Standards Focus

Objectives

Students will analyze subplots and parallel episodes.

Motivate

What Do You Think?/QuickWrite

Discuss with students how it feels to hear something upsetting. Are there times when students wish they had not learned something?

Academic Vocabulary

Look for opportunities to use the Academic Vocabulary words in this collection.

- **effective, *adj.*:** successful
- **outcome, *n.*:** result; ending
- **reveal, *v.*:** make known
- **structure, *n.*:** arrangement of parts

Analyzing Visuals

Use the online textbook to project this image for viewing.

Activity Ask students to identify the items in the picture. [*maze, mouse, cheese*] Explain that the story students are about to read is about a man who undergoes a medical experiment. Ask students how the picture might relate to the story. ***Possible response:*** *Like the person in the story, the mouse is being used in an experiment.*

SHORT STORY

Preparing to Read

Flowers for Algernon

by **Daniel Keyes**



What Do You Think? When is knowledge power? When is ignorance bliss?

QuickWrite

Why might a person hesitate to tell a friend something upsetting? Write down your thoughts.

SKILLS FOCUS pp. 52–87

Literary Skills
- Understand subplots and parallel episodes.
- Analyze subplots and parallel episodes.
- Analyze point of view.

Reading Skills
- Track story events.
- Read print and Internet sources to research questions or information.

Vocabulary Skills
- Know the basics of the history of English.

Writing Skills
- Write a journal.
- Write a subplot for a story.
- Write to explain.

Grammar Skills
- Identify and use verbs.

Selection Readability	
Easily Accessible **Accessible** Challenging	selection provides background information; chronological order; accessible theme
Lexile	**N/A**

Selection Summary

Charlie, a mentally challenged man, becomes extremely intelligent as the result of an experimental surgery. A mouse named Algernon undergoes the same surgery. However, the gain in intelligence is only temporary.

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Literary Focus

Subplots and Parallel Episodes A long short story, like the one that follows, sometimes has a complex plot, a plot that consists of intertwined stories. A complex plot may include

- **subplots**—less important plots that are part of the larger story
- **parallel episodes**—deliberately repeated plot events

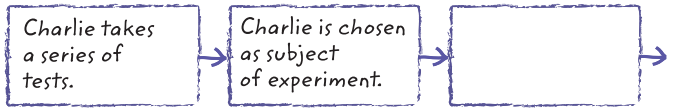
As you read "Flowers for Algernon," watch for new settings, characters, or conflicts that are introduced into the story. These may signal that a subplot is beginning. To identify parallel episodes, take note of similar situations or events that occur in the story.

Literary Perspectives Apply the literary perspective described on page 55 as you read this story.

Reading Focus

Tracking Story Events To follow a story's plot and identify subplots and parallel episodes, pause every now and then to think about what has happened so far.

Into Action Use a chart like the one below to **track story events.** Underline events that introduce new settings, characters, or conflicts. Circle any event that is similar to an event that happened earlier.



Vocabulary

misled (mihs LEHD) *v.:* fooled; led to believe something wrong. *Joe and Frank misled Charlie into believing they were his friends.*

regression (rih GREHSH uhn) *n.:* return to an earlier or less advanced condition. *After its regression, the mouse could no longer find its way through a maze.*

obscure (uhb SKYOOR) *v.:* hide. *He wanted to obscure the fact that he was losing his intelligence.*

deterioration (dih tihr ee uh RAY shuhn) *n.* used as an *adj:* worsening; declining. *Charlie could predict mental deterioration syndromes by using his formula.*

introspective (ihn truh SPEHK tihv) *adj.:* looking inward. *Charlie was introspective about all the changes he went through.*

Language Coach

Word Origins Which Vocabulary word above looks as if it is derived from the Latin verb *specere*, meaning "to see"? What other words do you know that contain the word part *-spec-*?

Writing Focus

Think as a Reader/Writer

Find It in Your Reading In this story, events unfold through a character's journal entries. In your *Reader/Writer Notebook* note how Keyes develops Charlie's character through that character's use of language (his word choice, spelling, and grammar).

Learn It Online
Expand your story experience by visiting Literature Links at:
go.hrw.com L8-53 Go

Selection Resources

Collection 1 Resources, on-level practice and assessment, p. 19

Teacher One Stop™, on-level lesson plans and all print resources

Holt Audio Library

Holt Audio Library: Selections and Summaries in Spanish

Supporting Instruction in Six Languages, selection summary

ThinkCentral Online Assessment, Selection Test

ThinkCentral Online Remediation

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, have students complete each sentence using a Vocabulary word.

1. The clouds will _____ the sun. [*obscure*]
2. When Matt saw the house's peeling paint, he was surprised at the _____ that had occurred so quickly. [*deterioration*]
3. Lisa is not shy; she's just _____ . [*introspective*]
4. Despite therapy, his struggle with walking showed a physical _____ . [*regression*]
5. They were _____ about the actual price of the car. [*misled*]

Language Coach

Use **Language Coach** to help English-language learners acquire word-attack skills. ***Answer:*** *introspective; suspect, respect, inspect*

Ask students to brainstorm additional words with the word part *-spec-*.

Literary Focus

As you read and discuss the selection with students, have them note the subplots of the story.

Reading Focus

Give students a copy of the Reading Focus graphic organizer before they read. (See **Collection 1 Resources.**) Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

Have students record descriptive details in their **Reader/Writer Notebooks**. Students can use their notes to complete the Writing Focus activity.

Learn It Online
Literature Links direct students to pre-screened Web sites offering more information related to a selection. Preview at **go.hrw.com**.
go.hrw.com L8-53 Go

Selection Introduction

More About the Writer

Daniel Keyes's study of psychology has allowed him to understand people with unusual psychological conditions. In *The Minds of Billy Milligan,* Keyes relates the true story of a man who was proven to have twenty-four different personalities—and was acquitted of murder as a result. More recently, Keyes has recounted his own experiences in writing "Flowers for Algernon" in the book *Algernon, Charlie, and I.*

Think About the Writer

After students read the story, ask them to share their opinions on the ending. Then, ask whether they can think of a better way for the story to end. Do they agree with Keyes or with those who told him to change the ending?

For Independent Reading

- If students are interested in journeys of self-discovery, recommend *Very Far Away from Anywhere Else,* by Ursula K. Le Guin. This short novel describes how a young man's friend changes his life.
- If students want to read another story about someone who overcomes challenges to achieve greatness, they might enjoy *The Whale Rider,* Witi Ihimaera's story of a Maori girl trying to maintain her culture's traditions.

MEET THE WRITER

Daniel Keyes

(1927–)

"Fascinated by the . . . Human Mind"

Born in Brooklyn, New York, Daniel Keyes says that he is "fascinated by the complexities of the human mind." In fact, he studied psychology so that he could create more believable characters in his stories.

Unhelpful "Advice"

When Keyes was looking for a publisher for "Flowers for Algernon," he was advised to change the ending of his story to a happy, "Hollywood" ending. Keyes refused. His decision proved to be a good one. His story became famous around the world and was made into a novel, a play, a movie, and even a musical.

> "When I went to Tokyo, they . . . brought me gifts, flowers, candy, letters, and I sat there thinking, 'I feel like a rock star.'"

Think About the Writer What might Keyes's refusal to change his story say about him?





Build Background

You will find terms dealing with psychology and science in "Flowers for Algernon." Here are some terms to know:

- **Rorschach** (RAWR shahk) **test:** psychological test in which people describe the images suggested to them by a series of inkblots. See page 59 for an example.
- **IQ:** short for *intelligence quotient;* a number that is meant to show how intelligent someone is. An IQ score is determined from an intelligence test.
- **hypothesis:** a theory to be proved. In the story, the doctors' hypothesis is that they can improve intelligence through surgery.

Preview the Selection

In this story you'll meet **Charlie Gordon,** who undergoes experimental surgery to increase his intelligence. Charlie keeps a journal to record his progress and to share how the experiment affects his life.

Read with a Purpose Read this story to find out what Charlie gains and loses as he participates in a medical experiment.

Flowers for Algernon

by **Daniel Keyes**

Part 1

progris riport 1—martch 5 1965

Dr. Strauss says I shud rite[1] down what I think and evrey thing that happins to me from now on. I dont know why but he says its importint so they will see if they will use me. I hope they use me. Miss Kinnian says maybe they can make me smart. I want to be smart. My name is Charlie Gordon. I am 37 years old and 2 weeks ago was my brithday. I have nuthing more to rite now so I will close for today.

progris riport 2—martch 6

I had a test today. I think I faled it. and I think that maybe now they wont use me. What happind is a nice young man was in the room and he had some white cards with ink spillled all over them. He sed Charlie what do you see on this card. I was very

1. **shud rite:** should write. To understand Charlie's misspelled words, try sounding them out and reading the surrounding words for clues to the meaning.

Literary Perspectives

Use this literary perspective to help you analyze the story's main character.

Analyzing Credibility in Literature Literature often requires that we believe in things that are not true, such as talking animals. Even so, we expect the characters and plots to be believable, or credible.

Analyzing the credibility of the narrator is especially important in "Flowers for Algernon." Consider these questions as you read: How might the narrator's perceptions of the world differ from yours? How is he unlike any narrator you have met before? As you read, be sure to notice the notes and questions in the text, which will guide you in using this perspective.

Literary Perspectives

Use the Literary Perspectives feature to differentiate the literature for a variety of students.

For All Students

Tell students that credibility can be established in several ways. One way is through consistency. If a story's narrator or character acts or says things in a consistent manner, the reader begins to trust his or her credibility. Another form consistency takes is through the laws that govern the world or situations in which the characters find themselves. For instance, "Flowers for Algernon" contains a teacher and two doctors as characters. Readers expect people in these professions to behave in certain ways and to have certain knowledge. If a teacher doesn't know how to read, for example, this conflicts with knowledge readers already have about what qualities a teacher should have, undermining the story's credibility. Have students come up with other examples of ways credibility might be undermined in a story.

Direct Teach

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Ask them under what circumstances they might agree to take part in a medical experiment. What might they gain or lose? ***Possible response:*** *I might participate in an experiment that would improve my health. It could have physical side effects if something went wrong.*

? Extend the Discussion

Summarizing What do you know about Charlie so far? ***Possible response:*** *Although Charlie seems to have low intelligence, he seems eager to improve himself.*

Guided Practice

Model and Apply

- Provide students with copies of the Reading Focus graphic organizer for "Flowers for Algernon" (see **Collection 1 Resources**) or ask them to use a piece of their own paper.
- Tell students that the graphic organizer can be used to identify **subplots** and track **parallel episodes** in the story.
- Tell students that changes in settings, interactions between characters, and both internal and external conflicts are signals that story events are occurring.
- **Read-Talk-Write** Have students read to the end of the following page. Have student pairs work together to identify the events that occur on these pages. Then, have them record their findings in the chart.

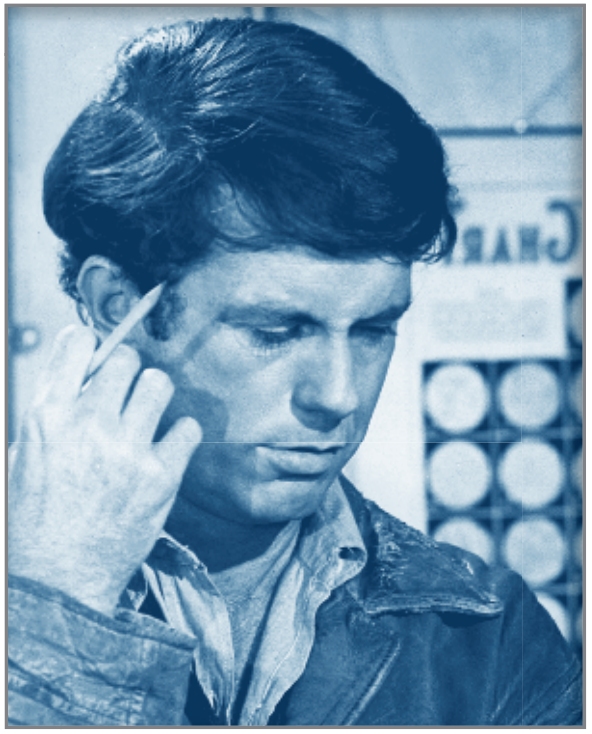
Chain-of-Events Chart

Charlie is shown inkblots in a Rorschach test, but he doesn't see its significance. →	Charlie takes a personality test.
→	Charlie watches Algernon run a maze.

Think as a Reader/Writer

Find It in Your Reading Point out that the first column on p. 57 mentions Charlie's motivation to attend night school, which is that he wants to learn to read and spell better.

Use It in Your Writing Have students write a brief journal entry in which they speculate about the importance of motivation in tests such as the ones that Charlie takes.



skared even tho I had my rabits foot[2] in my pockit because when I was a kid I always faled tests in school and I spillled ink to.

I told him I saw a inkblot. He said yes and it made me feel good. I thot that was all but when I got up to go he stopped me. He said now sit down Charlie we are not thru yet. Then I dont remember so good but he wantid me to say what was in the ink. I dint see nuthing in the ink but he said there was picturs there other pepul saw some picturs. I coudnt see any picturs. I reely tryed to see. I held the card close up and then far away.

Then I said if I had my glases I coud see better I usally only ware my glases in the movies or TV but I said they are in the closit in the hall. I got them. Then I said let me see that card agen I bet Ill find it now.

I tryed hard but I still coudnt find the picturs I only saw the ink. I told him maybe I need new glases. He rote somthing down on a paper and I got skared of faling the test. I told him it was a very nice inkblot with littel points all around the eges. He looked very sad so that wasnt it. I said please let me try agen. Ill get it in a few minits becaus Im not so fast somtimes. Im a slow reeder too in Miss Kinnians class for slow adults but I'm trying very hard.

He gave me a chance with another card that had 2 kinds of ink spillled on it red and blue.

He was very nice and talked slow like Miss Kinnian does and he explaned it to me that it was a *raw shok*.[3] He said pepul see things in the ink. I said show me where. He said think. I told him I think a inkblot but that wasnt rite eather. He said what does it remind you—pretend something. I closd my eyes for a long time to pretend. I told him I pretned a fowntan pen with ink

2. **rabits foot:** The hind foot of a rabbit is sometimes used as a good-luck charm.

3. **raw shok:** Charlie is trying to spell *Rorschach*.

Developing Oral Fluency

Use the first paragraph of the March 7 entry to give students practice using correct grammar and reading dialogue. Remind students that dialogue is a conversation between people—in this example, the people speaking are Charlie and Dr. Strauss and Dr. Nemur. Model reading the paragraph aloud to students.

Paired activity Distribute an enlarged photocopy of the first paragraph of the March 7 progress report.

- Help students decide which character is speaking which parts in the paragraph.
- Students should edit the paragraph by placing quotation marks and other correct punctuation and capitalization around each piece of dialogue that they believe is directly spoken. They should also correct Charlie's other punctuation marks.
- Have pairs read the paragraph aloud to each other, checking each other for pauses and expression.
- Ask students who are confident in their presentation to read the paragraph aloud.

leeking all over a table cloth. Then he got up and went out.

