

FLOWERS FOR ALGERNON
English/Language Arts, Social Sciences and Science

Grade 6-8

PAGE 1

Acceleration Approach

Standard has been accelerated by moving grade level 6 up to the standard used for grade level 8.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
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Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Patterns of Change

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)

Paul’s Model of Reasoning: Assumptions, inferences, point of view, consequences, and implications.

Differentiation Features – Students:

- Use multiple higher-level skills
- Have additional variables to study
- Study a concept in multiple applications
- Use advanced resources
- Use sophisticated content stimuli
- Present oral and written communication to a real world audience

COMMON CURRICULUM GOAL

Language Arts – Reading

Demonstrate a critical stance when reading literature.

Language Arts – Writing

Use a variety of modes in appropriate context. Use a variety of written forms to express ideas appropriate to audience and purpose.

Language Arts – Communication

Listen critically and respond appropriately to oral communication.

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.

Science – History and Nature of Science

Understand science as a human endeavor, the nature of scientific knowledge, and the history of science as it relates to and clarifies scientific inquiry.

Understand that scientific knowledge is subject to change based on new findings and results of scientific observation and experimentation.

Understand that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments, and skepticism.

Science – Science in Personal and Social Perspectives

Understand that science provides a basis for understanding and acting on personal and social issues.

Explain risks and benefits in personal and community health from a science perspective.

Social Science - Analysis

Define and clarify an issue so that its dimensions are well understood.

FLOWERS FOR ALGERNON

English/Language Arts, Social Sciences and Science

Grade 6-8

PAGE 2

Archetypal Model

Students do a literary analysis of theme, character, contemporary issues, and ethics. Students then follow by researching the contemporary issue, writing a persuasive paper, and giving speech to demonstrate a critical stance.

TASK DEMAND

Sample Task Activity

Prior to reading *Flowers for Algernon*, discuss animal experimentation. Read and discuss *Flowers for Algernon*. Students participate in open-ended questions to pursue comprehension of issues. Use Graphic Organizers *Vocabulary Web* and *Social Studies Web Wheel of Reasoning* to gather information for open-ended discussions.

Construct a persuasive writing and/or speech on animal experimentation. Plan research using Graphic Organizer *Research Procedures*. Research different points of view from agencies such as PETA (People for Ethical Treatment of Animals) and University of Kansas to isolate arguments in favor of experimentation and the benefits and arguments against it. Use Graphic Organizer *Positive/Negative Qualities Citing Sources*.

Sample Questions for *Flowers for Algernon*

What are the main ideas with supporting details that clarify the complexities of the issues in the story?

What issues in this story relate to your community and the world at large?

What is the author's purpose and stylistic decisions?

Teacher note: Issues for discussion:

Characters' feelings - risk, failure

Ethics of experimentation socially – personal rights, benefits

Other character reactions –responses to change

Mental and psychological growth of character

Defining happiness

Symbols for world issues on animal experimentation

Sample Questions Relating to Researching Point of View

What are the science community and the general public's point of view on animal experimentation?

Has the science community and the general public changed its point of view on animal experimentation?

What role do empirical standards, logical argument, and skepticism have on the science community and the general public's point of view?

Acquire and organize materials from primary and secondary sources.

Explain various perspectives on an event or issue and the reasoning behind them.

Identify and analyze an issue.

Select a course of action to resolve the issue.

CONTENT STANDARDS

Social Science Analysis

Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.

Gather, use, and evaluate researched information to support analysis and conclusions.

Understand an event, issue, problem or phenomenon from multiple perspectives.

Identify and analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.

Identify, compare, and evaluate outcomes, response, or solutions, then reach a supported conclusion.

BENCHMARKS

Language Arts – Reading

7th Grade – Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the actions of other characters.

8th Grade – Analyze how a work of literature reflects the heritage, traditions, attitudes and beliefs of the author.

