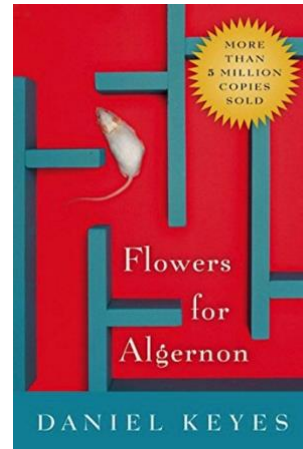


Flowers for Algernon



ISBN-13	978-0-15-603030-4
Author	Daniel Keyes
Publisher	Mariner Books, Houghton Mifflin Harcourt
First Published	1959
Print Year	2004
Lexile	910L
Genre	Science fiction
Synopsis	Charlie Gordon agrees to have an experimental brain surgery that may increase his intelligence. Before Charlie, this surgery was successfully performed only once on a lab mouse named Algernon.
Themes	Appreciation of Diversity and Justice; Special Needs; Physical and Mental Health; Happiness and Contentment

Character-Based Literacy Program 60-Minute Lesson Plan

Flowers for Algernon, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What Is Intellectual Disability and How Many People in the US Have It?

Three percent of people living in the United States—about seven to eight million individuals—have an intellectual disability. Intellectual disability is identified when a person has deficits in intellectual functioning (e.g., memory problems and skill learning) and adaptive behavior (e.g., social skills), and these problems start at an early age. If a person is evaluated and scores an IQ of 70 or lower, he or she is considered to have an intellectual disability.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

apperception (5)	personality (6)	experiment (6)	operation (9)	subconscious (29)
---------------------	--------------------	-------------------	------------------	----------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read the progress reports for March (pp. 1–34)

Setting	Characters	Pages
Psychology lab	Charlie Gordon, Dr. Stauss, Prof. Nemurs, Burt, Algernon	3–9
Hospital	Charlie Gordon, Dr. Stauss, Prof. Nemurs, Joe Carp, Mrs. Kinnian, Hilda, Lucille	11–18
University	Charlie Gordon, Dr. Stauss, Prof. Nemur, Burt	18–22
Donner's Bakery	Charlie Gordon, Mrs. Donner, Joe Carp,	22–24
Charlie's room	Charlie Gordon, Dr. Stauss, Prof. Nemur	24–29
Neighborhood Bar	Charlie Gordon, Joe Carp, Frank Reily	29–30
Psychology lab	Charlie Gordon, Dr. Stauss, Prof. Nemur, Burt, Algernon	30–32
Classroom, Psychology Department	Charlie Gordon, Mrs. Kinnian	33–34

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

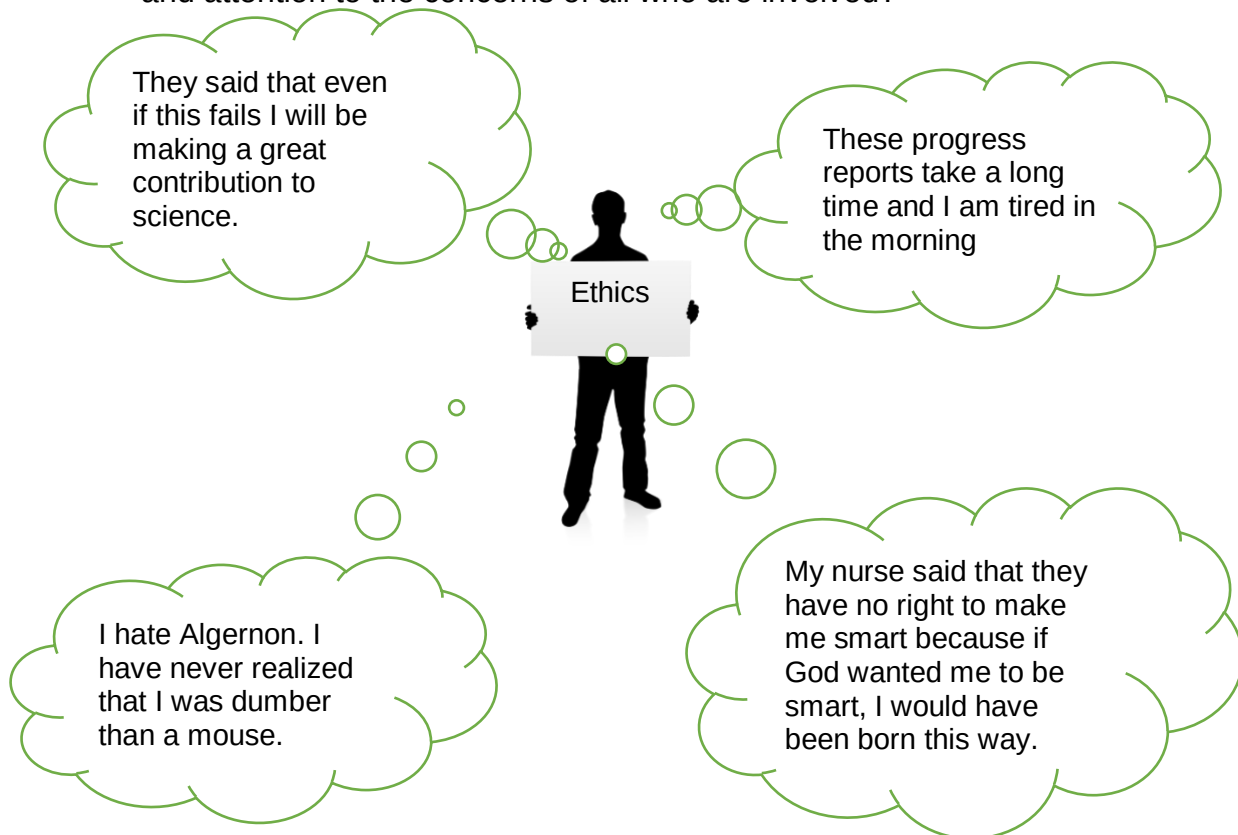
- Charlie Gordon works at a bakery.
- His teacher recommends Charlie to experimental brain surgery.
- Charlie takes psychological tests of intelligence and personality before the operation.
- Charlie undergoes an experimental operation and recovers well.

- Charlie beats Algernon in the maze test.
- Joe and Frank make fun of Charlie at a bar and ditch him.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose one of the thought clouds and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected by it? What are the costs and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?
- Who is responsible for implementing the preferred solution with the greatest care and attention to the concerns of all who are involved?



EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why was Charlie chosen to participate in the experimental brain surgery?
2. Is Charlie independent and happy? Provide evidence from the text.

Analyze the key paragraph.

