his nerves were frazzled, Brent Hammond, twenty miles above the speed limit, hit his brakes, from which came sharp peals and leaden grindings as though the metal were alive and hurting.
- b. On stormy nights, when the tide was out, the bay of Fougere, fifty feet below the house, resembled an immense black pit, from which arose mutterings and sighs as if the sands down there had been alive and complaining.
- c. Aleck Sander stood out from the shadows, walking, already quite near in the moonless dark, a little taller than Big Ed, though there was only a few months' difference between them.

Activity 11

Identifying Models and Imitations

Practice 1

write these out

Each of the four model sentences below has two imitations. Identify the imitations for each model.

Model Sentences

1. Near the spot upriver to which Mr. Tanimoto had transported the priests, there sat a large case of rice cakes which a rescue party had evidently brought for the wounded lying thereabouts but hadn't distributed.
John Hersey, Hiroshima
2. There was also a rhino, who, from the tracks and the kicked-up mound of straw dung, came there each night.
Ernest Hemingway, Green Hills of Africa
3. The dark silence was there and the heavy shapes, sitting, and the little blue light burning.
Ray Bradbury, The Vintage Bradbury
4. Light flickered on bits of ruby glass and on sensitive capillary hairs in the nylon-brushed nostrils of the creature that quivered gently, gently, its eight legs spidered under it on rubber-padded paws.
Ray Bradbury, Fahrenheit 451

Imitations

- a. Stars twinkled on pieces of broken shells and on ruined sand castles in the sea-drenched sand of the beach that stretched miles, endless miles, its many shells strewn on it by high-crested waves.
- b. At the place in the room where he had left his books, there was a stack of journals that had evidently been brought by several of the more academic students but hadn't been used by the teacher.

- c. The dense fog was there and the bloody bodies, dying, and the torn white flag waving.
- d. I sat on velvet grass and under spreading blue leaves in the light-yellow atmosphere of a planet that orbited, slowly, steadily, its six moons clinging close like new-born children.
- e. There was also a turtle, who, from the half-eaten tomato and the hole under the fence, had visited the garden that day.
- f. The big race was ready to begin and the line of cars, waiting, and the red flag still standing.
- g. There was also the horror, which, from the odor and snake-belly sensation of dead flesh, came there each time.
- h. Outside the shack from which the patrol had started shooting, there was a blast of gunfire that the rebels had intended for the door lock but hadn't hit.

Practice 2

Write an imitation of each of the four model sentences in Practice 1.

1. your topic is "Flowers for Algernon."
 - Each sentence should be about our story.
 - you will have a total of four exercises for this.

Student Imitation: In the yard's corner / was the neighbor's cat / huddled into a fur ball, / and next to the cat the neighbor / who was watching all the rumpus.

4. Model: Calvin led the way to the wall, / and then sat there, / his red hair / shining silver in the moonlight, / his body / dappled with patterns from the tangle of branches.

Student Imitation: The dogs romped their way toward the corner, / and suddenly stopped, / their ears / standing upright in a frozen position, / their faces / bemused with surprise from the sudden appearance of the cat.

Topic is "Flowers for Algernon"

Activity 13

Imitating Sentence Variety (Part One)

Practice 1

Imitate these new model sentences, using your own content but the same structure as sentence parts in the model. Imitate one sentence part at a time. Aim for approximating, not duplicating, the model. If your imitations somewhat resemble the models, they are successful.

Example

Model: Mollie, the foolish, pretty white mare who drew Mr. Jones's trap, came mincing daintily in, chewing at a lump of sugar.

George Orwell, Animal Farm

Sample Student Imitation: The garbage disposal, a noisy, chewing metal mouth that ate the meal's leftovers, began gurgling suddenly then, spitting up a half-eaten carrot.

1. Model: Great was his care of them.

Jack London, All Gold Canyon

Sample Student Imitation: Chilling was her story of anger.

2. Model: The big thing, exciting yet frightening, was to talk to her, say what he hoped to do.

Bernard Malamud, The Assistant

Sample Student Imitation: An acceptable solution, simple and obvious, is to talk with the manager, emphasize what the workers want to request.

3. Model: He had never been hungrier, and he filled his mouth with wine, faintly tarry-tasting from the leather bag, and swallowed.