FLOWERS FOR ALGERNON
English/Language Arts, Social Sciences and Science

Grade 6-8

PAGE 3

What are the risks and benefits of animal experimentation in personal and community health from a science perspective?

Implementation Time

3 weeks or more

See Standards and Assessments Section VII for:

Scoring Guide Reading: Traits comprehension, extended understanding, and reading critically.

Scoring Guide Writing: Evaluate persuasive writing: ideas and content, organization, voice, word choice, sentence fluency, conventions.

Scoring Guide Speaking: Content, organization, language, delivery.

See next page for Science and Social Science Scoring Guides

Resources

Keyes, D. (1966). *Flowers for algernon*. (reprint 1976 paper back). NY: Bantam Books.

Internet:

Animal Care and research Program: Policies, Regulations, and Standards for Care and Use of Laboratory Animals University of Kansas <http://www.ukans.edu/~acu/chapter2.html>

Animal Welfare Information Center <http://www.nal.usda.gov/awic/>

The Johns Hopkins Center for Alternatives to Animal Testing (CAAT) <http://caat.jhsph.edu/>

Kids 4 Research <http://www.kids4research.org/>

Medical Research Modernization Committee <http://www.mrmcmed.org/info.html>

Office of Animal Care and Use (OACU) (see recommended links) <http://oacu.od.nih.gov/links.htm>

PETA, People for Ethical
www.peta.org

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

Treatment of Animals <http://>

8th Grade – Determine whether biases or stereotypes influenced the conclusion.

8th Grade – Evaluate the logic, unity, and consistency of text.

8th Grade – Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

Language Arts – Writing- Persuasive Composition

8th Grade – Include a well-defined thesis (i.e., one that makes clear and knowledgeable judgment).

8th Grade – Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions.

8th Grade – Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

8th Grade – Create a composition that has a coherent thesis, and end with a clear and well-supported conclusion.

8th Grade – Establish coherence within and among paragraphs through effective transitions and parallel structures.

8th Grade – Use an effective organizational pattern that lends coherence to the composition (e.g., comparison and contrast; organization by spatial order of importance or climactic order).

Language Arts – Communication

8th Grade – Analyze oral presentations including language choice and delivery, and the effect of the speaker’s interpretations on the listener.

8th Grade – Respond to persuasive messages with questions, challenges or affirmations.

FLOWERS FOR ALGERNON
English/Language Arts, Social Sciences and Science

Grade 6-8

PAGE 4

Science	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning	
Students will be able to:							8 th Grade – Present information and match the message, vocabulary, voice, expression, and tone to the audience and purpose.
Understands science as a human endeavor, the nature of scientific knowledge, and the history of science as it relates to and clarifies scientific inquiry.							8 th Grade – Use credible and relevant information to convey message.
Understands that scientific knowledge is subject to change based on new findings and results of scientific observation and experimentation.							Social Science-Analysis 8 th Grade – Clarify key aspects of an event, issue, or problem through inquiry and research.
Understands that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments and skepticism.							8 th Grade – Gather, interpret, use, and document information from multiple resources, distinguishing facts from opinions, and recognizing points of view.
Understands that science provides a basis for understanding and acting on personal and social issues.							
Explains risks and benefits in personal and community health from a science perspective.							8 th Grade – Examine controversial event, issue, or problem from more than one perspective.