I dont think I passd the *raw shok* test. A

progris report 3—martch 7

Dr Strauss and Dr Nemur say it dont matter about the inkblots. I told them I dint spill the ink on the cards and I coudn't see anything in the ink. They said that maybe they will still use me. I said Miss Kinnian never gave me tests like that one only spelling and reading. They said Miss Kinnian told that I was her bestist pupil in the adult nite scool becaus I tryed the hardist and I reely wantid to lern. They said how come you went to the adult nite scool all by yourself Charlie. How did you find it. I said I askd pepul and sumbody told me where I shud go to lern to read and spell good. They said why did you want to. I told them becaus all my life I wantid to be smart and not dumb. But its very hard to be smart. They said you know it will probly be tempirery. I said yes. Miss Kinnian told me. I dont care if it herts.

Later I had more crazy tests today. The nice lady who gave it me told me the name and I asked her how do you spellit so I can rite it in my progris riport. THEMATIC APPERCEPTION TEST. I dont know the frist 2 words but I know what *test* means. You got to pass it or you get bad marks. This test lookd easy becaus I coud see the picturs. Only this time she dint want me to tell her the picturs. That mixd me up. I said the man yesterday said I shoud tell him what I saw in the ink she said that dont make no difrence. She said make up storys about the pepul in the picturs.

I told her how can you tell storys about pepul you never met. I said why shud I make up lies. I never tell lies any more becaus I always get caut.

She told me this test and the other one the raw-shok was for getting personalty. I laffed so hard. I said how can you get that thing from inkblots and fotos. She got sore and put her picturs away. I dont care. It was sily. I gess I faled that test too. B

Later some men in white coats took me to a difernt part of the hospitil and gave me a game to play. It was like a race with a white mouse. They called the mouse Algernon. Algernon was in a box with a lot of twists and turns like all kinds of walls and they gave me a pencil and a paper with lines and lots of boxes. On one side it said START and on the other end it said FINISH. They said it was *amazed* and that Algernon and me had the same *amazed* to do. I dint see how we could have the same *amazed* if Algernon had a box and I had a paper but I dint say nothing. Anyway there wasnt time because the race started.

One of the men had a watch he was trying to hide so I wouldnt see it so I tryed not to look and that made me nervus.

Anyway that test made me feel worser than all the others because they did it over 10 times with difernt *amazeds* and Algernon won every time. I dint know that mice were so smart. Maybe thats because

A **Read and Discuss** What situation has the author set up?

B **Read and Discuss** How does Charlie handle his latest test?

Think About/Talk About

Comprehension

A Read and Discuss

Possible response: *The author has set up the fact that Charlie has such low intelligence that he cannot understand the significance of the Rorschach test.*

B Read and Discuss

Possible response: *Instead of being worried about failing the first test, Charlie seems to think that the latest test is ridiculous. Also, Charlie sees the assignment as akin to telling lies, and he's not willing to do that.*

Extend the Discussion

Characterization What does Charlie's interaction with the man administering the Rorschach test reveal about him? ***Possible response:*** *Charlie is eager to please and tries hard.*

Guided Practice

Model and Apply

- To help students read "Flowers for Algernon," model the reading skill of **tracking story events**. Tell them that while reading a longer story, they should stop every once in a while and ask themselves what has happened so far. For example, read aloud the paragraph that begins, "Then Dr. Nemur nodded he said all right . . . ." Tell students that they might ask themselves here, "What has happened so far?" Then tell students that it sounds like although Dr. Nemur and Dr. Strauss argued about it, Charlie will have the operation.
- Have students continue reading to the end of the following page. Tell them to ask themselves the following questions: "What has happened so far? Does this event remind me of something that happened earlier? How are the events the same? How are they different?"
- Tell students to make a list of their answers.

Algernon is a white mouse. Maybe white mice are smarter then other mice. C

progis riport 4—Mar 8

Their going to use me! Im so exited I can hardly write. Dr Nemur and Dr Strauss had a argament about it first. Dr Nemur was in the office when Dr Strauss brot me in. Dr Nemur was worryed about using me but Dr Strauss told him Miss Kinnian rekemmended me the best from all the people who she was teaching. I like Miss Kinnian becaus shes a very smart teacher. And she said Charlie your going to have a second chance. If you volenteer for this experament you mite get smart. They dont know if it will be perminint but theirs a chance. Thats why I said ok even when I was scared because she said it was an operashun. She said dont be scared Charlie you done so much with so little I think you deserv it most of all.

So I got scaird when Dr Nemur and Dr Strauss argud about it. Dr Strauss said I had something that was very good. He said I had a good *motor-vation.*[4] I never even knew I had that. I felt proud when he said that not every body with an eye-q of 68 had that thing. I dont know what it is or where I got it but he said Algernon had it too. Algernons *motor-vation* is the cheese they put in his box. But it cant be that because I didnt eat any cheese this week. D

Then he told Dr Nemur something I dint understand so while they were talking I wrote down some of the words.

He said Dr Nemur I know Charlie is not what you had in mind as the first of your new brede of intelek** (coudnt get the word) superman. But most people of his low ment** are host** and uncoop** they are usualy dull apath** and hard to reach. He has a good natcher hes intristed and eager to please.

Dr Nemur said remember he will be the first human beeng ever to have his intelijence trippled by surgicle meens.

Dr Strauss said exakly. Look at how well hes lerned to read and write for his low mentel age its as grate an acheve** as you and I lerning einstines therey of **vity[5] without help. That shows the intenss motor-vation. Its comparat** a tremen** achev** I say we use Charlie.

I dint get all the words and they were talking to fast but it sounded like Dr Strauss was on my side and like the other one wasnt.

Then Dr Nemur nodded he said all right maybe your right. We will use Charlie. When he said that I got so exited I jumped up and shook his hand for being so good to me. I told him thank you doc you wont be sorry for giving me a second chance. And I mean it like I told him. After the operashun Im gonna try to be smart. Im gonna try awful hard. E

4. **motor-vation:** motivation, the force or inner drive that makes someone want to do or accomplish something; here, Charlie's desire to learn.

5. **einstines therey of **vity:** theory of relativity, developed by Albert Einstein (1879–1955) and deals with matter, time, space, and energy.

C **Read and Discuss** What has the author hinted at now?

D **Reading Focus** **Tracking Story Events** What is the conflict between Dr. Strauss and Dr. Nemur?

E **Literary Perspectives** **Analyzing Credibility** Now that you have read this progress report, do you think Charlie will be a credible narrator? Why or why not?

Differentiating Instruction

English-Language Learners

Students are likely to have difficulty analyzing the conversation between the two doctors that Charlie overhears. Have students make two-column charts labeled *Dr. Nemur* and *Dr. Strauss*. As students read the March 8 report, have them note what each doctor is saying. Help them figure out what the incomplete words (such as "ment") really are and what they mean. Refer students to the footnotes for help. Then, have two readers take the parts of the two doctors and read aloud, turning Charlie's words into dialogue for each doctor. Students should then read their notes to determine the point each doctor tries to make. Lead a discussion on the topic, helping students in identifying each doctor's statements and his overall point. Ask students which doctor "wins" the argument, and how. ***Possible responses:*** *Dr. Strauss wins the argument by convincing Dr. Nemur that Charlie would be a good test subject.*

You may wish to play the **Holt Audio Library** of this selection before the activity.

progris ript 5—Mar 10

Im skared. Lots of people who work here and the nurses and the people who gave me the tests came to bring me candy and wish me luck. I hope I have luck. I got my rabits foot and my lucky penny and my horse shoe. Only a black cat crossed me when I was comming to the hospitil. Dr Strauss says dont be supersitis Charlie this is sience. Anyway Im keeping my rabits foot with me.

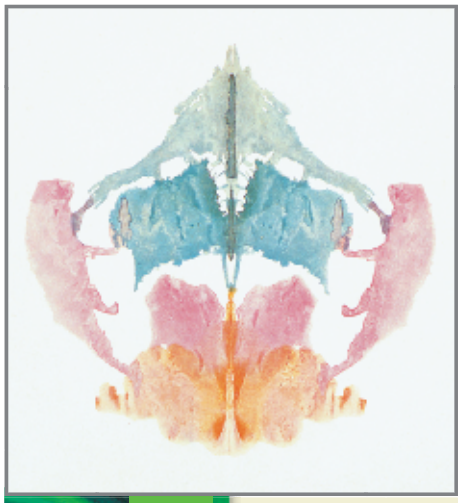
I asked Dr Strauss if Ill beat Algernon in the race after the operashun and he said maybe. If the operashun works Ill show that mouse I can be as smart as he is. Maybe smarter. Then Ill be abel to read better and spell the words good and know lots of things and be like other people. I want to be smart like other people. If it works permin-int they will make everybody smart all over the wurld.

They dint give me anything to eat this morning. I dont know what that eating has to do with getting smart. Im very hungry and Dr Nemur took away my box of candy. That Dr Nemur is a grouch. Dr Strauss says I can have it back after the operashun. You cant eat befor a operashun . . .

Progress Report 6—Mar 15

The operashun dint hurt. He did it while I was sleeping. They took off the bandijis from my eyes and my head today so I can make a PROGRESS REPORT. Dr Nemur who looked at some of my other ones says I spell PROGRESS wrong and he told me how to spell it and REPORT too. I got to try and remember that.

I have a very bad memary for spelling. Dr Strauss says its ok to tell about all the



Analyzing Visuals Viewing and Interpreting

The image above is a Rorschach test. What do you see? Why do you think Charlie has difficulty with the test?

things that happin to me but he says I shoud tell more about what I feel and what I think. When I told him I dont know how to think he said try. All the time when the bandijis were on my eyes I tryed to think. Nothing happened. I dont know what to think about. Maybe if I ask him he will tell me how I can think now that Im suppose to get smart. What do smart people think about. Fancy things I suppose. I wish I knew some fancy things alredy.

Progress Report 7—mar 19

Nothing is happining. I had lots of tests and different kinds of races with Algernon. I hate that mouse. He always beats me. Dr Strauss said I got to play those games. And he said some time I got to take those tests over again. Thse inkblots are stupid. And

Think About/Talk About

Comprehension

C Read and Discuss

Possible response: *Algernon may have had the same operation that Charlie will have.*

D Reading Focus

Possible response: *The doctors are arguing with each other. Dr. Strauss is more supportive of Charlie. The other doctor fears that Charlie might not be a good candidate for the experiment.*

Analysis

E Literary Perspectives

Possible response: *Yes, Charlie seems honest and trustworthy, and his teacher seems to think highly of him.*

? Extend the Discussion

Making Judgments What do you think Charlie would be like if he were smarter? Explain. ***Possible response:*** *He would be successful because his drive and determination would keep him learning new things. He would also be popular because he is good-natured.*

Analyzing Visuals

Viewing and Interpreting: *Students should understand that Charlie has difficulty comprehending things in a non-literal way and using his imagination.*

Collaborative Learning

Have students work in small groups to write monthly "progress reports" about Charlie's experiences.

1. Organize students in small groups. Point out that Charlie's progress reports begin in March and end in July. As the class reads through the story, groups will create progress reports about Charlie.
2. Students should write one progress report for each month.
3. The reports should include information about Charlie's experiences, progress, and attitude. Reports should also include the group's interpretation of what is happening to Charlie and their expectations for his future.
4. Students should collaborate on what to include and what to leave out. The reports should each be one or two paragraphs. Each student in the group should write at least one of the reports.

Guided Practice

Model and Apply

- Remind students that **subplots** are less important activities or events that occur as part of the larger story. Point out to students that new characters and a new setting are introduced on this page. Have a volunteer summarize what happens in this subplot.
- **Turn-and-Talk** Have students work in pairs to discuss how subplots enhance the story.

those pictures are stupid too. I like to draw a picture of a man and a woman but I wont make up lies about people. F

I got a headache from trying to think so much. I thot Dr Strauss was my frend but he dont help me. He dont tell me what to think or when Ill get smart. Miss Kinnian dint come to see me. I think writing these progress reports are stupid too.

Progress Report 8—Mar 23

Im going back to work at the factery. They said it was better I shud go back to work but I cant tell anyone what the operashun was for and I have to come to the hospitil for an hour evry night after work. They are gonna pay me mony every month for lerning to be smart.

Im glad Im going back to work because I miss my job and all my frends and all the fun we have there.

Dr Strauss says I shud keep writing things down but I dont have to do it every day just when I think of something or something speshul happins. He says dont get discoridged because it takes time and it happins slow. He says it took a long time with Algernon before he got 3 times smarter then he was before. Thats why Algernon beats me all the time because he had that operashun too. That makes me feel better. I coud probly do that *amazed* faster than a reglar mouse. Maybe some day Ill beat Algernon. Boy that would be something. So far Algernon looks like he mite be smart perminent.

Mar 25 (I dont have to write PROGRESS REPORT on top any more just when I hand it in once a week for Dr Nemur to read. I just have to put the date on. That saves time)

We had a lot of fun at the factery today. Joe Carp said hey look where Charlie had his operashun what did they do Charlie put some brains in. I was going to tell him but I remembered Dr Strauss said no. Then Frank Reilly said what did you do Charlie forget your key and open your door the hard way. That made me laff. Their really my friends and they like me.

Sometimes somebody will say hey look at Joe or Frank or George he really pulled a Charlie Gordon. I don't know why they say that but they always laff. This morning Amos Borg who is the 4 man at Donnegans used my name when he shouted at Ernie the office boy. Ernie lost a packige. He said Ernie for godsake what are you trying to be a Charlie Gordon. I dont understand why he said that. I never lost any packiges. G

Mar 28 Dr Strauss came to my room tonight to see why I dint come in like I was suppose to. I told him I dont like to race with Algernon any more. He said I dont have to for a while but I shud come in. He had a present for me only it wasnt a present but just for lend. I thot it was a little television but it wasnt. He said I got to turn it on when I go to sleep. I said your kidding why shud I turn it on when Im going to sleep. Who ever herd of a thing like that. But he said if I want to get smart I got to

F **Reading Focus** **Tracking Story Events** How is Charlie's spelling now? What does his spelling indicate?

G **Literary Focus** **Subplot** The author has introduced a new setting: Charlie's workplace. What is it like? How do his co-workers behave?

Reaching Reluctant Readers

Point out that Charlie is largely alone, having no family or close friends. Apart from Miss Kinnian, he does not have anyone to help him make important life decisions. Ask students what words of advice they would give Charlie.

- First, have students consider what advice could help a man with limited intellect lead a happy and productive life. Students may also want to advise Charlie on ways to avoid being mistreated.
- Students should provide Charlie with three to five pieces of advice. Remind them that they should use simple language and concepts that Charlie will understand.
- You may wish to revisit this activity after students finish reading the selection. Ask them whether they still think their advice can help Charlie as he goes on to his new life. Did he learn any of the ideas they suggested during the course of the story? Do students think he will be able to follow their advice, given his loss of intellect?



do what he says. I told him I dint think I was going to get smart and he put his hand on my sholder and said Charlie you dont know it yet but your getting smarter all the time. You wont notice for a while. I think he was just being nice to make me feel good because I dont look any smarter.