Ernest Hemingway, For Whom the Bell Tolls

Sample Student Imitation: The horse had never been naster, and it threw its riders to the ground, cold and hard from the frost, and boked.

4. Model: Soon afterwards they retired, Mamma in her big oak bed on one side of the room, Emilio and Rosy in their boxes full of straw and sheepskins on the other side of the room.

John Steinbeck, Flight

Sample Student Imitation: Much later the accountant finished, computer disks in their neat boxes on the right side of the desk, pencils and pens in their containers decorated with seals and designs on the shelf above the desk.

5. Model: On stormy nights, when the tide was out, the bay of Fougere, fifty feet below the house, resembled an immense black pit, from which arose mutterings and sighs as if the sands down there had been alive and complaining.

Joseph Conrad, "The Idiots"

Sample Student Imitation: During rush-hour traffic, when his nerves were frazzled, Brent Hammond, a few miles above the speed limit, hit his brakes, from which came sharp peals and leaden grindings as though the metal were alive and hurting.

Practice 2

Write a paragraph describing an object or telling a story. Somewhere in the paragraph include imitations of two of the model sentences below, one from the list of short models, and one from the list of long models. Try to make all sentences, and just the imitations, effective and varied like sentences of professional writers. If you succeed, your imitations will be *invisible* because your own sentences will be as good as the two you wrote imitating model sentences.

~~Short Model Sentences (Choose and imitate one to include in your paragraph.)~~

1. Jethro squirmed inwardly.

Irene Hunt, Across Five Aprils

5+11 13.1

2. Meg began to cry, to sob aloud.

Madeleine L'Engle, A Wrinkle in Time

3. As darkness closed in, the rain stopped.

Richard Adams, Watership Down

4. His own shadow reappeared, dark and long and clearcut.

Stephen King, "Secret Window, Secret Garden"

5. Shortly after Yvonne was born came the nightmare night in 1929, my earliest vivid memory.

Malcolm X, The Autobiography of Malcolm X

~~Long Model Sentences (Choose and imitate one to include in your paragraph.)~~

1. The first gray light had just appeared in the living room windows, black mirrors a moment ago, now opening on the view of the woods to the south.

Tracy Kidder, Old Friends

2. When I peeped into the sick room again, Grandpa was bent forward in the rocker, his arms and head resting on the bed by Granny's side.

Olive Ann Burns, Cold Sassy Tree

3. She was no more than twelve, slender, dirty, nervous and timid as a bird, but beneath the grime as eerily beautiful as a marsh fairy.

Paul Gallico, The Snow Goose

4. In the dining hall, over the stone fireplace that was never used, there was a huge stuffed moose head, which looked somehow carnivorous.

Margaret Atwood, "Death by Landscape"

5. As a girl often, Maria had been given a crippled pony, not a true pony, but a small, spotted horse that had injured itself badly of some barbed wire strung by the men who owned the big ranch across the river.

Larry McMurry, Streets of Laredo

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Activity 14

Imitating Sentence Variety (Part Two)

Practice 1

Write an imitation of each model sentence.

1. One of these dogs, the best one, had disappeared
Fred Gibson, Old Yeller
2. Among the company was a lawyer, a young man of about twenty-five.
Anton Chekhov, "The Bet"

3. Halfway there he heard the sound he dreaded, the hollow, rasping cough of a horse.
John Steinbeck, The Red Pony

4. Poppa, a good quiet man, spent the last hours before our parting moving aimlessly about the yard, keeping to himself and avoiding me.
Gordon Parks, "My Mother's Dream for Me"

5. They themselves were a rough lot, dressed in rags, their hats marbled with grease and sweat, their boots mended with raw cowhide.
Cormac McCarthy, All the Pretty Horses

Practice 2

Write an original paragraph of ten sentences. Include somewhere in your paragraph *two imitations* of any two model sentences below. In the rest of your paragraph, try to write sentences *without the use of models* that are as mature and varied as the model sentences.

Model Sentences

1. The frozen earth thawed, leaving the short grass looking wet and weary.
Pete Abraham, Tell Freedom

Modified directions

1. Paragraph of 10 sentences
2. Topic: Was Charlie better off having the experimental surgery or not? (No I or me)
3. 3 of your 10 will be models of these. Underline.
4. The remaining 7 will be as mature and varied as the models.