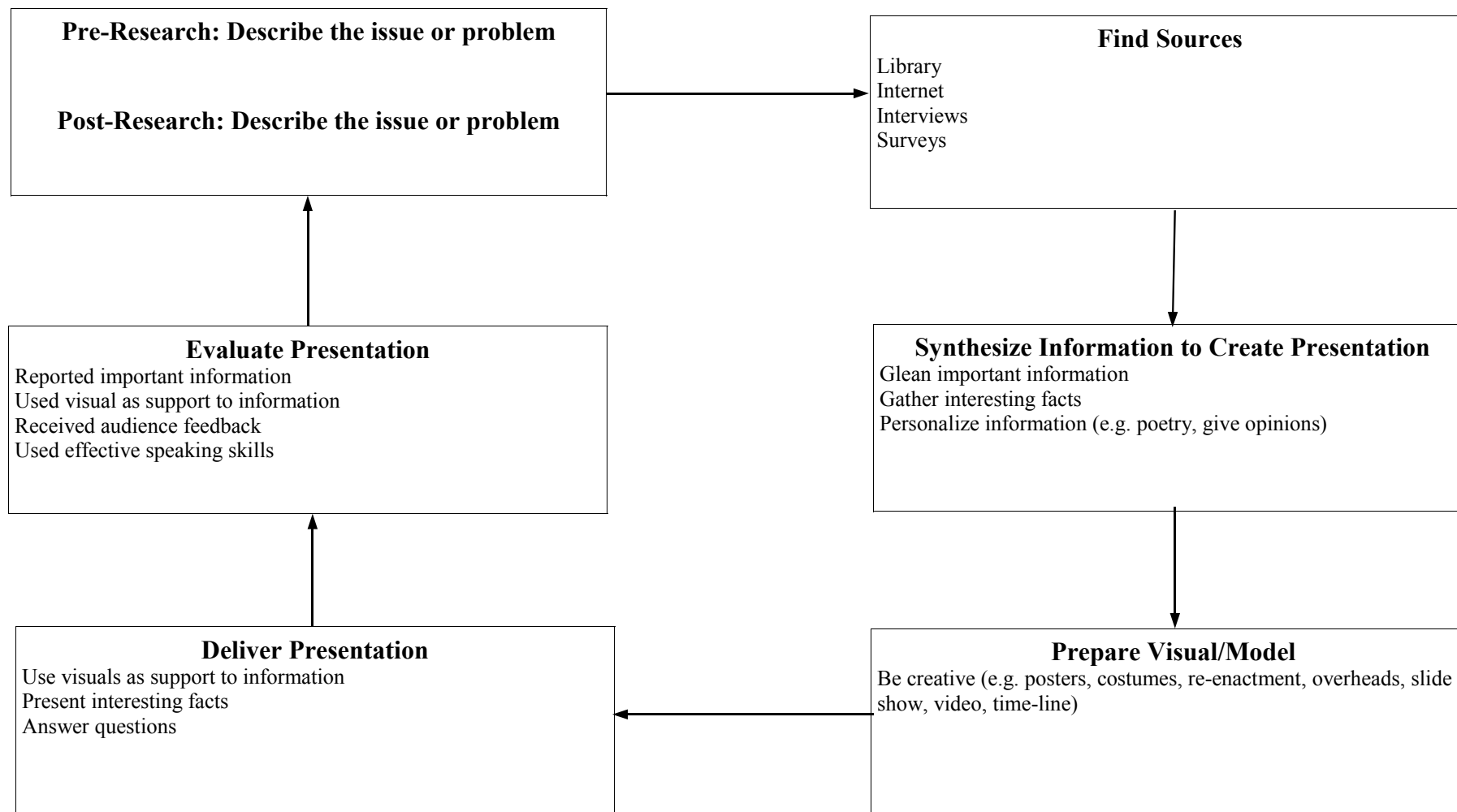
Social Science Analysis	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning	
Students will be able to:							8 th Grade – Examine the various characteristics, causes, and effects of an event, issue, or problem.
Clarify the key aspects of an event, issue, or problem through inquiry and research.							5 th Grade – Identify a response or solution and support why it makes sense, using support from research.
Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.							
Examine a controversial event, issue, or problem from more than one perspective.							
Examine the various characteristics, causes, and effects, of an event, issue, or problem.							
Consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is the best.							