Oh yes I almost forgot. I asked him when I can go back to the class at Miss Kinnians school. He said I wont go their. He said that soon Miss Kinnian will come to the hospitil to start and teach me speshul. I was mad at her for not comming to see me when I got the operashun but I like her so maybe we will be frends again. H

Mar 29 That crazy TV kept me up all night. How can I sleep with something yelling crazy things all night in my ears. And the nutty pictures. Wow. I dont know what it says when Im up so how am I going to know when Im sleeping.

Dr Strauss says its ok. He says my brains are lerning when I sleep and that will help me when Miss Kinnian starts my lessons in the hospitl (only I found out it isnt a

H Read and Discuss What does this conversation between Dr. Strauss and Charlie let us know?

Differentiating Instruction

Readers Gaining Proficiency

Challenge students to find and correct the most misspelled words in one of the progress report entries on these two pages.

- Assign pairs or small groups of students a single progress report entry. Ask them to work independently to list misspelled words and then to write the words correctly.
- Then, have students meet and compare lists. The student with the longest list of misspelled words and accurate corrections wins.

Think About/Talk About

Comprehension

F Reading Focus

Possible response: *Charlie's spelling is better but still not perfect; he may be getting smarter, but he still has to learn how to spell correctly.*

H Read and Discuss

Possible response: *Dr. Strauss believes Charlie is getting smarter even if Charlie doesn't know it. Charlie is frustrated about his lack of progress.*

Analysis

G Literary Focus

Possible response: *Charlie works at a factory. The people there entertain themselves, and Charlie, by teasing and making fun of him. Charlie enjoys being at work and does not realize he is being teased.*

? Extend the Discussion

Understanding Characters Why do you think Charlie has started to think the games and progress reports are stupid? ***Possible response:*** *He has not seen any change in his intelligence and is getting frustrated.*

Story Progression How has Charlie's thinking changed since the operation? ***Possible response:*** *Charlie recognizes that there are things he doesn't understand. He seems more critical and unhappy since the operation.*

Drawing Conclusions What have we learned about Charlie, his workplace, and his co-workers? ***Possible response:*** *Charlie seems to like work and thinks his friends are fun. However, Charlie isn't able to recognize that his co-workers' laughter is directed at him. His co-workers are not nice people.*

Guided Practice

Model and Apply

- Point out Charlie's incorrect use of the word "your" in the first paragraph. Explain that he uses the possessive pronoun form of "your" when he should use the contraction "you're." Tell students that English has many homophones, pairs or groups of words that sound alike but have different spellings and meanings.
- Have students scan this page and the following page and jot down other incorrectly used homophones they find. Tell them to write the correct form of the word next to the incorrect form. ***Possible responses:*** *their, there; its, it's; their, there; some times, sometimes*

hospitil its a labatory). I think its all crazy. If you can get smart when your sleeping why do people go to school. That thing I dont think will work. I use to watch the late show and the late late show on TV all the time and it never made me smart. Maybe you have to sleep while you watch it. ❶

PROGRESS REPORT 9—April 3

Dr Strauss showed me how to keep the TV turned low so now I can sleep. I dont hear a thing. And I still dont understand what it says. A few times I play it over in the morning to find out what I lerned when I was sleeping and I dont think so. Miss Kinnian says Maybe its another langwidge or something. But most times it sounds american. It talks so fast faster then even Miss Gold who was my teacher in 6 grade and I remember she talked so fast I coudnt understand her.

I told Dr Strauss what good is it to get smart in my sleep. I want to be smart when Im awake. He says its the same thing and I have two minds. Theres the *subconscious*[6] and the *conscious* (thats how you spell it). And one dont tell the other one what its doing. They don't even talk to each other. Thats why I dream. And boy have I been having crazy dreams. Wow. Ever since that night TV. The late late late late late show.

I forgot to ask him if it was only me or if everybody had those two minds.

(I just looked up the word in the dictionary Dr Strauss gave me. The word is *subconscious. adj. Of the nature of mental operations yet not present in consciousness; as, subconscious conflict of desires.*) Theres more but I still dont know what it means. This isnt a very good dictionary for dumb people like me.

Anyway the headache is from the party. My frends from the factery Joe Carp and Frank Reilly invited me to go with them to Muggsys Saloon for some drinks. I dont like to drink but they said we will have lots of fun. I had a good time.

Joe Carp said I shoud show the girls how I mop out the toilet in the factory and he got me a mop. I showed them and everyone laffed when I told that Mr Donnegan said I was the best janiter he ever had because I like my job and do it good and never come late or miss a day except for my operashun.

I said Miss Kinnian always said Charlie be proud of your job because you do it good.

6. **subconscious** (suhb KAHN shuhs): mental activity that takes place below the level of consciousness (KAHN shuhs nihs), or full awareness.

❶ **Reading Focus** **Tracking Story Events** Why does Dr. Strauss give Charlie the "crazy TV"? What is its purpose?

Cross-Curricular Connection

SCIENCE: The Stages of Sleep

Point out to students that Charlie is receiving information while he is asleep. Explain that while we are unconscious, our brains continue to be active. Share the following information with students:

- There are five stages of sleep through which we cycle repeatedly during the night (four to five times during an average night's sleep).
- One of the five stages is known as REM (rapid eye-movement) sleep; it is during this phase that we dream.
- Some scientists believe that sleep helps our bodies and minds recover from the work we do during the day. It may also help us form memories.
- People who are sleep-deprived for even short periods of time can become anxious and suffer from a reduced ability to learn and pay attention.

Everybody laffed and we had a good time and they gave me lots of drinks and Joe said Charlie is a card when hes potted. I dont know what that means but everybody likes me and we have fun. I cant wait to be smart like my best frends Joe Carp and Frank Reilly.

I dont remember how the party was over but I think I went out to buy a newspaper and coffe for Joe and Frank and when I came back there was no one their. I looked for them all over till late. Then I dont remember so good but I think I got sleepy or sick. A nice cop brot me back home. Thats what my landlady Mrs Flynn says.

But I got a headache and a big lump on my head and black and blue all over. I think maybe I fell but Joe Carp says it was the cop they beat up drunks some times. I don't think so. Miss Kinnian says cops are to help people. Anyway I got a bad headache and Im sick and hurt all over. I dont think Ill drink anymore. J

April 6 I beat Algernon! I dint even know I beat him until Burt the tester told me. Then the second time I lost because I got so exited I fell off the chair before I finished. But after that I beat him 8 more times. I must be getting smart to beat a smart mouse like Algernon. But I dont *feel* smarter. K

I wanted to race Algernon some more but Burt said thats enough for one day. They let me hold him for a minit. Hes not so bad. Hes soft like a ball of cotton. He blinks and when he opens his eyes their black and pink on the eges.

I said can I feed him because I felt bad to beat him and I wanted to be nice and make frends. Burt said no Algernon is a very specshul mouse with an operashun like mine, and he was the first of all the animals to stay smart so long. He told me Algernon is so smart that every day he has to solve a test to get his food. Its a thing like a lock on a door that changes every time Algernon goes in to eat so he has to lern something new to get his food. That made me sad because if he couldnt lern he would be hungry.

I dont think its right to make you pass a test to eat. How woud Dr Nemur like it to have to pass a test every time he wants to eat. I think Ill be frends with Algernon.

April 9 Tonight after work Miss Kinnian was at the laboratory. She looked like she was glad to see me but scared. I told her dont worry Miss Kinnian Im not smart yet and she laffed. She said I have confidence in you Charlie the way you struggled so hard to read and right better than all the others. At werst you will have it for a littel wile and your doing somthing for sience.

We are reading a very hard book. I never read such a hard book before. Its called *Robinson Crusoe* about a man who gets merooned on a dessert Iland. Hes smart and figers out all kinds of things so he can have a house and food and hes a good swimmer. Only I feel sorry because hes all alone and has no frends. But I think their must be somebody else on the iland

J **Reading Focus** **Tracking Story Events** What do you think happened to Charlie?

K **Literary Focus** **Parallel Episodes** Charlie races Algernon again. How have their situations changed?

Cross-Curricular Connection

LITERATURE: Robinson Crusoe

Explain to students that *Robinson Crusoe* was published in 1719 by the Englishman Daniel Defoe. Share the following information about the book:

- *Robinson Crusoe* was one of the earliest novels published in English.
- It has inspired many retellings, including the children's classic *The Swiss Family Robinson* by Johann Wyss and the television series and movie *Lost in Space*, which featured the adventures of the Robinson family.
- Students may be interested to know that Charlie is correct: Robinson Crusoe is not alone on the island. He soon encounters an African man who becomes his companion and helper.

Think About/Talk About

Comprehension

I Reading Focus

Possible response: *The "TV" is a machine that conveys information to Charlie while he is sleeping. It will allow him to learn many things quickly.*

J Reading Focus

Possible response: *Charlie's co-workers abandoned him as a joke. He might have been so drunk and confused that he hurt himself.*

Analysis

K Literary Focus

Possible response: *Charlie can now beat Algernon.*

? Extend the Discussion

Identifying Progress What changes have you noticed about Charlie's progress report entries? ***Possible response:*** *His spelling seems to have improved, he is using bigger, more complicated words, and his journal entries have become longer and more detailed.*

Guided Practice

Model and Apply

- Demonstrate how to find **subplots** by reading aloud the April 15 journal entry. Tell students that there is a subplot, or separate story line, developing about the relationship between Miss Kinnian and Charlie.
- **Think-Pair-Share** Pair students and ask them to discuss Miss Kinnian's changing role in Charlie's life. Have them consider how this relationship will be affected by Charlie's surgery. During a class discussion, have pairs share their ideas with the class. (See p. T28.)



because theres a picture with his funny umbrella looking at footprints. I hope he gets a frend and not be lonely.

April 10 Miss Kinnian teaches me to spell better. She says look at a word and close your eyes and say it over and over until you remember. I have lots of truble with *through* that you say *threw* and *enough* and *tough* that you dont say *enew* and *tew*. You got to say *enuff* and *tuff*. Thats how I use to write it before I started to get smart. Im confused but Miss Kinnian says theres no reason in spelling.

Apr 14 Finished *Robinson Crusoe*. I want to find out more about what happens to him but Miss Kinnian says thats all there is. *Why*

Apr 15 Miss Kinnian says Im lerning fast. She read some of the Progress Reports and she looked at me kind of funny. She says Im a fine person and Ill show them all. I asked her why. She said never mind but I shoudnt feel bad if I find out that everybody isnt nice like I think. She said for a person who god gave so little to you done more then a lot of people with brains they never even used. I said all my frends are smart people but there good. They like me and they never did anything that wasnt nice. Then she got something in her eye and she had to run out to the ladys room.

Apr 16 Today, I lerned, the *comma*, this is a comma (,) a period, with a tail, Miss Kinnian, says its importent, because, it

Word-Attack Skills Mini-Lesson

The *–ion* ending

Write the words *educate* and *education* on the board. Ask students to identify each word's part of speech. [*verb, noun*] Remind students that many verbs can be made into nouns by adding the suffix *–ion* or one of its variants. Which suffix variant is used, and how the root word is changed to add the suffix, can differ from word to word.

- The variation *–tion* is added often, though not always, to root words ending with *–t* or *-te*.
- Sometimes an additional *–a* or *–i* needs to be added, making the suffix *–ation* or *–ition*.
- Alternatively, the suffix may be *–sion* instead of *-tion*. This is common when the root word ends with *-s*.
- Finally, some words that end in *–tion* or *–sion* do not have clear root words (for example, *session, mission*).

To understand the meaning of a word ending in *–ion, –sion, –tion,* or *–ation,* students need to correctly identify the root word to which the suffix has been added.

makes writing better, she said, sombeody, coud lose, a lot of money, if a comma, isnt, in the, right place, I dont have, any money, and I dont see, how a comma, keeps you from losing it,

But she says, everybody, uses commas, so Ill use, them too,

Apr 17 I used the comma wrong. Its punctuation. Miss Kinnian told me to look up long words in the dictionary to lern to spell them. I said whats the difference if you can read it anyway. She said its part of your education so now on Ill look up all the words Im not sure how to spell. It takes a long time to write that way but I think Im remembering. I only have to look up once and after that I get it right. Anyway thats how come I got the word *punctuation* right. (Its that way in the dictionary). Miss Kinnian says a period is punctuation too, and there are lots of other marks to lern. I told her I thot all the periods had to have tails but she said no.

You got to mix them up, she showed? me" how. to mix! them(up,. and now; I can! mix up all kinds" of punctuation, in! my writing? There, are lots! of rules? to lern; but Im gettin'g them in my head.

One thing I? like about, Dear Miss Kinnian: (thats the way it goes in a business letter if I ever go into business) is she, always gives me' a reason" when—I ask. She's a gen'ius! I wish! I cou'd be smart" like, her;

(Punctuation, is; fun!)

April 18 What a dope I am! I didn't even understand what she was talking about. I read the grammar book last night and it explanes the whole thing. Then I saw it was the same way as Miss Kinnian was trying to tell me, but I didn't get it. I got up in the middle of the night, and the whole thing straightened out in my mind. L

Miss Kinnian said that the TV working in my sleep helped out. She said I reached a plateau. Thats like the flat top of a hill.

After I figgered out how punctuation worked, I read over all my old Progress Reports from the beginning. Boy, did I have crazy spelling and punctuation! I told Miss Kinnian I ought to go over the pages and fix all the mistakes but she said, "No, Charlie, Dr. Nemur wants them just as they are. That's why he let you keep them after they were photostated, to see your own progress. You're coming along fast, Charlie."

That made me feel good. After the lesson I went down and played with Algernon. We don't race anymore.

April 20 I feel sick inside. Not sick like for a doctor, but inside my chest it feels empty like getting punched and a heartburn at the same time.

I wasn't going to write about it, but I guess I got to, because it's important. Today was the first time I ever stayed home from work.

Last night Joe Carp and Frank Reilly invited me to a party. There were lots of girls and some men from the factory. I remembered how sick I got last time I drank too much, so I told Joe I didn't want anything to drink. He gave me a plain Coke

L **Read and Discuss** What does Charlie's ability to read and understand a grammar book indicate?

Think About/Talk About

Comprehension

L Read and Discuss

Possible response: *Charlie is smart enough to make sense of text and apply what he reads in it. His intelligence is increasing.*

? Extend the Discussion

Evaluating In what ways might Charlie identify with the character of Robinson Crusoe? ***Possible response:*** *He is alone and has no true friends. The nature of the experiment isolates him from others.*

Identifying Cause and Effect Charlie wants to find out what happens to Robinson Crusoe after the book ends. What does this show about Charlie's intelligence? ***Possible response:*** *It shows that in reading the book, he becomes involved in the story line and interested in the character. Charlie's interest also shows that he is developing an imagination; he is able to think beyond the literal stories and make connections.*

Activity Ask students to work in pairs. Give each pair a dictionary. Write on the board the following ten nouns from the selection. Ask students to identify the correct root verb for each of the nouns. You may wish to challenge student teams to try to be the first to present all ten correct answers.

