myPerspectives™

ENGLISH LANGUAGE ARTS



UNIT 4

Human Intelligence

There are an infinite number of ways in which humans express intelligence.

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Jump Start

Engage students in a discussion about human intelligence by prompting them with questions such as the following:

If a person can speak five languages, do complex math problems without a calculator, recite entire plays from Shakespeare by memory, and compose a symphony, would you think that he or she is smart? Why or why not? What does it mean to be intelligent?

Have students jot down what they think makes a person "smart," and ask volunteers to share their responses. Use student responses as a launching point for further discussion, such as what it means to be "book smart," what it means to have wisdom through life experience, and what it means to have practical, everyday knowledge.

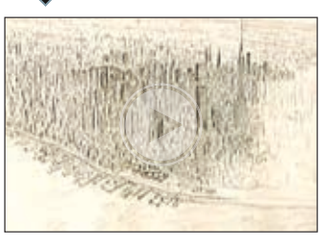
Human Intelligence

Ask students what the phrase human intelligence suggests to them. Point out that as they work through this unit, they will read many examples of the different ways that people display intelligence.

Video

Project the introduction video in class, ask students to open the video in their interactive textbooks, or have students scan the Bounce Page icon with their phones to access the video.

Discuss It If you want to make this a digital activity, go online and navigate to the Discussion Board. Alternatively, students can share their responses in a class discussion.



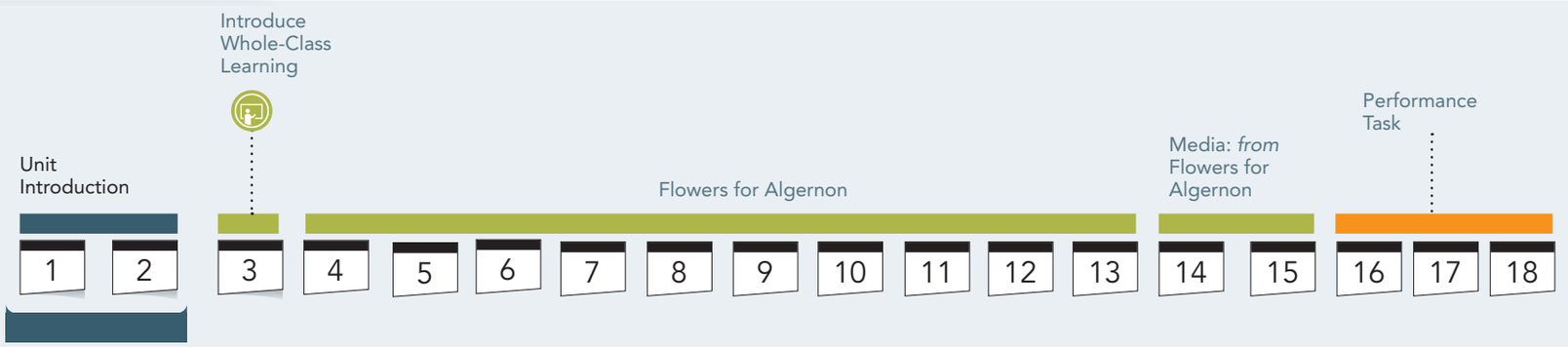
Amazing Man Draws NYC From Memory

Discuss It What limits might there be on the capacity of human memory?

Write your response before sharing your ideas.

SCAN FOR MULTIMEDIA

Pacing Plan



DIGITAL PERSPECTIVES

Audio | Video | Document | Annotation Highlights | EL Highlights | Online Assessment

UNIT 4

UNIT INTRODUCTION

ESSENTIAL QUESTION: In what different ways can people be intelligent?

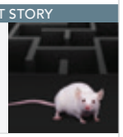
LAUNCH TEXT
INFORMATIVE ESSAY MODEL
The Human Brain



WHOLE-CLASS LEARNING

COMPARE

ANCHOR TEXT: SHORT STORY
Flowers for Algernon
Daniel Keyes



MEDIA: VIDEO
from Flowers for Algernon

FLOWERS FOR ALGERNON

PERFORMANCE TASK
WRITING FOCUS:
Write an Informative Speech

SMALL-GROUP LEARNING

MEMOIR
from Blue Nines and Red Words
Daniel Tammet



MEDIA: INFOGRAPHIC
The Theory of Multiple Intelligences Infographic
Howard Gardner



POETRY
Retort
Paul Laurence Dunbar

from The People, Yes
Carl Sandburg



Unsuspecting
Jean Toomer

PERFORMANCE TASK
SPEAKING AND LISTENING FOCUS:
Present an Informative Multimedia Presentation

INDEPENDENT LEARNING

ARGUMENT
Is Personal Intelligence Important?
John D. Mayer, Ph.D.



NEWS ARTICLE
Record IQ Is Just Another Talent
Hwang Jurie



EXPOSITORY NONFICTION
The More You Know, the Smarter You Are?
Jim Vega



EXPOSITORY NONFICTION
from The Future of the Mind
Michio Kaku



PERFORMANCE-BASED ASSESSMENT PREP
Review Evidence for an Informative Essay Text

PERFORMANCE-BASED ASSESSMENT

Informative Essay: Text and Oral Presentation

PROMPT:
Where does human intelligence come from?

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In what different ways can people be intelligent?

Introduce the Essential Question and point out that students will respond to related prompts.

- **Whole-Class Learning** What has happened to you so far as a result of the experiment, and what do you think might happen to you later?
- **Small-Group Learning** How does each selection highlight a different way to be intelligent?
- **Performance-Based Assessment** Where does human intelligence come from?

Using Trade Books with Human Intelligence

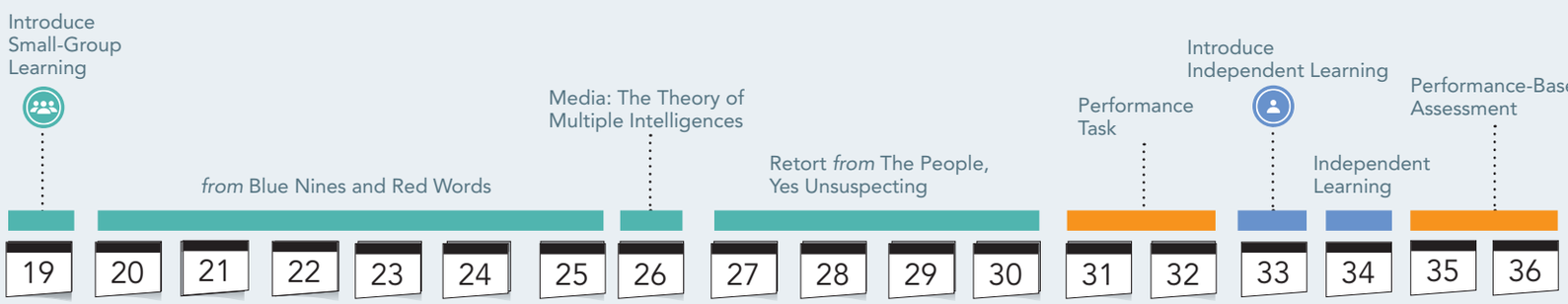
Refer to the Teaching with Trade Books section for suggestions on how to incorporate the following thematically-related titles into this unit:

- *Ender's Game* by Orson Scott Card
- *Mango-Shaped Space* by Wendy Mass
- *Queen's Own Fool* by Jane Yolen

Current Perspectives

To increase student engagement, search online for stories about the different ways that people display intelligence, and invite your students to recommend stories they find. Always preview content before sharing it with your class.

- **News Story: "Kid who got into all 8 Ivy League schools explains why he chose Harvard over Stanford"** (*Business Insider*, 2015) This story is about a high school senior who was accepted to all eight Ivy League colleges.
- **Video: How Einstein's Brain Is Different Than Yours** (*DNews,* 2013) This video tells how Albert Einstein's brain differs from a normal brain.



INTRODUCTION

About the Unit Goals

These unit goals were backward designed from the Performance-Based Assessment at the end of the unit and the Whole-Class and Small-Group Performance Tasks. Students will practice and become proficient in many more standards over the course of this unit.

Unit Goals

Review the goals with students and explain that as they read and discuss the selections in this unit, they will improve their skills in reading, writing, research, language, and speaking and listening.

Reading Goals Tell students they will read and evaluate informative texts. They will also read nonfiction and poetry to better understand the ways writers express ideas.

Writing and Research Goals Tell students that they will learn the elements of informative texts. They will also write their own informative speech. Students will write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas.

Language Goal Tell students that they will develop a deeper understanding of the conventions of standard English grammar and usage. They will then practice applying the conventions of standard English grammar and usage in their own writing.

Speaking and Listening Explain to students that they will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

HOME Connection

A Home Connection letter to students' parents or guardians is available in myPerspectives+. The letter explains what students will be learning in this unit and how they will be assessed.

Unit Goals

Throughout this unit you will deepen your perspective about human intelligence by reading, writing, speaking, listening, and presenting. These goals will help you succeed on the Unit Performance-Based Assessment.

Rate how well you meet these goals right now. You will revisit your rankings later when you reflect on your growth during this unit.

SCALE	1 NOT AT ALL WELL	2 NOT VERY WELL	3 SOMEWHAT WELL	4 VERY WELL	5 EXTREMELY WELL

READING GOALS	1	2	3	4	5
• Read and analyze informative texts.	○	○	○	○	○
• Expand your knowledge and use of academic and thematic vocabulary.	○	○	○	○	○
WRITING AND RESEARCH GOALS	**1**	**2**	**3**	**4**	**5**
• Write an informative essay in which you examine a topic and convey ideas, concepts, and information.	○	○	○	○	○
• Conduct research projects of various lengths to explore a topic and clarify meaning.	○	○	○	○	○
LANGUAGE GOALS	**1**	**2**	**3**	**4**	**5**
• Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs.	○	○	○	○	○
SPEAKING AND LISTENING GOALS	**1**	**2**	**3**	**4**	**5**
• Collaborate with your team to build on the ideas of others, develop consensus, and communicate.	○	○	○	○	○
• Integrate audio, visuals, and text in presentations.	○	○	○	○	○

STANDARDS

Language
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCAN FOR MULTIMEDIA

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AUTHOR'S PERSPECTIVE — Ernest Morrell, Ph.D.

Taking Responsibility for Learning Teachers can talk to students about becoming motivated learners. Start by having students reflect on things they are good at outside of class, such as sports, music, and video games. Then have students think about how they take responsibility for their own achievement in these areas, such as having the discipline to practice. Help students further understand the value of becoming independent learners by providing tips on how to do so, such as these:

1. **Be self-motivated and persistent.** Don't be discouraged when faced with minor set-backs.
2. **Develop effective time management skills.** Track assignments and deadlines.

Academic Vocabulary: Informative

Academic terms appear in all subjects and can help you read, write, and discuss with more precision. Informative writing relies on facts to inform or explain. Here are five academic words that will be useful to you in this unit as you write personal narratives.

Complete the chart.

1. Review the word, its root, and mentor sentences.
2. Use the information and your own knowledge to predict the meaning of each word.
3. For each word, list at least two related words.
4. Refer to the dictionary or other resources if needed.

WORD	MENTOR SENTENCES	PREDICT MEANING	RELATED WORDS
assimilate ROOT ***-sim-*** "like"	1. Once I *assimilate* all the information, I will start the project. 2. The body can *assimilate* nutrients and use them for energy.		similar, simile
tendency ROOT: ***-ten-*** "to stretch"	1. People have a *tendency* to believe good things about friends. 2. My *tendency* is to avoid trouble.		
integrate ROOT: ***-integ-*** "whole"	1. We will *integrate* this new activity into the science lesson. 2. The new student should *integrate* into our school very quickly.		
citation ROOT: ***-cit-*** "to call, start"	1. I can provide a *citation* from his autobiography for this quote. 2. A *citation* is an act of quoting from a source.		
document ROOT: ***-doc-*** "to teach"	1. This *document* lists the people allowed in the building. 2. They found a *document* from the 1800s that proved the family owned the land.		

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Academic Vocabulary: Informative

Introduce the blue academic vocabulary words in the chart on the student page. Point out that the root of each word provides a clue to its meaning. Discuss the mentor sentences to ensure students understand each word's usage. Students should also use the mentor sentences as context to help them predict the meaning of each word. Check that students are able to fill the chart in correctly. Complete pronunciations, parts of speech, and definitions are provided for you. Students are only expected to provide the definition.

Possible responses:

assimilate *v.* **(uh SIHM uh layt)**
Meaning: to absorb a culture or ideas
Additional words related to root *-sim-*: similar, simile

tendency *n.* **(TEHN duhn see)**
Meaning: an inclination; a movement towards
Additional words related to root *-ten-*: tension, tense

integrate *v.* **(IHN tuh grayt)**
Meaning: to abolish segregation; to bring together different parts
Additional words related to root *-integ-*: integrity, integral

citation *n.* **(sy TAY shuhn)**
Meaning: the act of quoting
Additional words related to root *-cit-*: excite, incite

document *n.* **(DOK yuh muhnt)**
Meaning: *n.* printed information; proof; v. to prove by reference to documents
Additional words related to root *-doc-*: docile, doctor

PERSONALIZE FOR LEARNING

English Language Support

Cognates Many of the academic words have Spanish cognates. Use these cognates with students whose home language is Spanish.

ALL LEVELS PII.12

assimilate – asimilar
tendency – tendencia
integrate – integrar
citation – citación
document – documento

INTRODUCTION

Purpose of the Launch Text

The Launch Text provides students with a common starting point to address the unit topic. After reading the Launch Text, all students will be able to participate in discussions about human intelligence.

Lexile: 1120 The easier reading level of this selection makes it perfect to assign for homework. Students will need little or no support to understand it.

Additionally, "The Human Brain" provides a writing model for the Performance-Based Assessment students complete at the end of the unit

Launch Text: Informative Essay Model

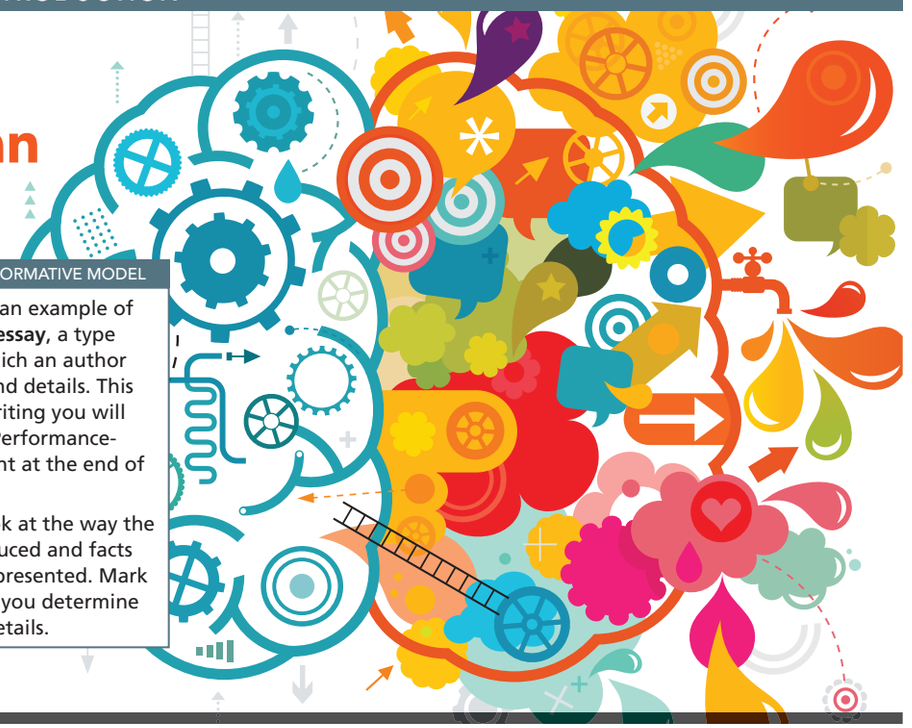
When students read an informative essay, it is important for them to know that its purpose is to inform, or give facts. This essay will teach them about the brain. As with other types of essays, it begins with a thesis. The author tells the reader what they are going to learn. The paragraphs that follow give the reader the details about the topic, the brain, and how it works. Finally, the author lets us know that the journey into how the brain works is not over! There is so much more to learn.

Encourage students to read this text on their own and annotate unfamiliar words and sections of text they think are particularly important.

AUDIO SUMMARIES

Audio summaries of "The Human Brain" are available in both English and Spanish in the Interactive Teacher's Edition or Unit Resources. Assigning these summaries before students read the Launch Text may help them build additional background knowledge and set a context for their reading.

The Human Brain



LAUNCH TEXT | INFORMATIVE MODEL

This selection is an example of an **informative essay**, a type of writing in which an author presents facts and details. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

As you read, look at the way the ideas are introduced and facts and details are presented. Mark the text to help you determine key ideas and details.

NOTES

1 The famous scientist James Watson summarized it this way: the brain boggles the mind! A human's brain truly is impressive: it weighs only about three pounds but controls everything the person does, ever has done, and ever will do—physically, intellectually, and emotionally. No computer even comes close to having the brain's abilities. The brain controls a person's actions, reactions, and survival functions such as breathing. It also has the ability to think, remember, process information, and learn new things.

2 The brain is one part of the central nervous system—the system that controls all of the body's activities. The central nervous system is made up of the brain and the spinal cord. The brain is protected by the skull, and the spinal cord runs through vertebra of the back—the bones that make up the spine. The spinal cord transmits messages between the brain and other parts of the body through nerve cells called neurons. If a person decides to pick up a book from the shelf—a voluntary action—the brain sends that message to the arm and hand through the spinal cord. And if a person touches a hot surface and burns his or her hand—an involuntary action—the nerve cells in the hand send a pain message to the brain through the spinal cord.

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SCAN FOR MULTIMEDIA

CROSS-CURRICULAR PERSPECTIVES

Science The human brain is an amazing thing! It is our control panel. Have students research what they different parts of the brain control. Have them use their research to create diagrams of the brain. Ask them to label the different control centers and be prepared to share their diagrams with the class.

3 A constant stream of messages travels through the neurons in the spinal cord, at speeds of more than 150 miles per hour. The human brain never stops working, even when a person is asleep. As well as transmitting messages through the spinal cord, neurons transmit messages from one part of the brain to another. There are approximately 85 billion of these cells in the brain alone. Neurons send messages through tiny branch-like structures that connect to neurons in different parts of the brain as well as other parts of the body. The points where neurons meet and transmit information to each other is called a synapse. Each neuron may be connected to as many as 10,000 other neurons, resulting in more than 100 trillion synapses in a single brain.

4 Although a person cannot increase the amount of neurons in his or her brain, learning new things increases the synapse connections between them. Learning and education actually change the structure of the human brain. It changes every time a person learns, and every time that person has a new thought or memory. The more a person learns, the more there is to think about. And the more there is to think about, the more there is to remember. So, the connections between neurons get stronger, and the brain is able to function more effectively. It processes, thinks, analyzes, and stores information more quickly and productively than it did before these connections were made. Neurons are just cells, and everything a person knows is the result of the connections between them.

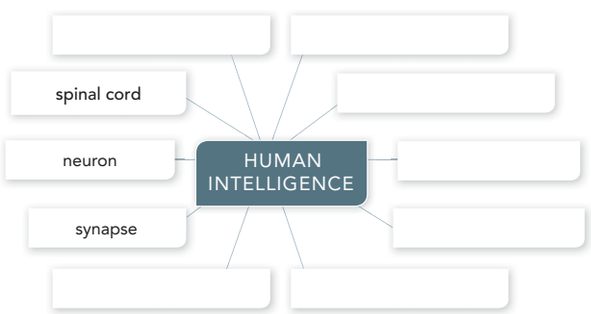
5 Scientists have gained a wealth of knowledge about the human brain, but there is a lot they do not yet understand. The neurologist Santiago Ramon y Cajal, for example, compares the brain to a world of unexplored continents with great stretches of unknown territory. Even so, new discoveries continually increase our knowledge of how the brain functions and how people learn. ❧

NOTES

WORD NETWORK FOR HUMAN INTELLIGENCE

Vocabulary A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to human intelligence and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *spinal cord, neuron,* and *synapse*.

Tool Kit
Word Network Model



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Word Network for Human Intelligence

Tell students that they can fill in the Word Network as they read texts in the unit, or they can record the words elsewhere and add them later. Point out to students that people may have personal associations with some words. A word that one student this is related to human intelligence might note be a word another student would pick. However, students should fell free to add any word they personally think is relevant to their Word Network. Each person's Word Network will be unique. If you choose to print the Word Network, distribute it to students at this point so they can use it throughout the rest of the unit.

AUTHOR'S PERSPECTIVE — Elfrieda Hiebert, Ph.D.

Words in Complex Texts Reassure students that complex texts will always have some words that they haven't encountered before. This point needs to be reviewed year after year because the texts always get harder and, with harder texts, come more complex words. Share these ideas with students:

- Many words will be familiar, but they may be used in a different way with new topics and meanings.
- Authors choose the more complex words (the rare words) for deliberate effect—not serendipitously—to describe characters and contexts, to develop obstacles or problems, to show ways of solving problems.

Making and reviewing word networks helps students develop multiple words related to a concept, and the multiple meanings or concept applications for words. Also encourage students to study the words in context. Students may wish to use digital tools as they do so.

INTRODUCTION

Summary

Have students read the introductory paragraph. Provide them with tips for writing a summary:

- Write in the present tense.
- Make sure to include the title of the work.
- Be concise: a summary should not be equal in length to the original text.
- If you need to quote the words of the author, use quotation marks.
- Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author says, not to provide a critique.

If necessary, students can refer to the Tool Kit for help in understanding the elements of a good summary.

See a possible summary on the Student page.

Launch Activity

Explain to students that as they work on this unit they will have many opportunities to discuss where human intelligence comes from. Have them consider the questions they have related to the research topic. Preparing for research will help students to approach this unit in an organized manor. Remind students that all of the tips provided here for research are meant to make a smooth process.

Summary

Write a summary of "The Human Brain." A **summary** is a concise, complete, and accurate overview of a text. It should not include a statement of your opinion or an analysis.

Possible response: This informative essay covers just how incredibly the brain is, and a brief overview of how it works. You *are* your brain; the brain is how you control everything you do, think, remember old information and learn new information. When you decide to move your arm, your brain sends a signal down through your spine and into your arm. And messages – like "I'm touching something hot" – can come from your arm back up the spine and into the brain. Your brain is made mainly of cells called *neurons*, which pass information between each other, and between nerve cells in the rest of the body. Every time you learn something new, the connections between neurons get stronger; that's what learning is!