GRAPHIC ORGANIZER
RESEARCH PROCEDURES

Grade 6-8

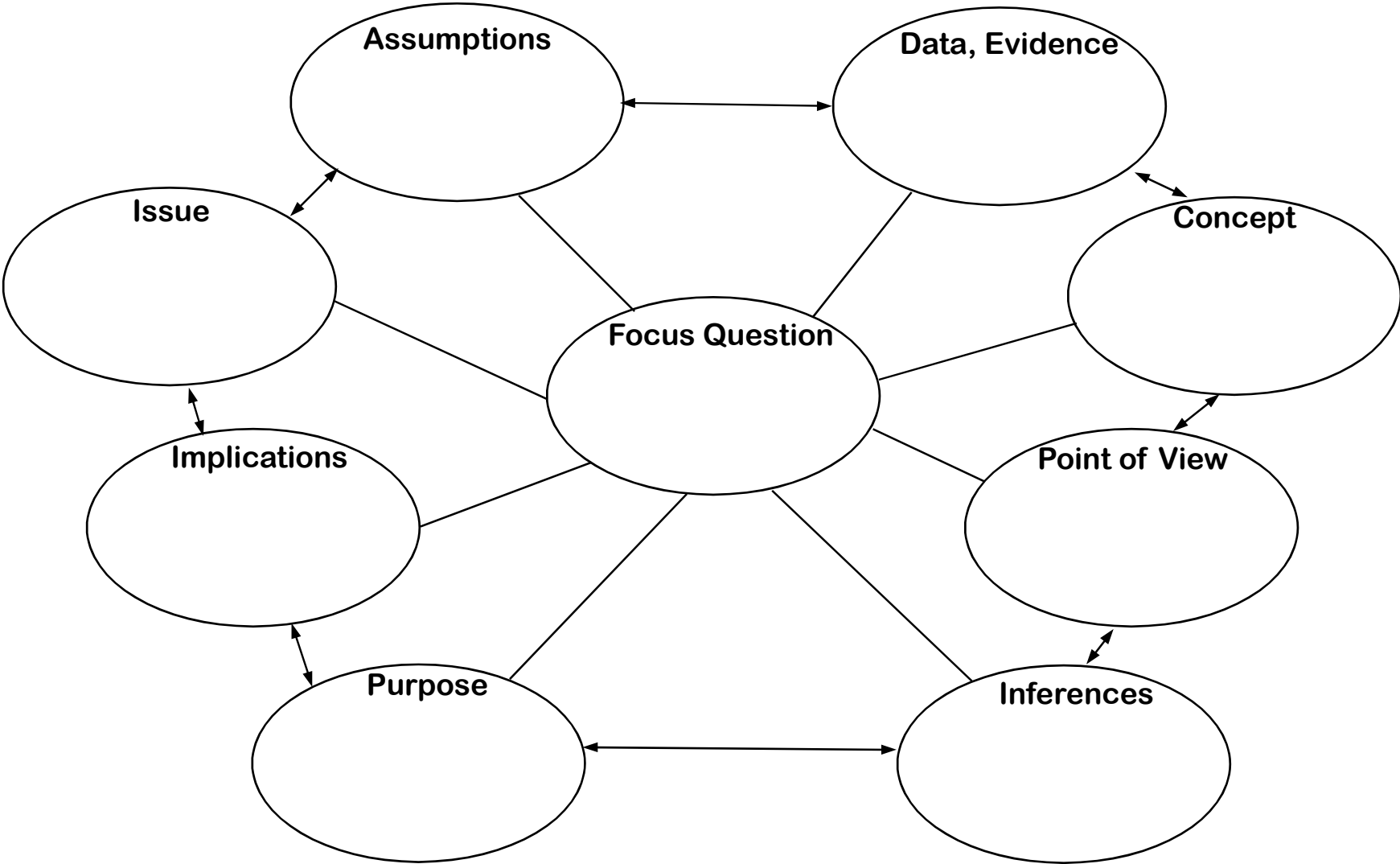
PAGE 5

Name _____ Date _____



GRAPHIC ORGANIZER
SOCIAL STUDIES WEB—WHEEL OF REASONING

Name _____ Date _____
Topic _____



Persuasion: A language arts unit for high-ability learners. (1998). Center for Gifted Education The College of William and Mary. Dubuque: Iowa. Kendall Hunt Publishing. Pg. 306. Reprinted with permission.