1. motivation [*motivate*]
2. suspicion [*suspect*]
3. association [*associate*]
4. discussion [*discuss*]
5. operation [*operate*]
6. specialization [*specialize*]
7. permission [*permit*]
8. regression [*regress*]
9. sensation [*sense*]
10. production [*produce*]

Guided Practice

Model and Apply

- Remind students that **parallel episodes** are episodes in which the writer deliberately repeats the main outline of an event several times for effect.
- **Read-Talk-Write** Tell students to read the April 20 progress report entry. Then, pair students and have them identify the parallel episode here. [*Charlie goes out with his coworkers.*] If they are having difficulty identifying it, tell them to think back to earlier story events and ask themselves which events are similar to those in this entry.
- Have students write a brief paragraph summarizing their ideas.

instead. It tasted funny, but I thought it was just a bad taste in my mouth.

We had a lot of fun for a while. Joe said I should dance with Ellen and she would teach me the steps. I fell a few times and I couldn't understand why because no one else was dancing besides Ellen and me. And all the time I was tripping because somebody's foot was always sticking out.

Then when I got up I saw the look on Joe's face and it gave me a funny feeling in my stomach. "He's a scream," one of the girls said. Everybody was laughing.

Frank said, "I ain't laughed so much since we sent him off for the newspaper that night at Muggsy's and ditched him."

"Look at him. His face is red."

"He's blushing. Charlie is blushing."

"Hey, Ellen, what'd you do to Charlie? I never saw him act like that before."

I didn't know what to do or where to turn. Everyone was looking at me and laughing and I felt naked. I wanted to hide myself. I ran out into the street and I threw up. Then I walked home. It's a funny thing I never knew that Joe and Frank and the others liked to have me around all the time to make fun of me.

Now I know what it means when they say "to pull a Charlie Gordon."

I'm ashamed. Ⓜ

PROGRESS REPORT 10

April 21 Still didn't go into the factory. I told Mrs. Flynn my landlady to call and tell Mr. Donnegan I was sick. Mrs. Flynn looks at me very funny lately like she's scared of me.

I think it's a good thing about finding out how everybody laughs at me. I thought about it a lot. It's because I'm so dumb and I don't even know when I'm doing something dumb. People think it's funny when a dumb person can't do things the same way they can.

Anyway, now I know I'm getting smarter every day. I know punctuation and I can spell good. I like to look up all the hard words in the dictionary and I remember them. I'm reading a lot now, and Miss Kinnian says I read very fast. Sometimes I even understand what I'm reading about, and it stays in my mind. There are times when I can close my eyes and think of a page and it all comes back like a picture.

Besides history, geography, and arithmetic, Miss Kinnian said I should start to learn a few foreign languages. Dr. Strauss gave me some more tapes to play while I sleep. I still don't understand how that conscious and unconscious mind works, but Dr. Strauss says not to worry yet. He asked me to promise that when I start learning college subjects next week I wouldn't read any books on psychology—that is, until he gives me permission.

I feel a lot better today, but I guess I'm still a little angry that all the time people were laughing and making fun of me because I wasn't so smart. When I become intelligent like Dr. Strauss says, with three times my I.Q. of 68, then maybe I'll be like

Ⓜ **Reading Focus** **Tracking Story Events** What happens when Charlie goes out with Joe and Frank?

Cross-Curricular Connection

SCIENCE: IQ Tests

Explain that IQ is a mathematical measure of a person's intelligence, as determined by an IQ test. Share the following information with students:

- The test produces a number known as the *intelligence quotient*. At the time of this story, this number consisted of the person's mental age divided by his or her actual age, then multiplied by 100.
- A score of 100 is considered average. A score above 130 puts someone in the category of *gifted*. An IQ of 200 would be extremely rare.
- Mental age is found using one of several tests such as the Revised Stanford-Binet test. The original version of the test was devised by American psychologist Lewis Terman in 1915 based on earlier work by French psychiatrists.



everyone else and people will like me and be friendly. (N)

I'm not sure what an I.Q. is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff.

Then when I asked Burt, who gives me my intelligence tests and works with Algernon, he said that both of them were wrong (only I had to promise not to tell them he said so). Burt says that the I.Q. measures a lot of different things including some of the things you learned already, and it really isn't any good at all.

So I still don't know what I.Q. is except that mine is going to be over 200 soon. I didn't want to say anything, but I don't see how if they don't know *what* it is, or *where*

(N) **Read and Discuss** Now that Charlie is becoming aware of his past limitations, how does he connect intelligence to the way people treat each other?

- As Burt indicates in the story, IQ tests and the concept of IQ itself are both subjects of debate among psychologists.
- Scientists and educators now believe that IQ tests measure only certain kinds of intelligence. They also believe that IQ tests can have cultural bias.

Think About/Talk About

Comprehension

(M) Reading Focus

Possible response: *Charlie's co-workers encourage him to dance and drink, and they probably spike his drink. Charlie eventually realizes that he is being made fun of. He becomes extremely embarrassed and leaves.*

(N) Read and Discuss

Possible response: *Charlie believes that once he's smart enough, he'll have lots of friends because he'll be like them. He thinks you need to be smart in order to be treated well.*

? Extend the Discussion

Monitor Your Reading How is Charlie's behavior the same on this outing with his co-workers as it was on the last one? How is it different?

Possible responses: *Charlie is still willing to go out with his co-workers and do what they suggest. However, this time he requests a Coke because he remembers how sick he got last time. He also observes more closely the behavior of his co-workers and can accurately describe what happened to him. Eventually he realizes that he is being made fun of, and he feels ashamed when he realizes he has been the butt of everyone's jokes.*

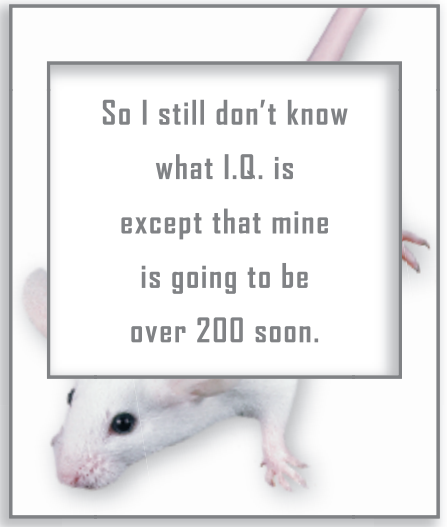
Guided Practice

Model and Apply

- To demonstrate the importance of **tracking story events**, have students read the April 22 journal entry. Have the class identify what is happening in the story, and jot the events down on the board. ***Possible response:*** *Charlie took another Rorschach test, and this time he sees images in the inkblots.*
- Remind students that Charlie took his first Rorschach test before his surgery. At that time, he was not able to see anything in the inkblots.
- Pair students and ask them to compare and contrast these two story events. Then, have them write a brief paragraph discussing their ideas. Student paragraphs should note how similar situations have different results.
- Point out that tracking events will help students make connections in the story.

it is—I don't see how they know *how much* of it you've got.

Dr. Nemur says I have to take a *Rorschach Test* tomorrow. I wonder what *that* is.



April 22 I found out what a *Rorschach* is. It's the test I took before the operation—the one with the inkblots on the pieces of cardboard. The man who gave me the test was the same one.

I was scared to death of those inkblots. I knew he was going to ask me to find the pictures and I knew I wouldn't be able to. I was thinking to myself, if only there was some way of knowing what kind of pictures were hidden there. Maybe there weren't any pictures at all. Maybe it was just a trick to see if I was dumb enough to look for something that wasn't there. Just thinking about that made me sore at him.

"All right, Charlie," he said, "you've seen these cards before, remember?"

"Of course I remember."

The way I said it, he knew I was angry, and he looked surprised. "Yes, of course. Now I want you to look at this one. What might this be? What do you see on this card? People see all sorts of things in these inkblots. Tell me what it might be for you—what it makes you think of."

I was shocked. That wasn't what I had expected him to say at all. "You mean there are no pictures hidden in those inkblots?"

He frowned and took off his glasses. "What?"

"Pictures. Hidden in the inkblots. Last time you told me that everyone could see them and you wanted me to find them too."

He explained to me that the last time he had used almost the exact same words he was using now. I didn't believe it, and I still have the suspicion that he misled me at the time just for the fun of it. Unless—I don't know any more—could I have been *that* feebleminded?

We went through the cards slowly. One of them looked like a pair of bats tugging at something. Another one looked like two men fencing with swords. I imagined all sorts of things. I guess I got carried away. But I didn't trust him any more, and I kept turning them around and even looking on the back to see if there was anything there I was supposed to catch. While he was making his notes, I peeked out of the corner of my eye to read it. But it was all in code that looked like this:

WF + A DdF-Ad orig. WF-A SF + obj

Vocabulary **misled** (mihs LEHD) *v.:* fooled; led to believe something wrong.

Cross-Curricular Connection

SCIENCE: The Rorschach Test

Explain to students that Charlie is taking a Rorschach test, which is a form of psychological testing. Then, share with them the following information:

- Herman Rorschach, a Swiss psychiatrist, invented the Rorschach test in 1921.
- During the test, the subject looks at a series of ten inkblots. The psychiatrist asks a patient to describe what the inkblot represented to him or her.
- Although there are no "correct" answers, some psychiatrists believe that what a person sees in the inkblot reveals things about him or her.
- Not all psychiatrists believe that the Rorschach test is a reliable indicator of a subject's personality.

Small-group activity Have students look at inkblots and discuss what they see. You can find inkblots used for psychological testing online, or students can make their own inkblots using paint and paper. Have students display their inkblots and discuss what they see.

The test still doesn't make sense to me. It seems to me that anyone could make up lies about things that they didn't really see. How could he know I wasn't making a fool of him by mentioning things that I didn't really imagine? Maybe I'll understand it when Dr. Strauss lets me read up on psychology. O

April 25 I figured out a new way to line up the machines in the factory, and Mr. Donnegan says it will save him ten thousand dollars a year in labor and increased production. He gave me a twenty-five-dollar bonus.

I wanted to take Joe Carp and Frank Reilly out to lunch to celebrate, but Joe said he had to buy some things for his wife, and Frank said he was meeting his cousin for lunch. I guess it'll take a little time for them to get used to the changes in me. Everybody seems to be frightened of me. When I went over to Amos Borg and tapped him on the shoulder, he jumped up in the air.

People don't talk to me much anymore or kid around the way they used to. It makes the job kind of lonely. P

April 27 I got up the nerve today to ask Miss Kinnian to have dinner with me tomorrow night to celebrate my bonus.

At first she wasn't sure it was right, but I asked Dr. Strauss and he said it was okay. Dr. Strauss and Dr. Nemur don't seem to be getting along so well. They're arguing all the time. This evening when I came in to ask Dr. Strauss about having dinner with Miss Kinnian, I heard them shouting. Dr. Nemur was saying that it was *his* experiment and *his* research, and Dr. Strauss was shouting back that he contributed just as much, because he found me through Miss Kinnian and he performed the operation. Dr. Strauss said that someday thousands of neurosurgeons might be using his technique all over the world.

Dr. Nemur wanted to publish the results of the experiment at the end of this month. Dr. Strauss wanted to wait a while longer to be sure. Dr. Strauss said that Dr. Nemur was more interested in the Chair of Psychology at Princeton than he was in the experiment. Dr. Nemur said that Dr. Strauss was nothing but an opportunist who was trying to ride to glory on *his* coattails.

When I left afterwards, I found myself trembling. I don't know why for sure, but it was as if I'd seen both men clearly for the first time. I remember hearing Burt say that Dr. Nemur had a shrew of a wife who was pushing him all the time to get things published so that he could become famous. Burt said that the dream of her life was to have a big shot husband.

Was Dr. Strauss really trying to ride on his coattails?

April 28 I don't understand why I never noticed how beautiful Miss Kinnian really is. She has brown eyes and feathery brown hair that comes to the top of her neck. She's

O **Literary Perspectives** **Analyzing Credibility** How are Charlie's relationships changing? If you only know about these characters through Charlie's eyes, are you getting the whole story?

P **Literary Focus** **Subplot** What events are taking place where Charlie works?

Think About/Talk About

Analysis

O Literary Perspectives

Possible response: *We are seeing Charlie through the eyes of the medical staff. They are primarily interested in Charlie's intelligence. Charlie does not have the same experiences as others. We do not get the whole story when we see characters through his eyes.*

P Literary Focus

Possible response: *Charlie has received a small bonus for improving the arrangement of the machines. His co-workers are avoiding him and seem frightened of him.*

? Extend the Discussion

Characterization Why does Charlie feel both angry and afraid when he learns that he will have to look at the inkblots again? ***Possible responses:*** *He remembers that he "failed" the test previously and that he did not understand what he was asked to do. He does not expect to do any better this time.*

Speculating Do you think it is possible to "fail" a Rorschach test? Why or why not? ***Possible response:*** *No; there are no right or wrong answers.*

Differentiating Instruction

English-Language Learners

Have students find the sentences within the selection that contain these words and expressions: *sore, carried away, coattails, shrew*, and *big shot*.

- Then, have them suggest what each means. If students guess incorrectly, tell them the correct meaning, and have them reread the sentence, substituting the right meaning.
- Give further examples of the word or phrase. Check students' understanding by asking questions such as: "If someone is kind and speaks gently, would she be described as a shrew?"

Finally, have students use these words or expressions in their own sentences.

Guided Practice

Model and Apply

- Call students' attention to the dialogue in the April 28 entry. Point out how Miss Kinnian compares herself to Charlie. Have a student read aloud the paragraph that begins, "I can see only a little bit . . . ." From this dialogue we learn that Miss Kinnian recognizes her own limitations. Explain that using the characters' own words helps readers learn more about both Charlie and Miss Kinnian.
- **Read-Talk-Write** Have students reread the April 28 progress journal entry. Then, pair students and have them discuss what the dialogue reveals about the characters. Have students write additional dialogue between Charlie and Miss Kinnian. Students may wish to elaborate on Miss Kinnian's comment about hoping it wasn't wrong to advise Charlie to be a candidate for the surgery.

only thirty-four! I think from the beginning I had the feeling that she was an unreachable genius—and very, very old. Now, every time I see her she grows younger and more lovely.

We had dinner and a long talk. When she said that I was coming along so fast that soon I'd be leaving her behind, I laughed.

"It's true, Charlie. You're already a better reader than I am. You can read a whole page at a glance while I can take in only a few lines at a time. And you remember every single thing you read. I'm lucky if I can recall the main thoughts and the general meaning."

"I don't feel intelligent. There are so many things I don't understand."

She took out a cigarette and I lit it for her. "You've got to be a *little* patient. You're accomplishing in days and weeks what it takes normal people to do in half a lifetime. That's what makes it so amazing. You're like a giant sponge now, soaking things in. Facts, figures, general knowledge. And soon you'll begin to connect them, too. You'll see how the different branches of learning are related. There are many levels, Charlie, like steps on a giant ladder that take you up higher and higher to see more and more of the world around you.

"I can see only a little bit of that, Charlie, and I won't go much higher than I am now, but you'll keep climbing up and up, and see more and more, and each step will open new worlds that you never even knew existed." She frowned. "I hope . . . I just hope to God—"

"What?"

"Never mind, Charles. I just hope I wasn't wrong to advise you to go into this in the first place."