Launch Activity

Draft a Research Plan Think about this question: **Where does human intelligence come from?** Consider your response by completing this statement: I can find more information about human intelligence by

- On a sticky note, record a brief phrase to complete the statement.
- Place all sticky notes on the board, and then read the suggestions aloud. Work together to group ideas that are the same or closely related.
- As a class, decide on the order in which the suggested research strategies should be pursued. Vote on which suggestion should be done first.
- Place a tally mark on the note or notes that list your choice or choices.
- Use the tally results to create a class research plan.

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QuickWrite

Consider class discussions, presentations, the video, and the Launch Text as you think about the prompt.

PROMPT: Where does human intelligence come from?

Possible response: Intelligence comes from learning new things. Every time I learn something useful, I'm making myself smarter. From the article, it seems that getting smarter is a lot like getting stronger. It's all about practice; the more you learn and think about difficult things, the better you get at it. And I suppose that getting smarter is like getting stronger in another way: if you just keep lifting the same weight, you'll reach a peak and not get any more fit after that. Doing more and more difficult things will keep you improving. But I think getting smarter is actually easier than getting stronger in one important way. Muscles get weak if you go for a while without using them. But memories last.

EVIDENCE LOG FOR HUMAN INTELLIGENCE

Review your QuickWrite and summarize your point of view in one sentence to record in your Evidence Log. Then, record evidence from "The Human Brain" that supports your point of view.

After each selection, you will continue to use your Evidence Log to record the evidence you gather and the connections you make. This graphic shows what your Evidence Log looks like.

Tool Kit
Evidence Log Model

Title of Text: _____ Date: _____

CONNECTION TO PROMPT	TEXT EVIDENCE/DETAILS	ADDITIONAL NOTES/IDEAS

How does this text change or add to my thinking? Date: _____

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DIGITAL PERSPECTIVES

QuickWrite

In this QuickWrite, students should present their own response to the prompt based on the material they have read and viewed in the Unit Overview and Introduction. This initial response will help inform their work when they complete the Performance-Based Assessment at the end of the unit. Students should think about what they have read and what they already know about where human intelligence comes from.

See a possible QuickWrite on the Student page.

Evidence Log for Human Intelligence

Students should record their initial thinking in their Evidence Logs along with evidence from "The Human Brain" that support this thinking.

If you choose to print the Evidence Log, distribute it to students at this point so they can use it throughout the rest of the unit.

Performance-Based Assessment: Refining Your Thinking

- Have students watch the video on Refining Your Thinking.
- A video on this topic is available online in the Professional Development Center.

PERSONALIZE FOR LEARNING

English Language Support

Background Knowledge When approaching an informative essay about the human brain, students will encounter in their reading a research many unfamiliar and complex scientific words. It is likely that many of the same words will come up over and over again, whether in whole-class documents or in individual research. To aid students' comprehension, create an unfamiliar terms chart with a column for terms and a column for explanations and hang it in the classroom. Model this by selecting a term from the Launch Text and adding it to the chart. Then, have a students select another term from the Launch text to add. Finally, tell students that when they come across other brain-related terms, they should add them to the chart.

OVERVIEW

WHOLE-CLASS LEARNING

In what different ways can people be intelligent?

Explain to students that different people have different ideas about what being intelligent means. Point out that a person's age, culture, and personal beliefs can affect how he or she views and measures intelligence. Even the historical period in which a person lives can have an affect. And, while there are tests to measure intelligence, there is no definitive gauge. During Whole-Class Learning, students will read selections that grapple with what it means to be intelligent.

Whole-Class Learning Strategies

Review the Learning Strategies with students and explain that as they work through Whole-Class Learning they will develop strategies to work in large-group environments.

- Have students watch the video on Whole-Class Learning Strategies.
- A video on this topic is available online in the Professional Development Center.

You may wish to discuss some action items to add to the chart as a class before students complete it on their own. For example, for "Interact and share ideas," you might solicit the following from students:

- Ask for opinions and feedback on your work.
- Be positive and supportive, especially when offering feedback.

Block Scheduling

Each day in this Pacing Plan represents a 40–50 minute class period. Teachers using block scheduling may combine days to reflect their class schedule. In addition, teachers may revise pacing to differentiate and support core instruction by integrating components and resources as students require.

OVERVIEW: WHOLE-CLASS LEARNING

ESSENTIAL QUESTION:

In what different ways can people be intelligent?

Intelligence shows itself in many ways, and sometimes the ways do not overlap. A master painter may be terrible at mathematics; a best-selling author may have no sense of direction. Where one person excels, another may fail—and it's often impossible to make a judgment about which of the two people is smarter. As you read, you will work with your whole class to explore some of the ways in which people are intelligent.

Whole-Class Learning Strategies

Throughout your life, in school, in your community, and in your career, you'll continue to learn in large-group environments.

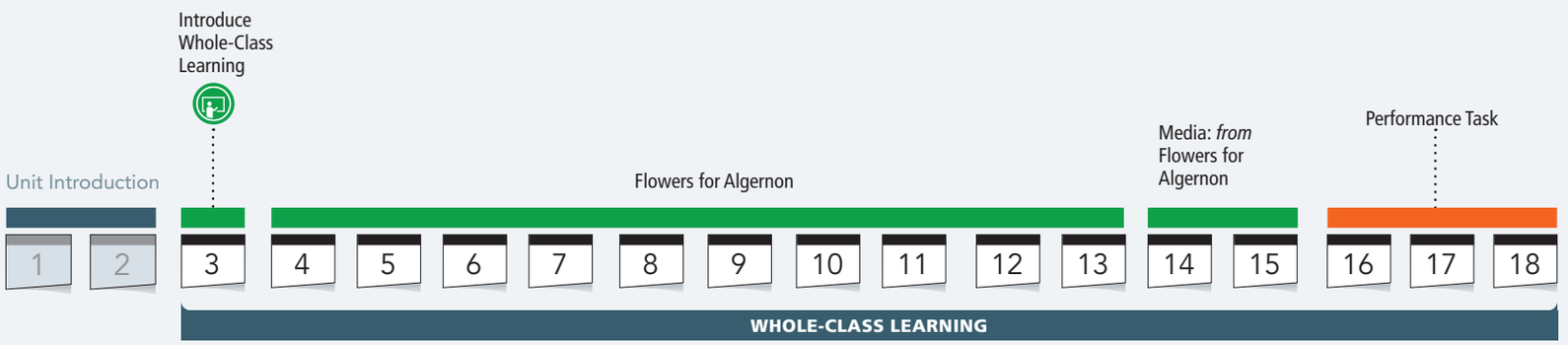
Review these strategies and the actions you can take to practice them as you work with your whole class. Add ideas of your own for each step. Get ready to use these strategies during Whole-Class Learning.

STRATEGY	ACTION PLAN
Listen actively	• Eliminate distractions. For example, put your cell phone away. • Keep your eyes on the speaker. •
Clarify by asking questions	• If you're confused, other people probably are, too. Ask a question to help your whole class. • If you see that you are guessing, ask a question instead. •
Monitor understanding	• Notice what information you already know and be ready to build on it. • Ask for help if you are struggling. •
Interact and share ideas	• Share your ideas and answer questions, even if you are unsure. • Build on the ideas of others by adding details or making a connection. •

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SCAN FOR MULTIMEDIA

Pacing Plan



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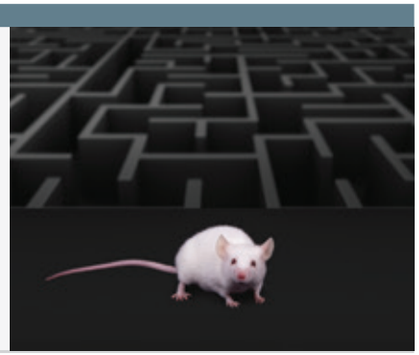
COMPARE

ANCHOR TEXT: SHORT STORY

Flowers for Algernon

Daniel Keyes

This short story examines the relationship between a character's intelligence and his personality.

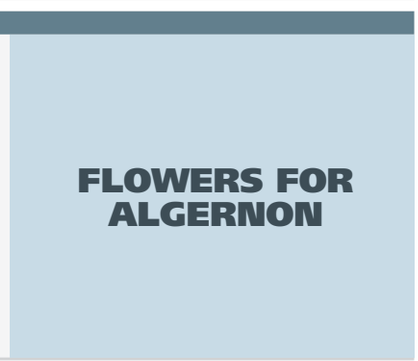


MEDIA: VIDEO

from Flowers for Algernon

directed by Jeff Bleckner

A man's life changes drastically—but what does he think of who he used to be?



PERFORMANCE TASK

WRITING FOCUS

Write an Informative Speech

The Whole-Class selections focus on a fictional story about a character named Charlie whose intelligence transforms dramatically. After reading the text and watching the video, you will write an informative speech from Charlie's point of view.

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DIGITAL PERSPECTIVES

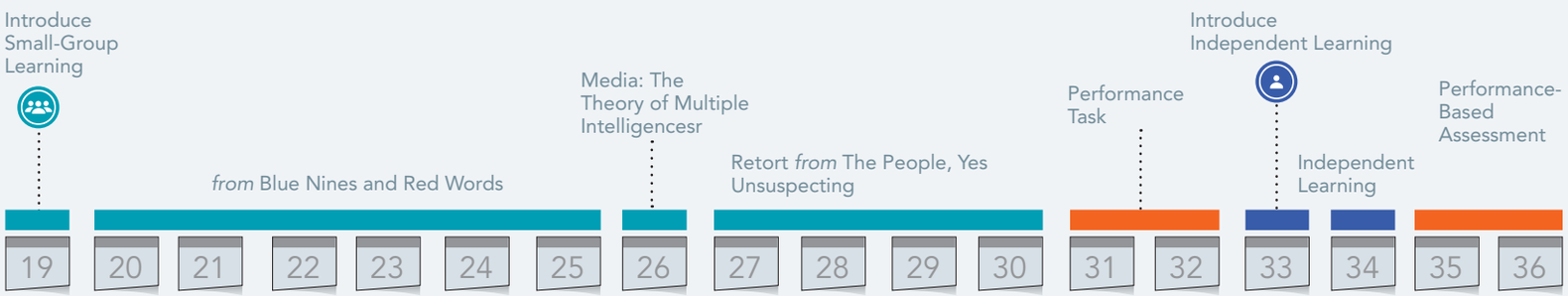
Contents

Anchor Texts Preview the anchor text and video with students to generate interest. Encourage students to discuss other texts they may have read or movies or television shows they may have seen that deal with the issue of understanding human intelligence.

You may wish to conduct a poll to determine which selection students think looks more interesting and discuss the reasons for their preference. Students can return to this poll after they have read the selections to see if their preference changed.

Performance Task

Write an Informative Speech Explain to students that after they have read the selection and watched the video, they will write an informative speech from the point of view of the main character in *Flowers for Algernon*. To help them prepare, encourage students to think about the topic as they progress through the selections and as they participate in the Whole-Class Learning experience.



Flowers for Algernon

AUDIO SUMMARIES
Audio summaries of "Flowers for Algernon" are available online in both English and Spanish in the Interactive Teacher's Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

This short story by Daniel Keyes is from the perspective of a man named Charlie. Charlie has a disability that affects his intelligence, and goes through an operation intended to make him smarter. He takes a series of tests first. Afterwards, he rapidly gets smarter. He spends time playing around with an unusually smart mouse called Algernon. Charlie's new intelligence brings him benefits, but it also damages his old relationships with people as he equals and then exceeds their abilities. And the change may not last.

Insight

This classic science fiction story is about education and disability. It emphasizes the humanity of the developmentally disabled. Intelligence and knowledge are very valuable; but they can divide you from other people, and knowing about a problem that you cannot do anything about can be very painful.

ESSENTIAL QUESTION:
In what different ways can people be intelligent?

Connection to Essential Question

In the May 15 entry, Charlie writes about how Dr. Nemur and Dr. Strauss are both intelligent, though in different ways. Charlie's boosted intelligence seems to be very general, easily encompassing math, languages, and psychology.

WHOLE-CLASS LEARNING PERFORMANCE TASK
What has happened to you so far as a result of the experiment, and what do you think might happen to you later?

UNIT PERFORMANCE-BASED ASSESSMENT
Where does human intelligence come from?

Connection to Performance Tasks

Whole-Class Learning Performance Task The assignment asks students to take on the perspective of Charlie at the beginning of June. At this point, Charlie has become highly intelligent, and seeks to find out why Algernon's behavior has changed. Charlie surely suspects he is in danger of a similar change.

Unit Performance-Based Assessment In this story, intelligence is partly a capacity to learn quickly, and partly the knowledge that one learns. Charlie gets most of his knowledge by reading quickly. The story leaves the capacity to learn quickly somewhat mysterious, though the premise is that surgery can change this capacity.

DIGITAL PERSPECTIVES

Audio | Video | Document | Annotation Highlights | EL Highlights | Online Assessment

LESSON RESOURCES

	Making Meaning	Language Development
Lesson	**First Read** **Close Read** **Analyze the Text** **Analyze Craft and Structure**	**Concept Vocabulary** **Word Study** **Conventions**
Instructional Standards	**RL.2** Determine a theme or central idea of a text . . . **RL.6** Analyze how differences in the points of view . . .	**L.1** Demonstrate command of the conventions . . . **L.4b** Use common, grade-appropriate . . .
STUDENT RESOURCES		
Available online in the Interactive Student Edition or Unit Resources	Selection Audio First-Read Guide: Fiction Close-Read Guide: Fiction	Word Network
TEACHER RESOURCES		
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	Audio Summaries Annotation Highlights EL Highlights English Language Support Lesson: SKILL Analyze Craft and Structure: Determining Theme	Concept Vocabulary and Word Study Conventions: Direct and Indirect Objects
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	Analyze Craft and Structure: Determining Theme (RP)	Word Study Latin Prefix *sub-* (RP) Conventions: Conventions: Direct and Indirect Objects (RP)
Assessment Available online in Assessments	Selection Test	
My Resources	A Unit 5 Answer Key is available online and in the Interactive Teacher's Edition	

Reading Support

Text Complexity Rubric: Flowers for Algernon	
Quantitative Measures	
Lexile: 840 **Text Length:** 11,887 words	
Qualitative Measures	
Knowledge Demands ① ② ③ **④** ⑤	Situations and experiences of science fiction story are unfamiliar, but told in everyday terms; Story addresses multiple sophisticated themes (identity and self-acceptance, mistreatment of mentally disabled, ethics in experimentation, types of intelligence).
Structure ① ② **③** ④ ⑤	Text is has unconventional structure of progress report /diary entries by the main character, each dated to show the passage of time. Progressive reports show an decrease in misspelled words to show changing cognitive ability.
Language Conventionality and Clarity ① ② ③ **④** ⑤	Language is conversational, with some complex sentences and challenging vocabulary. Misspelled words are used to show a lack of writing and cognitive abilities, and an increase and decrease in these abilities.
Levels of Meaning/Purpose ① ② ③ **④** ⑤	Multiple meanings occur throughout story; Based on character's thoughts and actions, reader can interpret multiple sophisticated themes.

DECIDE AND PLAN

English Language Support

Provide English Learners with support for language and meaning as they read the selection. **PI.8.8; PI.8.6**

Language Students may be confused by the misspellings and run-on sentences, or may not catch all of them. Explain that there will be many misspelled words and some improper grammar to indicate Charlie's lack of spelling ability. Pair students and ask them to go through paragraphs and find the misspelled words and to make a list of them and how they should be spelled.

Meaning Ask questions at various points in the text to encourage students to think about the meaning of the story. For example ask *Why does Charlie make less spelling errors in the later progress reports? How does he feel about his increasing abilities?*

Strategic Support

Provide students with strategic support to ensure that they can successfully read the text.

Knowledge Demands Before reading, list some themes that students may notice as they read. For example, ask them to look for Charlie's thoughts about his own identify or how much he accepts himself the way he is, or accepts others that are the way he used to be. After students read, discuss what they noticed about that theme.

Language Ask students to look through several paragraphs and to say what they notice about Charlie's spelling and the grammar he uses in his sentences. Then have volunteers read aloud some of the entries. Discuss how the spelling changes throughout the story to show Charlie's changing abilities.

Challenge

Provide students who need to be challenged with ideas for how they can go beyond a simple interpretation of the text.

Text Analysis Ask students to explain how Charlie's language changes throughout the story and how language is used to reflect intelligence. Encourage them to cite examples. Then ask students to find indications in the story of how Charlie feels about himself during different points in the story, and how he feels about others with lesser abilities.

Written Response Ask students to give their opinion on whether language is the best indicator of intelligence, or what other indicators would show different kinds of intelligence. Ask them to write their opinion on how important it is to increase the abilities of someone with a handicap vs. accepting them as they are.

TEACH

Read and Respond

Have the class do their first read of the selection. Then have them complete their close read. Finally, work with them on the Making Meaning, Language Development, and Effective Expression activities.

Standards Support Through Teaching and Learning Cycle

IDENTIFY NEEDS

Analyze results of the Beginning-of-Year Assessment, focusing on the items relating to Unit 4. Also take into consideration student performance to this point and your observations of where particular students struggle.

ANALYZE AND REVISE

- Analyze student work for evidence of student learning.
- Identify whether or not students have met the expectations in the standards.
- Identify implications for future instruction.

TEACH

Implement the planned lesson, and gather evidence of student learning.

DECIDE AND PLAN

- If students have performed poorly on items matching these standards, then provide selection scaffolds before assigning them the on-level lesson provided in the Student Edition.
- If students have done well on the Beginning-of-Year Assessment, then challenge them to keep progressing and learning by giving them opportunities to practice the skills in depth.
- Use the Selection Resources listed on the Planning pages for "Flowers for Algernon" to help students continually improve their ability to master the standards.

Instructional Standards: Flowers for Algernon

	Catching Up	This Year	Looking Forward
Reading	You may wish to administer the **Analyze Craft and Structure: Determining Theme (RP)** worksheet to help students better determine themes in a work of literature.	**RL.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Challenge students to summarize the text, its theme, and how the theme is introduced, shaped, and refined over the course of the text.
Writing	Review **Conventions: Conventions: Direct and Indirect Objects (RP)** to help students understand the difference between direct and indirect objects. Review **Word Study Latin Prefix *sub-* (RP)** to help students understand that *sub-* means "beneath" or "under."	**L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	Have students find a short article online and identify the subjects, verbs, direct, and indirect objects of the sentences in one paragraph. Have students identify other words in the selection that contain prefixes they recognize.

TEACHING

Jump Start

FIRST READ What does it mean to be intelligent? How can we measure it? Have you ever heard the terms book smart and street smart? Have students discuss their understandings of intelligence.

Flowers for Algernon

Who is Charlie Gordon? Why did the author choose to write a diary? Why are there so many spelling errors in the writing? What does the author want us to know about Charlie? Modeling the questions a reader might ask as they read "Flowers for Algernon" for the first time brings the text alive for students and connects it to the Whole-Class Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher's Edition.

Concept Vocabulary

Support students as they rank their words. Ask if they've ever heard, read or used them. Reassure them that the definitions for these words are listed in the selection.

FIRST READ

As they read, students should perform the steps of the first read:

NOTICE: You may want to encourage students to notice that writer chose to write this story from Charlie's perspective, as a diary.

ANNOTATE: Remind students to mark passages that demonstrate Charlie's character development.

CONNECT: Encourage students to go beyond the text to make connections. Have students think about what they have learned about the brain and what they know about learning from their own experiences.

RESPOND: Students will answer questions and write a summary to demonstrate understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the First-Read Guide: Fiction for students to use.

MAKING MEANING



FLOWERS FOR ALGERNON

Comparing Texts

In this lesson, you will read the short story "Flowers for Algernon." You will then look at an excerpt from the film *Flowers for Algernon*. Finally, you will compare the short story and the film excerpt.



FLOWERS FOR ALGERNON (VIDEO)

About the Author

Daniel Keyes (1927–2014) was an American writer, best known for his short story "Flowers For Algernon." Keyes attended Brooklyn College, where he earned degrees in psychology and literature. His now-famous story has been adapted for other media, including the 1968 movie, *Charly*.

Flowers for Algernon

Concept Vocabulary

As you conduct your first read of "Flowers for Algernon," you will encounter these words. Before reading, note how familiar you are with each word. Then rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
subconscious	
psychology	
experiment	
deterioration	
introspective	

Tool Kit
First-Read Guide and Model Annotation

First Read FICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



STANDARDS

Reading Literature

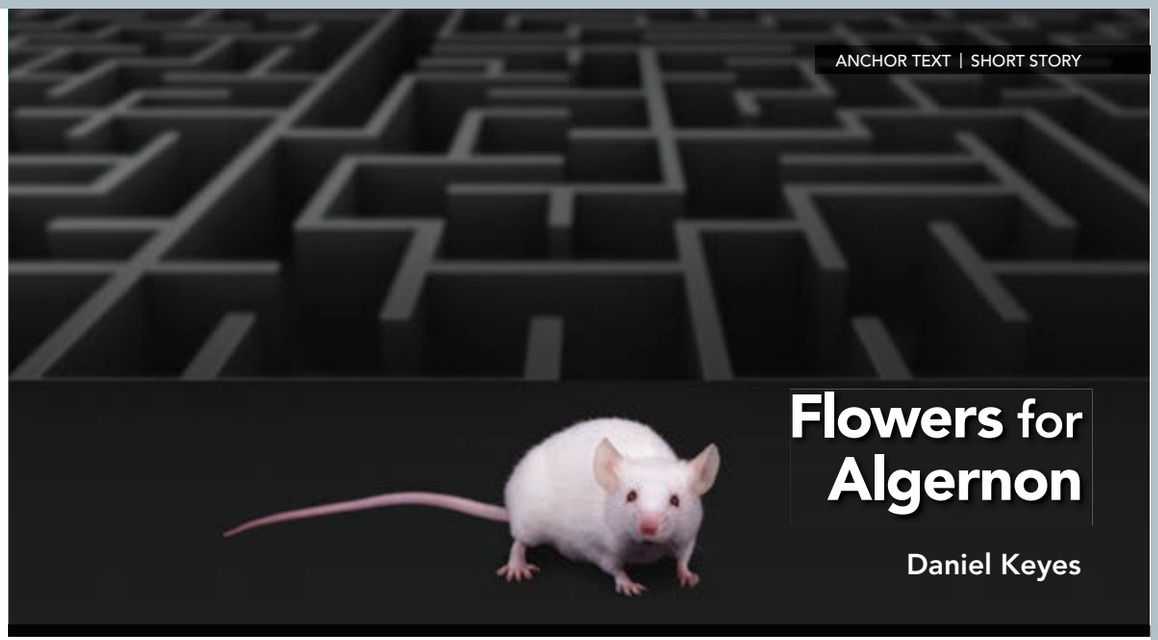
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.