Graphic Organizer

VOCABULARY WEB MODEL

The purpose of the Vocabulary Web model is to enable students to gain an in-depth understanding of interesting words. Rather than promoting superficial vocabulary development, the web approach allows for deep student processing of challenging and interesting words.

An example of a vocabulary web activity is given below. The teacher should introduce the activity by exploring the web with the whole class. General steps are listed below, with the word *diverge* as an example:

1. Introduce a Vocabulary Web. Put students in groups of no more than four, with a dictionary available as a resource in each group. Distribute copies of a blank Vocabulary Web and ask students to write the word *diverge* in the center. Ask for an explanation of what the word means within the context of a given piece of literature. Have students find the word in the story and write the sentence in which it is found in the "Sentence" cell of the Vocabulary Web.
2. Ask students to look in their dictionaries to find the definition of the word. Display an enlarged copy of the definition on the board or overhead. Have students write the definition relevant to the story into the "Definition" cell of the Vocabulary Web.
3. In their groups, have students develop their own sentences using the word. Ask them to write the sentence in the "Example" cell.
4. Discuss the meanings of the words *synonym* and *antonym*. Have students check the dictionary and think about possible synonyms and antonyms for the word and fill them into the appropriate cells. (Note: Not all cells must be filled for all words; there may not be synonyms and antonyms for all of the words studied.)
5. Ask students what is meant by the phrase "part of speech." Have them locate the part of the dictionary definition that identifies a word's part of speech. Students should then write the part of speech for the word *diverge* into their group webs.
6. Encourage students to think about the *stems* of the word, or the smaller words and pieces of words from which the larger word is made. These include prefixes, suffixes, and roots. Encourage students to check the dictionary for possible stems. Write any identified stems into the appropriate cell of the Vocabulary Web.
7. Have students locate the origin of the word (Latin, French, Greek, etc.) in the definition and write it in the "Origin" cell of the Vocabulary Web.
8. Ask students to think of other words in the same family as the word *diverge* or other words which use one or more of the same stems. Encourage them to use their ideas from the stems cell to give them ideas.
9. Discuss the Vocabulary Webs developed by the student groups.