I laughed. "How could that be? It worked, didn't it? Even Algernon is still smart."

We sat there silently for a while and I knew what she was thinking about as she watched me toying with the chain of my rabbit's foot and my keys. I didn't want to think of that possibility any more than elderly people want to think of death. I knew that this was only the beginning. I knew what she meant about levels because I'd seen some of them already. The thought of leaving her behind made me sad.

I'm in love with Miss Kinnian. Q

PROGRESS REPORT 11

April 30 I've quit my job with Donnegan's Plastic Box Company. Mr. Donnegan insisted that it would be better for all concerned if I left. What did I do to make them hate me so?

The first I knew of it was when Mr. Donnegan showed me the petition. Eight hundred and forty names, everyone connected with the factory, except Fanny Girden. Scanning the list quickly, I saw at once that hers was the only missing name. All the rest demanded that I be fired.

Joe Carp and Frank Reilly wouldn't talk to me about it. No one else would either,

Q **Literary Focus** **Subplot** What complication has arisen in the relationship between Miss Kinnian and Charlie?

Differentiating Instruction

Verbal/Interpersonal Learners

Help students understand the Biblical story that informs Fanny's opinions about good and evil.

- Ask students to share what they know about the story of Adam and Eve.
- Explain that, according to the Bible, Adam and Eve, the first man and woman, lived in a paradise called Eden. They did not have work, and all their needs were provided for. They only had to agree to one condition: they could not eat fruit from the Tree of the Knowledge of Good and Evil.
- However, Satan, in the guise of a snake, appeared to Eve and convinced her to try the fruit. She then convinced Adam to also eat the fruit. Because of their disobedience, God banished them from Eden and from then on people have had to work to grow their food and to survive.
- Point out that it is unclear whether Fanny believes in the literal truth of the Bible story or if she is just making the point that it is wrong to try to overreach oneself in an unnatural way, as Charlie seemingly has. Pair students and have them choose a position to

except Fanny. She was one of the few people I'd known who set her mind to something and believed it no matter what the rest of the world proved, said, or did—and Fanny did not believe that I should have been fired. She had been against the petition on principle and despite the pressure and threats she'd held out.

"Which don't mean to say," she remarked, "that I don't think there's something mighty strange about you, Charlie. Them changes. I don't know. You used to be a good, dependable, ordinary man—not too bright maybe, but honest. Who knows what you done to yourself to get so smart all of a sudden. Like everybody around here's been saying, Charlie, it's not right."

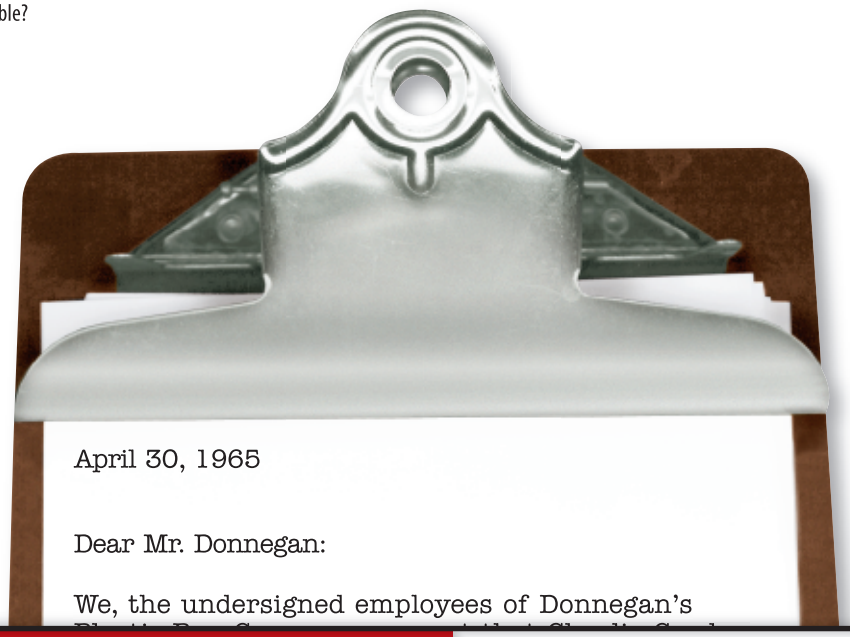
"But how can you say that, Fanny? What's wrong with a man becoming intelligent and wanting to acquire knowledge and understanding of the world around him?"

She stared down at her work and I turned to leave. Without looking at me, she said: "It was evil when Eve listened to the snake and ate from the tree of knowledge. It was evil when she saw that she was naked. If not for that none of us would ever have to grow old and sick, and die."

Once again now I have the feeling of shame burning inside me. This intelligence has driven a wedge between me and all the people I once knew and loved. Before, they laughed at me and despised me for my ignorance and dullness; now, they hate me for my knowledge and understanding. What in God's name do they want of me?

They've driven me out of the factory. Now I'm more alone than ever before . . . R

R **Literary Perspectives** **Analyzing Credibility** How are Charlie's tone and personality changing? Does he seem more or less credible?



support: does Fanny believe in the literal truth of the Bible story, is she making a point about overreaching oneself, or does she believe a combination of both ideas. Make sure students come up with reasons for their position.

- Hold a class discussion in which students share their ideas.

SKILLS FOCUS p. 72

Literary Skills
- Analyze subplots and parallel episodes.
- Analyze point of view.

Reading Skills
- Track story events.

Think About/Talk About

Analysis

Q Literary Focus

Possible response: *Charlie is in love with Miss Kinnian; also, he is becoming more intelligent than she is, and is sad at the thought of "leaving her behind."*

R Literary Perspectives

Possible response: *Charlie's tone is more analytical now. His personality is basically the same, but he does seem to be more aware of people's emotions and reasons for acting the way they do than previously. Some students may say that Charlie's credibility is greater now that he seems more aware and articulate.*

? Extend the Discussion

Speculating Why do you think Charlie used to think of Miss Kinnian as old? Why is this changing?
Possible responses: *He saw her as older because she was his teacher and he relied on her. Now they have more in common.*

Making Judgments Why does Fanny respond to Charlie's question by referring to Adam and Eve?
Possible response: *She thinks that what Charlie chose to do is wrong. She equates it with sin.*

Check for Understanding

Monitor Students' Progress Guide the class in answering these true-false questions.

1. Charlie is not interested in improving his intelligence, and Miss Kinnian tries to talk the doctors out of giving him the operation to do so. [*F*]
2. Charlie becomes more and more interested in a romantic relationship with Miss Kinnian over the course of the story. [*T*]
3. The doctors performing the experiment on Charlie often disagree about how to proceed. [*T*]

Review

Independent Practice

Reading Focus

Answers:

1. *He wants to be smart.*
2. *He is good-natured, highly motivated, and eager to please.*
3. *Algernon is a mouse. Both Algernon and Charlie have had the same kind of operation.*
4. *His spelling and grammar are improving; he recognizes how people treat him; he is able to beat Algernon in the maze test.*
5. *Student responses will likely describe the subplots of Charlie and Miss Kinnian and Charlie's experiences with his co-workers. Students should note that the following complications: Charlie is starting to view Miss Kinnian as a woman and an equal; Charlie eventually realizes that his "friends" at work have been making fun of him.*

Literary Focus

Possible Responses:

6. *"To pull a Charlie Gordon" means to do something stupid.*
7. *Because Charlie starts out with a lower-than-average intellect, learning to read and write was a huge achievement.*
8. *Like Adam and Eve, his knowledge forces him out of a place where he was once happy.*
9. *Many students will recognize the role of fear in Charlie's co-workers' reactions.*
10. *The first time, he does not understand the assignment; the second time, he understands and sees how "feeble-minded" he used to be.*
11. *He has become more perceptive, and he is able to think about and imagine the future.*
12. *Students' retellings should reflect the point of view of their selected character.*

Applying Your Skills

Flowers for Algernon, Part 1

Respond and Think Critically

Reading Focus

Quick Check

1. Why does Charlie want to be in the experiment?
2. Why does Dr. Strauss think Charlie would be a good subject for the experiment?
3. Who is Algernon? What does he have in common with Charlie?
4. What are some signs that Charlie's operation has been effective? How is he changing?

Reading Skills: Tracking Story Events

5. Look over your tracking chart, and re-read the story events that you have underlined. This review will help you piece together the subplots. Next, briefly describe the subplots you have found, noting conflicts and complications that are developing.

Literary Focus

Literary Analysis

6. **Interpret** What does it mean "to pull a Charlie Gordon"?
7. **Evaluate** Early in the story, Dr. Strauss tells Dr. Nemur that Charlie's learning to read and write is as impressive as their learning a difficult scientific theory without help (page 58). What does Dr. Strauss mean? Challenge or defend his statement.
8. **Compare and Contrast** Re-read Fanny's comments about the changes in Charlie (page 71). How are Charlie's experiences similar to those of Adam and Eve in the Bible? (Look especially at the entry for April 30. You may want to compare Charlie's description with the Biblical account in Genesis 2:25–3:24.)
9. **Connect** Re-read the last few lines in Part 1. What do you think about people who dislike others who are different from them?

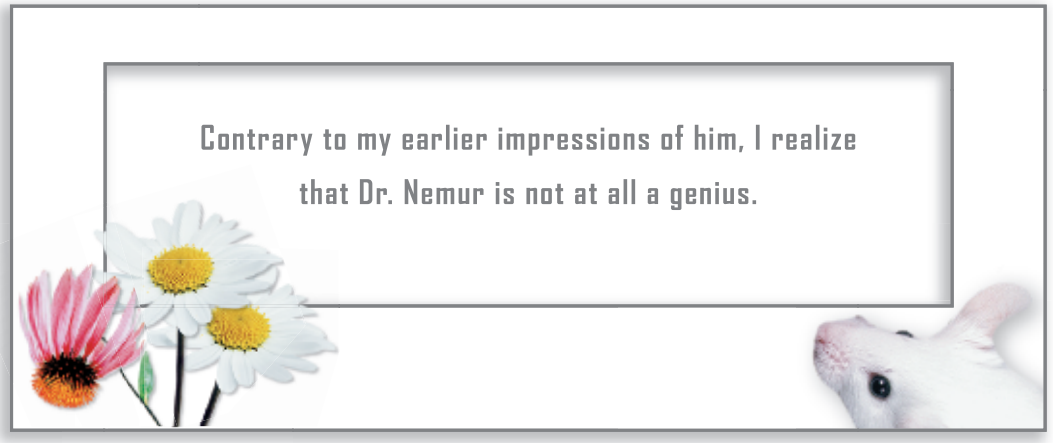
Literary Skills: Subplots and Parallel Episodes

10. **Analyze** Charlie takes a Rorschach test twice. How do these parallel episodes reveal what is happening to Charlie?
11. **Infer** An important subplot in this story involves Charlie's relationship with Miss Kinnian. What have you learned about Charlie through this subplot?

Literary Skills Review: First-Person Point of View

12. **Extend** This story is told in the **first-person point of view,** in which one of the characters tells the story as "I" and readers know only what the character tells them. In "Flowers for Algernon," we experience everything through Charlie's eyes and see how he thinks and how he often misunderstands a situation. Choose one of Charlie's journal entries, and retell it from the point of view of one of the other characters, for example, Joe Carp for April 3 or Miss Kinnian for April 15.

Flowers for Algernon



Part 2

May 15 Dr. Strauss is very angry at me for not having written any progress reports in two weeks. He's justified because the lab is now paying me a regular salary. I told him I was too busy thinking and reading. When I pointed out that writing was such a slow process that it made me impatient with my poor handwriting, he suggested that I learn to type. It's much easier to write now because I can type nearly seventy-five words a minute. Dr. Strauss continually reminds me of the need to speak and write simply so that people will be able to understand me. A

I'll try to review all the things that happened to me during the last two weeks. Algernon and I were presented to the American Psychological Association sitting in convention with the World Psychological Association last Tuesday. We created quite a sensation. Dr. Nemur and Dr. Strauss were proud of us.

I suspect that Dr. Nemur, who is sixty—ten years older than Dr. Strauss—finds it necessary to see tangible results of his work. Undoubtedly the results of pressure by Mrs. Nemur.

Contrary to my earlier impressions of him, I realize that Dr. Nemur is not at all a genius. He has a very good mind, but it struggles under the specter of self-doubt. He wants people to take him for a genius. Therefore, it is important for him to feel that his work is accepted by the world. I believe that Dr. Nemur was afraid of further delay because he worried that someone else might make a discovery along these lines and take the credit from him.

Dr. Strauss on the other hand might be called a genius, although I feel that his

A **Reading Focus** **Tracking Story Events** What does Dr. Strauss's request about writing and speaking simply tell you about Charlie's progress?

Differentiating Instruction

Logical Learners

Have students review the Chain-of-Events chart they have been creating as they read. Tell them to add in any details they missed. They can also take this opportunity to redesign their chart if they wish. Then, ask students to use their charts to predict what events may occur during the rest of the story. How do they think each of the subplots will be resolved? Challenge students to write down their ideas so that they can review them for accuracy when they finish the story.

Mathematical Learners

Have students use computer programs to create charts and tables for the Chain-of-Events chart they have been creating as they read.

Direct Teach

Think About/Talk About

Comprehension

A Reading Focus

Possible response: *Charlie may be progressing so far above even the doctors' intelligence that if he did not make the effort to write simply, the doctors and others would not be able to understand him.*

Extend the Discussion

Predicting Events Read Charlie's description of Dr. Nemur. Based on this and the events described on this page, make a prediction about the rest of the story. ***Possible responses:*** *Charlie may become so intelligent that he is somehow able to disprove Dr. Nemur's experiment, or he may contribute to it so much that ultimately he is the one given credit for it.*

Finding Details How does Charlie deal with the problem of his poor, slow handwriting? ***Possible response:*** *He learns how to type.*

Guided Practice

Model and Apply

- Tell students that the May 15 journal entry reveals important story events. For example, point out the paragraph where Charlie is shocked to discover Dr. Strauss only knows three ancient languages. By **tracking story events**, the reader learns that Charlie is becoming smarter than his doctors. Tell students that noting the changes in Charlie's intelligence will help them follow Charlie's progress.
- Guide students in a class discussion in which students identify the details that demonstrate Charlie's growing intelligence. ***Possible responses:*** *Charlie's opinion that Dr. Strauss should have learned more languages than Latin, Greek, and Hebrew and that Dr. Nemur should be acquainted with Hindustani and Chinese; the doctors' uncomfortable reactions to Charlie's transformation; Miss Kinnian's confusion about Charlie's efforts to communicate his advanced thoughts to her*

areas of knowledge are too limited. He was educated in the tradition of narrow specialization; the broader aspects of background were neglected far more than necessary—even for a neurosurgeon.

I was shocked to learn that the only ancient languages he could read were Latin, Greek, and Hebrew, and that he knows almost nothing of mathematics beyond the elementary levels of the calculus of variations. When he admitted this to me, I found myself almost annoyed. It was as if he'd hidden this part of himself in order to deceive me, pretending—as do many people, I've discovered—to be what he is not. No one I've ever known is what he appears to be on the surface.