Key Paragraph, p. 32

“I don’t think its right to make you pass a test to eat. How would Burt like to have to pass a test every tie he want to eat.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

At the end of this unit, you will write an essay titled *Human Dignity*. The essay will be about the importance of treating all people with respect and consideration. Today, you have read about the way Joe and Frank treat Charlie. Charlie is not aware that they are not treating him with respect. Is Charlie’s lack of awareness of the meaning of their actions makes their behavior more or less justifiable? Should Charlie’s level of understanding be considered at all when judging the morality of Joe and Frank’s actions? Present your arguments with supporting details in one or two paragraphs.

Close by extending today’s lesson to life and the world.

Character-Based Literacy Program 60-Minute Lesson Plan *Flowers for Algernon, Day 2*



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is the Rorschach test?

The Rorschach test examines personality traits and disorders. The tester gives the person cards with symmetrical ink blots and asks the patient to describe what he or she sees. The answers are analyzed in terms of level of detail (e.g., attention to color and the perception of movement in the image). It is a projective test, because there are no right or wrong answers, only the hidden emotions and thoughts conveyed through the interpretation of the images. The abstract images can trigger a wide variety of free associations, including repressed memories and state of mind. For example, through this test, it is possible to identify people who suffer a high level of stress, internal conflict, and sense of helplessness. Responses to the Rorschach test, for example, the cognitive complexity, originality, and vocabulary used to describe the image in detail, are related to people's level of intelligence.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

punctuation (39)	plateau (39)	opportunist (69)	cynic (69)	Pessimist (69)
---------------------	-----------------	---------------------	---------------	-------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read the progress reports for April (pp. 34–76)

Setting	Characters	Pages
Donner's Bakery	Charlie Gordon, Frank Rielly, Fannie Birden, Mr. Donner, Joe Carp	34–36
Classroom, Psychology Department	Charlie Gordon, Mrs. Kinnian	37–40
Party	Charlie Gordon, Joe Carp, Frank Reilly, Ellen	40–43
Street near the bakery	Charlie Gordon, peddler, children	43–46
Psychology lab	Charlie Gordon, Dr. Strauss, Burt Seldon, Prof. Nemur	47–49
PS 13	Charlie Gordon, Harriet	49–55
Psychology lab	Charlie Gordon, Burt Seldon, Prof. Nemur	55–59
Donner's Bakery	Charlie Gordon, Mr. Donner, Gimpy, Frank Reilly, Joe Carp	59–67
Psychology lab	Charlie Gordon, Dr. Strauss, Prof. Nemur	67–69
College campus	Charlie Gordon	69–71
PS 13; Charlie's childhood home	Charlie Gordon, Charlie's parents (Rose and Matt)	71–76

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

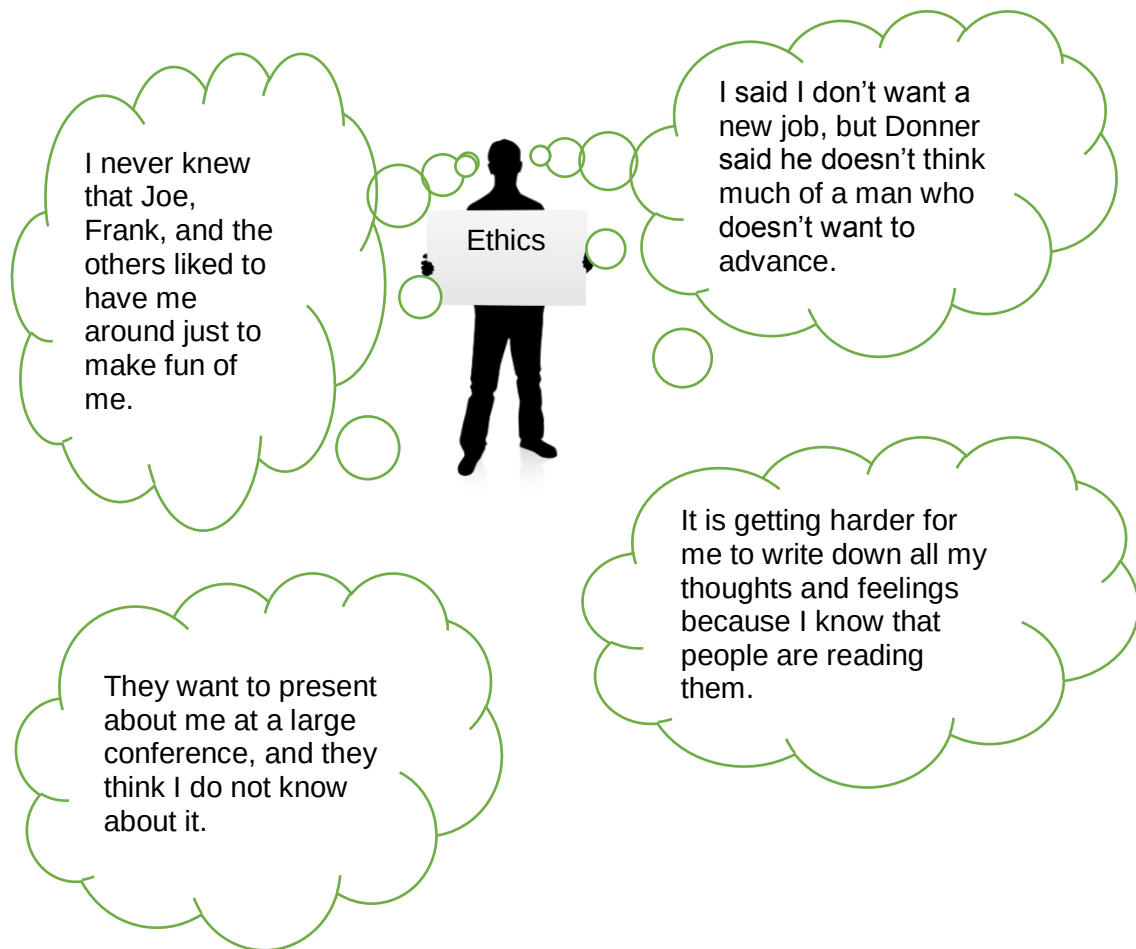
- Joe and Frank hope that Charlie will break the mixer and they will get a day off. However, Charlie shows he can operate the mixer. He gets a promotion and a raise.
- Charlie has improved memories of his childhood.

- Charlie is allowed to keep his progress reports private until the final report to the Wellberg Foundation is due.
- Charlie spends most of his free time at the college, especially at the library.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose one of the thought clouds and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected by it? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?
- Who is responsible for implementing the preferred solution with the greatest care and attention to the concerns of all who are involved?



EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. In what ways has Charlie been misunderstood, ignored, and bullied because of his intellectual disability?
2. Why does Charlie like to spend time at the college?

Analyze the key paragraph.