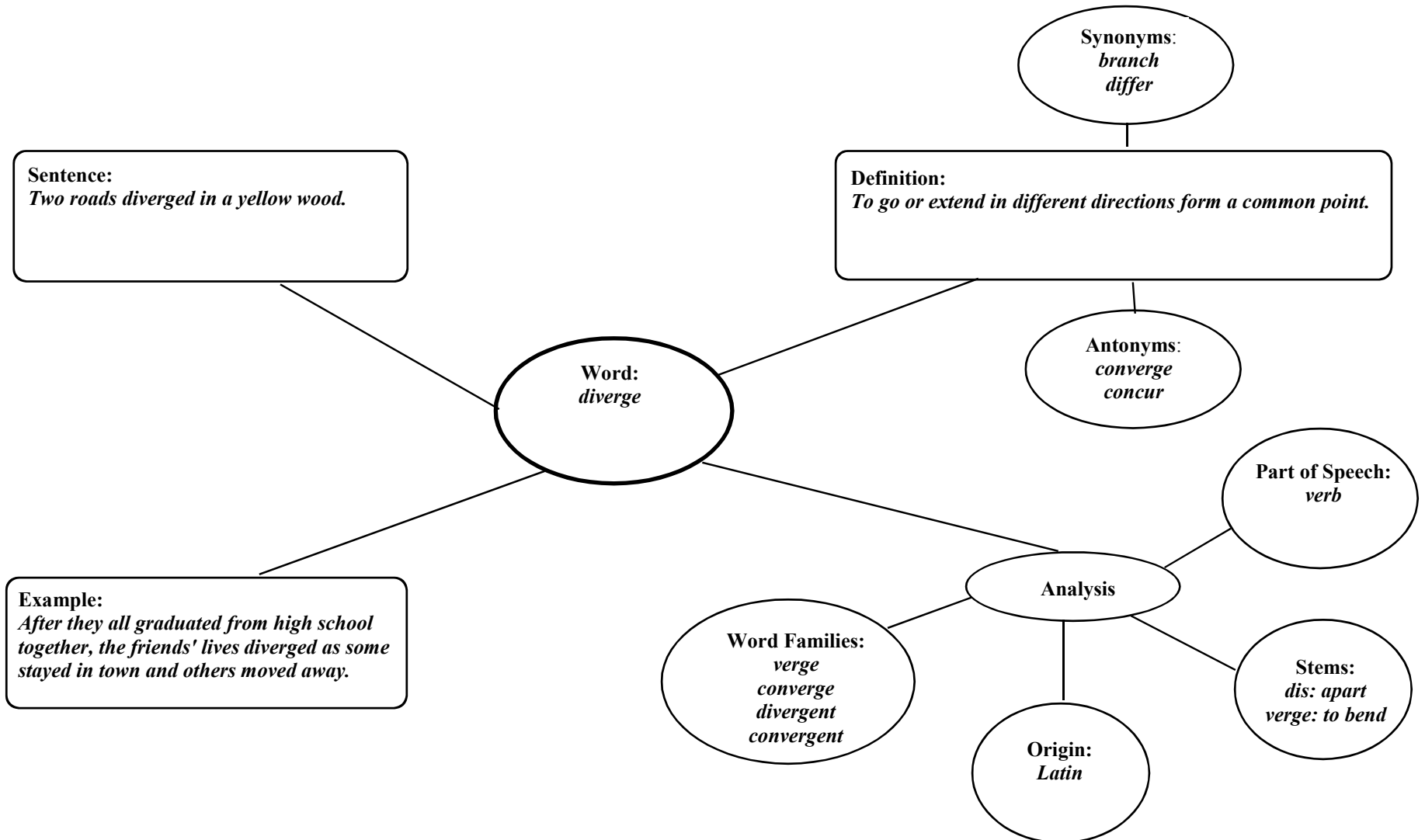
See an example of the next page.