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AUTHOR'S PERSPECTIVE **Kelly Gallagher, M.Ed.**

Deep Reading *Deep reading* means taking the time to consider more than just what the text says by making inferences, seeing and thinking about information not literally on the page. Teachers can use the following techniques to model how to make inferences:

- **Study Photographs:** Have students study a photo and describe what might have happened in it. Discuss their responses, encouraging students to support their ideas.
- **Complete a Say/Doesn't Say T-chart:** Draw a T-chart on the board. On the left, have students write what the passage says (literal comprehension). On the right, have them record what the passage doesn't say. This helps students get at author's inference.



BACKGROUND

Charlie Gordon, the main character in "Flowers for Algernon," undergoes surgery to increase his intelligence. In the story, doctors measure his progress with I.Q., or intelligence quotient, tests. These tests were once widely used to measure intelligence and learning ability. Researchers now recognize that one test cannot accurately measure the wide range of intellectual abilities.

SCAN FOR MULTIMEDIA

progris riport 1—martch 5 1965

1 Dr. Strauss says I shud rite 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.

NOTES

progris riport 2—martch 6

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

3 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.

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DIGITAL PERSPECTIVES

CLOSER LOOK

Analyze Perspective

Students may have marked paragraph 1 during their first read. Use this paragraph to help students understand that writers sometimes choose to ignore conventions, such as spelling, but they do it with a purpose in mind—creating perspective. Encourage them to talk about the annotations that they marked. You may want to model a close read with the class based on the highlights shown in the text.

ANNOTATE: Have students mark details in paragraph 1 that show spelling errors, or have students participate while you highlight them.

Question: Guide students to consider what these details might tell them. Ask what a reader can infer from all of the spelling errors in paragraph one, and accept student responses.

Possible response: The person writing has trouble with spelling.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The author wants the reader to know that the story is being told from Charlie's perspective and he must have trouble with spelling. Since it happens a lot, this must be important to the story.

Point of view is the perspective, or vantage point, from which a story is told. Point of view is determined by what type of **narrator**, or voice, is telling the story. "Flowers for Algernon" is told from the **first-person point of view.** In stories told from the first-person point of view, the narrator is a character who speaks in the first person (using the pronoun *I*). With a first-person narrator, the reader sees, hears, and understands only what this character sees, hears, and understands—and only what this character chooses to reveal.

PERSONALIZE FOR LEARNING

English Language Support

Conventions For students that need extra support, reading Charlie's words might pose a significant challenge. Most of their experiences with writing include the editorial aspect. Students are taught conventions and expected to follow them. Provide students with a copy of paragraph 2. Have a volunteer read the paragraph aloud. Discuss the challenges of reading this paragraph aloud. Ask them to identify the spelling errors and correct them, as though they were peer-editing. Remind students that the author did have a purpose in writing this way. Ask them what it tells them about Charlie's challenges.

Additional **English Language Support** is available in the Interactive Teacher's Edition.

TEACHING

CLOSE READ

Sometimes writers use tools like italics to serve a particular purpose when they write. Italics can be used for titles, but it can also be used to draw particular attention to words. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 6, I notice and highlight the words in italics.

QUESTION: I notice that the author put *raw shok* in italics. I think he did this because it is an unfamiliar word for Charlie and maybe for the reader, too.

CONCLUDE: I think the writer might have done this to draw extra attention to this word. There are many familiar words that are misspelled. The reader needs to decode Charlie's spelling. This is one, that even if the reader tries to decode, might not be clear.

NOTES

CLOSE READ

ANNOTATE:
In paragraph 6, mark the word in italics.

QUESTION: Why do you think the word is in italics?

CONCLUDE: Why did the author make this choice?

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.

4 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 something 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.

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

6 He was very nice and talked slow like Miss Kinnian does and he explaned it to me that it was a *raw shok*. 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 somthing. I closd my eyes for a long time to pretend. I told him I pretned a fowntan pen with ink leeking all over a table cloth. Then he got up and went out.

7 I dont think I passd the *raw shok*[1] test.

progris riport 3—martch 7

8 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 coudnt 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 because 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.

9 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.[2]

1. ***raw shok*** misspelling of Rorschach (**RAWR shahk**) test, a psychological test that requires a subject to describe the images suggested by inkblots.
2. **THEMATIC** (thee MAT ihk) **APPERCEPTION** (ap uhr SEHP shuhn) **TEST** personality test in which the subject makes up stories about a series of pictures.

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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.

10 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.

11 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.

12 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*[3] 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.

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

14 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 Algernon is a white mouse. Maybe white mice are smarter than other mice.

progris riport 4—Mar 8

15 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 pepul 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.

3. ***amazed*** Charlie means "a maze," or confusing series of paths. Often, the intelligence of animals is assessed by how fast they go through a maze.

NOTES

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CROSS-CURRICULAR PERSPECTIVES

Science In the text, Charlie talks about the Rorschach test. Help students understand what this test is and what purpose it serves, by providing background information. Then, have students work with partners. Provide each group with several inkblots. Have the students write down what they see.

Have partners that want to share show the inkblots and their thoughts. Ask others to share what they see in the same inkblots.



NOTES

16 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[5] 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.

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

18 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.

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

20 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 without help. That shows the intenss motor-vation. Its comparat** a tremen** achev** I say we use Charlie.

4. ***motor-vation*** motivation, or desire to work hard and achieve a goal.
5. ***eye-q*** IQ, or intelligence quotient. A way of measuring human intelligence.

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PERSONALIZE FOR LEARNING

Strategic Support

Text Clues Point out the use of asterisks and the parenthetical comment by Charlie in paragraph 18. Ask students to discuss what the author is doing here. Point out that Charlie is reporting in his journal things he heard, but does not remember well or understand. He is using the asterisks to tell the reader that he is unsure of these words. He is explaining this to the reader through the use of a parenthetical comment. Ask students to think about what this says about Charlie.

21 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.

22 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.

progris ript 5—Mar 10

23 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 don't be supersitis Charlie this is sience. Anyway Im keeping my rabits foot with me.

24 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 perminint they will make everybody smart all over the wurld.

25 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

26 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.

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

NOTES

CLOSE READ

ANNOTATE: Circle the words *Progress Report* that appear above paragraph 26.

QUESTION: What do you notice about the way these words are spelled?

CONCLUDE: Why do you think the author made this choice?

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DIGITAL PERSPECTIVES

CLOSE READ

Throughout this story, the author uses misspellings as a part of the story. The heading above paragraph 26 marks a change in that. This change is note-worthy. As wit the misspellings, this correction serves a purpose. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read the heading above paragraph 26, I notice and circle the details that show how Charlie spelled "Progress Report."

QUESTION: I notice that these words are spelled correctly here.

CONCLUDE: I think the author did this to show the reader something that Charlie learned. In the entry, Charlie points out that the doctor told him that he had been spelling the phrase incorrectly and told him how to spell it. Charlie is making a point of showing the correction here.

NOTES

Progress Report 7—Mar 19

28 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 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.

29 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

30 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.

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

32 Dr Strauss says I shud keep writing things down but I don't 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

33 (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)

34 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.

35 Sometimes somebody will say hey look at Joe or Frank or George he really pulled a Charlie Gordon. I dont 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

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PERSONALIZE FOR LEARNING

Strategic Support

Read Aloud The spelling and grammar mistakes within Charlie's journal can make it a challenge to read and understand. Have a volunteer read aloud paragraphs 28 and 29. Ask students what Charlie is talking about here. Was it easy to understand when they listened to it? How did hearing the text differ from reading it? Would this text have the same impact, would you have the same understanding of Charlie, if you only heard the text, but did not see the way he wrote it?

office boy. Ernie lost a packige. He said Ernie what are you trying to be a Charlie Gordon. I don't understand why he said that. I never lost any packiges.

Mar 28

36 Dr Straus 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 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 don't look any smarter.

37 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 hospital 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.

Mar 29

38 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.

39 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 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.

Progress Report 9–APRIL 3

40 Dr Strauss showed me how to keep the TV turned low so now I can sleep. I don't 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.

NOTES

CLOSE READ

ANNOTATE: In paragraph 39, mark the single parenthesis that appears without a close parenthesis.

QUESTION: Why isn't there a close parenthesis?

CONCLUDE: Why did the author make this choice?

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DIGITAL PERSPECTIVES

CLOSE READ

Authors have many punctuation tools to impact the meaning of their writing. Sometimes it is the punctuation they leave out that changes the meaning of their writing. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 39, I notice and highlight the open parenthesis and notice that there is no close parenthesis here.

QUESTION: I notice there is only an open parenthesis here. I think Charlie put it there because he started to tell me something new.

CONCLUDE: I think the author did this to show that Charlie is learning new things, but does not fully understand them yet.

NOTES

subconscious (suhb KON shuhs) *n.* mental activity that occurs without conscious perception

41 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*** and the *conscious* (thats how you spell it). And one dont tell the other one what its doing. They dont 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.

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

43 (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.*) There's more but I still dont know what it means. This isnt a very good dictionary for dumb people like me.

44 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.

45 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.

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

47 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.

48 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.

49 But I got a headache and a big lump on my head and black and blue all over. I think maybe I fell. Anyway I got a bad headache and Im sick and hurt all over. I dont think Ill drink anymore.

April 6

50 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.

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PERSONALIZE FOR LEARNING

Challenge

Analyze Have students reread paragraph 45. Explain that although Charlie is telling us exactly what he remembers, the reader can analyze what he is saying and make inferences about Charlie and the people he went out with. Have students write a paragraph analyzing what Charlie is telling the reader here. Have them consider the people Charlie spent the evening with and what they might think of him. Remind them to cite text evidence to support their theories.



51 I wanted to race Algernon some more but Burt said that's 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.

52 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 coudnt lern he woud be hungry.

53 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

54 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 something for sience.

55 We are reading a very hard book. I never read such a hard book before. Its called *Robinson Crusoe*[6] about a man who gets merooned on a dessert Iland. Hes smart and figers out all kinds of things so

6. ***Robinson Crusoe*** (KROO soh) novel written in 1719 by Daniel Defoe, a British author.

NOTES

CLOSE READ

ANNOTATE: In paragraph 51, mark the simile.

QUESTION: What two things are being compared?

CONCLUDE: Why do you think the author made this choice?

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DIGITAL PERSPECTIVES

CLOSE READ

Writers can use figurative language to help the readers get a picture in their minds of what the narrator is seeing or experiencing. A simile is a comparison that includes the words like or as. Similes help create imagery for the reader. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 51, I notice and highlight the details that show the use of a simile.

QUESTION: I notice that the author is comparing Algernon's softness to a ball of cotton.

CONCLUDE: I think the author made this choice because the comparison is simple. Charlie is telling us exactly what Algernon feels like to him.

NOTES

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

April 10

56 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.

April 14

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

April 15

58 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.

April 16

59 Today, I lerned, the comma, this is a comma (,) a period, with a tail, Miss Kinnian, says its importent, because, it makes writing, better, she said, somebody, 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,

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

April 17

61 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.

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VOCABULARY DEVELOPMENT

Word Analysis

Direct students to paragraph 56. Highlight the italicized words. Charlie points out words that end in *-ough*. Ask students what they think about his analysis of these words and their pronunciations. Create a class chart of words that end in *-ough*. Have them add familiar words to the chart.

-ough	
Pronounced "ew"	Pronounced "uff"

62 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.

63 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;

64 (Punctuation, is; fun!)

April 18

65 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.

66 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.

67 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."

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

April 20

69 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.

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

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

72 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.

NOTES

CLOSE READ

ANNOTATE: In paragraphs 62–64, circle 10 examples of incorrect punctuation.

QUESTION: Why is there so much punctuation?

CONCLUDE: Why did the author make this choice?

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DIGITAL PERSPECTIVES

CLOSE READ

While using punctuation correctly is an important tool for any writer, sometimes, the intentional misuse of punctuation serves to teach the reader something about the story or the characters. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraphs 62–64, I notice and circle the details that show incorrect use of punctuation.

QUESTION: I notice that the author used a lot of punctuation here. This is because Charlie just learned about it.

CONCLUDE: I believe the author did this to show us that Charlie was excited about something he was learning, even if he did not fully understand it.

NOTES

73 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.

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

75 "Look at him. His face is red."

76 "He's blushing. Charlie is blushing."

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

78 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.

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

80 I'm ashamed.

Progress Report 11—April 21

81 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 didn't know what to do or where to turn. Everyone was looking at me and laughing and I felt naked."

82 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.

83 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.

84 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.

psychology (*sy* KOL uh jee) *n.* the science dealing with the mind and with mental and emotional processes

85 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 everyone else and people will like me and be friendly.

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WriteNow Express and Reflect

In paragraph 78, Charlie uses a metaphor. He says, "I felt naked." Remind students that he was not actually naked, but he was trying to tell the reader something important here. Have students reread paragraphs 78–80 and think about what Charlie meant when he said, "I felt naked." Next, have students analyze the change that this comment marks for Charlie and how he sees himself and others.

86 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 arguement 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.

87 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.

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

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

April 22

90 I found out what a *Rorshach* 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.

91 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 too look for something that wasn't there. Just thinking about that made me sore at him.

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

93 "Of course I remember."

94 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."

95 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?"

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

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

98 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

NOTES

CLOSE READ

ANNOTATE: In paragraph 88, mark the words in italics.

QUESTION: What is the purpose of italicizing these words?

CONCLUDE: Why did the author make this choice?

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DIGITAL PERSPECTIVES

CLOSE READ

Authors use a variety of tools to draw attention to different details of their writing. The use of italics can serve many purposes. Here the author is drawing attention to particular questions. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 88, I notice and highlight the details that are in italics.

QUESTION: I notice that the author italicized the questions about IQ here. I think he did this to draw attention to them.

CONCLUDE: I think the author did this to show Charlie's though process. It shows how he is thinking through an issue he does not fully understand.

NOTES

fun of it. Unless—I don't know any more—could I have been *that* feeble-minded?

99 We went through the cards slowly. One of them looked like a pair of bats tugging at some thing. 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

100 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.

April 25

101 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 $25 bonus.

102 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.

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

April 27

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

105 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[7] might be using his technique all over the world.

experiment (ehk SPEHR uh mehnt) *n.* a test or trial of something

7. **neurosurgeons** (nur oh SUR juhnz) *n.* doctors who operate on the nervous system, including the brain and spine.

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PERSONALIZE FOR LEARNING

Strategic Support

Identify Details Ask a student to read aloud paragraph 101. Ask students what they notice about this paragraph. They should notice the success Charlie had and how he uses spelling and grammar. Then, ask a student to read paragraph 1 aloud. Ask students to create a comparison chart of what they notice in the two paragraphs. Ask students to draw conclusions about the changes that have taken place in Charlie.

106 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[8] 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.

107 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.

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

April 28

109 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 only thirty-four!

110 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.

111 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.

112 "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."

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

114 "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.

115 "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—"

116 "What?"

8. **Chair** *n.* professorship.

NOTES

CLOSE READ

ANNOTATE: Mark the dash at the end of paragraph 115.

QUESTION: What does this dash suggest?

CONCLUDE: Why did the author make this choice?

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DIGITAL PERSPECTIVES

CLOSE READ

The use of a dash to cut short a character's thoughts creates a dramatic effect for the reader. It makes the reader attempt to enter the character's mind. What was the character going to say. Why did the character stop? You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 115, I notice and highlight the dash at the end of the paragraph.

QUESTION: I notice the author used a dash at the end of this paragraph. It tells me that the character had more to say, but stopped talking.

CONCLUDE: I think the author used the dash to add suspense and drama. Miss Kinnian wants to say more to him, but for some reason she stops herself.

CLOSER LOOK

Analyze Figurative Language

Students may have marked paragraph 119 during their first read. Use this paragraph to help students understand that authors use figurative language to enhance the message they want the reader to take away from the written words. In this paragraph, the author uses an analogy, a comparison that points out the similarities between two things. Encourage them to talk about the annotations that they marked. You may want to model a close read with the class based on the highlights shown in the text.

ANNOTATE: Have students mark details in paragraph 119 that show the author's use of an analogy, or have students participate while you highlight them.

Question: Guide students to consider what these details might tell them. Ask what a reader can infer from Charlie's comparison to elderly people, and accept student responses.

Possible response: The comparison implies that what Charlie believes she is thinking about is something that will not make him happy.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The writer is showing us how Charlie feels here. Instead of stating that he is concerned, the author brought in figurative language. It elevates the level of how Charlie is communicating.

An **analogy** is essentially an explanation of how two things are similar, usually with the aim of making it easier to understand one of those things. An analogy is also a type of **argument** based on the assumption that if two things are alike in one or more ways, they are probably also alike in other ways. For example, you might argue that, based on certain similarities, a contemporary war is like an earlier war—and will therefore lead to a similar outcome.



NOTES

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

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

119 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.

120 I'm in love with Miss Kinnian.

Progress Report 12—April 30

121 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?

122 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.

123 Joe Carp and Frank Reilly wouldn't talk to me about it. No one else would either, except Fanny. She was one of the few people I'd known who set her mind to something and believed it no matter

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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.

124 "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."

125 "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?"

126 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."

127 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 do they want of me?

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

May 15

129 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.

130 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.

131 I suspect that Dr. Nemur, who is sixty—ten years older than Dr. Strauss—finds it necessary to see tangible[9] results of his work. Undoubtedly the result of pressure by Mrs. Nemur.

NOTES

9. **tangible** (TAN juh buhl) *adj.* able to be felt or perceived; substantial.

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DIGITAL PERSPECTIVES

Illuminating the Text Ask students to reread Charlie's journal entry for April 30. He quotes what Fanny says to him and then expresses his feelings about his life. Have students discuss how Charlie was feeling after his encounter with Fanny. Share a video clip that shows the exchange between Fanny and Charlie on April 30.

How do the actors show the emotions seen in the text. Have students compare the way the characters are portrayed in the video and in the text.

TEACHING

CLOSE READ

Author's word choice tells the reader almost everything. It can be emotional, evasive, intellectual, terse, dramatic and so much more. For Charlie, the word choice early in the story demonstrated his intellectual challenges. As the story progresses, the word choice demonstrates new challenges. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 138, I notice and highlight the details that show the use of technical words.

QUESTION: I think the author used these technical words here to show the level of Charlie's thinking at this point.

CONCLUDE: I believe it shows a change in Charlie. While he tries not to make Miss Kinnian feel uncomfortable by talking about things she does not understand, he does it anyway. This frustrates him.

NOTES

132 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.

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

134 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.

135 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.

CLOSE READ

ANNOTATE: Mark the technical words in the last line of paragraph 138.

QUESTION: What is the purpose of using these words?

CONCLUDE: Why did the author make this choice?

136 How was I to know that a highly respected psycho-experimentalist like Nemur was unacquainted with Hindustani[10] 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.

137 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' 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

138 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*.

10. **Hindustani** (hihn du STAH nee) *n.* a language of northern India.

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139 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 any more. Thank God for books and music and things I can think about. I am alone in my apartment at Mrs. Flynn's boarding house most of the time and seldom speak to anyone.

NOTES

May 20

140 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.

141 They crashed to the floor, shattering and sending bits of white china under the tables. The boy stood there, dazed and frightened, holding the empty tray in his hand. The whistles and catcalls from the customers (the cries of "hey, there go the profits!" . . . "*Mazeltov*!" . . . and "well, he didn't work here very long . . . " which invariably seems to follow the breaking of glass or dishware in a public restaurant) all seemed to confuse him.

> "They were laughing at him because he was mentally retarded. And I had been laughing at him too."

142 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.

143 "All right! All right, you dope," shouted the owner, "don't just stand there! Get the broom and sweep that mess up. A broom . . . a broom, you idiot! It's in the kitchen. Sweep up all the pieces."

144 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.

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

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

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

148 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.

149 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.

150 And I had been laughing at him too.

151 Suddenly, I was furious at myself and all those who were smirking at him. I jumped up and shouted, "Shut up! Leave him

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PERSONALIZE FOR LEARNING

English Language Support

In paragraphs 140–148, Charlie includes a lot a dialogue. He never fully defines who is speaking most of these words. Review that in this scene, Charlie witnesses what happens to a busboy when he drops the dishes. Assign different students the various lines and have them read them as they may have been spoken in the diner. Explain that in the setting, the people may have spoken over each other.

Charlie records here what he saw. Ask students to explain what was going on in this scene. Have them consider the realization Charlie had upon witnessing the way the customers acted and the way the busboy reacted. Ask if their impressions of the scene changed when it was read aloud.

NOTES

alone! It's not his fault he can't understand! He can't help what he is! But . . . he's still a human being!"

152 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.

153 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.

154 And I had almost forgotten.

155 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*!

156 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.

157 I have often reread my progress reports and seen the illiteracy, the childish naïveté, 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.

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

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

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

161 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.

162 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.

163 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*?

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

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CROSS-CURRICULAR PERSPECTIVES

Science What is the science of genius? In paragraph 163, Charlie talks about being a genius. In everyday life, the term genius is used freely, but what does it really mean? Ask students to explain what a genius is. The, have students do research about what science says a genius really is. What are the measures? Are there tests? What scientific evidence is needed to prove someone is a genius? Can someone be a genius in some intellectual areas and not in others?

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PROGRESS REPORT 13–May 23

165 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

166 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.

May 25

167 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.

168 Dr. Strauss and Dr. Nemur have asked me not to come to the lab any more. 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 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

169 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.

170 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

171 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.

NOTES

CLOSE READ

ANNOTATE: In paragraph 169, mark the two short sentences.

QUESTION: What can you tell about Charlie's state of mind from the short sentences?

CONCLUDE: Why did the author make this choice?

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DIGITAL PERSPECTIVES

CLOSE READ

Author's vary sentence structure and length as a matter of style. Sometimes writers use sentence length to create a pace or feeling for the reader. The use of short sentences can connote frustration, or excitement, depending on how they are used. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 169, I notice and highlight the details that show two short sentences.

QUESTION: I can tell by the use of short sentences that the author wants us to know that Charlie is excited.

CONCLUDE: Charlie's use of short sentences shows an urgency. He wants to accomplish something important and wants to spend more time working than talking about it.

NOTES

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[11] 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.

As will be seen by my report, these and other physical and mental **deterioration** syndromes[12] 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

deterioration (dih tihr ee uh RAY shuhn) *n.* the process of becoming worse

11. **Motor activity** movement; physical coordination.
12. **syndromes** (SIHN drohmz) *n.* a number of symptoms occurring together and characterizing a specific disease or condition.