Key Paragraph, p. 68

“Nemur: “I’m not afraid of regression anymore. I’ve checked and rechecked everything. An interim report will do not harm. I feel sure nothing can go wrong now.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

At the end of this unit, you will write an essay titled *Human Dignity*. The essay will be about the importance of treating all people with respect and consideration. Today, you have read about Charlie’s growing awareness of his need for privacy. He made his case – and the two scientists agreed – to let Charlie keep his progress reports that detail his private emotions, thoughts, and dreams away from the people in the lab, at least for a while. Does Charlie have an obligation to share his private thoughts with the research team? Or, does he have the right to disclose only some of his thoughts, feelings, and experiences? Summarize your arguments with supporting details in one or two paragraphs.

Close by extending today’s lesson to life and the world.

Character-Based Literacy Program 60-Minute Lesson Plan *Flowers for Algernon, Day 3*



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What are Ethical Standards and Ethical Dilemmas?

Ethical standards determine the right course of action in personal and professional contexts.

Ethical dilemmas are situations in which two ethical standards conflict. In this case, the decision-maker(s) should decide between two or more courses of action.

Analyze the Following Case Study: The Ethics of Intelligence Enhancing Devices

A team of a team of neuroscientists and engineers is developing a brain implant that increases human intelligence. People who purchase this product will learn faster, remember more, and be better able to solve problems. In fact, they will become so smart that they may compete with machines equipped with artificial intelligence.

However, the costs of the development, production, and medical operations of this device are so high, that only rich people – the top one percent of society – will be able to afford it. Successful development of this brain implant will advance the field of medicine and inform medical treatments to people suffering from dementia, Alzheimer disease, Epilepsy, and other brain disorders. You are a wealthy philanthropist with a great reputation for investing in projects that benefit society. You were invited to invest in the research and development of the brain implant. Would you donate money to support this cause?

Use the following tool for the case study analysis: Ethics Framework Poster available at <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/ethical-decision-making-poster/>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

invariably (96)	etymologies (96)	specialization (97)	delegations (105)	petitions (105)
--------------------	---------------------	------------------------	----------------------	--------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read the progress reports for May (pp. 76–113)

Setting	Characters	Pages
Movie theater; cafeteria	Charlie Gordon, Alice Kinnian	76–85
Donner's bakery; lab; Cafeteria	Charlie Gordon, Gimpy, Professor Nemur, Alice Kinnian	85–96
College campus	Charlie Gordon, economics professor	96–98
Central park	Charlie Gordon, Alice Kinnian	98–102
Donner's bakery	Charlie Gordon, Mr. Donner, Joe Carp, Frank Reilly, Fanny Birden	102–108
Alice's apartment	Charlie Gordon, Alice Kinnian	108–113

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

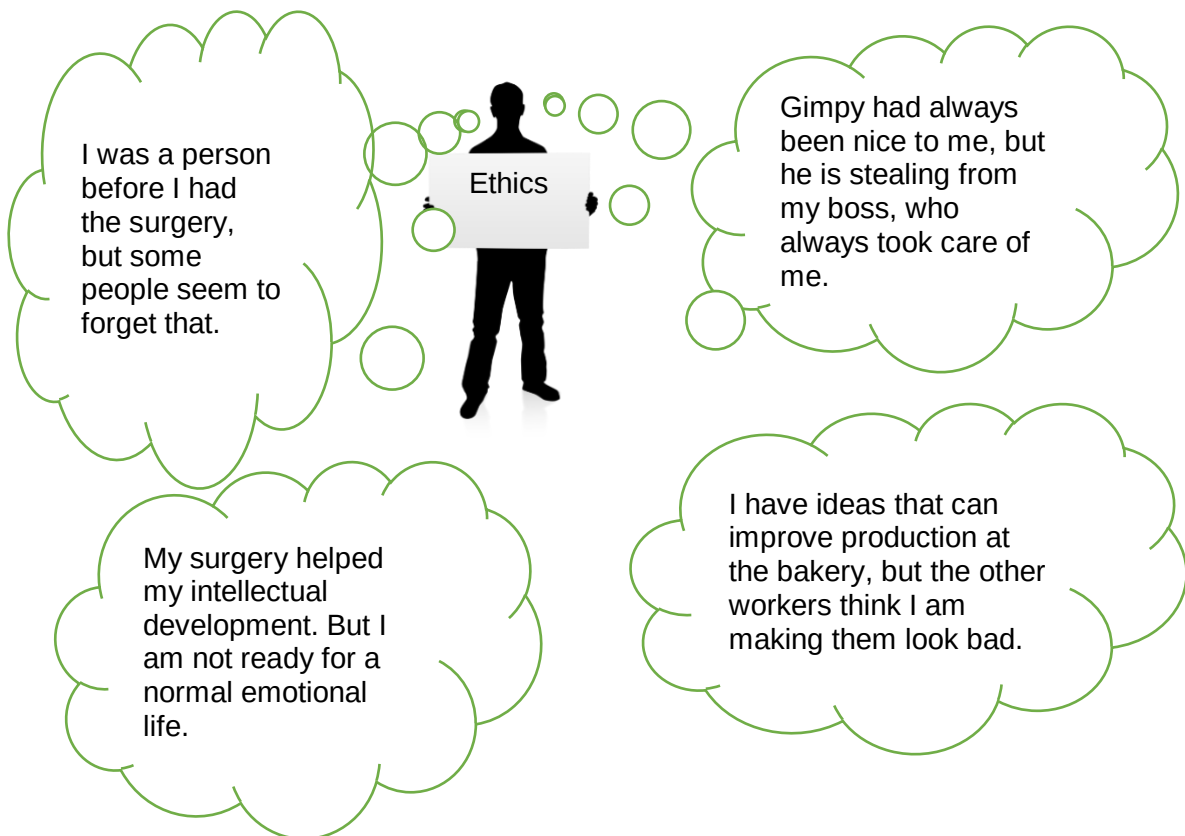
- Charlie experiences an internal struggle. All his life he has been taught that he must never touch a girl. However, he becomes interested in dating Alice.
- Charlie catches Gimpy stealing from Mr. Donner.

- Charlie's knowledge in a variety of subjects exceeds that of college students and professors.
- Charlie has a feeling that someone is watching him.
- Charlie loses his job at the bakery.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose one of the thought clouds and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected by it? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?
- Who is responsible for implementing the preferred solution with the greatest care and attention to the concerns of all who are involved?



EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Mr. Donner fire Charlie?
2. Why is Alice reluctant to get involved with Charlie?

Analyze the key paragraph.

Key Paragraph, p. 106

“What did he do? Hear that, Joe? I’ll tell you what you did, *Mister* Gordon. You come pushing in here with your ideas and suggestions and make the rest of us all look like a bunch of dopes. But I’ll tell you something. To me, you’re still a moron. Maybe I don’t understand some of them big words or the names of the books, but I’m as good as you are—better even.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

At the end of this unit, you will write an essay titled *Human Dignity*. The essay will be about the importance of treating all people with respect and consideration. Today, you have read about Charlie’s conflicts with the workers at the bakery. They made fun of him when he was less smart than them and were hostile towards him when he became smarter than everyone at the bakery. As the owner of the bakery, what was Mr. Donner’s responsibility in both situations? Did he make good decisions? Are there other actions he could have taken? Summarize your arguments and supporting details in one or two paragraphs.