Dr. Nemur appears to be uncomfortable around me. Sometimes when I try to talk to him, he just looks at me strangely and turns away. I was angry at first when Dr. Strauss told me I was giving Dr. Nemur an inferiority complex. I thought he was mocking me and I'm oversensitive at being made fun of.

How was I to know that a highly respected psychoexperimentalist like Nemur was unacquainted with Hindustani and Chinese? It's absurd when you consider the work that is being done in India and China today in the very field of his study.

I asked Dr. Strauss how Nemur could refute Rahajamati's attack on his method and results if Nemur couldn't even read them in the first place. That strange look on Dr. Strauss's face can mean only one of two things. Either he doesn't want to tell Nemur what they're saying in India, or else—and this worries me—Dr. Strauss doesn't know either. I must be careful to speak and write clearly and simply so that people won't laugh.

May 18 I am very disturbed. I saw Miss Kinnian last night for the first time in over a week. I tried to avoid all discussions of intellectual concepts and to keep the conversation on a simple, everyday level, but she just stared at me blankly and asked me what I meant about the mathematical variance equivalent in Dorbermann's Fifth Concerto.

When I tried to explain she stopped me and laughed. I guess I got angry, but I suspect I'm approaching her on the wrong level. No matter what I try to discuss with her, I am unable to communicate. I must review Vrostadt's equations on *Levels of Semantic Progression*. I find that I don't communicate with people much anymore. Thank God for books and music and things I can think about. I am alone in my apartment at Mrs. Flynn's boardinghouse most of the time and seldom speak to anyone. B

May 20 I would not have noticed the new dishwasher, a boy of about sixteen, at the corner diner where I take my evening meals if not for the incident of the broken dishes.

They crashed to the floor, shattering and sending bits of white china under the

B **Read and Discuss** Charlie found it hard to communicate with others before his operation. What new problem is hampering his efforts to connect with others?

Differentiating Instruction

Visual Learners

Point out to students that Charlie's vocabulary has now expanded greatly; explain that the author likely used difficult vocabulary on purpose to show us how intelligent Charlie has become. Students may not be familiar with some of the words and terms he now uses.

- Have students create three-column charts. In the first column, they should jot down any word or terms they do not know upon first reading these two pages.
- After examining the word or term and its context in the story again, students should write their guess of its meaning in the second column. Tell them to include the part of speech in their guess if it is a word.
- In the third column, students should write the correct definition after checking it in a dictionary. Students may wish to divide the work of looking up definitions with a partner.
- Suggest that students continue their charts as they read the next several pages.



tables. The boy stood there, dazed and frightened, holding the empty tray in his hand. The whistles and catcalls[1] from the customers (the cries of "Hey, there go the profits!" . . . "Mazel tov!"[2] . . . and "Well, *he* didn't work here very long . . ." which invariably seem to follow the breaking of glass or dishware in a public restaurant) all seemed to confuse him. C

When the owner came to see what the excitement was about, the boy cowered as if he expected to be struck and threw up his arms as if to ward off the blow.

"All right! All right, you dope," shouted the owner, "don't just stand there! Get the

1. **catcalls:** shouts and whistles made to express disapproval or ridicule, so called because people used to make noises like a cat's cry to show disapproval.
2. **mazel tov** (MAH zuhl tohv): Yiddish expression conveying "congratulations."

C **Literary Focus** **Parallel Episodes** How does the dishwasher's experience resemble episodes from Charlie's own life?

Kinesthetic/Verbal Learners

Pair students and tell them that they will act out an imaginary conversation between Miss Kinnian and one of her friends. One student should take the role of the friend and ask Miss Kinnian the first two questions below. The other student will answer the questions as Miss Kinnian might. Then, have students switch roles and answer the next two questions.

- How does Miss Kinnian feel about recommending Charlie for the surgery?
- Have Miss Kinnian's feelings for Charlie changed since he had the surgery?
- What are Miss Kinnian's thoughts about Charlie becoming more intelligent than she is?
- What worries does Miss Kinnian have about Charlie and his future?

Remind students to carefully consider their responses. Their goal should be to help each other understand Miss Kinnian and her experiences.

Think About/Talk About

Comprehension

B Read and Discuss

Possible response: *Charlie's gotten so smart that he's alienating himself, even from the people who are helping him.*

Analysis

C Literary Focus

Possible response: *Like Charlie before he became smart, the dishwasher does not understand people's sarcastic comments and is confused about what to do in a new situation.*

? Extend the Discussion

Characterization Why is Charlie shocked that Dr. Nemur does not know Hindustani or Chinese?
Possible response: *Charlie knows from his readings that important work in Dr. Nemur's field is being published in those languages.*

Making Judgements What does Charlie mean when he says "No one I've ever known is what he appears to be on the surface"? ***Possible response:*** *Charlie has learned that he cannot trust his original impressions of people. Charlie may not realize it yet, but the statement could also apply to him.*

Guided Practice

Model and Apply

- Have students read this page and the following page. Read aloud the sentence, "And I had been laughing at him too." Tell students this signals a change in Charlie that we have not seen before. When Charlie recognizes what he has done, it leads to a **turning point**. Read aloud the paragraph that begins, "This day was good for me . . . ." Tell students that Charlie now sees he can help others.
- **Turn-and-Talk** Pair students. Have one student explain to the other, in his or her own language, what happened with the dishwasher. Then, have students switch places. Now, have the other student explain Charlie's thoughts and conclusions about the dishwasher episode and the reasons behind his reaction.

broom and sweep that mess up. A broom . . . a broom, you idiot! It's in the kitchen. Sweep up all the pieces."

The boy saw that he was not going to be punished. His frightened expression disappeared and he smiled and hummed as he came back with the broom to sweep the floor. A few of the rowdier customers kept up the remarks, amusing themselves at his expense.

"Here, sonny, over here there's a nice piece behind you . . ."

"C'mon, do it again . . ."

"He's not so dumb. It's easier to break 'em than to wash 'em . . ."

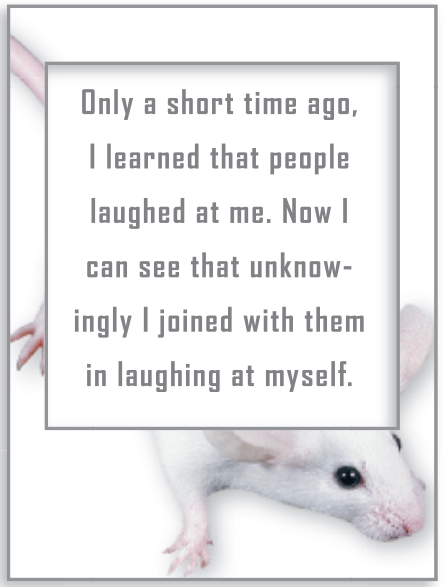
As his vacant eyes moved across the crowd of amused onlookers, he slowly mirrored their smiles and finally broke into an uncertain grin at the joke which he obviously did not understand.

I felt sick inside as I looked at his dull, vacuous smile, the wide, bright eyes of a child, uncertain but eager to please. They were laughing at him because he was mentally retarded.

And I had been laughing at him too.

Suddenly, I was furious at myself and all those who were smirking at him. I jumped up and shouted, "Shut up! Leave him alone! It's not his fault he can't understand! He can't help what he is! But for God's sake . . . he's still a human being!"

The room grew silent. I cursed myself for losing control and creating a scene. I tried not to look at the boy as I paid my check and walked out without touching my food. I felt ashamed for both of us.



How strange it is that people of honest feelings and sensibility, who would not take advantage of a man born without arms or legs or eyes—how such people think nothing of abusing a man born with low intelligence. It infuriated me to think that not too long ago I, like this boy, had foolishly played the clown.

And I had almost forgotten.

I'd hidden the picture of the old Charlie Gordon from myself because now that I was intelligent it was something that had to be pushed out of my mind. But today in looking at that boy, for the first time I saw what I had been. *I was just like him!*

Only a short time ago, I learned that people laughed at me. Now I can see that unknowingly I joined with them in laughing at myself. That hurts most of all. D

D **Read and Discuss** What has Charlie learned about himself in the diner?

Cross-Curricular Connection

HISTORY: Attitudes Toward Intellectual Disabilities

- Cultural attitudes toward people with intellectual disabilities have changed considerably in the forty years since this story was written, especially since the Americans with Disabilities Act (ADA) became federal law on July 26, 1990.
- In the past, many people with intellectual disabilities were confined in institutions. Today, educational opportunities and social services allow people with mild to moderate intellectual disabilities to live in and contribute to society.
- Organizations like Special Olympics help the public recognize the talents of the intellectually disabled.
- No medical or surgical solution to mental retardation, not even a temporary one, has ever been developed.

Activity Have students discuss how society benefits when people with intellectual disabilities live and work side-by-side with those who are not disabled.

I have often re-read my progress reports and seen the illiteracy, the childish naiveté,[3] the mind of low intelligence peering from a dark room, through the keyhole, at the dazzling light outside. I see that even in my dullness I knew that I was inferior, and that other people had something I lacked—something denied me. In my mental blindness, I thought that it was somehow connected with the ability to read and write, and I was sure that if I could get those skills I would automatically have intelligence too.

Even a feeble-minded man wants to be like other men.

A child may not know how to feed itself, or what to eat, yet it knows of hunger.

This then is what I was like. I never knew. Even with my gift of intellectual awareness, I never really knew.

This day was good for me. Seeing the past more clearly, I have decided to use my knowledge and skills to work in the field of increasing human intelligence levels. Who is better equipped for this work? Who else has lived in both worlds? These are my people. Let me use my gift to do something for them.

Tomorrow, I will discuss with Dr. Strauss the manner in which I can work in this area. I may be able to help him work out the problems of widespread use of the technique which was used on me. I have several good ideas of my own.

There is so much that might be done with this technique. If I could be made into a genius, what about thousands of others like myself? What fantastic levels might be achieved by using this technique on normal people? On *geniuses*?

There are so many doors to open. I am impatient to begin. E

Progress Report 12

May 23 It happened today. Algernon bit me. I visited the lab to see him as I do occasionally, and when I took him out of his cage, he snapped at my hand. I put him back and watched him for a while. He was unusually disturbed and vicious.

May 24 Burt, who is in charge of the experimental animals, tells me that Algernon is changing. He is less cooperative, he refuses to run the maze any more; general motivation has decreased. And he hasn't been eating. Everyone is upset about what this may mean. F

May 25 They've been feeding Algernon, who now refuses to work the shifting-lock problem. Everyone identifies me with Algernon. In a way we're both the first of our kind. They're all pretending that Algernon's behavior is not necessarily significant for me. But it's hard to hide the fact that some of the other animals who were used in this experiment are showing strange behavior.

Dr. Strauss and Dr. Nemur have asked me not to come to the lab anymore. I know what they're thinking but I can't accept it. I am going ahead with my plans to carry their research forward. With all due respect to

3. **naiveté** (nah eev TAY): simplicity; foolish innocence.

E **Literary Perspectives** **Analyzing Credibility** Do you find Charlie's transformation credible? Why or why not?

F **Read and Discuss** What is going on with Algernon?

Reaching Reluctant Readers

- Ask students to recall a time when they have seen, or heard, dishes being dropped at a restaurant. What was the reaction of the customers? What was the reaction of the manager or owner?
- Have students work together to act out the diner scene from the story or read the dialogue like a play. They should include all the characters provided in Charlie's journal: the stunned dishwasher, the angry restaurant owner, the laughing customers, and Charlie.
- As a class, discuss how the scene would have been different if the characters had included compassionate customers and an understanding owner.

Think About/Talk About

Comprehension

D Read and Discuss

Possible response: *Charlie buried who he was before surgery so deep that it didn't occur to him that he was treated like the boy in the diner until he watched the boy's response. He saw that the boy just wanted acceptance, even if it meant letting others make fun of him.*

F Read and Discuss

Possible response: *His behavior is changing; he refuses to run the maze.*

Analysis

E Literary Perspectives

Possible response: *Yes, Charlie's transformation is credible. It occurs over time—not all at once—and is demonstrated through his increasing awareness and more complex thought patterns, vocabulary, and journal writing style.*

? Extend the Discussion

Irony How is the behavior of the restaurant patrons ironic? ***Possible response:*** *They are congratulating the boy on breaking the dishes; they are really laughing at him, not with him.*

Interpreting How does the boy react to their behavior? Why? ***Possible response:*** *He does not react at all at first; he is just confused. He may realize that their reaction is inappropriate (he knows he did not actually do something that should be congratulated), but he does not understand irony.*

Guided Practice

Model and Apply

- Tell students that words have two types of meanings. They have **denotations**, or dictionary meanings, and **connotations**. Connotations refer to the feelings or ideas associated with words.
- Have students read the June 4 progress report entry. Then, tell them to write down the following words from the letter: "formulae," and "verified." Tell students that the word *formulae* means "math problems." Tell students that *formulae* connotes scientific professionalism.
- Have students determine the definition and connotation of *verified*.

both of these fine scientists, I am well aware of their limitations. If there is an answer, I'll have to find it out for myself. Suddenly, time has become very important to me.

May 29 I have been given a lab of my own and permission to go ahead with the research. I'm on to something. Working day and night. I've had a cot moved into the lab. Most of my writing time is spent on the notes which I keep in a separate folder, but from time to time I feel it necessary to put down my moods and my thoughts out of sheer habit.

I find the *calculus of intelligence* to be a fascinating study. Here is the place for the application of all the knowledge I have acquired. In a sense it's the problem I've been concerned with all my life.

May 31 Dr. Strauss thinks I'm working too hard. Dr. Nemur says I'm trying to cram a lifetime of research and thought into a few weeks. I know I should rest, but I'm driven on by something inside that won't let me stop. I've got to find the reason for the sharp regression in Algernon. I've got to know *if* and *when* it will happen to me.

Vocabulary **regression** (rih GREHSH uhn) *n.*: return to an earlier or less advanced condition.



Differentiating Instruction

English-Language Learners

Help students understand the figurative expression that Charlie uses at the end of the letter: ". . . my own contribution to the field must rely upon the ashes of the work of two men I regard so highly."

- Tell students that because Charlie has proven that the experimental surgery done on him to improve his intelligence did not work permanently, he has shown that the two doctors' ideas were incorrect.
- As a result, Charlie has made the doctors' work meaningless—in effect destroying their research.
- Charlie did not himself ruin the experiment; he only proved that it would soon fail.

Readers Gaining Proficiency

Help students understand the letter that Charlie writes to the doctors.

- Ask students to read one paragraph at a time and then tell you what they learned from it. Write their ideas on the board.
- Remind students that they need to make inferences about the information contained in the report. They

June 4

LETTER TO DR. STRAUSS (*copy*)

Dear Dr. Strauss:

Under separate cover I am sending you a copy of my report entitled, "The Algernon-Gordon Effect: A Study of Structure and Function of Increased Intelligence," which I would like to have you read and have published.

As you see, my experiments are completed. I have included in my report all of my formulae, as well as mathematical analysis in the appendix. Of course, these should be verified.