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VOCABULARY DEVELOPMENT

Concept Vocabulary Reinforcement In paragraph 183, the concept vocabulary word *deterioration* appears in the text. Point out that the word *deteriorate* means to get worse, so deterioration means the process of becoming worse. While this paragraph does not provide concrete clues as to the meaning of this word, paragraph 181 does. Point out the words: regressed, impaired, reduction and loss. All of these words provide clues to the meaning of *deterioration*. Ask students to use the word deterioration in a sentence to show they know its meaning. Have them include one of the clue words from paragraph 181 in the sentence.



NOTES

liberty of calling the "Algernon-Gordon Effect," is the logical extension of the entire intelligence speedup. 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.

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

186 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.

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

June 10

188 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.

189 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.

CLOSE READ

ANNOTATE: Mark the choppy sentences that appear at the beginning of paragraph 188.

QUESTION: What does this change in writing style suggest?

CONCLUDE: Why do you think the author made this choice?

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DIGITAL PERSPECTIVES

CLOSE READ

Creating mood through sentence structure is an important author's tool. The use of choppy sentences can show anger, excitement, or frustration. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 188, I notice and highlight the details that show the author's use of choppy sentences.

QUESTION: I notice that Charlie is using short choppy sentences. This shows he is anxious and that something has changed.

CONCLUDE: I think the author wants us to know that there is a change going on in Charlie. Rather than stating this, the author is showing it through Charlie's sentence structure.

NOTES

introspective (ihn truh SPEHK tihv) *adj.* thoughtful; inward-looking

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

June 15

191 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. I keep telling myself how important this **introspective** journal will be.

192 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[13] 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.

193 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

194 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

195 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.[14] 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

196 I'm forgetting things that I learned recently. It seems to be following the classic pattern—the last things learned are the first things forgotten. Or is that the pattern? I'd better look it up again . . .

197 I reread 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.

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

June 23

199 I've given up using the typewriter completely. My coordination is bad. I feel that I'm moving slower and slower. Had a terrible

13. **John Milton** British poet (1608–1674) who wrote *Paradise Lost*.
14. **Fugues** (fyoogz) **of amnesia** (am NEE zhuh) periods of memory loss.

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CROSS-CURRICULAR PERSPECTIVES

Humanities In paragraph 192, Charlie talks about John Milton and *Paradise Lost*. Provide students with background information about John Milton. Provide students with a summary of Paradise lost. Ask students to work in partners to answer the following question: Authors make decisions when they write. What they choose to include has purpose. Why did the author choose to mention this author and this piece or writing here? Ask several volunteers to share their thoughts.

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

200 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.

201 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.

202 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

203 I don't know where the week went. Todays Sunday I know because 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.

204 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 arguing with mom about money.

205 He never shaved much and he used to scratch my face when he hugged me. He said he was going to take me to see cows on a farm once but he never did. He never kept his promises . . .

July 10

206 My landlady Mrs Flynn is very worried about me. She said she doesnt 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.

207 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.

NOTES

CLOSE READ

ANNOTATE: In paragraph 203, mark the grammatical errors Charlie makes.

QUESTION: Why is the author writing in this way?

CONCLUDE: What effect does this have on the reader?

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DIGITAL PERSPECTIVES

CLOSE READ

The proper use of grammar is an important tool of a writer. It helps to make the writing clear and understandable. Sometimes, an author strays from this convention to tell the reader something. Students experienced this at the start of "Flowers for Algernon." Now, it has returned. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 203, I notice and highlight the details that show Charlie's grammatical errors.

QUESTION: I notice that Charlie's grammar use has changed. I think this is done to show a change in Charlie.

CONCLUDE: I think the reader gets a sense of Charlie's deterioration and it is a sad change.

NOTES

208 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 Algernon s 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

209 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)

210 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

211 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.

212 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

213 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 they'll laugh at me. But I dont know what else to do to get money.

July 25

214 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.

215 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 didnt want her to laugh at me. I told her I didn't like her any more. I told her I didn't want to be smart any more. Thats not true. I still love her and I still want to 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.

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PERSONALIZE FOR LEARNING

English Language Support

Contractions Remind students that contractions are made up of two words that are combined. They include an apostrophe. When they are spelled correctly, a reader who is familiar with the concept can easily identify them. As Charlie deteriorates, he continues to use contractions in his writing, but seldom uses the apostrophe.

This can present a challenge for the reader. Have students review paragraph 213. Have them create a list of all of the misspelled contractions. Have them correct the contractions. (haven't, don't x3) Ask students to select another paragraph close to 213 and identify the misspelled contractions in it.

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

July 27

217 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.

218 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.

219 One of the new men who came to work there after I went away made a nasty crack he said hey Charlie I hear you're 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 or Ill break your neck. I didn't expect Joe to take my part so I guess hes really my friend.

220 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.

July 28

221 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 ready 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 use to be in my class.

> "Im going someplace where nobody knows that Charlie Gordon was once a genus and now he cant even reed a book or rite good."

222 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.

223 Thats why Im going away from New York for good. I don't 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.

NOTES

CLOSE READ

ANNOTATE: In paragraph 219, underline the sentences spoken by "one of the new men." Circle the sentence spoken by Joe Carp.

QUESTION: What does this lack of punctuation suggest?

CONCLUDE: Why did the author make this choice?

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DIGITAL PERSPECTIVES

CLOSE READ

As we read this story, Charlie began using punctuation incorrectly. Then as he grew intellectually, the author had him use punctuation correctly. As the story winds down, the author again makes a punctuation change. This use of punctuation tells the reader a lot about Charlie and his journey. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 219, I notice and underline the words spoken by one of the new men and circle the words spoken by Joe Carp.

QUESTION: I notice a lack of punctuation. It suggests that Charlie is continuing to deteriorate intellectually.

CONCLUDE: I think the author made this choice to show the reader Charlie's continued decline. He seems to be back where he started, though he seems more self-aware.

TEACHING

CLOSE READ

Correct spelling helps the reader to understand what the author is trying to say. Having to decipher misspelled words can complicate the reader's ability to get the message. This is conventional wisdom. In "Flowers for Algernon" the writer takes a different approach to the use of conventional spelling. It tells us a lot about the character and his journey. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 224, I notice and highlight the misspelled words.

QUESTION: I notice that the author has Charlie misspell words he could spell correctly earlier in the story. I think this shows a change in Charlie.

CONCLUDE: I think the author wants me to know that Charlie can no longer spell these words. He has returned to his intellectual level of the beginning of the story.

NOTES



CLOSE READ

ANNOTATE: Mark all the misspelled words you see in paragraph 224.

QUESTION: What is the author trying to say by misspelling these words?

CONCLUDE: Why do you think the author made this choice?

224 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.

225 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 kow 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 reit. 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 woud sit down and reed all the time. Anyway I bet Im the first dumb person in the world who ever found out something importent for sience. I remember I did somthing but I don't remember what. So I gess its like I did it for all the dumb pepul like me.

226 Goodbye 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.

227 P.P.S. Please if you get a chanse put some flowrs on Algernons grave in the bak yard . . . ❧

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378 UNIT 4 • HUMAN INTELLIGENCE

Comprehension Check

Complete the following items after you finish your first read.

1. Who is Algernon, and why is he important?

2. What is the goal of the operation Dr. Strauss performs on Charlie?

3. What are three ways the operation changes Charlie's life?

4. What happens to Algernon in May and June?

5. What happens to Charlie at the end of the story?

Notebook Write a summary of "Flowers for Algernon."

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information shed light on an aspect of the text?

Research to Explore Choose something that interested you from the text and formulate a research question.

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DIGITAL PERSPECTIVES

Comprehension Check

Possible responses:

1. Algernon is a lab mouse. He is important because Dr. Strauss and Dr. Nemur have increased his intelligence through an operation.
2. The goal of the operation is to triple Charlie's IQ, making him much more intelligent.
3. Charlie becomes able to learn many new subjects, including spelling, punctuation, foreign languages, and advanced math. Charlie becomes more aware of his emotions and the actions of people around him, from his teacher to his co-workers. Charlie becomes a talented researcher; he realizes and explains why the effects of his operation cannot last.
4. Algernon becomes hostile, and his brain deteriorates. Finally, he dies.
5. Charlie loses the extra intelligence he had gained through the operation.

Notebook Charlie is intellectually challenged. He has surgery and becomes a genius. Over time, he deteriorates and returns to his previous intellectual level.

Research to Clarify If students struggle to decide on a detail to research, you may want to suggest that they focus on one of the following topics: IQ, the brain, genius, or brain trauma.

Research to Explore If students aren't sure how to go about formulating a research question, suggest that they use their findings from Research to Clarify as a starting point. For example, if students researched IQ, they might formulate a question such as, How is IQ measured?

PERSONALIZE FOR LEARNING

Challenge

Character Analysis Was it worth it? Charlie went through a tremendous change and went on a voyage of self-discovery and awareness. It seemed from his journals that with intelligence came a self-awareness he never had before. He understood how others were treating him.

He became aware of not just matters of intellectual understanding but of emotional understanding. In the end, it all went away. If Charlie were able to talk to you about his experience, would he tell you it was worth it? Have students write a paragraph explaining their thoughts.

TEACHING

Jump Start

CLOSE READ Charlie had no idea how his life would change. For him, everything was simple. He got up each day, went to work, spent time with the people he thought were his friends and did the same thing the next day. A doctor entered his world and suddenly, his life changed. How would you feel if everything about your life changed?

Close Read the Text

Walk students through the annotation model on the Student page. Encourage them to complete items 2 and 3 on their own. Review and discuss the sections students have marked. If needed, continue to model close reading by using the Annotation Highlights in the Interactive Teacher's Edition.

Analyze the Text

Possible responses:

1. By the end of the story, Charlie has lost much of the intelligence he gained through the experiment and is returning to the level of intelligence he had at the beginning. He is different because he has had the experience of being extremely intelligent. **DOK 1**
2. Through this experience, he has gained a better understanding of himself and the people around him. **DOK 2**
3. Charlie should not have had the operation, because he was better off before it, with a job and friends. On the other hand, he did help science, and the possibility of success made the risk worthwhile. For example, his research about the Algernon-Gordon Effect had the potential to influence further research on the study of increased human intelligence. **DOK 4**

FORMATIVE ASSESSMENT

Analyze the Text

- **If** students fail to cite evidence, **then** remind them to support their ideas with specific information.
- **If** students struggle to form an opinion about Charlie's choice, **then** review the pros and cons of the choice.

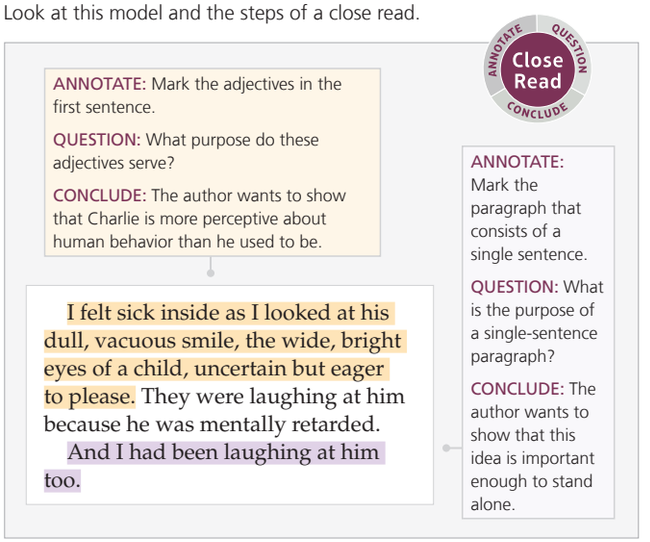
MAKING MEANING



FLOWERS FOR ALGERNON

Close Read the Text

1. Look at this model and the steps of a close read.



Tool Kit
Close-Read Guide and Model Annotation

2. For more practice, go back into text and complete the close-read sections in the side columns.
3. Revisit a section of the text you found important during your first read. Read this section closely and **annotate** what you notice. Ask yourself **questions** such as "Why did the author make this choice?" What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

1. **Compare** Compare Charlie at the beginning of the story and at the end. How is he different? How is he the same?
2. **Draw Conclusions** Review the journal entry for July 28. What has Charlie gained through his experience?
3. **Make a Judgment** Do you think Charlie should have had the operation? Why, or why not? Use details from the story to support your position.

STANDARDS

Reading Literature

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how differences in the points of view of the characters and the audience or readers (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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PERSONALIZE FOR LEARNING

English Language Support

Organization Have students review the story. Create a chart with three columns. Have students note events in the story and place them in the proper column. Ask students to explain how they know the event belongs in the column it does based on Charlie's behavior and intellect. After completing the chart, discuss why the order of events matters in composing a story.

Before Surgery	After Surgery	After Algernon Dies

Analyze Craft and Structure

Determining Theme A **theme** is a message about life that an author conveys. In some works, the author directly expresses a **stated theme**. In other works, an **implied theme** is suggested by what happens to the characters.

A **universal theme** is a message about life. One major theme of "Flowers for Algernon" is whether altering a person to increase intelligence is good or evil. This theme can be found in traditional stories from many different cultures and eras.

Point of view is the perspective from which a story is told. Point of view can help an author develop the theme of a story. Most stories are told from the first-person or the third-person point of view.

- **First person:** The narrator participates in the story's action and can tell only what he or she sees, knows, thinks, or feels. The narrator uses the pronoun *I*.
- **Third person:** The narrator describes events from the "outside," and uses pronouns such as *he, she,* and *they* to refer to the characters.

Using point of view, an author can create differences between what characters know and what readers know. Such contrasts in perspective can help develop the theme of a story.

An **allusion** is a reference to a person, place, thing, or literary work. Allusions can also help an author develop the theme, especially one that is a universal and spans cultures. Many works of literature in English include allusions to characters from **mythology**. Others, such as "Flowers for Algernon," are allusions to stories from the Bible.

Practice

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

1. (a) From whose point of view is "Flowers for Algernon" told? (b) **Evaluate** Why do you think the author chooses to tell the story from this point of view?
2. (a) In paragraph 126, Fanny makes an allusion to a story from the Bible. What happens in this story, and what does Fanny think of it? (b) **Connect** How does this story connect to Charlie's experiences?
3. (a) State the theme of the story in your own words. (b) **Support** What events in the story helped you discover this implied theme? (c) **Analyze** How do the point of view and the biblical allusions help the author develop the theme?

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DIGITAL PERSPECTIVES

Analyze Craft and Structure

Determining Theme All pieces of writing have a theme. Determining them can be a challenge. The theme of "Flowers for Algernon" is stated here. This is the big these for the story. A story as complex as this one can have several subthemes running throughout it. Have students think about the many messages in this story. Have students suggest some subthemes they noticed as they read "Flowers for Algernon."
For more support, see **Analyze Craft and Structure: Determining Theme.**

Practice

Possible responses:

1. (a) first-person; Charlie (b) The reader can see and experience Charlie's thoughts and emotions directly. This makes the changes he experiences feel personal.
2. (a) Eve listened to the snake and ate from the tree of knowledge. She learned that she was naked. Fanny believes that Eve gaining this knowledge about herself was evil. (b) Like Eve, Charlie is gaining all kinds of new knowledge. Fanny is suggesting that gaining this knowledge might be evil.
3. (a) Gaining knowledge and intelligence comes with both risks and rewards. (b) As Charlie gains new knowledge and intelligence, he becomes aware of more of the hurtful things and problems in the world, such as people making fun of him and others, and the doctors' limited abilities. He also has trouble connecting to others. At the same time, he appreciates the gifts the operation has given him, even when they disappear. (c) Charlie's first-person point of view emphasizes the hope and harm in changing his intelligence and his life. The allusion to Eve suggests that the pursuit of knowledge and intelligence can lead to evil, rather than good.

PERSONALIZE FOR LEARNING

Strategic Support

Point of View Direct students attention to paragraph 1 of "Flowers for Algernon." Ask students what clues the author provides the reader to let the reader know who is telling the story. They should notice that Charlie uses the word *I* throughout the paragraph. Ask them which type of narrator this indicates. (first-person) Have students note the complexity of reading Charlie's words because of all of the errors. Ask students to think about how the author used the errors to tell us about Charlie. Ask students if this would have been possible if the author had told the story from a third-person point of view. Have students explain their thinking.

FORMATIVE ASSESSMENT

Analyze Craft and Structure

- **If** students struggle to identify the theme, **then** review what a theme is and the possible themes for this story.
- **If** students struggle to identify point of view, **then** review who is telling the story and how the different points of view are defined.

For Reteach and Practice, see **Author's Style: Parallelism (RP).**

TEACHING

Concept Vocabulary

Why These Words?

Possible responses:

1. The concept vocabulary allows the reader to more clearly understand what Charlie went through, and the words lend the text an authentic feel.
2. inkblot, Rorschach, laboratory, I.Q., intelligence, genius, neurosurgeon, sensibility, limitations, emotional, glandular, amnesia, cerebral, coordination

Practice

1. Answers will vary, but students should use at least four of the concept vocabulary words in their paragraph.
2. Possible response: *subconscious*: mind; *experiment*: science, hypothesis; *introspective*: self, inner; *psychology*: brain, thought; *deterioration*: worsening

Word Network

Possible words: motivation, intellect, unconscious, inferior, impaired

Word Study

For more support, see **Concept Vocabulary and Word Study.**

Possible responses:

1. A topic would be more important because a subtopic would come under a topic.
2. *Sub-* means "under," which helps explain that a submarine travels under the water.

FORMATIVE ASSESSMENT

Concept Vocabulary

If struggle to understand the concept vocabulary and how they relate to each other, **then** review the concept vocabulary words and their meanings.

Word Study

If struggle to understand the meaning of the prefix *sub-* and its impact on the meaning of words, **then** review the prefix and other words that begin with it.

For more support, see **Word Study: Latin Prefix *sub-* (RP)**

MAKING MEANING



FLOWERS FOR ALGERNON

Concept Vocabulary

subconscious	experiment	introspective
psychology	deterioration	

Why These Words? These concept words are related to Charlie's experience of the experiment as a whole, as well as its positive and negative effects. For example, he is the subject of an *experiment*. Effects of the experiment include changes to Charlie's *personality* as he grows more *introspective*.

1. How does the concept vocabulary sharpen the reader's understanding of the experiment Charlie underwent?

2. What other words in the story connect to the experiment?

Practice

Notebook The concept vocabulary words appear in "Flowers for Algernon."

1. Suppose you were a psychology researcher. Write a paragraph about an experiment you would like to design. Use at least four of the concept vocabulary words in your paragraph.
2. With a partner, see if you can match each concept word to a related word in the same word family.

WORD NETWORK

Add interesting human intelligence words from the text to your Word Network.

Word Study

Latin prefix: *sub-* You can use the **Latin prefix** *sub-* to help determine the meaning of a word. The prefix *sub-* means "under" or "beneath." In "Flowers for Algernon," Charlie learns that his **subconscious** is responsible for producing dreams and helping him to learn. In psychology, *subconscious* thoughts go deeper than conscious thoughts and often go unacknowledged.

1. Which would you expect to be a more important part of an outline, a *topic*, or a *subtopic*? Why?

2. How does the definition of *sub-* help you determine where you might find a *submarine*?

STANDARDS

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

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AUTHOR'S PERSPECTIVE Elfrieda Hiebert, Ph.D.

Concept Vocabulary Teachers can help students expand their word networks by using morphemes and cognates.

- **Morphemes** are the smallest grammatical unit of a language that cannot be subdivided into further such elements. Tell students that morphemes can be words or parts of words, such as the words *as, the, write,* or the *–ed* in *stayed*. Many new words are members of morphological families of three-five words. For example, words that come from the Anglo-Saxon layer of English use inflected endings (such as *-s/-es, -ed, -ing*) and *-er* and *-est* for comparisons (such as *big, bigger, biggest)*.

Cognates are words that are descended from the same language, such as the English word

Conventions

Direct and Indirect Objects A **direct object** is a noun or pronoun that receives the action of the verb. A direct object answers the questions *Whom?* or *What?* after an action verb.

An **indirect object** is a noun or pronoun that comes after an action verb and names the person or thing to which something is given or to which something is done. An indirect object answers the questions: *To whom? For whom? To what?* or *For what?*

To find the indirect object, first find the direct object. Then, ask: *To whom? For whom? To what?* or *For what?* The indirect object will almost always come between the verb and the direct object in a sentence.

DIRECT OBJECT	INDIRECT OBJECT
S V DO **Sentence:** Bill baked some cookies. **Baked what?** cookies	S V IO DO **Sentence:** Bill baked Marissa some cookies. **Baked for whom?** Marissa

Read It

1. In each sentence, identify the subject, verb, direct object, and indirect object. Some sentences do not include indirect objects.
   - **a.** In their first race, Algernon beats Charlie.
   - **b.** Miss Kinnian teaches Charlie reading and writing.
   - **c.** Charlie trusts the doctors.
2. Reread paragraph 201 of "Flowers for Algernon." Mark at least one subject, verb, direct object, and indirect object in the paragraph.

Write It

In each sentence, identify the subject, verb, direct object, and indirect object (if there is one). Then rewrite the sentence with a different direct object.

EXAMPLE

In his progress reports, Charlie expresses his feelings.

S V DO

In his progress reports, Charlie expresses his thoughts and ideas.

1. The doctors give Charlie many tests.
2. Charlie's co-workers often trick him.
3. Charlie greatly admires Miss Kinnian.
4. Charlie brings Algernon flowers.

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HOW LANGUAGE WORKS

Direct and Indirect Objects Have students return to the text to identify direct and indirect objects. Direct their attention to paragraph 194. Have students select a sentence and identify the direct object, and if applicable, the indirect object. If students struggle to find a sentence to use, point out one of the highlighted sentences. Project the paragraph for the class to see and have the volunteer mark the subject, verb, direct object and indirect object in the sentence. Have them explain their thinking.

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.

Conventions

Direct and Indirect Objects Identifying direct and indirect objects can be tricky. Point out that you cannot have an indirect object without having a direct object because the indirect object gives you more information about the direct object. Find the direct object first. If there is no direct object, there will be no indirect object. For more support, see **Conventions: Direct and Indirect Objects.**

MAKE IT INTERACTIVE

Have students review the example about Bill's cookies. Have students work in partners to create their own examples of sentences with only a direct object and sentences with a direct and indirect object. Have students be prepared to share their examples and identify their direct and indirect objects.

Read It

Possible responses:

1. (a) S: Algernon, V: beats, DO: Charlie (b) S: Miss Kinnian, V: teaches, DO: reading and writing, IO: Charlie (c) S: Charlie, V: trusts, DO: the doctors
2. S: I, V: wouldn't see or speak, DO: anybody; S: I, V: knew, DO: what (might happen)

Write It

Possible responses:

1. S: doctors, V: give, DO: tests, IO: Charlie; The doctors give Charlie many opportunities.
2. S: co-workers, V: trick, DO: him; Charlie's co-workers often trick people who are less intelligent.
3. S: Charlie, V: admires, DO: Miss Kinnian; Charlie greatly admires Dr. Nemur and Dr. Strauss's work.
4. S: Charlie, V: brings, DO: flowers, IO: Algernon; Charlie brings Algernon food.