Close by extending today’s lesson to life and the world.

Character-Based Literacy Program 60-Minute Lesson Plan *Flowers for Algernon*, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What are the Ethical Responsibilities of Scientists Conducting Research with People Diagnosed with Intellectual Disabilities?

Scientists and treatment providers should directly ask the patient about his or her thoughts and feelings about the goals for the treatment – both at the beginning and throughout the course of the treatment and follow-up. The treatment provider should be worded concretely and delivered in multiple segments using simple language and multiple checks for understanding. Adults—regardless of disability status—are presumed competent unless legal (court) proceedings have formally determined that they lack competency to make decisions. Even if a person has been found legally incompetent (to give consent for participation), every effort should be made to explain the treatment processes, the expected positive and negative outcomes, and

presentations to the scientific community and the public. All information should be given in appropriate language and request the patient's assent for any new decisions made during the research project. Having an appointed guardian does not automatically include the right to make decisions on behalf of the patient.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

preliminary (113)	specimen (113)	ingratitude (145)	inhibition (147)	irreversible (147)
----------------------	-------------------	----------------------	---------------------	-----------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read the progress reports for June (pp. 113–211)

Setting	Characters	Pages
Psychology lab	Charlie Gordon, professor Nemur	113–115
Charlie's childhood home	Charlie Gordon, Matt, Rose, Norma	115–119
The Center for Retarded Adults, Beekman University Extension	Charlie Gordon, Alice Kinnian, students	119–126
Central Park	Charlie Gordon, a woman	127–132
The International Psychological Convention, Chicago	Charlie Gordon, Nemur, Strauss, Burt, Algernon	132–165
Camden Hotel, New York City	Charlie Gordon, Algernon	165–172
Charlie's apartment building	Charlie Gordon, Fay Lillman	172–180
Matt's barbershop	Charlie Gordon, Matt	180–188
Charlie's apartment building	Charlie Gordon, Fay Lillman	188–196
Time Square	Charlie Gordon	196–200
Alice's apartment	Charlie Gordon, Alice Kinnian	200–206
Charlie's apartment	Charlie Gordon, Fay Lillman	206–211

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

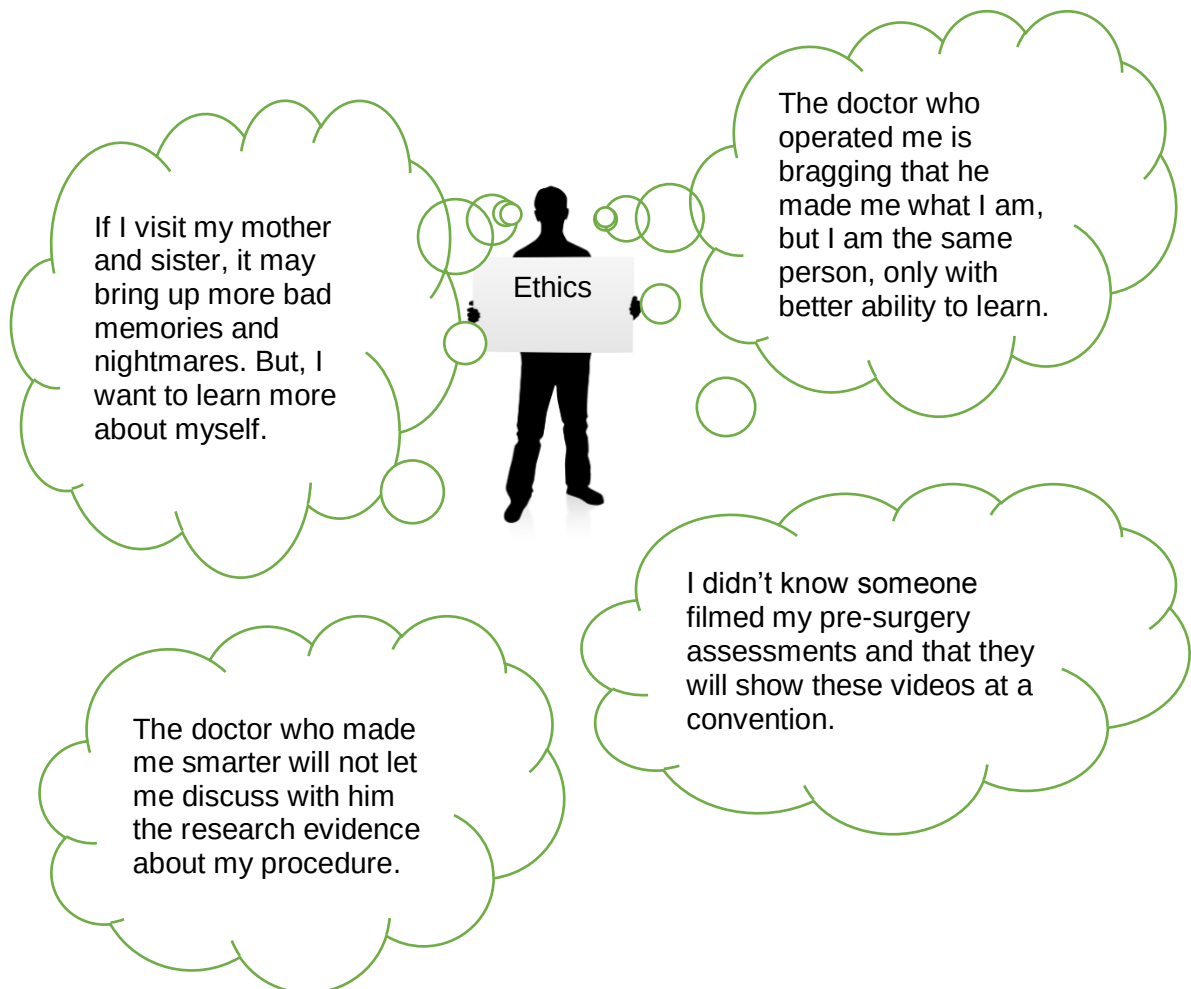
- At the International Psychological Convention, Charlie frees up Algernon and takes him with him to New York.

- Charlie rents an apartment in New York City.
- Charlie forms a relationship with his neighbor and resumes his work on his scientific ideas.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose one of the thought clouds and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected by it? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?
- Who is responsible for implementing the preferred solution with the greatest care and attention to the concerns of all who are involved?



EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What made Charlie upset during the convention?
2. Why does Charlie want to contact the Wellberg Foundation?

Analyze the key paragraph.