Because of its importance to both you and Dr. Nemur (and need I say to myself, too?) I have checked and rechecked my results a dozen times in the hope of finding an error. I am sorry to say the results must stand. Yet for the sake of science, I am grateful for the little bit that I here add to the knowledge of the function of the human mind and of the laws governing the artificial increase of human intelligence.

I recall your once saying to me that an experimental *failure* or the *disproving* of a theory was as important to the advancement of learning as a success would be. I know now that this is true. I am sorry, however, that my own contribution to the field must rest upon the ashes of the work of two men I regard so highly.

Yours truly,

Charles Gordon

encl.: rept

June 5 I must not become emotional. The facts and the results of my experiments are clear, and the more sensational aspects of my own rapid climb cannot obscure the fact that the tripling of intelligence by the surgical technique developed by Drs. Strauss and Nemur must be viewed as having little or no practical applicability (at the present time) to the increase of human intelligence.

As I review the records and data on Algernon, I see that although he is still in his physical infancy, he has regressed mentally. Motor activity is impaired; there is a general reduction of glandular activity; there is an accelerated loss of coordination.

There are also strong indications of progressive amnesia. G

As will be seen by my report, these and other physical and mental deterioration syndromes can be predicted with statistically significant results by the application of my formula.

The surgical stimulus to which we were both subjected has resulted in an intensification and acceleration of all mental processes. The unforeseen development, which I have taken the liberty of calling the *Algernon-Gordon Effect,* is the logical extension of the entire intelligence speed-up. The hypothesis here proven may be described simply in the following terms: Artificially increased intelligence deteriorates at a rate of time directly proportional to the quantity of the increase.

I feel that this, in itself, is an important discovery.

G **Reading Focus** **Tracking Story Events** What changes is Algernon experiencing?

Vocabulary **obscure** (uhb SKYUR) v.: hide. **deterioration** (dih tihr ee uh RAY shuhn) *n.* used as *adj.*: worsening; declining.

Think About/Talk About

Comprehension

G Reading Focus

Possible response: *He is regressing mentally and suffering from impaired physical activity, loss of coordination, reduced glandular activity, and forgetfulness.*

? Extend the Discussion

Turning Point In the May 29 entry, a "calculus" means "a method or system of calculation or reasoning." What does Charlie mean when he says that the "calculus of intelligence" has been the problem for his entire life? How is this a turning point for Charlie? ***Possible response:*** *Even before the surgery, Charlie was concerned with how to become smart; he was trying to do so by going to night school and trying to learn to read and write. Now that he has acquired superintelligence, his life continues to be devoted to the question of how to make someone smarter.*

can find clues in the words and tone of the letter. Ask students to pay particular attention to the last sentence.

- After students have finished reading the letter, ask them to speculate about what the report reveals and why they believe this, based on the evidence in the letter. Then, have students continue reading to discover whether their predictions were correct.

Advanced Learners

Acceleration Challenge students to make up a mathematical formula that expresses the "Algernon-Gordon Effect." Remind students that they should choose a letter to represent each element of the equation and show the relationships using correct math symbols. Have students share their formulas with partners and help each other fix any inconsistencies.

Learners with Diverse Needs

Help students focus on Charlie's letter by covering the rest of the page with a blank sheet of paper. You might also suggest that they cover parts of the letter with self-stick notes so that they can focus on one paragraph at a time.

Guided Practice

Model and Apply

- Demonstrate how to analyze **parallel episodes** by reading aloud the June 5 and June 10 journal entries. Tell students that just as Charlie benefitted from the same operation as Algernon, it appears that he is experiencing the same negative side effects.
- **Turn-and-Talk** Pair students and have them discuss what they think will happen to Charlie's physical and mental state in upcoming portions of the story. Have students discuss how the author will let the reader know that Charlie is regressing.

As long as I am able to write, I will continue to record my thoughts in these progress reports. It is one of my few pleasures. However, by all indications, my own mental deterioration will be very rapid.

I have already begun to notice signs of emotional instability and forgetfulness, the first symptoms of the burnout. H

June 10 Deterioration progressing. I have become absent-minded. Algernon died two days ago. Dissection shows my predictions were right. His brain had decreased in weight and there was a general smoothing out of cerebral convolutions as well as a deepening and broadening of brain fissures.[4]

I guess the same thing is or will soon be happening to me. Now that it's definite, I don't want it to happen.

I put Algernon's body in a cheese box and buried him in the backyard. I cried.

June 15 Dr. Strauss came to see me again. I wouldn't open the door and I told him to go away. I want to be left to myself. I have become touchy and irritable. I feel the darkness closing in. It's hard to throw off thoughts of suicide. I keep telling myself how important this introspective journal will be.

It's a strange sensation to pick up a book that you've read and enjoyed just a few months ago and discover that you don't remember it. I remembered how great I thought John Milton was, but when I picked up *Paradise Lost* I couldn't understand it at all. I got so angry I threw the book across the room.

I've got to try to hold on to some of it. Some of the things I've learned. Oh, God, please don't take it all away.

June 19 Sometimes, at night, I go out for a walk. Last night I couldn't remember where I lived. A policeman took me home. I have the strange feeling that this has all happened to me before—a long time ago. I keep telling myself I'm the only person in the world who can describe what's happening to me.

June 21 Why can't I remember? I've got to fight. I lie in bed for days and I don't know who or where I am. Then it all comes back to me in a flash. Fugues of amnesia.[5] Symptoms of senility—second childhood. I can watch them coming on. It's so cruelly logical. I learned so much and so fast. Now my mind is deteriorating rapidly. I won't let it happen. I'll fight it. I can't help thinking of the boy in the restaurant, the blank expression, the silly smile, the people laughing at him. No—please—not that again . . .

June 22 I'm forgetting things that I learned recently. It seems to be following the classic pattern—the last things learned

4. **brain fissures** (FIHSH uhrz): grooves in the surface of the brain.

5. **fugues** (fyoogz) **of amnesia** (am NEE zhuh): temporary states of forgetfulness.

H **Read and Discuss** What has Charlie learned about his condition?

Vocabulary **introspective** (ihn truh SPEHK tihv) *adj.*: looking inward.

Reaching Reluctant Readers

Ask students to imagine that, like Charlie, they are given the opportunity to become superintelligent, but only for a limited amount of time (for example, six months). What would they do with that intellect? Ask them to consider the following:

- Explain that students may be able to solve problems that the rest of the world struggles with. Would students choose to devote their limited time to helping society as a whole or to solving a problem that affects them more personally?
- How would they deal with the fact that the increase in intellect would be only for a limited time? Would they plan for the future or just get as much done as possible in the present?

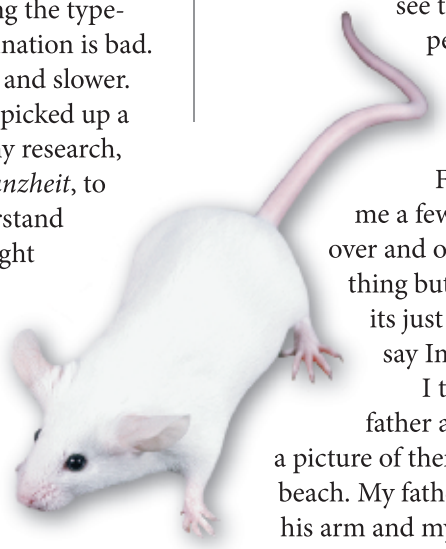
Activity Students may wish to brainstorm ideas with a classmate or family member. Ask students to express their ideas in an essay, a speech, a drawing, or another appropriate form of their choosing.

are the first things forgotten. Or is that the pattern? I'd better look it up again. . . .

I re-read my paper on the *Algernon-Gordon Effect* and I get the strange feeling that it was written by someone else. There are parts I don't even understand.

Motor activity impaired. I keep tripping over things, and it becomes increasingly difficult to type.

June 23 I've given up using the typewriter completely. My coordination is bad. I feel that I'm moving slower and slower. Had a terrible shock today. I picked up a copy of an article I used in my research, Krueger's *Uber psychische Ganzheit*, to see if it would help me understand what I had done. First I thought there was something wrong with my eyes. Then I realized I could no longer read German. I tested myself in other languages. All gone.



June 30 A week since I dared to write again. It's slipping away like sand through my fingers. Most of the books I have are too hard for me now. I get angry with them because I know that I read and understood them just a few weeks ago.

I keep telling myself I must keep writing these reports so that somebody will know what is happening to me. But it gets harder to form the words and remember spellings. I have to look up even simple words in the dictionary now and it makes me impatient with myself.

Dr. Strauss comes around almost every day, but I told him I wouldn't see or speak to anybody. He feels guilty. They all do. But I don't blame anyone. I knew what might happen. But how it hurts.

July 7 I don't know where the week went. Todays Sunday I know becuase I can see through my window people going to church. I think I stayed in bed all week but I remember Mrs. Flynn bringing food to me a few times. I keep saying over and over Ive got to do something but then I forget or maybe its just easier not to do what I say Im going to do.

I think of my mother and father a lot these days. I found a picture of them with me taken at a beach. My father has a big ball under his arm and my mother is holding me by the hand. I dont remember them the way they are in the picture. All I remember is my father drunk most of the time and arguing with mom about money.

He never shaved much and he used to scratch my face when he hugged me. My mother said he died but Cousin Miltie said he heard his mom and dad say that my father ran away with another woman. When I asked my mother she slapped my face and said my father was dead. I dont think I ever

Reading Focus **Tracking Story Events** What is happening to Charlie?

Think About/Talk About

Comprehension

Read and Discuss

Possible response: *His research demonstrates that he's destined to rapidly regress in intelligence.*

Reading Focus

Possible response: *Charlie is deteriorating. He is becoming forgetful and depressed. He fears that he is returning to his former state of low intelligence, but seems helpless to stop it. His motor activity is impaired and he can no longer read foreign languages.*

Extend the Discussion

Monitor Your Reading How has Charlie's personality changed from the beginning of the story? ***Possible responses:*** *He has become touchy, irritable, and depressed. He does not want to see people.*

Making Inferences What might be the reason for this change? ***Possible responses:*** *Charlie is probably angry and sad that he is losing intelligence and worried that it will only become worse. He may also be embarrassed to have people witness his deterioration.*

Guided Practice

Model and Apply

- Have students use their Reading Focus graphic organizer (or the piece of paper they used earlier for this purpose) for this activity.
- Model for students how to use the Chain-of-Events Chart to help them understand events in the story. Explain that Charlie is very sad after Algernon dies. He then becomes agitated and angry because he knows that his life will parallel the mouse's. Remind students that using the chart to break up events in the story to smaller events is a helpful way to understand the larger events in the plot.
- **Read-Talk-Write** Tell students to read until the end of the page. Have student pairs work together to identify the events that occur on these pages. Then, have them record their findings in their charts.

Chain-of-Events Chart

Algernon dies.	→	Charlie becomes increasingly agitated and angry.
Charlie becomes more and more forgetful.	→	

found out which was true but I don't care much. (He said he was going to take me to see cows on a farm once but he never did. He never kept his promises . . .) J

July 10 My landlady Mrs Flynn is very worried about me. She says the way I lay around all day and dont do anything I remind her of her son before she threw him out of the house. She said she doesn't like loafers. If Im sick its one thing, but if Im a loafer thats another thing and she wont have it. I told her I think Im sick.

I try to read a little bit every day, mostly stories, but sometimes I have to read the same thing over and over again because I dont know what it means. And its hard to write. I know I should look up all the words in the dictionary but its so hard and Im so tired all the time.

Then I got the idea that I would only use the easy words instead of the long hard ones. That saves time. I put flowers on Algernons grave about once a week. Mrs Flynn thinks Im crazy to put flowers on a mouses grave but I told her that Algernon was special.

July 14 Its sunday again. I dont have anything to do to keep me busy now because my television set is broke and I dont have any money to get it fixed. (I think I lost this months check from the lab. I dont remember)

I get awful headaches and asperin doesnt help me much. Mrs Flynn knows Im really sick and she feels very sorry for me. Shes a wonderful woman whenever someone is sick.

July 22 Mrs Flynn called a strange doctor to see me. She was afraid I was going to die. I told the doctor I wasnt too sick and that I only forget sometimes. He asked me did I have any friends or relatives and I said no I dont have any. I told him I had a friend called Algernon once but he was a mouse and we used to run races together. He looked at me kind of funny like he thought I was crazy.

He smiled when I told him I used to be a genius. He talked to me like I was a baby and he winked at Mrs Flynn. I got mad and chased him out because he was making fun of me the way they all used to.

July 24 I have no more money and Mrs Flynn says I got to go to work somewhere and pay the rent because I havent paid for over two months. I dont know any work but the job I used to have at Donnegans Plastic Box Company. I dont want to go back there because they all knew me when I was smart and maybe theyll laugh at me. But I don't know what else to do to get money.

July 25 I was looking at some of my old progress reports and its very funny but I cant read what I wrote. I can make out some of the words but they dont make sense.

Miss Kinnian came to the door but I said go away I dont want to see you. She cried and I cried too but I wouldnt let her in because I didn't want her to laugh at me. I told her I didn't like her any more. I told her I didnt want to be smart any more. Thats not true. I still love her and I still want to

J **Read and Discuss** What clues in the journal entry of July 7 suggest that Charlie is undergoing more change?

Differentiating Instruction

English-Language Learners

As Charlie loses his intelligence and knowledge, he says that he has reverted to using "easy" words instead of the "long hard ones" that he now has to look up in a dictionary.

- Ask students to look at the lists of challenging words that they wrote down while reading earlier progress report entries.
- Have student pairs discuss smaller or "easier" words to express the same meanings.
- Remind students that the definition is sometimes a good guide for how to express a word's meaning in simpler terms.

Readers Gaining Proficiency

Help students understand what Charlie is going through, as described in these entries.

- Have students identify Charlie's physical symptoms. [*fatigue, clumsiness, headaches*] Point out that this story is fictional; the experiment described has never been done in reality. Therefore, the author can only

be smart but I had to say that so shed go away. She gave Mrs Flynn money to pay the rent. I dont want that. I got to get a job. K

Please . . . please let me not forget how to read and write . . . L



July 27 Mr Donnegan was very nice when I came back and asked him for my old job of janitor. First he was very suspicious but I told him what happened to me then he looked very sad and put his hand on my shoulder and said Charlie Gordon you got guts.

Everybody looked at me when I came downstairs and started working in the toilet sweeping it out like I used to. I told myself Charlie if they make fun of you dont get sore because you remember their not so smart as you once thot they were. And besides they were once your friends and if they laughed at you that doesnt mean anything because they liked you too.

One of the new men who came to work there after I went away made a nasty crack he said hey Charlie I hear your a very smart fella a real quiz kid. Say something intelligent. I felt bad but Joe Carp came over and grabbed him by the shirt and said leave him alone you lousy cracker or Ill break your neck. I didn't expect Joe to take my part so I guess hes really my friend.

Later Frank Reilly came over and said Charlie if anybody bothers you or trys to take advantage you call me or Joe and we will set em straight. I said thanks Frank and I got choked up so I had to turn around and go into the supply room so he wouldnt see me cry. Its good to have friends. M

K **Literary Focus** **Subplot** Why does Charlie send Miss Kinnian away?