FORMATIVE ASSESSMENT

Conventions

If students struggle to understand direct and indirect objects, **then** provide more examples and practice opportunities.

For Reteach and Practice, see **Conventions: Direct and Indirect Objects (RP)**.

Selection Test

Administer the "Flowers for Algernon" Selection Test, which is available in both print and digital formats online in Assessments.

from Flowers for Algernon

AUDIO SUMMARIES
Audio summaries of "*from* Flowers for Algernon" are available online in both English and Spanish in the Interactive Teacher's Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

This selection is an excerpt from the film version of "Flowers for Algernon." It takes place at a scientific conference. The researchers present a video of Charlie before the operation. Charlie insists on addressing the audience, over Dr. Strauss's objections. He protests Dr. Strauss's earlier description of the old Charlie as a "mistake," and advocates for kinder treatment. He then presents research findings from Russia that found that the intelligence gain from a similar procedure is unsustainable.

Insight

This video shows the importance of advocacy, and that intelligence and ethics are separate things. Charlie was kind before the operation and kind afterward. Many of the researchers behaved unethically despite their desire to help people.

ESSENTIAL QUESTION:
In what different ways can people be intelligent?

Connection to Essential Question

This selection focuses on how intelligence and ethics are separate – smart people can be either good or bad – rather than on different ways to be intelligent. But many great philosophers are known for their insights into good and evil. Students should consider whether understanding morality well is indeed a way to be intelligent.

WHOLE-CLASS LEARNING PERFORMANCE TASK
What has happened to you so far as a result of the experiment, and what do you think might happen to you later?

UNIT PERFORMANCE-BASED ASSESSMENT
Where does human intelligence come from?

Connection to Performance Tasks

Whole-Class Learning Performance Task The assignment asks students to take on the perspective of Charlie at the beginning of June. At this point, Charlie has become highly intelligent, and seeks to find out why Algernon's behavior has changed. Charlie surely suspects he is in danger of a similar change.

Unit Performance-Based Assessment Charlie deeply wanted to learn, even before the operation. His final intelligence seems to come from partly from the resources available to him (including the operation) and partly from his willingness to spend lots of time learning.

DIGITAL PERSPECTIVES

Audio | Video | Document | Annotation Highlights | EL Highlights | Online Assessment

Media Complexity Rubric: *from* Flowers for Algernon

Quantitative Measures	
Format and Length video, 7 ½ minutes	
Qualitative Measures	
Knowledge Demands ① ② **③** ④ ⑤	As the video is an excerpt, familiarity with the story is helpful but not essential, as the plot is easy to understand from the events shown.
Structure ① **②** ③ ④ ⑤	Conventional modern drama (TV movie) has pacing and cuts and dramatic dialogue in a structure that will be familiar to students.
Language Conventionality and Clarity ① **②** ③ ④ ⑤	Dialogue and speech shown have clear, straightforward, and conventional language. Diction of actors is clear, and pacing of speech is easy to follow.
Levels of Meaning/Purpose ① ② **③** ④ ⑤	Based on the situations and on Charlie's speech and actions, viewer can infer the themes of the drama (mistreatment of mentally handicapped, ethics in experimentation, identity and self-acceptance, types of intelligence)

LESSON RESOURCES

	Making Meaning	Effective Expression
Lesson	**First Review** **Close Review** **Analyze the Media** **Media Vocabulary**	**Prepare to Compare** **Writing to Compare**
Instructional Standards	**SL.2** Analyze the purpose . . . **RL.1** Cite the textual evidence . . . **RL.7** Analyze the extent . . .	**W.2b** Develop the topic . . . **SL.1a** Come to discussions . . . **SL.1d** Acknowledge new information . . .
STUDENT RESOURCES		
Available online in the Interactive Student Edition or Unit Resources	Selection Audio First-Review Guide: Media-Video Close- Review Guide: Media Video	Evidence Log
TEACHER RESOURCES		
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	Audio Summaries Media Vocabulary	Prepare to Compare: Comparing Interpretations of a Story Writing to Compare: Comparison-and-Contrast Essay
Available online in Assessments	Selection Test	
My Resources	A Unit 4 Answer Key is available online and in the Interactive Teacher's Edition.	

TEACHING

Jump Start

FIRST REVIEW Reading a person's journal can give the reader a great insight into who the person is, their deepest thoughts. Turning a journal into a movie creates a challenge for the script-writer and director. How can you maintain that depth of knowledge of a character when you take them outside of their journal and show what happened rather than tell?

from Flowers for Algernon

How does the video differ from the story you read? Does your opinion about Charlie or any of the others change after seeing this clip? Was the film effective at portraying Charlie's story? Modeling the questions a reader might ask as they review "Flowers for Algernon" brings the video alive for students and connects it to the Whole-Class Performance Task assignment. Selection audio is available in the Interactive Teacher's Edition.

Media Vocabulary

Encourage students to discuss the media vocabulary. Have they seen the terms in texts before? Do they use any of them in their speech and writing?

For more support, see **Media Vocabulary.**

FIRST READ

As they review, students should perform the steps of the first review:

NOTICE: Remind students to pay attention to how all of the characters are portrayed in this scene.

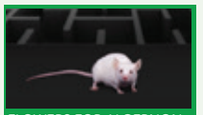
NOTE: Encourage students to notice if they stayed true to Charlie's journal's portrayal of events.

CONNECT: Encourage students to make connections beyond the video. If they cannot make connections to their own lives, have them consider examples of books written in journal format.

RESPOND: Students will answer questions and write a summary to demonstrate understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the First-Review Guide: Media-Video for students to use.

MAKING MEANING



FLOWERS FOR ALGERNON (SHORT STORY)

Comparing Text to Media

The video you're about to watch is an excerpt from *Flowers for Algernon,* a film adaptation of the short story by Daniel Keyes. As you watch, you will analyze the different ways the written text and the video can tell the same story.



FLOWERS FOR ALGERNON (VIDEO)

About the Director



Jeff Bleckner (b. 1943) is an American theater and television director, born in Brooklyn, New York. Aside from his work in films such as *Flowers for Algernon* (2000); *The Beach Boys: An American Family* (2000), Bleckner has directed many award-winning TV miniseries and dramas, including *Hill Street Blues* (1981) and *The Music Man* (2003).

from Flowers for Algernon

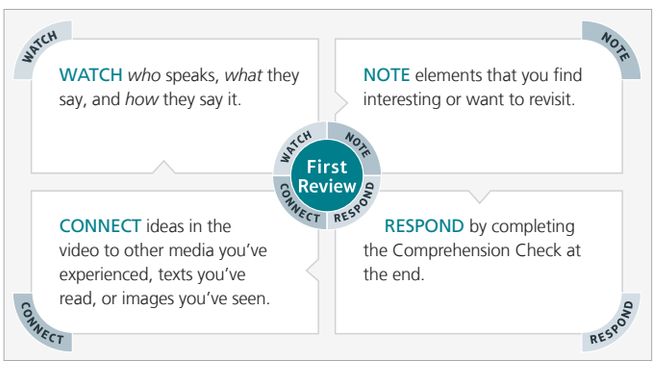
Media Vocabulary

The following words will be useful to you as you analyze, discuss, and write about the video.

prop: portable object other than furniture or costumes, used on the set of a play or movie	• The right props can add authenticity to a performance. • Props are handled by a stage manager.
sci-fi: short for "science fiction"; fiction based on imagined future events or technological advances	• Sci-fi is one of the most popular genres of moviemaking. • Sci-fi can be broken down into "science fiction" and "speculative fiction."
adapted: altering a text to make it suitable for filming, broadcasting, or the stage	• Many movie plots are from books, mythology, and Bible stories. • When a story is adapted from another medium, story elements may change.

First Review MEDIA: VIDEO

Apply these strategies as you conduct your first review. You will have an opportunity to complete the close-review notes after your first review.



STANDARDS

Speaking and Listening
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.

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VOCABULARY DEVELOPMENT

Media Vocabulary Reinforcement

Review the words *prop*, *sci-fi*, and *adapted*. Have students use each word in a show-you-know sentence set.

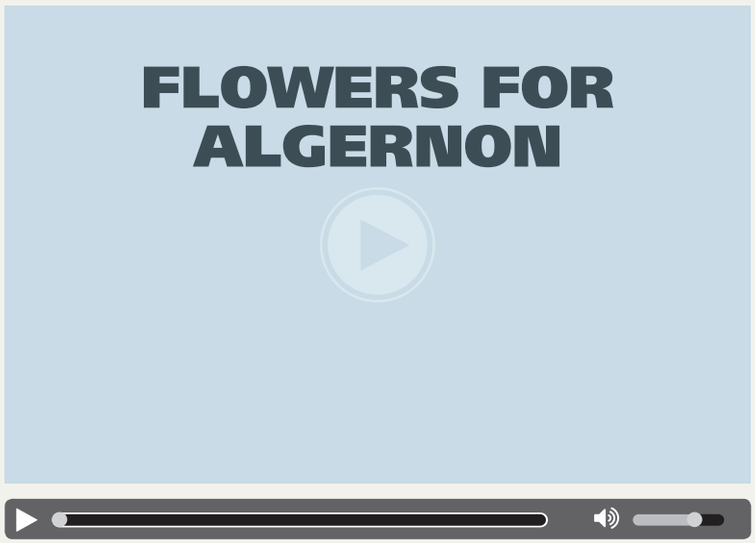
You may choose to get students started by providing a sample, such as the following: *The director used many **props** in the scene. Some of those **props** included a pen, journal, desk, and chair used by the character.*

Have the students do the same for the words *sci-fi* and *adapted*. Have several volunteers share their sentences to demonstrate their understanding of the vocabulary.

MEDIA | VIDEO

from Flowers for Algernon

Jeff Bleckner, Director



BACKGROUND

This scene from the TV movie *Flowers for Algernon* (2000) takes place six months after Charlie's first treatment. At the start of the clip, we see Dr. Strauss introducing Charlie at a symposium for scientists and psychologists.

SCAN FOR MULTIMEDIA

NOTES

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CLOSER REVIEW

Analyze Video

Students may have noted Charlie watching the video of himself during their first review. Use this segment to help students understand how a movie director brings a scene to life. Encourage them to talk about what they noted. You may want to mode a close review with the class based on the notes below.

NOTE: Have students note the details in the video that show how Charlie felt when he saw the video of himself and watched the audience see that video, or have students participate while you note them.

Question: Guide students to consider what these details might tell them. Ask what did Charlie do as the video of his old self played, and accept student responses.
Possible response: Charlie watched the video of himself and watched the people in the room.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the video. Ask students why the director might have included these details.
Possible response: The director wanted to make an emotional connection here. This was the first time Charlie got to see how he used to be and understand how people perceived him then.

Point out that a **character** is a person or an animal who takes part in the action of a literary work or video. A **dynamic character** develops and learns something during the course of the story—unlike a **static character**, who doesn't change. Discuss the evidence from this video that shows Charlie is a dynamic character.

PERSONALIZE FOR LEARNING

English Language Support

Figurative Language When Charlie Gordon speaks to the audience, he describes seeing himself on the video this way: "I just met an old friend who I'd forgotten so much about." Ask students what Charlie meant when he said this. Remind students that figurative language is used to evoke a certain feeling, not meant to be viewed in a literal fashion. Continue the discussion with another example: "He would have given you his last crust of bread if you asked for it." Why did Charlie say this? What emotion was he trying to evoke here?

TEACHING

Comprehension Check

Possible responses

1. Charlie seems sad as he watches the video of himself.
2. Miss Kinnian smiles when she sees the video, like looking at an old friend.
3. Dr. Strauss is reluctant to let Charlie take the podium because he does not know what Charlie plans to say.
4. Charlie reveals that Algernon is going to deteriorate.

Comprehension Check

Complete the following items after you finish your first review of the video.

1. How does Charlie react to watching an earlier recording of himself?

2. What is Miss Kinnian's reaction?

3. Why is Dr. Strauss reluctant to let Charlie take the podium?

4. What important information does Charlie reveal about Algernon?

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PERSONALIZE FOR LEARNING

Challenge

Students have now read the story "Flowers for Algernon" and watched a scene from the movie version of the story. Have them compare the two in a single-paragraph essay. Which do they believe was more effective in getting the audience to connect to Charlie? Why do they believe that? Remind them to cite evidence to support their opinions. Ask volunteers to share their opinions with the class. Have at least one supporter of each side share.

Close Review

With your group, revisit the video and your first-review notes. Record any new observations that seem important. What **questions** do you have? What can you **conclude**?

Analyze the Media

Complete the activities.

1. **Present and Discuss** Choose the part of the scene in the video that you find most interesting or powerful. Share your choice with the group and discuss why you chose it. Explain what about the actor's or director's decisions made this scene compelling to you. Then explain the questions it raises for you, and the conclusions you reach about it.

2. **Review and Synthesize** With your group, review the video. How is the portrayal of Charlie similar to and different from what you expected based on the story? Do you think the actor's and director's choices show the character effectively? Why or why not?

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FLOWERS FOR ALGERNON

FLOWERS FOR ALGERNON

MEDIA VOCABULARY

prop
sci-fi
adapted

Use these words as you discuss and write about the video.

WORD NETWORK

Add interesting words about intelligence from the video to you Word Network.

STANDARDS

Reading Literature
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

DIGITAL PERSPECTIVES

CLOSE REVIEW

Model how to review closely by using the Closer Review note for the video. Remind students to clarify anything they did not understand during their first review. You may wish to print the Close-Review Guide: Media-Video for students to use.

Analyze the Media

1. Students' responses should be supported by evidence from the video. Students should be able to articulate why they chose the scenes they did and what was most compelling about the scenes. **DOK 1**
2. Students' answers should reflect an understanding of both the story they read and the video. Students should be able to cite evidence from both to support their opinions. **DOK 3**

Word Network

Possible words: mistake, burden, reverted, idiocy

FORMATIVE ASSESSMENT

Analyze the Text

- **If** students fail to cite evidence, **then** remind them to support their ideas with specific information.
- **If** struggle to compare the written and video versions of the story, **then** revisit the text and the video.

PERSONALIZE FOR LEARNING

English Language Support

Difficult Concepts Toward the end of the video clip, Charlie discusses the scientific research that has taken place that led to his transformation. He cites both Dr. Strauss and another researcher. In order to understand what Charlie is telling the audience, it is important to understand what took place in the research. Ask students what the other researcher discovered. Have students discuss why this is important to Charlie. To extend the discussion, you can ask how they think Charlie should react to what he has discovered. You may wish to share the next minute of the scene at this point and discuss how the movie portrays what happens next.

TEACHING

Prepare to Compare

Interpretations of a Story It is impossible for the movie version of a written story to be exactly the same. The challenge to the film-maker is to stay true to the author's intentions. Sometimes they are effective and sometimes they are not. Explain to students that people will respond differently to both. As long as they provide evidence to support their opinions, their opinions are valid. For more support, see **Prepare to Compare: Interpretations of a Story.**

Practice

See **possible responses** in the chart on the Student page.

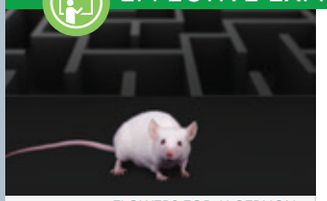
FORMATIVE ASSESSMENT

Prepare to Compare

- **If** struggle to see the similarities and differences between the two portrayals, **then** review the text and the video.
- **If** struggle to complete the chart, **then** review each section as a whole-class exercise.

For Reteach and Practice, see **Prepare to Compare: Interpretations of a Story.**

EFFECTIVE EXPRESSION



FLOWERS FOR ALGERNON

FLOWERS FOR ALGERNON

FLOWERS FOR ALGERNON

Prepare to Compare

Comparing Interpretations of a Story When readers compare interpretations of a story, they look for similarities and differences in how each interpretation depicts the plot, characters, setting, and particular events in the story.

As a class, discuss the similarities and differences in the ways the short story "Flowers for Algernon" and the scene from the film *Flowers for Algernon* each depict Charlie's realization that he will probably go back to the way he was. Pay particular attention to the reactions of Charlie and other characters to this event.

Make sure to come to the class discussion prepared. Bring notes referring to details and evidence from both the short story and the film. When others present new information, acknowledge it. Decide if their evidence is strong enough to change your views.

In your discussion comparing the short story and the film, consider the following questions for each medium:

- Where does the action take place?
- Who are the major and minor characters?
- How does the reader or audience know what Charlie is thinking?
- What techniques (including dialogue) are used to reveal character and propel the action?

Use this chart to record notes on your answers to the questions.

	WHERE THE ACTION TAKES PLACE	MAJOR AND MINOR CHARACTERS	HOW THE READER OR AUDIENCE KNOWS WHAT CHARLIE IS THINKING	TECHNIQUES USED TO REVEAL CHARACTER AND PROPEL ACTION
Short story *Flowers for Algernon*	In Charlie's journal.	Charlie, Miss Kinnian, Dr. Nemur, Dr. Strauss	He tells them in his journal.	Charlie's perception through his words.
Video *Flowers for Algernon*	At a academic presentation.	Charlie, Miss Kinnian, Dr. Strauss, Mr. Stinson	The expressions on his face and his speech.	Camera moves, close-ups, changes of focus.

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WriteNow Express and Reflect

Journal Entry Have students write a journal entry for Charlie. Students should imagine that they are Charlie after he has seen the video of himself and made his presentation to the audience. What would his journal entry that evening look like. Remind students that journals contain both the writer's thoughts and feelings. Ask several students to share their entries. Lead a discussion comparing the different entries.

Writing to Compare

Assignment

Based on the notes you wrote, write a **comparison-and-contrast** essay in which you analyze the extent to which the scene from the film *Flowers for Algernon* is faithful to the events and characters in the short story "Flowers for Algernon."

Draft

As you draft your review, identify and explain at least two similarities and two differences between the rendering of the story in the text and the film. Make sure to use specific details from both the short story and the film to support your ideas. In addition, consider the choices made by the director and the actors in the film. Evaluate the impact these choices have on the portrayal of Charlie's character, as well as on the depiction of Charlie's first victory over Algernon.

Develop the Topic

Choose relevant, important facts, concrete details, quotations, and other examples to show how the short story and the film are similar and different. Then explain these similarities and differences. Using appropriate **transitions** can help show how your evidence is related. Words such as *like, similar, likewise,* and *the same* tell readers that you are highlighting similarities. Words such as *different, on the other hand, however,* and *unlike* signal to the reader that you are describing differences.

Review and Revise

Once you are done writing, review and revise your comparison-and-contrast essay. Check that you have used correct grammar and a formal style throughout your essay. Make sure that you have used key facts and details from both the short story and the film to support your analysis. If necessary, add additional facts or details from the two treatments of the story.

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EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from the short story "Flowers for Algernon" and the scene from the film, *Flowers for Algernon.*

STANDARDS

Reading Literature
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Writing
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Speaking and Listening
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
• Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DIGITAL PERSPECTIVES

Writing to Compare

Draft Remind students of the elements of the comparison-and-contrast essay. Point out that there will be similarities and there will be differences. Some similarities and differences will be obvious and some will be more subtle. A good essay will take into account, not only the obvious, but the differences and similarities that require a greater depth of understanding. It can be in a facial expression or in a few words in a journal. It could be in the feeling the reader gets from the word choice or the staging of a scene.

For more support, see **Writing to Compare: Comparison-and-Contrast Essay.**

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

FORMATIVE ASSESSMENT

Writing to Compare

- **If** students struggle to make comparisons, **then** direct them to the comparison chart they completed.
- **If** students struggle to organize their thoughts, **then** review the structure of a Comparison-and-Contrast Essay.

PERSONALIZE FOR LEARNING

Strategic Support

Organization When composing a comparison-and-contrast essay, one significant challenge for students is organization. Using a variety of charts can help different learners visualize what they want to say. The chart used in *Prepare to Compare* is one possible approach. Another way to visualize the comparison would be a Venn diagram. Have students draw two intersecting circles. Have them label one circle "video" and the other "text." Point out that information about how each version is similar goes in the intersecting space. The differing information goes in the appropriately labeled circle.

TEACHING

Jump Start

Charlie Gordon had something to say and he would not allow Dr. Strauss to stop him. He had data to backup what he wanted to say. He had an engaging style. All of these elements made for a compelling speech in "Flowers for Algernon." Now, the class will have the chance to try to live up to Charlie's moment.

Write an Informative Speech

Students are being asked to write in someone else's voice, from someone else's point of view. Review point of view with students. Ask them what the difficulties might be in separating what they think from what Charlie might think. Remind them of the way Charlie spoke in the movie. Point out that he used evidence to support how he felt. Have them return to the text or video if they need extra support.

Students should complete the assignment using word processing software to take advantage of editing tools and features.

Elements of an Informative Speech

Remind students that a good speech includes a clear and engaging introduction to the topic. It can also contain an element of multimedia to support the information in the text. The speech should cite evidence and should flow with appropriate transitions. Finally, the speech should end with a conclusion that ties everything together and hooks the audience on the goal of the speech.

MAKE IT INTERACTIVE

Have students revisit the text "The Human Brain." Remind them that this is an informative text and can serve as a model for structuring their informative speeches. Also, as the text is related to the brain, they might find some of the information in the text useful in composing their speeches.

Academic Vocabulary

Review the academic vocabulary found in the Unit Opener. Point out that the words *assimilate, tendency, integrate, citation,* and *document* can all be used in their speeches. Have students suggest possible sentences that could be incorporated into their speeches that include some of these words.

PERFORMANCE TASK: INFORMATIVE/EXPLANATORY

WRITING TO SOURCES

- FLOWERS FOR ALGERNON (SHORT STORY)
- FLOWERS FOR ALGERNON (VIDEO)

ACADEMIC VOCABULARY

As you craft your essay, consider using some of the academic vocabulary you learned in the beginning of the unit.

assimilate
tendency
integrate
citation
document

STANDARDS

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
• Use precise language and domain-specific vocabulary to inform about or explain the topic.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from and supports the information or explanation provided.

Write an Informative Speech

You have just read a short story and watched a scene from a film in which a character's intelligence transforms dramatically. Now you will use your knowledge of this text and this film to write an informative speech from Charlie's point of view. Your speech should authentically portray Charlie's character, as well as his knowledge and ideas, based on details from the short story and the film.

Assignment

You have read about Charlie's intellectual transformation, the research he was a part of, and the knowledge he gained from his experience. Suppose you are Charlie at the beginning of June. Write an informative speech on this question:

> What has happened to you so far as a result of the experiment, and what do you think might happen to you later?