Key Paragraph, p. 200

“There is so much that can be done with this technique, if it is perfected. If I could be made into a genius, what about the more than five million mentally retarded in the United States? What about the countless millions all over the world, and those yet unborn destined to be retarded? What fantastic levels might be achieved by using this technique on normal people. On geniuses?”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

At the end of this unit, you will write an essay titled *Human Dignity*. The essay will be about the importance of treating all people with respect and consideration. Today, you have read about Charlie’s growing discomfort at the International Psychological Convention. What issues bothered Charlie? Could the professors have prevented Charlie’s discomfort and resentment? Write one or two paragraphs summarizing your arguments and the supporting details.

Close by extending today’s lesson to life and the world.

Character-Based Literacy Program 60-Minute Lesson Plan *Flowers for Algernon*, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is The File Drawer Problem?

If the results of the surgery will prove to be temporary, it will be the ethical obligation of the research team to inform the public about the failure of the experiment. In various fields of research, scientists may be sometimes reluctant to share such findings. This is called The File Drawer Problem. Scientists and academic journals may not publish papers on negative effects or no effects of interventions and on effects that are hard to explain (for example, because they contradict theories and past research). The lack of reporting creates a bias in the research literature and can misinform the public as well as researchers about the potential harmful effects of interventions.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

exigencies (217)	permanence (218)	temporary (218)	imperceptibly (235)	lethargy (239)
---------------------	---------------------	--------------------	------------------------	-------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read the progress reports for July (pp. 212–240)

Setting	Characters	Pages
Psychology lab	Charlie Gordon, Nemur, Strauss, Burt	212–221
Warren State Home and Training School, Long Island	Charlie Gordon, Mr. Winslow, Thelma, school principal	221–231
Psychology lab	Charlie Gordon, Nemur, Strauss, Burt, Algernon	231–232
Charlie's apartment	Charlie, Alice, Fay	232–236
Psychology lab	Charlie Gordon, Nemur, Strauss, Algernon	236–240

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

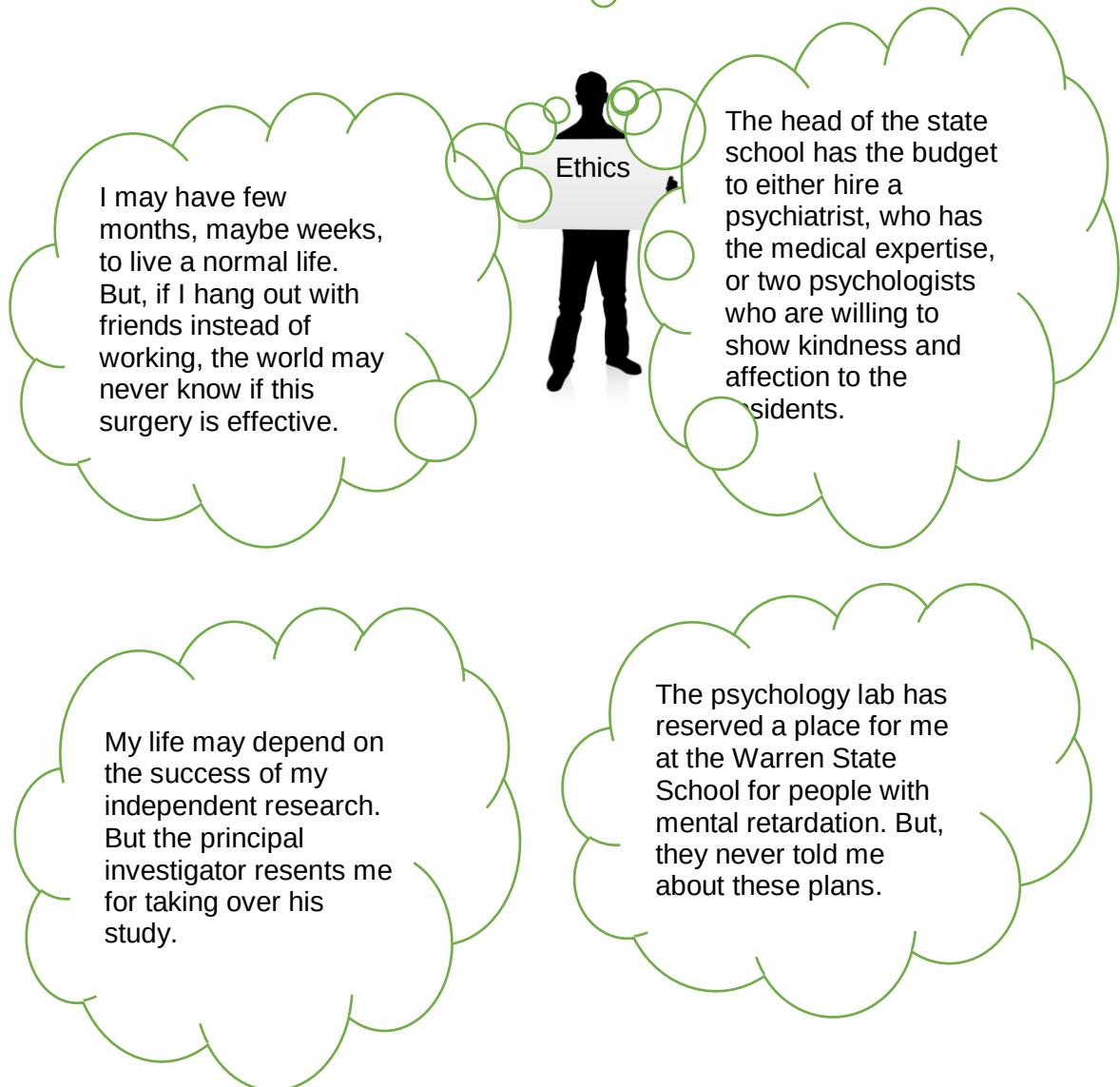
Students might mention:

- Algernon shows regression in his mood and intellectual performance.
- The Wellberg foundation has Given Charlie a grant and he can use the lab facilities to conduct his own research.
- Charlie learns that in case of severe regression in his mental state, the foundation will pay for his admission at the Warren State Home and Training School. He visits the Warren State Home.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose one of the thought clouds and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected by it? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?
- Who is responsible for implementing the preferred solution with the greatest care and attention to the concerns of all who are involved?



EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What is happening to Algernon? Describe the different types of symptoms.
2. What did Charlie learn during his visit at the Warren State Home and Training School?

Analyze the key paragraph.

Key Paragraph, p. 225

“I’m very fond of my boys. It’s not easy work, but it’s rewarding when you think how much they need you.” The smile left her for a moment. “Normal kids grow up too soon, stop needing you...go off on their own...forget who loved them and took care of them. But these children need all you can give—all of their lives.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

At the end of this unit, you will write an essay titled *Human Dignity*. The essay will be about the importance of treating all people with respect and consideration. Today, you have read about Charlie’s visit to the Warren State Home and Training School and got a glimpse of the dedication of the staff. What character virtues do the staff members show at this school and home? Write one or two paragraphs.

Close by extending today’s lesson to life and the world.