FLOWERS FOR ALGERNON
Vocabulary Web Example

Grade 6-8

PAGE 6

Name _____ Title _____

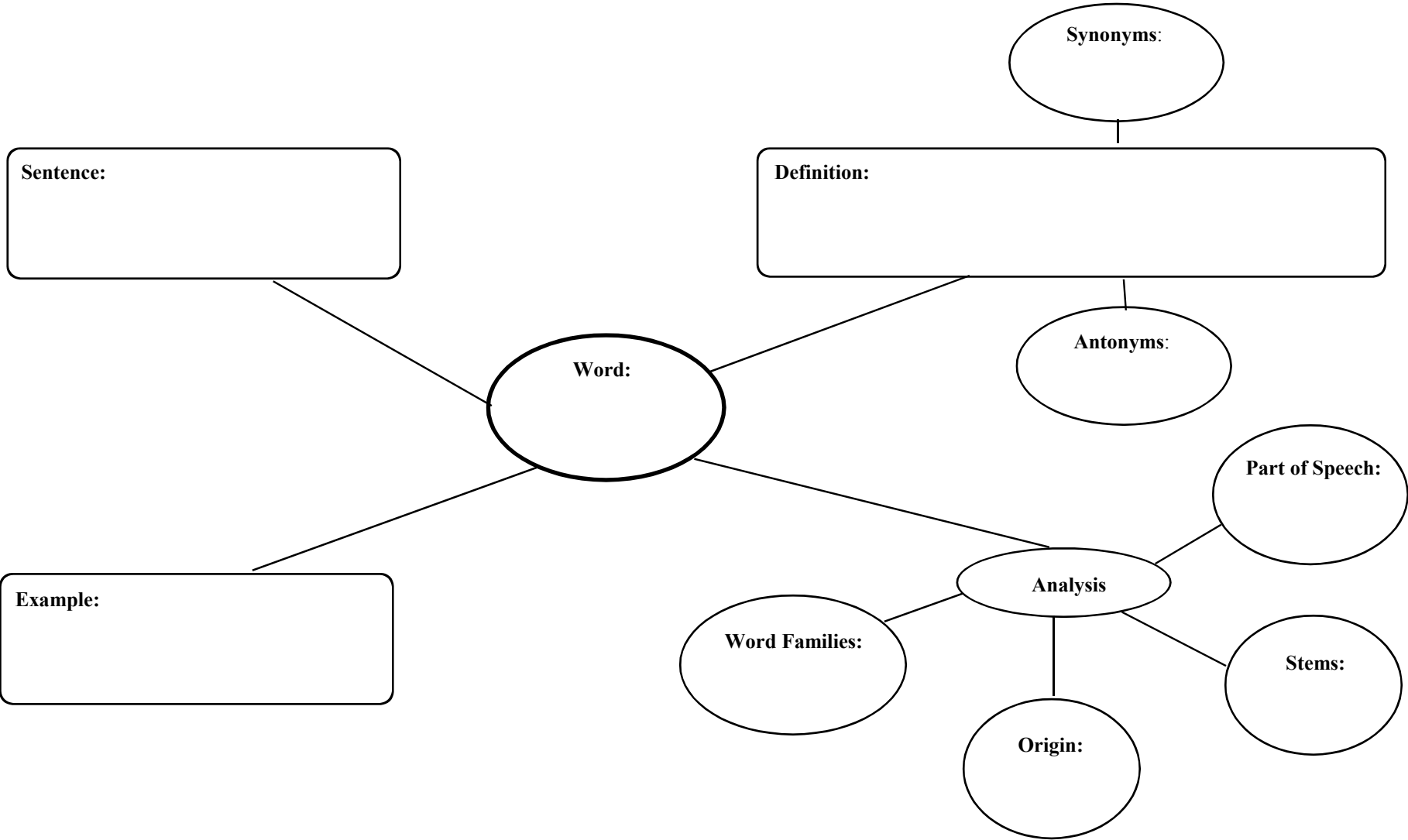


FLOWERS FOR ALGERNON
Vocabulary Web

Grade 6-8

PAGE 7

Name _____ Title _____



GRAPHIC ORGANIZER
POSITIVE/NEGATIVE QUALITIES CITING SOURCES

Grade 6-8

PAGE 8

Name _____ Date _____

Please identify 5 examples:

Positive Qualities	Evidence from Selection	Negative Qualities	Evidence from Selection

FLOWERS FOR ALGERNON

English/Language Arts

Grade 6-8

PAGE 9

TAG NEEDS ADDRESSED

<p>INTELLECTUALLY GIFTED</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/ Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/Failures/ Successes <input checked="" type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development 	<p>ADVANCED SCIENCE KNOWLEDGE/</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Thinking in Science <input checked="" type="checkbox"/> Continuous Progress/ Level and Rate* in Science <input checked="" type="checkbox"/> Challenging Science Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in Science <input type="checkbox"/> Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/ Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/ Successes <input type="checkbox"/> Advanced Academic Planning in Science 	<p>ACADEMICALLY TALENTED ENG/LA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA 	<p>ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Thinking in Social Science <input type="checkbox"/> Continuous Progress/Level and Rate* in Social Science <input type="checkbox"/> Challenging Social Science Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input type="checkbox"/> Social Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Social Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies 	<p>CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p> </div>	<p>TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING</p> <p>Science:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM <p>English/LA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM <p>Social Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p>Check TAG Identification category:</p> <p style="text-align: center;"> <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA </p>					