Elements of an Informative Speech

An informative text or speech gives information about a topic. Your topic—writing as Charlie—is to recount the results of the experiment you underwent and predict what might happen to you if the experiment continues.

An effective informative text or speech does the following:

- introduces the topic clearly and organizes it so that an audience can understand easily
- uses headings, charts, tables, other graphics, or multimedia elements to help illustrate ideas related to the topic
- develops the topic with facts, definitions, concrete details, and quotations as needed
- uses a variety of transitions to make relationships between ideas clear
- is written in a formal style and uses precise words
- provides a concluding statement or section that supports or extends the information provided

Model Informative Text For a model of a well-crafted informative text, see the Launch Text, "The Human Brain."

Challenge yourself to find all of the elements of an effective informative text. You will have an opportunity to review these elements as you prepare to write your own informative speech.

LAUNCH TEXT



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AUTHOR'S PERSPECTIVE **Kelly Gallagher, M.Ed.**

Purposeful Editing Many students resist editing because they don't see its value. Explain that **editing**, the process of making things correct, adds power to writing. Teachers can model the process by using the Sentence of the Week (SoW) strategy. Before students enter the classroom each Monday, write three sentences with the same structural, grammatical, or style feature on the board. For example:

1. John, 14, is too young to drive.
2. My girlfriend, who is afraid of snakes, refuses to go to the zoo.
3. The player, exhausted from the long game, collapsed.

Students copy the sentences. Below the sentences, write "What do I notice?" Students might write:

Prewriting / Planning

Focus on Giving Information Reread the assignment. Remember, an informative speech is focused on giving information about a topic, not simply on telling a story. State your topic in a sentence:

This speech is meant to give _____ information about _____ .

Provide a Strong Concluding Statement In an informational text, a strong conclusion follows from and supports the information presented. It emphasizes why the information is important, or briefly summarize what's most important. You may also choose to use a quotation, personal anecdote, or other memorable statement to conclude your speech.

In this speech, you are writing a concluding statement in Charlie's voice. Make sure that you choose details that Charlie might have chosen at the beginning of June.

Gather Evidence To develop your topic, you will need to add relevant facts, details, and definitions as needed. Start with information from the short story. You may wish to research information on related topics. Because the story's premise is fictional, you may also invent details. Make sure, however, that the details are believable, based on information in the story, and that they make sense in the context of the story. Explain why each piece of evidence relates to your topic. Study the Launch Text to see how the writer uses different types of evidence to develop a topic.

EVIDENCE	SOURCE	WHY IMPORTANT

Connect Across Texts To connect your speech with the Anchor Texts, look for details that show the moment Charlie knows his intelligence has increased. How can you show this realization in your speech? In addition, consider how the film and the short story show Charlie's personality. Use this information to help write a speech in the character's voice.

EVIDENCE LOG

Review your Evidence Log and identify key details you may want to cite in your informative speech.

STANDARDS

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation provided.

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DIGITAL PERSPECTIVES

Prewriting/Planning

Provide a Strong Concluding Statement Point out that the end of a speech is the moment that the speaker wants the audience to hold onto after they are done. Give students an example of a poor conclusion, like: "So, that's my speech." It gives no information and leaves the listener with nothing to think about. Ask students to put themselves in Charlie's mind and decide how he would want to end his speech. Ask volunteers to share their ideas. In a respectful manner, have students discuss the suggested conclusions.

Gather Evidence A point of confusion in writing this speech might be that students are writing about a fictional character and a fictional event, yet they are being asked to cite evidence to support their speeches. Point out that this is a great opportunity for creativity. While the evidence they provide should remain true to the story, they are allowed to be creative. If their evidence makes sense with the story, then they can incorporate it. This would not be the case if they were being asked to write a nonfiction speech.

Connect Across Texts The short story and the film show two different perspectives of the same story. In the short story, there is a first person narrator, but in the movie it is told from a third-person point of view. This gives students a wider perspective on who Charlie is and how he thinks. Have students consider both as they write.

PERSONALIZE FOR LEARNING

Strategic Support

Character's Voice In the movie, the actor who played Charlie was selected to meet the vision of the people involved in making the movie. Ask: Did his voice and image match the voice and image you had in mind when you read the story? Have students read aloud different journal entries as they feel Charlie would have voiced them. They can choose from any section in the story. Remind them to consider who Charlie was at the moment of the entry when they decide how to read it. Remind students to read in a respectful manner.

Drafting

Choose an Effective Organization Explain that in writing a good speech, as with writing a good essay, the writer needs to create a sandwich, with an introduction and conclusion as the bread and the body as the filling. Tell student that there are many types of sandwiches, but the best ones leave them satisfied after the last bite. Have students review the different organization types listed in the SE. Ask for volunteers for each type of organization to explain to the class why that type of organization would be an effective tool for their speeches. Point out that each one is useful and relevant here. The choice is based on personal preference. As long as the speech is well-constructed, any choice can work.

Drafting

Choose an Effective Organization Informative writing increases readers' knowledge of a subject, helps them better understand a process or procedure, and enriches comprehension of a concept. Ways to organize informative writing include these text structures:

- **Cause-and-effect** organization examines the relationship between events, explaining how one event or situation (the cause) leads to a certain effect, result, or outcome.
- **Compare-and-contrast** organization analyzes the similarities and differences between or among two or more things.
- **Problem-and-solution** organization describes a problem, offers at least one solution, and describes steps to achieve this solution.
- **Descriptive writing** uses sensory details and precise language to create a vivid picture of a person, thing, or event.
- **Research writing** uses information gathered from outside sources to focus on a topic, make discoveries, and share findings.

No matter which structure you choose, your informative speech should feature a clear introduction, body, and conclusion, including supporting information and examples. The graphic organizer here shows how the Launch Text is organized.

STANDARDS

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation provided.

LAUNCH TEXT

MODEL: "The Human Brain" Informational Text Organization

INTRODUCTION
The human brain can do amazing things.

TEXT STRUCTURE
Descriptive writing

PURPOSE OF TEXT STRUCTURE
To describe how messages are sent to and through the human brain and central nervous system

CONCLUSION
Scientists are still learning more about the human brain.

Informational Text Organization

INTRODUCTION

TEXT STRUCTURE

PURPOSE OF TEXT STRUCTURE

CONCLUSION

Write a First Draft Use the information in your graphic organizer and the text structure you have chosen to write a first draft of your speech.

- Start by writing an introduction that presents your topic.
- Use the text structure you have chosen to help you organize information in the body of your speech.
- Use supporting evidence and examples to clarify your ideas.
- Conclude with a statement that sums up or extends your ideas.

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AUTHOR'S PERSPECTIVE **Jim Cummins, Ph.D.**

Transfer of First Language English learners' home languages are valuable cognitive tools that can be tapped to help them improve the quality of their first drafts. Having students write in their home language often produces higher quality writing than when students write only in English because it helps them capture, express, and organize their ideas. Translation software can be useful as a starting point to help students move from their home language draft to an English draft. Obviously, the machine-translated draft will require editing but this can be done collaboratively with help from the teacher and/or the students' classmates. After students have produced their initial drafts in English, teachers can work with them on the revision process, focusing on such key areas as organization, paragraph formation, and coherence. As students revise with teacher input, teachers should encourage them to pay special attention to cognates and genre rules.

LANGUAGE DEVELOPMENT: CONVENTIONS

Subject-Verb Agreement

A verb must agree with its subject in number. The number of a word may be **singular** (indicating *one*) or **plural** (indicating *more than one*).

- Here are examples of nouns and pronouns used as singular subjects: *bus, goose, I, you, Seth or Mia*
- Here are examples of nouns and pronouns used as plural subjects: *buses, geese, we, you, Seth and Mia*

Most verbs have the same singular and plural form, except that in the present tense they add *-s* or *-es* for the third-person singular form. For example, Sam *run**s***; Trudy *go**es***.

The verb *be* must agree with its subject in both person and number. It takes the form *am* or *was* with the subject *I, is* or *was* with third-person singular subjects (such as *she* or *Alex*), and *are* or *were* with the subject *you* and all third-person plural subjects (such as *they* or *the children*).

Read It

These sentences from the Launch Text show subject-verb agreement.

- *The brain controls a person's actions, reactions, and survival functions such.* (singular)
- *Neurons send messages through tiny branch-like structures that connect to neurons in different parts of the brain as well as other parts of the body.* (plural)

Write It

As you draft your speech, make sure your subjects and verbs agree. This chart may help you.

SUBJECT-VERB AGREEMENT	
SINGULAR	PLURAL
He *runs.*	They *run.*
The child *goes* to sleep.	The children *go* to sleep.
Seth *agrees.*	Seth and Mia *agree* to disagree about the issue.

TIP

ACTIVE AND PASSIVE VERBS

Verbs may be in either the **active voice** or the **passive voice.**

- In the **active voice**, a verb's subject performs the action; for example, *Amanda read the book.*
- In the **passive voice**, the verb's subject receives the action; for example, *The book was read by Amanda.*

Make sure that every verb you use, whether active or passive, agrees with its subject.

STANDARDS

Language
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
• Form and use verbs in the active and passive voice.

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DIGITAL PERSPECTIVES

Subject-Verb Agreement

Read It

When determining whether or not they have proper subject-verb agreement, students should first identify if their subject is singular or plural. Once they have established that, they should look at the verb. Is it singular or plural? Remind the class that agreement comes when they are either both singular or both plural.

Write It

Point out that in the examples, the singular verbs end with an *s*, while the plural do not. This might be counter to what they expected. With nouns, we generally think of words ending with an *s* as plural. This is not the case with the verbs. While students use correct subject/verb agreement as a matter of everyday speech for these simple sentences, they may not have considered this pattern.

PERSONALIZE FOR LEARNING

English Language Support

Subject-Verb Agreement Provide more practice with subject-verb agreement. Have students correct the following sentences. Provide more examples if more practice is needed.

Algernon were a nice mouse.

Charlie go to the lab.

The people likes Charlie's video.

Dr. Strauss study Charlie's progress.

TEACHING

Revising

Choose Precise, Formal Words Students may struggle to remember the formal scientific words Charlie used. This is a good opportunity to send them back to the text. Have students consider incorporating the concept vocabulary, as well as other words they discovered along the way. These words can be words defined in the side columns of the student edition, or words that students found interesting as they read.

PERFORMANCE TASK: INFORMATIVE/EXPLANATORY

WORD NETWORK

Include interesting words from your Word Network in your informative speech.

Revising

Evaluating Your Draft

Use the following checklist to evaluate the effectiveness of your first draft. Then, use your evaluation and the instruction on this page to guide your revision.

PURPOSE AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS
☐ Introduces the topic clearly.	☐ Uses facts, definitions, concrete details, and quotations to develop the topic.	☐ Attends to the norms and conventions of the discipline, especially correct subject-verb agreement.
☐ Organizes supporting information and explanations in a way that is easy to understand, possibly including graphic or multimedia elements.	☐ Uses transitions to make relationships between ideas clear.	
☐ Presents ideas in a formal style using precise words.		
☐ Provides a conclusion that supports the information provided.		

Revising for Purpose and Organization

Choose Precise, Formal Words Choose words that capture your meaning precisely. For example, the term *I.Q.* might express your meaning more clearly than *smarts*. Since this is a speech about a scientific experiment, some technical language is appropriate. Avoid slang terms. Using words correctly will reflect Charlie's extended vocabulary at this point in the story. Remember to use complete sentences, correct grammar, and clear language to explain information.

Revising for Evidence and Elaboration

Use Transitions Transitions are words and phrases that connect and show relationships between ideas. In an informative text, transitions show readers or listeners how ideas or pieces of information are related. For example, transitions such as *like, similar*, and *different* indicate a comparison or contrast. Transitions such as *first, next,* and *later* tell the order in which events occurred. Transitions such as *because* or *as a result* signal causes and effects. Add transitions as needed to clarify how the ideas in your speech are related.

STANDARDS

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation provided.

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HOW LANGUAGE WORKS

Subject-Verb Agreement Remind students to pay attention to subject-verb agreement in their writing. Point out that sometimes this is obvious, but sometimes it is not. There are words that might seem to be plural, but in fact, are singular. Suggest words like everybody, somebody, a group. Everybody *is* going. A group *is* getting together. Ask students to suggest other nouns that may cause confusion here. Create a list and discuss whether these words are singular or plural.

PEER REVIEW

Exchange papers with a classmate. Use the checklist to evaluate your classmate's informative speech and provide supportive feedback.

1. Is the topic clearly introduced and organized in a way that is easy to understand?
   ☐ yes ☐ no If no, suggest how the writer might improve it.
2. Is the topic developed with facts, definitions, concrete details, and quotations as needed?
   ☐ yes ☐ no If no, explain what the author might add or remove.
3. Does the speech use formal, precise language?
   ☐ yes ☐ no If no, tell what you think might be missing.
4. What is the strongest part of your classmate's speech? Explain.

Editing and Proofreading

Edit for Conventions Reread your draft for accuracy and consistency. Correct errors in grammar and word usage. Make sure all your subjects and verbs agree in number.

Proofread for Accuracy Read your draft carefully, looking for errors in spelling and punctuation. Use a dictionary to check the spelling of all key terms. In addition, check your spelling of commonly confused words, such as *affect* (usually a verb) and *effect* (a noun). Finally, check your spelling of homonyms—words that sound the same but are spelled differently and have different meanings; for example, *their, they're,* and *there*.

Publishing and Presenting

Create a final version of your speech. Hold a class conference in which you present your speech to a small panel of your classmates. Discuss ways in which your speeches are similar and different. Did you include any of the same information? Did you connect your information in the same ways? Is the content similar but the style different? Share your thoughts with the class. Discuss what comparing the speeches taught you about developing a topic.

Reflecting

Reflect on what you learned as you wrote your informative speech. What did you learn about different ways to be intelligent? What was the most challenging aspect of writing your informative speech? Did you learn something from the review process that might inform your writing process in the future?

STANDARDS

Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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DIGITAL PERSPECTIVES

Peer Review

Point out to students that when they read each other's speeches, they are reading something meant to be read out loud, with the appropriate tone and pace. While they are focusing on the content and style, this aspect might get lost. Ask them to try to imagine what it would sound like as a speech.

Publishing and Presenting

Remind students that all of their speeches are meant to be the same voice, Charlie's voice. Have groups consider which speeches effectively portrayed Charlie. Ask students to find a moment in each of their peer's speeches that made them most feel like they were listening to Charlie give a speech. Have them explain why they felt that way.

PERSONALIZE FOR LEARNING

Challenge

Write a Letter Have students each write a letter to Charlie as though the student were Miss Kinnian after she heard Charlie's speech—the one presented at the end of this activity. How would she react to what Charlie had to say? Would she agree with him? Have her site evidence, as Charlie did, to support her point of view. Alternatively, students could write this letter from Dr. Strauss's point of view, using the same criteria.

OVERVIEW

SMALL-GROUP LEARNING

In what different ways can people be intelligent?

Explain to students that intelligence can manifest itself in many different ways, and there is no one correct definition for what it means to be intelligent. People process information in different ways, and the result may be an expression of intelligence through language, math, or art. During Small-Group Learning, students will read selections that explore different ways of expressing intelligence.

Small-Group Learning Strategies

Review the Learning Strategies with students and explain that as they work through Small-Group Learning they will develop strategies to work in small-group environments.

- Have students watch the video on Small-Group Learning Strategies.
- A video on this topic is available online in the Professional Development Center.

You may wish to discuss some action items to add to the chart as a class before students complete it on their own. For example, for "Participate fully," you might solicit the following from students:

- Offer feedback to classmates in a constructive, respectful way.
- Show your interest in your classmates' points by asking questions.

Block Scheduling

Each day in this Pacing Plan represents a 40–50 minute class period. Teachers using block scheduling may combine days to reflect their class schedule. In addition, teachers may revise pacing to differentiate and support core instruction by integrating components and resources as students require.

OVERVIEW: SMALL-GROUP LEARNING

ESSENTIAL QUESTION:

In what different ways can people be intelligent?

Scientists, writers, artists, and scholars have all reflected on the concept of human intelligence as well as the factors that define it. Work with your group to explore the ideas about different types of intelligence that are presented in the selections in this section.

Small-Group Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work with others.

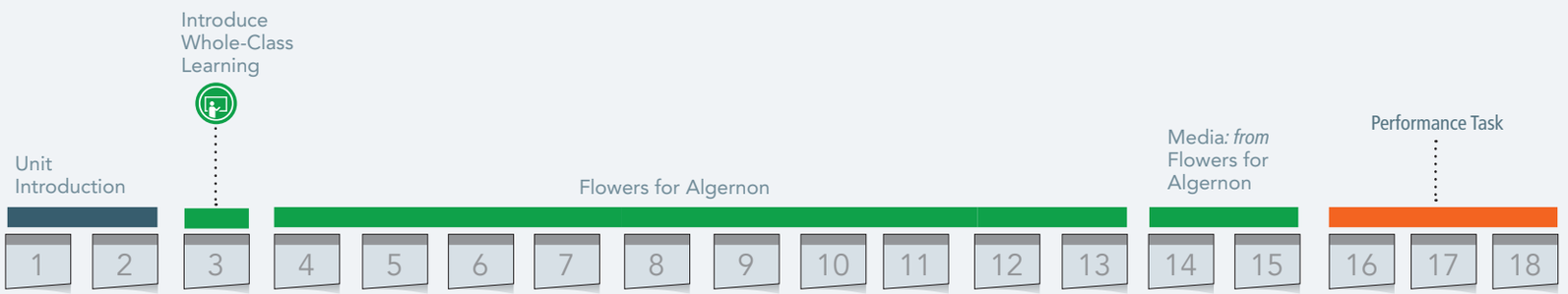
Look at these strategies and the actions you can take to practice them as you work in teams. Add ideas of your own for each step. Use these strategies during Small-Group Learning.

STRATEGY	ACTION PLAN
Prepare	• Complete your assignments so that you are prepared for group work. • Organize your thinking so you can contribute to your group's discussion. •
Participate fully	• Make eye contact to signal that you are listening and taking in what is being said. • Use text evidence when making a point. •
Support others	• Build off ideas from others in your group. • Invite others who have not yet spoken to do so. •
Clarify	• Paraphrase the ideas of others to ensure that your understanding is correct. • Ask follow-up questions. •

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SCAN FOR MULTIMEDIA

Pacing Plan



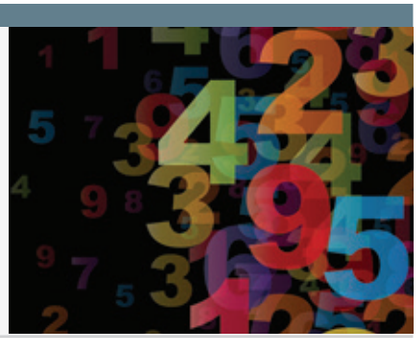
CONTENTS

MEMOIR

from Blue Nines and Red Words

Daniel Tammet

A man who has an amazing memory, and who can speak ten languages, sees and feels numbers as shapes, colors, and textures.



MEDIA: INFOGRAPHIC

The Theory of Multiple Intelligences Infographic

Howard Gardner

A professor of psychology shows how people have distinctly different ways of processing information.



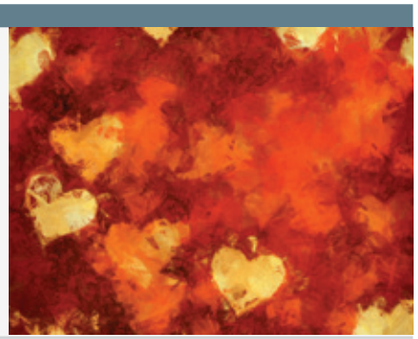
POETRY

Retort *Paul Laurence Dunbar*

from The People, Yes *Carl Sandburg*

Unsuspecting *Jean Toomer*

Three poets examine some interactions between intelligence and emotion.



PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS

Present an Informative Multimedia Presentation

Your group will plan and deliver a multimedia presentation showing how each selection in this unit highlights one aspect of human intelligence.

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DIGITAL PERSPECTIVES

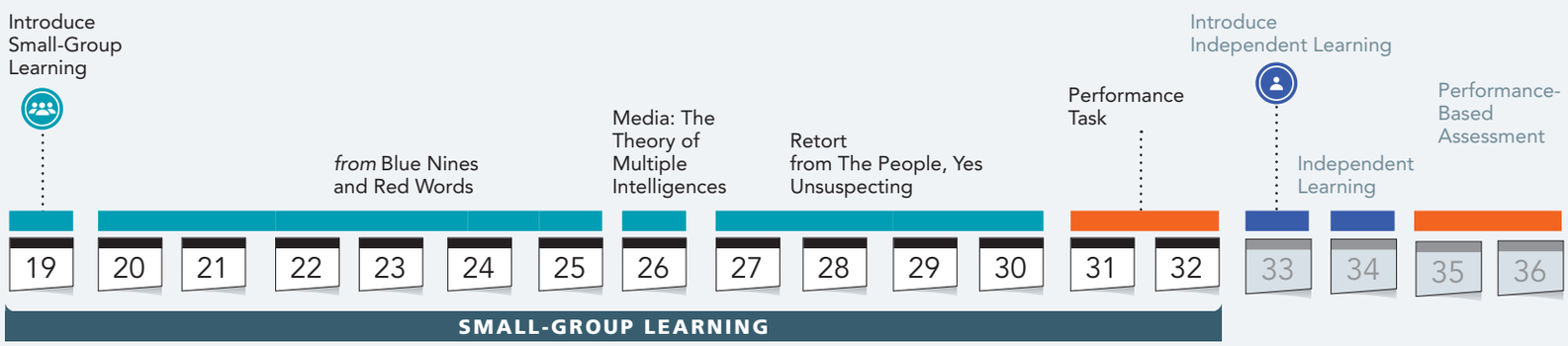
Contents

Selections Circulate among groups as they preview the selections. You might encourage groups to discuss any knowledge they already have about any of the selections or the situations and settings shown in the photographs. Students may wish to take a poll within their group to determine which selections look the most interesting.

Remind students that communicating and collaborating in groups is an important skill that they will use throughout their lives—in school, in their careers, and in their community.

Performance Task

Present an Informative Multimedia Presentation Give groups time to read about and briefly discuss the multimedia presentation they will create after reading. Encourage students to do some preliminary thinking about the types of media they may want to use. This may help focus their subsequent reading and group discussion.