L **Read and Discuss** What do Charlie's words "Please . . . please let me not forget how to read and write . . ." show us about his state of mind and what he's feeling?

M **Literary Focus** **Subplot** What is the resolution of the subplot of Charlie and his co-workers?

Think About/Talk About

Comprehension

J Read and Discuss

Possible response: *He is confined to bed and is forgetful. His misuse of punctuation shows that his intelligence is regressing. He also thinks about his parents instead of his former concerns about intelligence.*

L Read and Discuss

Possible response: *Charlie retains enough intelligence to remember that he knew how to read and write and is desperate to hold on to those aspects of who he used to be.*

Analysis

K Literary Focus

Possible response: *He does not want Miss Kinnian to see him in this state because he is still in love with her and is embarrassed by his deterioration.*

M Literary Focus

Possible response: *The coworkers who treated him badly now protect him from others.*

imagine what Charlie would experience physically as he deteriorates mentally.

- Ask students how Charlie's physical symptoms might relate to what he is going through mentally. You may wish to have students look back at the June 10 entry, which describes the physical damage shown in Algernon's autopsy. ***Possible response:*** *The changes in Charlie's brain may account for his symptoms.*

Think About/Talk About

Comprehension

Read and Discuss

Possible response: *Charlie doesn't want people to feel sorry for him, showing that he feels ashamed. He thinks he can start over in a new place.*

Extend the Discussion

Speculating Do you think Charlie will retain anything from the operation? ***Possible response:*** *Although his intellect is returning to what it originally was, he will not lose the experiences he had. The memories of those experiences will change him somewhat.*

Check for Understanding

Monitor Students' Progress Guide the class in answering these comprehension questions.

1. What happened to Charlie in this story? [*Charlie underwent experimental surgery to increase his intelligence. The surgery worked, but only temporarily.*]
2. At the end of the story, how does Charlie feel about what happened? [*Charlie regrets losing his intelligence, but he is comforted by the fact that he made a contribution to the world. He does not want people to feel sorry for him.*]

July 28 I did a dumb thing today I forgot I wasnt in Miss Kinnians class at the adult center any more like I use to be. I went in and sat down in my old seat in the back of the room and she looked at me funny and she said Charles. I dint remember she ever called me that before only Charlie so I said hello Miss Kinnian Im redy for my lesin today only I lost my reader that we was using. She startid to cry and run out of the room and everybody looked at me and I saw they wasnt the same pepul who used to be in my class.

Then all of a suddin I rememberd some things about the operashun and me getting smart and I said holy smoke I reely pulled a Charlie Gordon that time. I went away before she come back to the room.

Thats why Im going away from New York for good. I dont want to do nothing like that agen. 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.

Im taking a cuple of books along and even if I cant reed them Ill practise hard and maybe I wont forget every thing I lerned. If I try reel hard maybe Ill be a littel bit smarter then I was before the operashun. I got my rabits foot and my luky penny and maybe they will help me.

If you ever reed this Miss Kinnian dont be sorry for me Im glad I got a second chanse to be smart becaus I lerned a lot of things that I never even new were in this world and Im grateful that I saw it all for a littel bit. I dont know why Im dumb agen or what I did wrong maybe its becaus I dint try hard enuff. But if I try and practis very hard maybe Ill get a littl smarter and know what all the words are. I remember a littel bit how nice I had a feeling with the blue book that has the torn cover when I red it. Thats why Im gonna keep trying to get smart so I can have that feeling agen. Its a good feeling to know things and be smart. I wish I had it rite now if I did I would sit down and reed all the time. Anyway I bet Im the first dumb person in the world who ever found out somthing importent for sience. I remember I did somthing but I dont remember what. So I gess its like I did it for all the dumb pepul like me.

Good-by Miss Kinnian and Dr Strauss and evreybody. And P.S. please tell Dr Nemur not to be such a grouch when pepul laff at him and he woud have more frends. Its easy to make frends if you let pepul laff at you. Im going to have lots of frends where I go.

P.P.S. Please if you get a chanse put some flowrs on Algernons grave in the bakyard . . .

Read and Discuss How does Charlie's plan to leave New York shed light on what he's thinking and feeling about his experience?

SKILLS FOCUS pp. 85–87

Literary Skills
- Analyze subplots and parallel episodes.

Reading Skills
- Track story events.
- Read print and Internet sources to research questions or information.

Vocabulary Skills
- Know the basics of the history of English.

Writing Skills
- Write a journal.
- Write a subplot for a story.
- Write to explain.

Grammar Skills
- Identify and use verbs.

Applying Your Skills

Flowers for Algernon, Part 2

Respond and Think Critically

Reading Focus

Quick Check

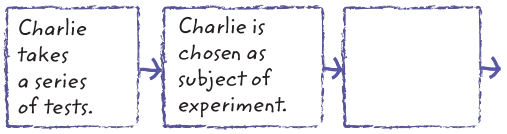
1. At the beginning of Part 2, what conflicts is Charlie having with the doctors? with himself?
2. How does Charlie react when the boy in the diner drops the dishes?
3. What does Charlie's research reveal about the outcome of the experiment?
4. What are some of the signals that tell you that Charlie's mental state is getting worse?
5. At the end of the story, why does Charlie decide to leave New York?

Read with a Purpose

6. What has Charlie gained and lost by the end of the story? How does his loss affect him?

Reading Skills: Tracking Story Events

7. Update your chart now that you have finished the story. Below your chart, write a summary of the story.



Literary Focus

Literary Analysis

8. **Analyze** How did the author's use of Charlie's journal to tell his story impact the way we as readers understand Charlie's experience?
9. **Extend** What do you think becomes of Charlie after the story ends? Why?
10. **Literary Perspectives** At the beginning of the story, Charlie's credibility as a narrator is affected by his intelligence. Was that also true as he became smarter? Which Charlie did you find more trustworthy—the original Charlie or the altered Charlie?

Literary Skills: Subplots and Parallel Episodes

11. **Analyze** What is the outcome of the subplot about Charlie and Miss Kinnian's relationship?
12. **Analyze** In addition to the Rorschach tests, what parallel episodes are in the story? What purpose do the parallel episodes serve?

Writing Focus

Think as a Reader/Writer

Use It in Your Writing Review your notes on the details Keyes uses to convey story events and the changes Charlie undergoes. Now, write a journal entry about an interesting event in your life. Include details that will make the events, and your experience of them, clear to your readers.

What Do You Think Now? In Charlie's case, was ignorance bliss? Would he have been better off if he had not had the operation? Explain.

Review

Independent Practice

Reading Focus

Answers:

1. *Charlie is no longer interested in keeping his journal; also, he is now more intelligent and better educated than the doctors.*
2. *At first, he laughs along with everyone else. Then, he feels ashamed and shouts at the other diners for making fun of the boy.*
3. *Since his intelligence will decline soon, the experiment has failed.*
4. *He skips writing his progress reports or fills them with errors, and experiences amnesia.*
5. *He does not want the people who know him to pity him.*
6. *Charlie gains and then loses great intelligence. He remembers having been smart and understands when those with mental handicaps are treated poorly.*
7. *Charlie, an intellectually disabled man, undergoes an experimental operation to gain intelligence. He surprises everyone by developing super-intelligence. Charlie's life changes dramatically. However, he learns that the changes are not permanent.*

Literary Focus

Possible Responses:

8. *Charlie's journal entries allow readers to see for themselves the increases and decreases in Charlie's intelligence.*
9. *Once he moves, he returns to life as it was before the experiment. Students may say that already Charlie doesn't really remember what it was like to be so intelligent, so it will be easy for him to slip back into old patterns.*
10. *His credibility as a narrator increases with his intelligence.*
11. *Charlie knows that Miss Kinnian feels sorry for him and does not want that. He decides to leave New York.*
12. *Parallel episodes include running the maze with Algernon, going out with co-workers, working with Miss Kinnian. The episodes provide comparisons for the reader about Charlie's changes.*

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Have students write three sentences about an interesting event. Tell students to include sensory details.

What Do You Think Now?

Assist students in listing pros and cons of the argument before they express their own opinions. Students should support their opinions with evidence from the story or from personal experiences.

Applying Your Skills

Flowers for Algernon

Vocabulary Development

History of the English Language

Digging into the Past
Where did English come from? England, of course! Not entirely. Today's English developed over a long period of time and from many sources. The history of English can be divided into three periods: Old English (A.D. 450–1066), Middle English (1066–1485), and Modern English (1485 to the present).

Old English In the fifth century, the Anglo-Saxons migrated from northern Europe to Britain. The Anglo-Saxons developed a new language, combining their old Germanic language and the Celtic language of the people native to Britain. Soon Vikings, from Scandinavia, invaded. Their language, Norse, was added to the language of Britain. We call this new language Old English. Here are three Old English words that survive today: *horse, night, wife.*

Middle English In the year 1066, William the Conqueror, from Normandy in France, conquered England. Soon French and Latin words were added to the mix. These borrowings from Anglo-Saxon, Norse, Latin, and French gave English the large, rich vocabulary it has today. Here are three words derived from French: *government, justice, literature.*

Modern English In 1485, Henry VII, the first Tudor king, came to the throne of England. The House of Tudor helped promote all things English—including the language. Printed books helped make it possible for all English people to speak, read, and write the same language.

Your Turn

misled
regression
obscure
deterioration
introspective

Use a dictionary to find the origin of each Vocabulary word at the right. Then, make a word map like the one below. The word *obscure* is done for you.

obscure	
Derivation	OFr *obscur* < L *obscurus*, "covered over"
Meaning	verb, "to hide or conceal"; adjective, "not clear," "not easily understood"
Sample sentences	"The moon is **obscured** by a cloud." "Their reasons for leaving are **obscure**."

Language Coach

Word Origins Which two Vocabulary words share word origins with these words from Spanish? How can you tell?

introspectivo deteriorar

Academic Vocabulary

Write About . . .
Do you think it is ethical, or morally acceptable, to use human subjects for medical experiments? How should experiments be conducted to ensure they are effective and have a safe outcome?

Learn It Online
To expand your vocabulary knowledge, visit Word Watch at:
go.hrw.com L8-86 Go

Differentiating Instruction: Grammar Link

English-Language Learners

English-language learners and readers gaining proficiency may have difficulty using types of verbs correctly. Use this lesson to reinforce the standard English use of action, linking, and helping verbs.

1. At first, Algernon always _____ [*action verb*] the maze races against Charlie. [*won or wins*]
2. After Charlie _____ [*linking verb*] smarter, he _____ [*helping verb + action verb*] Algernon at the maze. [*became; could beat*]
3. Algernon _____ [*helping verb + action verb*] before Charlie. [*began deteriorating*]
4. After Algernon _____ [*helping verb + action verb*], the damage to his brain _____ [*linking verb*] visible. [*had died; became*]

Independent Practice

Vocabulary Development

Your Turn
misled: derivation: ME mes- < *OFr, "wrong" + ME* leden < *OE* laedan, *"lead"; verb; meaning: "fooled; led to believe something wrong"*
regression: derivation: L re-, *"back" +* gradi, *"to go"; noun; meaning: "return to an earlier or less advanced condition"*
deterioration: derivation: L deterior, *"worse"; noun; meaning: "a state of worsening or decline"*
introspective: derivation: L intro, *"within" +* specere, *"to look"; adj.; meaning: "looking inward; examining one's own thoughts or feelings"*

Language Coach

Answer: *introspective, deterioration; The spelling is very similar to the English spelling.*

Academic Vocabulary

Possible response: *The benefits of using human subjects for medical experiments outweigh the negative effects suffered by the few who participate in them. Medical experiments should be well-planned to be effective and ensure a safe outcome.*

Learn It Online
Send students to **Word Watch** for audio pronunciations, synonyms and antonyms, and brief histories of word origins. Preview at **go.hrw.com**.
go.hrw.com L8-86 Go

Grammar Link

Verbs

A **verb** is a word used to express action or a state of being. The verb's role in a sentence is to tell you something about the subject. Three types of verbs are **helping verbs, action verbs,** and **linking verbs**.

- A **helping verb** helps the main verb express action or a state of being. It does not stand alone. Some common helping verbs are *is, being, do, have, could.*

  EXAMPLE Charlie **has decided** to move to New York. [The main verb is *decided*.]

- An **action verb** expresses physical action or mental action, such as *fly, jog, celebrate, regret*.

  EXAMPLE Algernon **finishes** the maze quickly.

- A **linking verb** connects the subject to a word or words that identify or describe the subject. Some common linking verbs are *am, seem, was, remain, feel.*

  EXAMPLE Charlie **becomes** smarter than most people.

Your Turn

Fill in each blank below with a verb that fits the meaning of the sentence. Look in the brackets to see which type of verb to use.

1. Charlie _____ decided to have experimental surgery. [helping]
2. At first, Charlie _____ the same. [linking]
3. Later, he _____ at an astonishing rate. [action]
4. Charlie _____ understand several languages. [helping]
5. At the story's end, Charlie _____ to his former state. [action]

CHOICES

As you respond to the Choices, use these **Academic Vocabulary** words as appropriate: effective, outcome, reveal, structure.

REVIEW

Write a Story

Choose a familiar story, perhaps from a fairy tale, TV show, or movie. Then, select a minor character from that story to further develop. Then, develop a short narrative that provides more information about that character. Include elements of plot such as exposition, climax, and resolution.

CONNECT

Analyze the Story

Timed Writing Although the outcome of the experiment was not good for Charlie, he experienced many new things. Which lesson or experience do you think was the most important for him? In a short essay, explain your answer and support it with evidence from the story.

EXTEND

Research Psychological Tests

What sorts of psychological tests measure personality, intellect, and aptitudes? Are they effective? Perform research to find out. Record your findings in a chart that lists each test name, when it was developed and by whom, and what information the test reveals.

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Independent Practice

Choices

Review: Homework
Write a Story

- Narrative should include elements of plot.
- Information given about the character should expand on but not contradict the original story.

Connect: Timed Writing
40–50 minutes

- ssay will identify the most important lesson or experience.
- ssay will provide support with evidence from the story.

Extend: Homework
Research Psychological Tests

- Tests found should be legitimate psychological tests of intellect, aptitude, and personality.
- Several tests are researched.
- Chart should be complete and accurate.

Assess

Collection 1 Resources, Selection Test, p.

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

ThinkCentral Online Remediation

Grammar Link Mini-Lesson

Have students work in pairs to identify which type of verb the following words represent: **helping verbs, action verbs,** or **linking verbs:**

1. speaking [*action*]
2. take [*action*]
3. seems [*linking*]
4. has been [*helping*]
5. is [*helping or linking*]
6. became [*linking*]

Your Turn

Possible responses:

1. *Charlie has decided to have experimental surgery.*
2. *At first, Charlie seems the same.*
3. *Later he learns at an astonishing rate.*
4. *Charlie can understand several languages.*
5. At the story's end, Charlie returns to his former state.

Language Handbook Worksheets, pp. 4-5

GrammarNotes, Lesson 6

Learn It Online

The **NovelWise** mini-site includes instruction on choosing, reading, and analyzing novels; it also contains a catalogue of book summaries, study guides, teaching guides, and PowerPoint presentations. Preview at **go.hrw.com**.

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