Character-Based Literacy Program 60-Minute Lesson Plan *Flowers for Algernon*, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

How is the Book, *Flowers for Algernon* Relevant to Cases in Bioethics?

In this unit, you are learning about health research ethics, and in particular the ethics of including human subjects with intellectual disabilities. Although this book is science fiction, there are real-world case studies that bring up similar issues. Read and analyze the ethics case study, The Radioactive Oatmeal Experiment.

The Radioactive Oatmeal Experiment

In the 1940s, the Departments of Food Technology and Physics of the Massachusetts Institute of Technology (MIT) partnered with the Fernald State School in Waverly, Massachusetts to conduct a study with a grant from the Quaker Oats Company.

The study participants were teen boys, ages 12 to 17 years, living at the Fernald School, with IQ scores ranging between 65 and 70. At breakfast time, participants ate oats coated with radioactive iron tracers, drank milk with radioactive calcium tracers, and were given injections of radioactive calcium. The participants were told that they were selected for a "Science Club" because of their good behavior. As rewards, the researchers promised the children that they will receive gifts or trips to Red Sox games.

The primary goal for the experiment was to address a concern that certain diets rich in cereal might affect iron absorption and thus result in malnutrition. The children and their families were not properly informed of the potential risks of consuming radioactive iron. The research did not promise any therapeutic benefit to the children. The researchers were aware that the children's intellectual disability made them vulnerable to exploitation without hold the researchers accountable for putting the health of the participants at risk. Fifty years after the experiment, in a lawsuit settlement, MIT and Quaker Oats Co. agreed to pay \$1.85 million to the study participants for violation of their human rights.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inexplicable (242)	tangible (244)	insufferable (246)	indebted (246)	dissociation (248)
-----------------------	-------------------	-----------------------	-------------------	-----------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read the progress reports for August (pp. 241–255)

Setting	Characters	Pages
Nemur's home	Charlie Gordon, Bertha Nemur, Hiram Harvey, Strauss, Mr. And Mrs. Raynor,	241–253
Psychology lab	Charlie Gordon	254–255

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

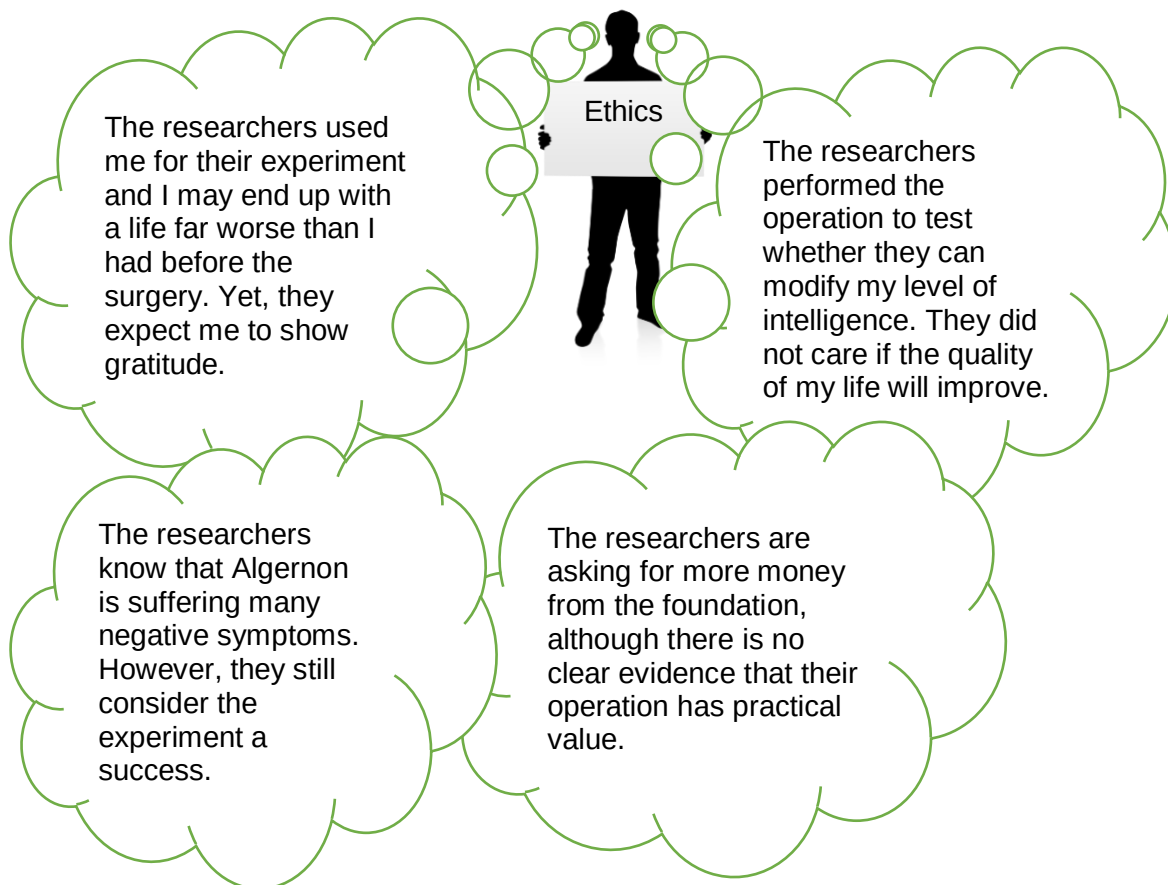
Students might mention:

- Professor Nemur confront Charlie at a cocktail party. He tells Charlie that he has become arrogant and cynical.
- Charlie completes his research project and sends the final report to the research team and the Wellberg Foundation. The results indicate that the experiment has failed and Charlie's intelligence is likely to deteriorate rapidly.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose one of the thought clouds and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected by it? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?
- Who is responsible for implementing the preferred solution with the greatest care and attention to the concerns of all who are involved?



EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What happens to Charlie when he gets drunk?
2. Why does Charlie think that in some ways he would be better off without the brain surgery?
3. What is The Algernon—Gordon Effect?

Analyze the key paragraph.

Key Paragraph, p. 249

“But I’ve learned that intelligence alone doesn’t mean a damned thing. Here in your university, intelligence, education, knowledge, have all become great idols. But I know now there’s one thing you’ve all overlooked: intelligence and education that hasn’t been tempered by human affection isn’t worth a damn.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

At the end of this unit, you will write an essay titled *Human Dignity*. The essay will be about the importance of treating all people with respect and consideration. Today, you have read about Charlie’s argument with professor Nemur at the cocktail party. Charlie accused professor Nemur of treating him as something he has created rather than as a person he has helped. Why is it important to Charlie to be recognized as a whole person – both before and after the surgery? Write one or two paragraphs. Support your evidence from the text.

Close by extending today’s lesson to life and the world.

Character-Based Literacy Program 60-Minute Lesson Plan *Flowers for Algernon, Day 7*



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What Can Schools Do to Protect Students with Intellectual Disabilities?