SMALL-GROUP LEARNING

Working as a Team

1. **Take a Position** Remind groups to let all members share their responses. You may wish to set a time limit for this discussion.
2. **List Your Rules** You may want to have groups share their lists of rules and consolidate them into a master list to be displayed and followed by all groups.
3. **Apply the Rules** As you circulate among the groups, ensure that students are staying on task. Consider a short time limit for this step.
4. **Name Your Group** This task can be creative and fun. If students have trouble coming up with a name, suggest that they think of something related to the unit topic. Encourage groups to share their names with the class.
5. **Create a Communication Plan** Encourage groups to include in their plans agree-upon times during the day to share ideas. They should also devise a method for recording and saving their communications.

Accountable Talk

Remind students that groups should communicate politely. You can post these Accountable Talk suggestions and encourage students to add their own. Students should:

Remember to . . .
Ask clarifying questions.

Which sounds like . . .
Can you please repeat what you said?
Would you give me an example?
I think you said _____. Did I understand you correctly?

Remember to . . .
Explain your thinking.

Which sounds like . . .
I believe _____ is true because _____.
I feel _____ because _____.

Remember to . . .
Build on the ideas of others.

Which sounds like . . .
When _____ said _____, it made me think of _____.

OVERVIEW: SMALL-GROUP LEARNING

Working as a Team

1. **Take a Position** In your group, discuss the following question:

   What are some ways in which intelligence can be obvious yet unconventional?

   As you take turns sharing your thoughts, be sure to provide examples and reasons for your responses. After all group members have shared, discuss the ideas presented, and what they mean to you.

2. **List Your Rules** As a group, decide on the rules that you will follow as you work together. Two samples are provided; add two more of your own. You may add or revise rules based on your experience together.
   - Everyone should participate in group discussions.
   - People should not interrupt.
   - _____
   - _____

3. **Practice working as a group** Share what you have learned about intelligence. Make sure each person in the group contributes. Take notes and be prepared to share with the class one thing that you heard from another member of your group.

4. **Name Your Group** Choose a name that reflects the unit topic.

   Our group's name: _____

5. **Create a Communication Plan** Decide how you want to communicate with one another. For example, you might use online collaboration tools, email, or instant messaging.

   Our group's decision: _____

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FACILITATING SMALL-GROUP LEARNING

Forming Groups

You may wish to form groups for Small-Group Learning so that each consists of students with different learning abilities. Some students may be adept at organizing information whereas other may have strengths related to generating or synthesizing information. A good mix of abilities can make the experience of Small-Group Learning dynamic and productive.

Making a Schedule

First, find out the due date for the small-group activities. Then, preview the texts and activities with your group and make a schedule for completing the tasks.

SELECTION	ACTIVITIES	DUE DATE
from Blue Nines and Red Words		
The Theory of Multiple Intelligences Infographic		
Retort *from* The People, Yes Unsuspecting		

Working on Group Projects

As your group works together, you'll find it more effective if each person has a specific role. Different projects require different roles. Before beginning a project, discuss the necessary roles and choose one for each each group member. Here are some possible roles; add your own ideas.

Project Manager: monitors the schedule and keeps everyone on task
Researcher: organizes research activities
Recorder: takes notes during group meetings

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SCAN FOR MULTIMEDIA

DIGITAL PERSPECTIVES

Making a Schedule

Encourage groups to preview the reading selections and to consider how long it will take them to complete the activities accompanying each selection. Point out that they can adjust the due dates for particular selections as needed as they work on their small-group projects, however, they must complete all assigned tasks before the group Performance Task is due. Encourage groups to review their schedules upon completing the activities for each selection to make sure they are on track to meet the final due date.

Working on Group Projects

Point out to groups that the roles they assign can also be changed later. Students might have to make changes based on who is best at doing what. Try to make sure that there is no favoritism, cliquishness, or stereotyping by gender or other means in the assignment of roles.

Also, you should review the roles each group assigns to its members. Based on your understanding of students' individual strengths, you might find it necessary to suggest some changes.

AUTHOR'S PERSPECTIVE **Ernest Morrell, Ph.D.**

Small Group Learning in Higher Education College classrooms are becoming shared discussion spaces, marked by less lecturing and more small groups. That's because college professors increasingly realize that having students work in small groups helps develop higher-level learning and problem-solving skills, increases the success of computer-based instruction, and increases retention rates. As a result, more and more college professors now have small groups lead a portion of class by sharing/presenting what the group has learned. These professors focus on the importance of each group becoming expert at something that they must teach the class. Teachers can point out to students that the project-based small group learning in colleges is increasingly common in the workplace as well, as collective production is becoming a new norm. Teachers can encourage students to collaborate and develop rubrics to assess how well students are able to work together.

from Blue Nines and Red Words

AUDIO SUMMARIES
Audio summaries of "*from* Blue Nines and Red Words" are available online in both English and Spanish in the Interactive Teacher's Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

This selection is from a memoir by Daniel Tammet. Tammet has a condition called synesthesia. This condition causes a kind of mixing of sensory input. When he thinks of numbers he experiences colors, textures, and sound associations, not just the shape of the number. Synesthesia can be helpful; it can make it easier to remember and do calculations with large numbers. There are a number of conditions that make some kinds of thinking easier and other kinds harder. Most famously, some people on the autism spectrum have trouble understanding emotion but have specialized skills in memory or math.

Insight

This selection presents unusual ways of thinking, and explores their advantages and disadvantages.

ESSENTIAL QUESTION:
In what different ways can people be intelligent?

Connection to Essential Question

Some ways for people to be intelligent include good memory, skill at calculation, and emotional skills.

SMALL-GROUP LEARNING PERFORMANCE TASK
How does each selection highlight a different way to be intelligent?

UNIT PERFORMANCE-BASED ASSESSMENT
Where does human intelligence come from?

Connection to Performance Tasks

Small-Group Learning Task Tammet emphasizes how his synesthesia helps him calculate. Interestingly, he also describes how he applies it to problems that come less naturally to him, like envisioning a number that he associates with dark hollowness to understand depression.

Unit Performance-Based Assessment Tammet has had his condition for as long as he can remember. He notes that it is difficult to know how many savants do the tasks they are most skilled at, because many of them have impairments that affect their ability to explain their thought processes to others.

DIGITAL PERSPECTIVES

 Audio
 Video
 Document
 Annotation Highlights
 EL Highlights
 Online Assessment

LESSON RESOURCES

	Making Meaning	Language Development	Effective Expression
Lesson	**First Read** **Close Read** **Analyze the Text** **Concept Vocabulary** **Word Study** **Analyze Craft and Structure**	**Conventions**	**Research**
Instructional Standards	**L.4b** Use common, grade-appropriate Greek or Latin affixes and roots . . . **Ri.3** Analyze how a text . . .	**L.1** Demonstrate command of the conventions . . .	**W.2b** Develop the topic . . **W.2d** Use precise language. . . **W.2e** Establish and maintain . . . **W.7** Conduct short . . . **W.8** Gather relevant . . .
STUDENT RESOURCES			
Available online in the Interactive Student Edition or Unit Resources	Selection Audio First-Read Guide: Nonfiction Close-Read Guide: Nonfiction Word Network		Evidence Log
TEACHER RESOURCES			
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	Audio Summaries Annotation Highlights EL Highlights English Language Support Lesson: SKILLS Analyze the Text Questions Concept Vocabulary and Word Study Analyze Craft and Structure: Memoir and Reflective Writing	Conventions: Pronoun Case	Research: Brief Informational Report
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	Word Study: Latin Suffix *-ical* (RP) Analyze Craft and Structure: Memoir and Reflective Writing (RP)	Conventions: Pronoun Case (RP)	Research: Brief Informational Report (RP)
Assessment Available online in Assessments	Selection Test		
My Resources	A Unit 4 Answer Key is available online and in the Interactive Teacher's Edition.		

Reading Support

Text Complexity Rubric: *from* Blue Nines and Red Words	
Quantitative Measures	
Lexile: 1200 **Text Length:** 2400 words	
Qualitative Measures	
Knowledge Demands ① ② **③** ④ ⑤	Selection is centered around content and concepts that may be unfamiliar (mathematical concepts, synesthesia, savant syndrome). There are references to movies and books that may or may not be familiar to readers.
Structure ① ② **③** ④ ⑤	Structure is straightforward, with clear progression and organization of ideas. Numerous examples of experiences are give that cover a wide range of ideas and details.
Language Conventionality and Clarity ① ② **③** ④ ⑤	Language is clear, explicit, and descriptive, with use of many adjectives to describe sense experiences. Technical terms are defined in context; some figurative language is used.
Levels of Meaning/Purpose ① ② ③ **④** ⑤	Ideas are explicitly stated, but the selection addresses challenging concepts (the author's unique perspective and how this impacts his daily interactions). The reader also needs to synthesize meaning based on multiple descriptions and details.

DECIDE AND PLAN

English Language Support

Provide English Learners with support for knowledge demands and language as they read the selection. **PI.8.1; PI.8.8**

Knowledge Demands Use the background information to discuss synesthesia and give examples of what it means to describe one sense using terms from another. Ask students to name the senses as you list them. Then with students help, list examples of terms associated with each sense, for example *taste: sweet, salty; sight: beautiful, ugly.*

Language Discuss the idioms in the background information. First discuss the literal meaning. For example, ask *What is actually thick enough to cut with a knife? (bread, pie, etc).* Discuss that idioms are *figurative* uses of the language but that with synesthesia, people actually perceive the senses differently.

Strategic Support

Provide students with strategic support to ensure that they can successfully read the text.

Knowledge Demands Have students read the background information. Then determine what knowledge they have of some conditions described in the selection, such as autism and Asperger's syndrome. Discuss that these conditions sometimes give people special abilities, not just disabilities. The selection is written from the point of view of someone with special abilities.

Meaning If students have difficulty understanding Tammet's unique perspective, have them record examples of what he sees or experiences when he encounters different numbers, people, places, problems, and emotions. Have them identify patterns in his perceptions.

Challenge

Provide students who need to be challenged with ideas for how they can go beyond a simple interpretation of the text.

Text Analysis Ask students to examine how the author's unique perspective impacts his daily experiences and interactions. Ask them to cite examples from the text and to talk about both advantages and disadvantages of his condition.

Written Response Ask students to write about the advantages and disadvantages of having a special skill or train. Have them use examples from the selection and also their own experiences or about themselves or others in their lives. Have them also comment on why it is important to look at what a person can do and not just what they are unable to do.

TEACH

Read and Respond

Have the class do their first read of the selection. Then have them complete their close read. Finally, work with them on the Making Meaning, Language Development, and Effective Expression activities.

Standards Support Through Teaching and Learning Cycle

IDENTIFY NEEDS

Analyze results of the Beginning-of-Year Assessment, focusing on the items relating to Unit 4. Also take into consideration student performance to this point and your observations of where particular students struggle.

ANALYZE AND REVISE

- Analyze student work for evidence of student learning.
- Identify whether or not students have met the expectations in the standards.
- Identify implications for future instruction.

TEACH

Implement the planned lesson, and gather evidence of student learning.

DECIDE AND PLAN

- If students have performed poorly on items matching these standards, then provide selection scaffolds before assigning them the on-level lesson provided in the Student Edition.
- If students have done well on the Beginning-of-Year Assessment, then challenge them to keep progressing and learning by giving them opportunities to practice the skills in depth.
- Use the Selection Resources listed on the Planning pages for "*from* Blue Nines and Red Words" to help students continually improve their ability to master the standards.

Instructional Standards: *from* Blue Nines and Red Words

	Catching Up	This Year	Looking Forward
Reading	You may wish to administer the **Analyze Craft and Structure: Memoir and Reflective Writing (RP)** worksheet to familiarize students with this form of autobiographical writing.	**RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Challenge students to analyze how the author unfolds the ideas and events in his memoir.
Writing	You may wish to administer the **Research: Brief Informational Report (RP)** worksheet to help students better determine themes in a work of literature.	**W.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Challenge students to take their research into more depth, familiarizing themselves with the subject well enough to become "mini-experts," enabling them to field impromptu questions.
Language	Review **Conventions: Pronoun Case (RP)** to help students understand the three cases of pronouns. Review **Word Study: Latin Suffix *-ical* (RP)** to help students understand that *-ical* means "having to do with" or "made of."	**L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	Have students find a short article online and identify the nominative, objective, and possessive cases of pronouns. Have students identify other words in the selection that contain suffixes they recognize.

FACILITATING

Jump Start

FIRST READ What would it be like to see numbers in color? How might seeing numbers in color affect a person's ability to calculate? Engage students in a discussion about numbers and math that sets the context for reading this excerpt from "Blue Nines and Red Words."

from Blue Nines and Red Words

How can numbers have colors and shapes? How is it possible to do difficult mathematical calculations without having to think? Modeling questions such as these will help students connect as they read from "Blue Nines and Red Words" and to the Small-Group Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher's Edition.

Concept Vocabulary

Ask groups to look closely at the example of a base word and discuss how this type of clue can help clarify meaning. Encourage groups to think of more examples of words with familiar base words that they might encounter.

FIRST READ

As they read, students should perform the steps of the first read:

NOTICE: Encourage students to notice how the author's experience of numbers and words are unique.

ANNOTATE: Remind students to mark passages that include his reflections about his condition.

CONNECT: Have students compare the author's experiences with numbers and calculations to their own.

RESPOND: Students will answer questions and write a summary to demonstrate understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the **First-Read Guide: Nonfiction** for students to use.

About the Author



Daniel Tammet (b. 1979) grew up in a working-class suburb of London, England, the eldest of nine children. In 2004, when he was 25, Tammet was diagnosed with "high-functioning autistic savant syndrome," a form of autism. In 2005, he was the subject of a documentary film entitled *Extraordinary People: The Boy with the Incredible Brain*, first broadcast on British television. Tammet's three books, the last of which was published in 2012, have been translated into 20 languages.

STANDARDS

Reading Instructional Texts
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Language
Use the relationship between particular words to better understand each of the words.

from Blue Nines and Red Words

Concept Vocabulary

As you perform your first read of the memoir excerpt, you will encounter the following words.

symmetrical spiral aesthetic

Base Words If these words are unfamilar to you, analyze each one to see whether it contains a base word you know. Then, use your knowledge of the base word, or "inside" word, along with context, to determine the meaning of the concept word. Here is an example of how to apply the strategy.

Unfamiliar Word: *skillful*

Familiar "Inside" Word: *skill*, with meanings including "expertise," and "learned power"

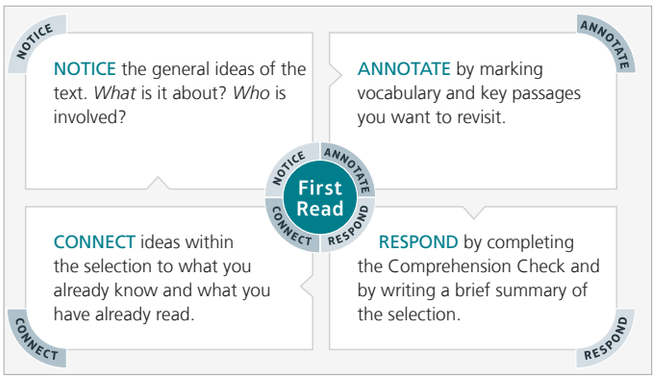
Context: I was astonished at the professor's **skillful** ability to pass along complicated information.

Conclusion: The narrator is impressed with someone's abilility, so *skillful* might mean "with skill," or "showing expertise."

Apply your knowledge of base words and other vocabulary strategies to determine the meaning of unfamiliar words you encounter during your first read.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



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AUTHOR'S PERSPECTIVE Jim Cummins, Ph.D.

How Language Works Briefly explaining the origins of the English language will help demystify the difference between conversational and academic language. Today's English is a hybrid language, formed from a merger of Anglo-Saxon spoken in Britain from about 400–1000 and French brought by the Norman invaders in 1066. Students can see this merger in synonyms of words derived from Anglo-Saxon and Latin/Greek sources: *meet/encounter, ask/inquire, come/arrive.* The Anglo-Saxon words were used by peasants who generally didn't have much education; in contrast, Greek/Latin vocabulary was used by more educated and high-status people and became the language of written text. Today, words with Anglo-Saxon roots are short



MEMOIR

from Blue Nines and Red Words

Daniel Tammet

DIGITAL PERSPECTIVES

BACKGROUND

Although *synesthesia* is a neurological condition, it also refers to a figure of speech. In synesthesia, one sense is described using terms from another. Many common idioms are examples of synesthesia, including: "I smell trouble," and "The air was so thick you could cut it with a knife."

SCAN FOR MULTIMEDIA

1 I was born on January 31, 1979—a Wednesday. I know it was a Wednesday, because the date is blue in my mind and Wednesdays are always blue, like the number 9 or the sound of loud voices arguing. I like my birth date, because of the way I'm able to visualize most of the numbers in it as smooth and round shapes, similar to pebbles on a beach. That's because they are prime numbers: 31, 19, 197, 97, 79, and 1979 are all divisible only by themselves and 1. I can recognize every prime up to 9,973 by their "pebble-like" quality. It's just the way my brain works.

2 I have a rare condition known as savant syndrome, little known before its portrayal by actor Dustin Hoffman in the Oscar-winning 1988 film *Rain Man*. Like Hoffman's character, Raymond Babbitt, I have an almost obsessive need for order and routine which affects virtually every aspect of my life. For example, I eat exactly 45 grams of porridge for breakfast each morning: I weigh the bowl with an electronic scale to make sure. Then I count the number of items of clothing I'm wearing before I leave my house. I get anxious if I can't drink my cups of tea at the same time each day. Whenever I become too stressed and I can't breathe properly,

NOTES

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Additional **English Language Support** is available in the Interactive Teacher's Edition.

CROSS-CURRICULAR PERSPECTIVES

Math Point out to students that the author has a special fondness for prime numbers, and remind students that a prime number is evenly divisible only by itself and the number one. While the author can recognize prime numbers by their "pebble-like" quality, most of us have to do calculations to determine whether or not a larger number is prime. Have groups of students research and write some of the recommended methods and shortcuts for checking if a number is prime.

CLOSER LOOK

Analyze Informational Texts

Circulate among groups as students conduct their close read. Suggest that groups close read paragraph 3. Encourage them to talk about the annotations they mark. If needed, provide the following support.

ANNOTATE: Have students mark details in paragraph 3 that tell how the author feels about certain numbers, or work with small groups as you highlight them together.

QUESTION: Guide students to consider what these details might tell them. Ask what a reader can infer from the way that the author describes his feelings about numbers, and accept student responses.

Possible response: The reader can infer that numbers are very important to the author.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The details are important because they help the reader understand the author's condition and feelings about it. By including reflections on his emotional response to numbers, the author encourages readers to compare their own thoughts and feelings about numbers and friends.

Explain to students that an informative text that provides information on a topic can also include reflection, in which the author offers insights into the meaning of his or her personal experience.

NOTES

I close my eyes and count. Thinking of numbers helps me to become calm again.

3 Numbers are my friends, and they are always around me. Each one is unique and has its own personality. The number 11 is friendly and 5 is loud, whereas 4 is both shy and quiet—it's my favorite number, perhaps because it reminds me of myself. Some are big—23, 667, 1,179—while others are small: 6, 13, 581. Some are beautiful, like 333, and some are ugly, like 289. To me, every number is special.

4 No matter where I go or what I'm doing, numbers are never far from my thoughts. In an interview with talk show host David Letterman in New York, I told David he looked like the number 117—tall and lanky. Later outside, in the appropriately numerically named Times Square, I gazed up at the towering skyscrapers and felt surrounded by 9s—the number I most associate with feelings of immensity.

5 Scientists call my visual, emotional experience of numbers synesthesia, a rare neurological[1] mixing of the senses, which most commonly results in the ability to see alphabetical letters and/or numbers in color. Mine is an unusual and complex type, through which I see numbers as shapes, colors, textures, and motions. The number 1, for example, is a brilliant and bright white, like someone shining a flashlight into my eyes. Five is a clap of thunder or the sound of waves crashing against rocks. Thirty-seven is lumpy like porridge, while 89 reminds me of falling snow.

6 Probably the most famous case of synesthesia was the one written up over a period of thirty years from the 1920s by the Russian psychologist A. R. Luria of a journalist called Shereshevsky with a prodigious memory. "S," as Luria called him in his notes for the book *The Mind of a Mnemonist*, had a highly visual memory which allowed him to "see" words and numbers as different shapes and colors. "S" was able to remember a matrix of 50 digits after studying it for three minutes, both immediately afterwards and many years later. Luria credited Shereshevsky's synesthetic experiences as the basis for his remarkable short- and long-term memory.

7 Using my own synesthetic experiences since early childhood, I have grown up with the ability to handle and calculate huge numbers in my head without any conscious effort, just like the Raymond Babbitt character. In fact, this is a talent common to

1. **neurological** (nur uh LOJ uh kuhl) *adj.* occurring in the brain.

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FACILITATING SMALL-GROUP CLOSE READING

Informational Texts As groups conduct the close read, circulate and offer support as needed.

- Remind students that when they read nonfiction, they should look for sentences that clearly identify the topic. They should then look for the ways that the author develops the topic throughout the piece.
- Have groups identify and discuss different ways in which the author supports and develops the topic. These might include personal experience, anecdotes, examples from other literature, and reflection.

several other real-life savants (sometimes referred to as "lightning calculators"). Dr. Darold Treffert, a Wisconsin physician and the leading researcher in the study of savant syndrome, gives one example, of a blind man with "a faculty of calculating to a degree little short of marvelous" in his book *Extraordinary People*:

8 When he was asked how many grains of corn there would be in any one of 64 boxes, with 1 in the first, 2 in the second, 4 in the third, 8 in the fourth, and so on, he gave answers for the fourteenth (8,192), for the eighteenth (131,072) and the twenty-fourth (8,388,608) instantaneously, and he gave the figures for the forty-eighth box (140,737,488,355,328) in six seconds. He also gave the total in all 64 boxes correctly (18,446,744,073,709,551,616) in forty-five seconds.

9 My favorite kind of calculation is power multiplication, which means multiplying a number by itself a specified number of times. Multiplying a number by itself is called squaring; for example, the square of 72 is 72 × 72 = 5,184. Squares are always **symmetrical** shapes in my mind, which makes them especially beautiful to me. Multiplying the same number three times over is called cubing or "raising" to the third power. The cube, or third power, of 51 is equivalent to 51 × 51 × 51 = 132,651. I see each result of a power multiplication as a distinctive visual pattern in my head. As the sums and their results grow, so the mental shapes and colors I experience become increasingly more complex. I see 37's fifth power—37 × 37 × 37 × 37 × 37 = 69,343,957—as a large circle composed of smaller circles running clockwise from the top around.

10 When I divide one number by another, in my head I see a **spiral** rotating downwards in larger and larger loops, which seem to warp and curve. Different divisions produce different sizes of spirals with varying curves. From my mental imagery I'm able to calculate a sum like 13 ÷ 97 (0.1340206 . . .) to almost a hundred decimal places.