Schools should take bullying and harassment of students with disabilities very seriously. Both teachers and students are responsible for protecting students with disabilities. This includes treating them with respect and reporting any violation of students' rights to feel safe, respected, and valued. In a 2014 Dear Colleague letter, the Assistant Secretary for Civil Rights, provided guidance to schools. Here is an excerpt from the letter:

"Bullying of a student on the basis of his or her disability may result in a disability-based harassment violation under Section 504 and Title II. As explained in OCR's 2010 Dear Colleague Letter on Harassment and Bullying, when a school knows or should know of bullying conduct based on a student's disability, it must take immediate and appropriate action to investigate or otherwise determine what occurred. If a school's investigation

reveals that bullying based on disability created a hostile environment—i.e., the conduct was sufficiently serious to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school—the school must take prompt and effective steps reasonably calculated to end the bullying, eliminate the hostile environment, prevent it from recurring, and, as appropriate, remedy its effects. Therefore, OCR would find a disability-based harassment violation under Section 504 and Title II when: (1) a student is bullied based on a disability; (2) the bullying is sufficiently serious to create a hostile environment; (3) school officials know or should know about the bullying; and (4) the school does not respond appropriately.”

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

precautions (256)	tangible (244)	insufferable (246)	indebted (246)	dissociation (248)
----------------------	-------------------	-----------------------	-------------------	-----------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read the progress reports for September (pp. 256–278)

Setting	Characters	Pages
Psychology lab	Charlie Gordon	256–259
Charlie’s childhood home	Charlie Gordon, Rose, Norma	259–278

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important events on the timeline.

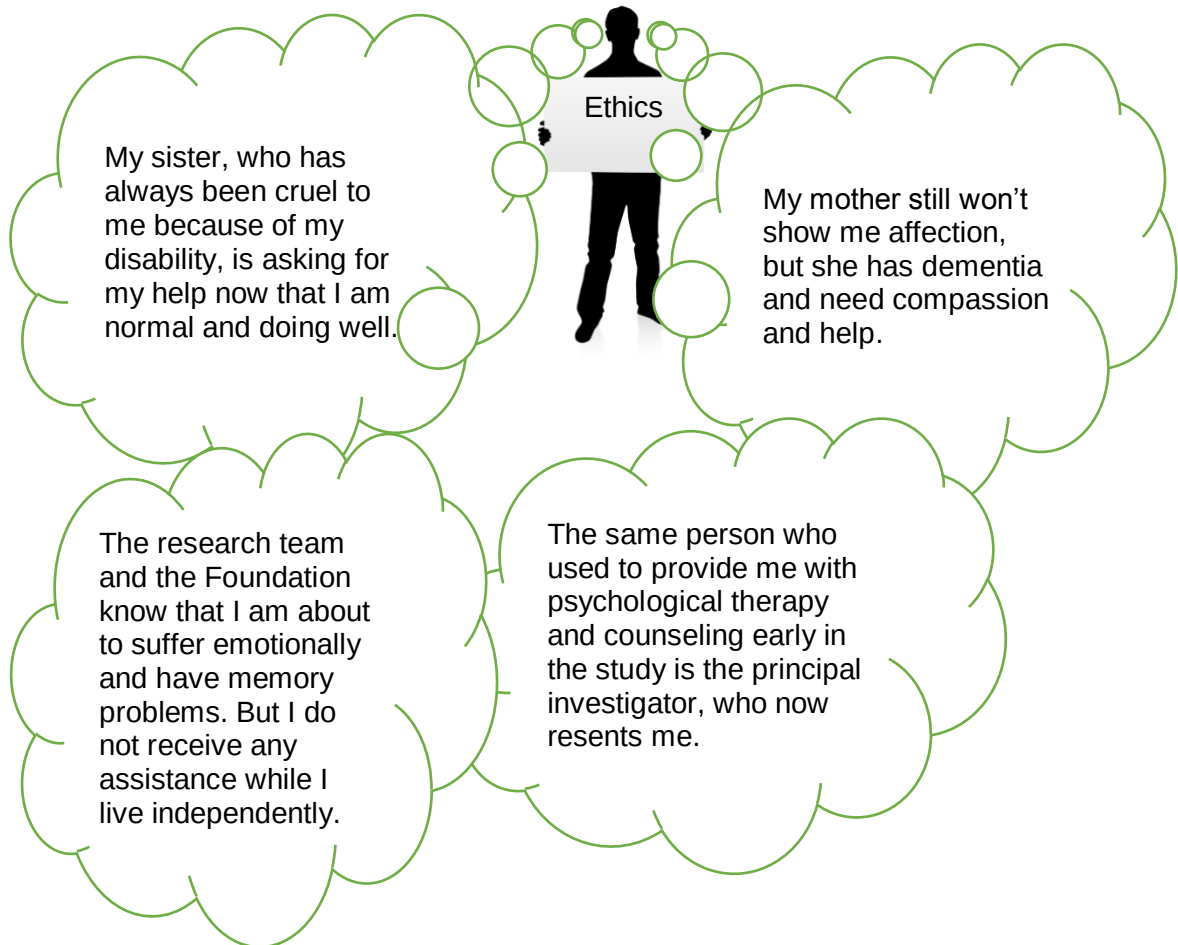
Students might mention:

- Charlie decides to continue and write progress reports.
- Charlie’s research results have been confirmed by independent researchers.
- Charlie buries Algernon and puts wild flowers on the grave.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose one of the thought clouds and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected by it? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?
- Who is responsible for implementing the preferred solution with the greatest care and attention to the concerns of all who are involved?



EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What are the initial symptoms of the worsening in Charlie's mental condition?
2. How does Charlie's visit at his childhood house affect his relationship with his sister, Norma?

Analyze the key paragraph.

Key Paragraph, p. 268

"I knew it would happen. I always said it would happen someday. I tried everything I could. You were too young to remember, but I tried. I told them all that you'd go to college and become a professional man and make you mark in the world. They laughed, but I told them."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

At the end of this unit, you will write an essay titled *Human Dignity*. The essay will be about the importance of treating all people with respect and consideration. Today, you have read about Charlie's visit at the house where his mother and sister live. Charlie remembers his fear and shame as a child but is also compelled to show the kindness and compassion that his mother and sister need. How is Charlie responding to his family? Is Charlie showing forgiveness? Summarize your arguments in one or two paragraphs. Use evidence from the text.

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 60-Minute Lesson Plan *Flowers for Algernon*, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

How is the Book, *Flowers for Algernon* Relevant to Cases in Bioethics?

In this unit, you are learning about health research ethics, and in particular the ethics of including human subjects with intellectual disabilities. Although this book is science fiction, there are real-world case studies that bring up similar issues. Read and analyze the ethics case study, The Radioactive Oatmeal Experiment.

The Radioactive Oatmeal Experiment

In the 1940s, the Departments of Food Technology and Physics of the Massachusetts Institute of Technology (MIT) partnered with the Fernald State School in Waverly, Massachusetts to conduct a study with a grant from the Quaker Oats Company.

The study participants were teen boys, ages 12 to 17 years, living at the Fernald School, with IQ scores ranging between 65 and 70. At breakfast time, participants ate oats coated with radioactive iron tracers, drank milk with radioactive calcium tracers, and were given injections of radioactive calcium. The participants were told that they were selected for a "Science Club" because of their good behavior. As rewards, the researchers promised the children that they will receive gifts or trips to Red Sox games.

The primary goal for the experiment was to address a concern that certain diets rich in cereal might affect iron absorption and thus result in malnutrition. The children and their families were not properly informed of the potential risks of consuming radioactive iron. The research did not promise any therapeutic benefit to the children. The researchers were aware that the children's intellectual disability made them vulnerable to exploitation without hold the researchers accountable for putting the health of the participants at risk. Fifty years after the experiment, in a lawsuit settlement, MIT and Quaker Oats Co. agreed to pay \$1.85 million to the study participants for violation of their human rights.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

precautions (256)	unmovable (280)	hallucination (282)	encompassing (282)	insistence (285)
----------------------	--------------------	------------------------	-----------------------	---------------------

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read the progress reports for October and November (pp. 278–311)

Setting	Characters	Pages
Psychology lab	Charlie Gordon, Dr. Strauss, Burt,	278–289
Charlie's apartment	Charlie Gordon, Alice, Mrs. Mooney, doctor, Dr. Strauss	259–307
Donner's bakery	Charlie Gordon, Mr. Donner, Meyer Klaus, Frank, Joe, Gimpy	307–309
The Center for Retarded Adults, Beekman University Extension	Charlie Gordon, Alice Kinnian	309
Warren State Home and Training School	Charlie Gordon	310–311

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

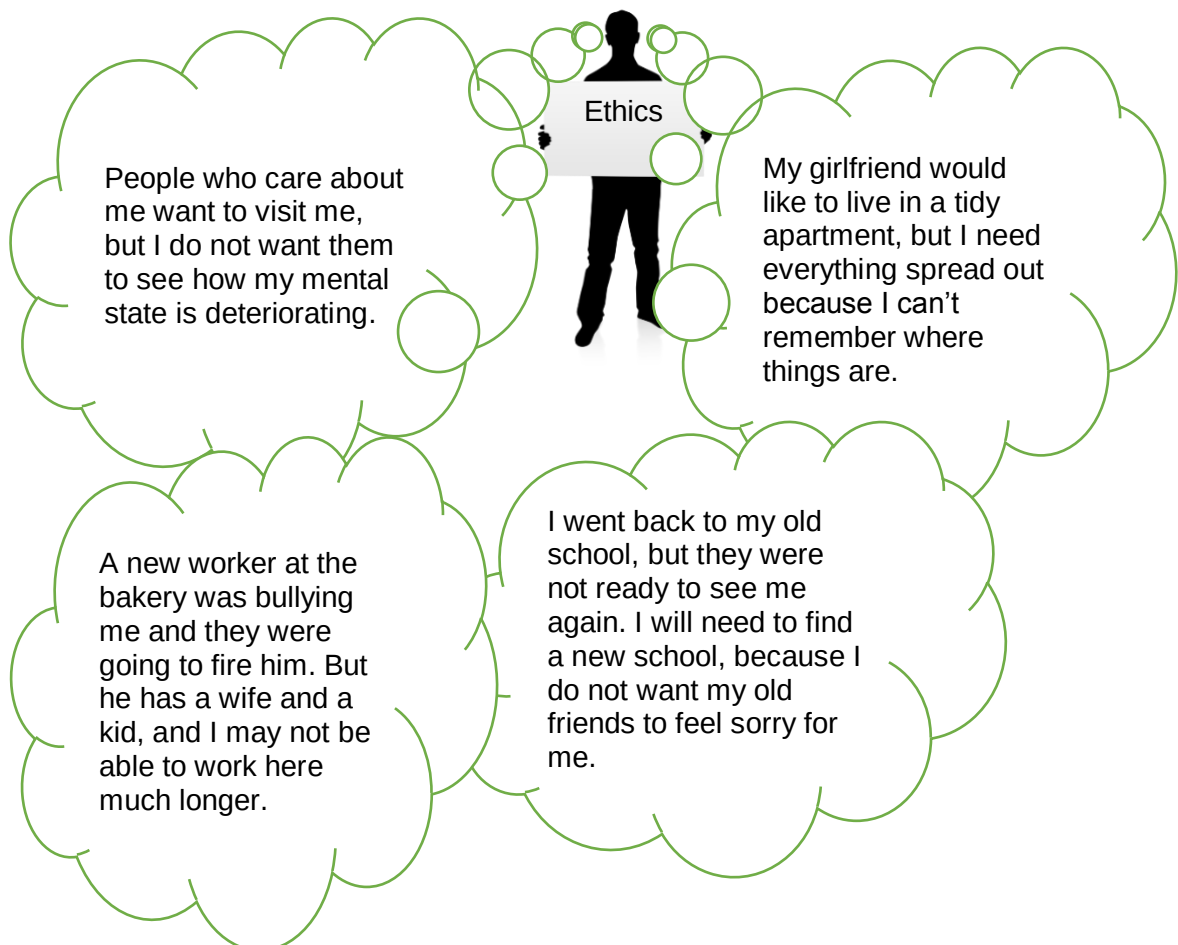
Students might mention:

- Charlie discontinues his therapy sessions after experiencing a hallucination.
- Charlie discontinues the intelligence and personality tests after he experiences forgetfulness.
- Charlie's motor skills are impaired.
- Charlie start working at Donner's bakery.
- Charlie checks in at the Warren State Home.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Choose one of the thought clouds and analyze it from an ethical perspective:

- What is the problem? What are the facts?
- Who is affected by it? What are the risks (social, emotional, health, economic, scientific, etc.) and benefits associated with this situation?
- Are there alternative solutions or options? Which option best addresses the situation?
- Who is responsible for implementing the preferred solution with the greatest care and attention to the concerns of all who are involved?



EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How fast does Charlie lose his cognitive abilities?
2. Why does Charlie decide to take books with him to the Warren State Home?

Analyze the key paragraph.

Key Paragraph, p. 310

"I dont know why Im dumb agen or what I did rong. Maybe its because I dint try hard enuf or just some body put the evel eye on me. But if I try and practis very hard maybe Ill get a little smarter and no what all the words are."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Your final product is an essay titled *Human Dignity*. The essay will be about the importance of treating all people with respect and consideration. Focus your essay on accepting people with different skills, capacities, and knowledge. Describe the ethical responsibilities of children, parents, as well as professionals, including teachers, school principals, doctors, and researchers.

Close by extending today's lesson to life and the world.