11 I never write anything down when I'm calculating, because I've always been able to do the sums in my head, and it's much easier for me to visualize the answer using my synesthetic shapes than to try to follow the "carry the one" techniques taught in the textbooks we are given at school. When multiplying, I see the two numbers as distinct shapes. The image changes and a third shape emerges—the correct answer. The process takes a matter of seconds and happens spontaneously. It's like doing math without having to think.

NOTES

Mark base words or indicate another strategy you used to help you determine meaning.

symmetrical (sih MEH trih kuhl) *adj.*

MEANING:

spiral (SPY ruhl) *n.*

MEANING:

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DIGITAL PERSPECTIVES

Concept Vocabulary

SYMMETRICAL If groups are struggling to define the word *symmetrical*, point out that they can look for a base word that they know. In this case, the familiar "inside" word is *symmetry*. Help them identify that the context for the word is "Squares are always *symmetrical* shapes in my head . . . " Have students use the base word, along with the context, as they try to define the word *symmetrical*.

Possible response: ***Symmetrical*** means "having balanced proportions."

Concept Vocabulary

SPIRAL If groups are struggling to define the word *spiral*, point out that in this case there is not a more familiar related base word. Help them identify that the context for the word ("rotating downwards in larger and larger loops"). Have students use the context as they try to define the word *spiral*.

Possible response: ***Spiral*** means "a shape like a coil."

HOW LANGUAGE WORKS

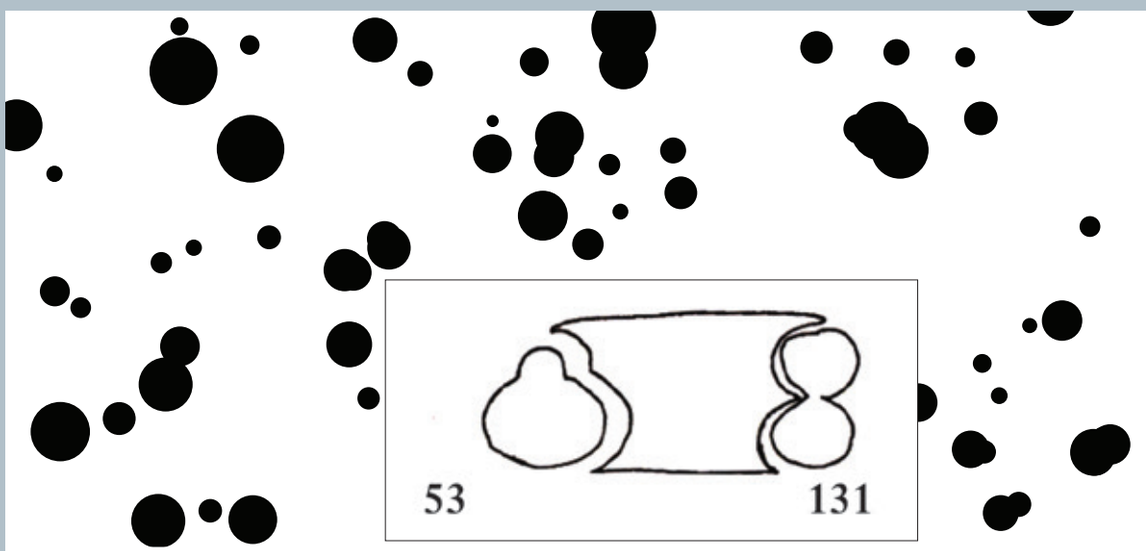
Spirals and Spires Point out to students that in some cases, words may seem to be related, as in the case of the word *spiral*, which means "a shape like a coil," and *spire*, which means "a narrow, tapering structure on top of a building." Because English has developed from many languages, words that appear to be in the same family can have very different histories. Explain to students that *spiral* comes from the Latin *spira*, which means "coil." *Spire*, on the other hand, comes from Old English, and means "a stalk of grass." Challenge students to find other words that seem to be from the same family but that have different etymologies.

FACILITATING

Concept Vocabulary

AESTHETIC If groups are struggling to define the word *aesthetic*, point out that they can try looking for a familiar base word within. Then help them identify the context for *aesthetic*, contained in the next sentence. ("If I see a number I experience as particularly beautiful on a shop sign or a car license plate, there's a shiver of excitement and pleasure.") Have students use the base word, along with context, to define the word *aesthetic*.

Possible response: *Aesthetic* means "relating to the experience of beauty."



NOTES

Mark base words or indicate another strategy you used to help you determine meaning.

aesthetic (ehs THEHT ihk) *adj.*

MEANING:

12 In the illustration above I'm multiplying 53 by 131. I see both numbers as a unique shape and locate each spatially opposite the other. The space created between the two shapes creates a third, which I perceive as a new number: 6,943, the solution to the sum.

13 Different tasks involve different shapes, and I also have various sensations or emotions for certain numbers. Whenever I multiply with 11 I always experience a feeling of the digits tumbling downwards in my head. I find 6s hardest to remember of all the numbers, because I experience them as tiny black dots, without any distinctive shape or texture. I would describe them as like little gaps or holes. I have visual and sometimes emotional responses to every number up to 10,000, like having my own visual, numerical vocabulary. And just like a poet's choice of words, I find some combinations of numbers more beautiful than others: ones go well with darker numbers like 8s and 9s, but not so well with 6s. A telephone number with the sequence 189 is much more beautiful to me than one with a sequence like 116.

14 This **aesthetic** dimension to my synesthesia is something that has its ups and downs. If I see a number I experience as particularly beautiful on a shop sign or a car license plate, there's a shiver of excitement and pleasure. On the other hand, if the numbers don't match my experience of them—if, for example, a shop sign's price has "99 pence" in red or green (instead of blue)—then I find that uncomfortable and irritating.

15 It is not known how many savants have synesthetic experiences to help them in the areas they excel in. One reason for this is that, like Raymond Babbitt, many suffer profound disability, preventing them from explaining to others how they do the things that they do. I am fortunate not to suffer from any of the most severe impairments that often come with abilities such as mine.

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VOCABULARY DEVELOPMENT

Graphic Organizer Have students fill out a word map for the word *aesthetic*.

Definition in your own words.	Synonyms
Aesthetic	
Use it in a sentence.	Antonyms

16 Like most individuals with savant syndrome, I am also on the autistic spectrum. I have Asperger's syndrome, a relatively mild and high-functioning form of autism that affects around 1 in every 300 people in the United Kingdom. According to a 2001 study by the U.K.'s National Autistic Society, nearly half of all adults with Asperger's syndrome are not diagnosed until after the age of sixteen. I was finally diagnosed at age twenty-five following tests and an interview at the Autism Research Centre in Cambridge.

17 Autism, including Asperger's syndrome, is defined by the presence of impairments affecting social interaction, communication, and imagination (problems with abstract or flexible thought and empathy, for example). Diagnosis is not easy and cannot be made by a blood test or brain scan; doctors have to observe behavior and study the individual's developmental history from infancy.

18 People with Asperger's often have good language skills and are able to lead relatively normal lives. Many have above-average IQs and excel in areas that involve logical or visual thinking. Like other forms of autism, Asperger's is a condition affecting many more men than women (around 80 percent of autistics and 90 percent of those diagnosed with Asperger's are men). Single-mindedness is a defining characteristic, as is a strong drive to analyze detail and identify rules and patterns in systems. Specialized skills involving memory, numbers, and mathematics are common. It is not known for certain what causes someone to have Asperger's, though it is something you are born with.

19 For as long as I can remember, I have experienced numbers in the visual, synesthetic way that I do. Numbers are my first language, one I often think and feel in. Emotions can be hard for me to understand or know how to react to, so I often use numbers to help me. If a friend says they feel sad or depressed, I picture myself sitting in the dark hollowness of number 6 to help me experience the same sort of feeling and understand it. If I read in an article that a person felt intimidated by something, I imagine myself standing next to the number 9. Whenever someone describes visiting a beautiful place, I recall my numerical landscapes and how happy they make me feel inside. By doing this, numbers actually help me get closer to understanding other people.

20 Sometimes people I meet for the first time remind me of a particular number and this helps me to be comfortable around them. They might be very tall and remind me of the number 9, or round and remind me of the number 3. If I feel unhappy or anxious or in a situation I have no previous experience of (when I'm much more likely to feel stressed and uncomfortable), I count to myself. When I count, the numbers form pictures and patterns in my mind that are consistent and reassuring to me. Then I can relax and interact with whatever situation I'm in.

NOTES

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DIGITAL PERSPECTIVES

CLOSER LOOK

Examine Details

Circulate among groups as students conduct their close read. Suggest that groups close read paragraph 19. Encourage them to talk about the annotations they mark. If needed, provide the following support.

ANNOTATE: Have students mark details in paragraph 19 that help support the main idea, or work with small groups as you highlight them together.

QUESTION: Guide students to consider what these details might tell them. Ask what a reader can infer from the author's experiences using numbers to understand others, and accept student responses.

Possible response: The author feels deeply about numbers, and he can use those feelings to understand other people's feelings about other things.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The details help readers understand the author's experiences with numbers, and they also show that author tries to understand others, too.

Remind students that details help a writer create a fully fleshed-out work of literature, and that in nonfiction, details may serve as evidence for an argument or thesis.

CROSS-CURRICULAR PERSPECTIVES

Science In his memoir, Daniel Tammet describes himself as having a mild form of autism known as Asperger's Syndrome. Have students conduct their own research on autism. Topics might include: the history of autism as a diagnosis, the reasons for the growing numbers of people diagnosed with autism, or the modifications that can be helpful for autistic children in the classroom.

NOTES

21 Thinking of calendars always makes me feel good, all those numbers and patterns in one place. Different days of the week elicit different colors and emotions in my head: Tuesdays are a warm color while Thursdays are fuzzy. Calendrical calculation—the ability to tell what day of the week a particular date fell or will fall on—is common to many savants. I think this is probably due to the fact that the numbers in calendars are predictable and form patterns between the different days and months. For example, the thirteenth day in a month is always two days before whatever day the first falls on, excepting leap years, while several of the months mimic the behavior of others, like January and October, September and December, and February and March (the first day of February is the same as the first day of March). So if the first of February is a fuzzy texture in my mind (Thursday) for a given year, the thirteenth of March will be a warm color (Tuesday).

22 In his book *The Man Who Mistook His Wife for a Hat*, writer and neurologist Oliver Sacks mentions the case of severely autistic twins John and Michael as an example of how far some savants are able to take calendrical calculations. Though unable to care for themselves (they had been in various institutions since the age of seven), the twins were capable of calculating the day of the week for any date over a 40,000-year span.

23 Sacks also describes John and Michael as playing a game that involved swapping prime numbers with each other for hours at a time. Like the twins, I have always been fascinated by prime numbers. I see each prime as a smooth-textured shape, distinct from composite numbers (non-primes) that are grittier and less distinctive. Whenever I identify a number as prime, I get a rush of feeling in my head (in the front center) which is hard to put into words. It's a special feeling, like the sudden sensation of pins and needles.

24 Sometimes I close my eyes and imagine the first thirty, fifty, hundred numbers as I experience them spatially, synesthetically. Then I can see in my mind's eye just how beautiful and special the primes are by the way they stand out so sharply from the other number shapes. It's exactly for this reason that I look and look and look at them; each one is so different from the one before and the one after. Their loneliness among the other numbers makes them so conspicuous and interesting to me.

25 There are moments, as I'm falling into sleep at night, that my mind fills suddenly with bright light and all I can see are numbers—hundreds, thousands of them—swimming rapidly over my eyes. The experience is beautiful and soothing to me. Some nights, when I'm having difficulty falling asleep, I imagine myself walking around my numerical landscapes. Then I feel safe and happy. I never feel lost, because the prime number shapes act as signposts. ❧

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PERSONALIZE FOR LEARNING

English Language Support

Domain Specific Vocabulary and Word Families The domain-specific vocabulary that appears in the excerpt from "Blue Nines and Red Words" may present a challenge to English learners. Support them in finding familiar base words or other related words that are familiar or have already been defined in the story. For example, if students recognize that *calendrical* (paragraph 21) is related to the familiar word calendar, they can probably figure out that *calendrical* means "having to do with calendars." Similarly, when students see the word *neurologist* (paragraph 22), they will have an easier time defining it if they recognize that it is related to the word *neurology*.

Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. Why does Tammet call his birthdate blue?

2. What is one way in which the author says he demonstrates savant syndrome?

3. How does the author compare his experience with numbers to a poet's choice of words?

4. What is the author's favorite type of calculation?

5. **Notebook** Confirm your understanding of the text by writing a short summary.

RESEARCH

Research to Clarify Choose at least one unfamiliar point that Daniel Tammet makes about intelligence. Briefly research that detail. In what way does the information you learned shed light on an aspect of the selection?

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DIGITAL PERSPECTIVES

Comprehension Check

1. Tammet was born on a Wednesday, and he sees Wednesdays as blue in his mind.
2. He can calculate huge numbers in his head without effort.
3. He thinks some combinations of numbers are beautiful and some are not, like a poet associating words.
4. His favorite type of calculation is power multiplication, or multiplying a number by itself a specified number of times.
5. Summaries will differ. However, summaries should include that Tammet is a savant, that he has synesthesia, and that he has Asperger's Syndrome. Summaries should also include that numbers help Tammet understand others' emotions.

Research

Research to Clarify If groups struggle to identify their research topic, you may want to suggest that they focus on one of the following points that Tammet makes about intelligence: the benefits of a highly visual memory, the benefits of synesthesia, the IQ of people with Asperger's, or savant syndrome.

PERSONALIZE FOR LEARNING

Challenge

Enriching the Text To learn more about Daniel Tammet and savant syndrome, students can watch Tammet's TED talk "Different Ways of Knowing." In the video, Tammet shows his own drawings that depict how he envisions numbers and words, in shapes and colors. He also shows how shapes help him do mental math. Additionally, he speculates on how the sounds of words are associated with their meaning. After students view the video, have them write a paragraph explaining how it enhances their understanding of synesthesia and the human brain.

FACILITATING

Jump Start

CLOSE READ Ask groups to consider the following prompt: *What can we learn about human intelligence by understanding the mind of someone with savant syndrome?* As students discuss in their groups, ask them to note that people with savant syndrome usually are on the autistic spectrum.

Close Read the Text

If needed, model close reading by using the Annotation Highlights in the Interactive Teacher's Edition.

Remind students to use Accountable Talk in their discussions and to support one another as they complete the close read.

Analyze the Text

1. **Possible response:** Tammet's experiences of numbers are an example of a kind of intelligence because they allow him to do complicated calculations in his head.
2. **Passages will vary by group.** Remind students to explain why they chose the passage they presented to group members.
3. **Responses will vary by group.**

Concept Vocabulary

Why These Words? **Possible response:** The concept words all have to do with Tammet's perceptions of numbers. Another word that has to do with this concept is *immensity*

Practice

Possible responses:

- The butterfly's wings are *symmetrical*.
- The tornado was a *spiral* of winds.
- The gallery has a strong *aesthetic* appeal.

Word Network

Possible words: savant, synesthesia, memory, IQs

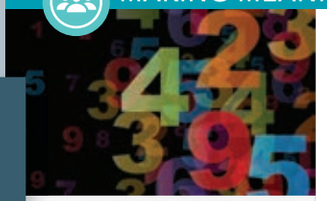
Word Study

For more support, see **Concept Vocabulary and Word Study**.

Possible responses:

Other words from the selection are *numerical* and *neurological*. *Numerical* means "having to do with numbers." *Neurological* means "having to do with the study of the nervous system."

MAKING MEANING



BLUE NINES AND RED WORDS

TIP

GROUP DISCUSSION

Listen carefully to others as they state their ideas and try not to repeat an idea that someone has already stated. Try to make a new point or add a new example to support points already made.

WORD NETWORK

Identify key words from the selection that relate to the different ways people can be intelligent. Add these words to your Word Network.

STANDARDS

Language

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Close Read the Text

With your group, revisit sections of the text you marked during your first read. What do you **notice**? What **questions** do you have? What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Complete the activities.

1. **Review and Clarify** With your group, reread paragraphs 9–12. Discuss the author's descriptions of his experiences with numbers. How are his experiences of numbers an example of a kind of intelligence?
2. **Present and Discuss** Now, work with your group to share the passages from the text that you found especially important. Take turns presenting your passages. Discuss what you noticed in the text, the questions you asked, and the conclusions you reached.
3. Notebook **Essential Question:** ***In what different ways can people be intelligent?*** What has this memoir taught you about the different ways people can be intelligent? Discuss with your group.

Concept Vocabulary

symmetrical spiral aesthetic

Why These Words? The concept vocabulary words from the text are related. With your group, determine what the words have in common. Write your ideas and add another word that fits the category.

Practice

Notebook Confirm your understanding of these words from the text by using each in a sentence. In each sentence, provide context clues for the vocabulary word to demonstrate your understanding of the word's meaning.

Word Study

Latin suffix: *-ical* The suffix *-ical* means "having to do with" or "made of." *Symmetry* is the "quality of being made up of exactly similar parts facing each other. In "Blue Nines and Red Words," Daniel Tammet uses the word *symmetrical* to describe how he envisions squared numbers. Tammet sees squared numbers as being made up of exactly similar parts facing each other. Find other words in the selection that use this suffix. Write the words and their meanings in the space provided.

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FORMATIVE ASSESSMENT

Analyze the Text

If students struggle to close read the text, **then** provide the **Analyze the Text Questions** available online in the Interactive Teacher's Edition or Unit Resources. Answers and DOK levels are also available.

Concept Vocabulary

If students struggle to identify what the concept words have in common, **then** have them use each word in a sentence and see what the sentences have in common.

Word Study

If students struggle to find other words in the selection ending with *-ical*, **then** have them name other words they know that end in *-ical*.

For Reteach and Practice, see **Word Study: Latin Suffix: *-ical* (RP)**.

Analyze Craft and Structure

Analyze Informational Texts: Memoir and Reflective Writing "Blue Nines and Red Words" is an excerpt from Daniel Tammet's **memoir** about his experience with savant syndrome. While an **autobiography** often covers the writer's entire life, a memoir is an autobiography that focuses on a specific period or experience. The author of a memoir will often use **reflective writing** to communicate his or her thoughts and feelings—or reflections—about an experience or idea. The purpose of reflective writing is to communicate these thoughts and feelings so that readers will respond with their own thoughts and feelings.

Use this chart to take notes on Daniel Tammet's experiences and reflections as well as your responses to the ideas he shares in his memoir.

Gather your notes in the charts and share with your group.

TIP

PROCESS

As you listen to the responses of others in your group, you will find that they have different perspectives. Listen carefully to their thoughts and feelings about the ideas in the selection.

TAMMET'S EXPERIENCE	TAMMET'S REFLECTIONS	YOUR RESPONSES
has savant syndrome	numbers are friends	Answers will vary but may include not perceiving numbers in this way.
has synesthesia	has emotional and aesthetic responses to numbers	Answers will vary but may include having similar reactions to other things but not numbers.
has Asperger's Syndrome	can use numbers to help understand other's emotions	Answers will vary but may include own ways of dealing with social stress

STANDARDS

Reading Informational Texts
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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DIGITAL PERSPECTIVES

Analyze Craft and Structure

Analyze Informational Texts: Memoir and Reflective Writing Point out to students that informational texts should inform the reader about something. In a memoir, the author tells about something specific in his or her life. Reflective writing offers the author's insights about his or her experiences. Not all informative texts include the author's reflections, but memoirs often do.

Possible responses:
See possible responses in chart on Student page.

FORMATIVE ASSESSMENT

Analyze Craft and Structure

If students have difficulty in identifying Tammet's experiences, **then** point out that in this case, experiences can mean his neurological conditions that affect the way he experiences the world.

For Reteach and Practice, see **Analyze Craft and Structure: Memoir and Reflective Writing**.

WriteNow Inform and Explain

Memoir In "Blue Nines and Red Words," Daniel Tammet explains how it feels to have synesthesia and savant syndrome. He does this by using descriptive writing to explain how numbers look and feel to him. He also includes references to certain events, such as appearing on a television show (paragraph 4). Have students choose an event in their own life, and write one page about it, as if it were part of a larger memoir. Remind students that Daniel Tammet includes his own reflections in his memoir, and encourage them to do so, too.

FACILITATING

Conventions

Pronoun Case Point out to students that, when they are trying to identify a pronoun case in a sentence, they can ask themselves whether the person the pronoun represents is doing something or receiving an action. For example, if Daniel Tammet gave books to his business partners, we would say, *He gave books to them*. In the sentence, there are two pronouns—*He* and *them*. Since David Tammet did the action of giving, *he* is the subject of the verb *gave*. Identifying the subject should tell students that the pronoun *he* is in the subjective case. Tammet's business partners will receive the books he gave to them, so in the sentence, *them* is the indirect object. Knowing that a pronoun is the object of a verb should tell students that it is in the objective case. Point out to students that if they continued by talking about who owns, or possesses, the books, they might write *The books will be the business partners* or *They will be theirs.* That means that *theirs* tells who owns the books, and is in the possessive case.

Read It

1. he (nominative)
2. them (objective)
3. he (nominative) / them (objective)
4. his (possessive)

Write It

Possible response:
Daniel Tammet has Asperger's syndrome, and he uses numbers to help him relate to other people. Numbers are friends to him. His abilities with numbers are rare.

FORMATIVE ASSESSMENT

Conventions

If students have difficulty in identify pronoun cases, **then** have students review whether the person or thing the pronoun represents is doing an action (subjective), receiving an action (objective), or is in possession of something (possessive).

For Reteach and Practice, see **Conventions: Pronoun Case (RP).**

LANGUAGE DEVELOPMENT



BLUE NINES AND RED WORDS

TIP

COLLABORATION TIP
Discuss the definitions and examples of these cases as a group. If you have a good grasp of the concepts, explain them to others. If your group is still having difficulty, consult with your teacher.

Conventions

Pronoun Case English has three **cases,** or forms, of pronouns.

- **nominative case** – used for the subjects of verbs and for predicate pronouns; it is also known as the **subjective case**
- **objective case** – used for direct and indirect objects and for objects of prepositions
- **possessive case** – used to show ownership

The chart below shows the three categories for personal pronouns.

CASE	PRONOUNS	FUNCTION IN A SENTENCE
nominative (subject)	I, we, you, he, she, it, they	subject of a verb ("*She* read the book.") predicate pronoun ("The book reader was *she*.")
objective (object)	me, us, you, him, her, it, them	direct object ("Daniel said *it* to Mia.") indirect object ("Daniel told *her* his idea.") object of a preposition ("Daniel told the idea to *her.*")
possessive	my, mine, our, ours, your, yours, his, her, hers, its, their, theirs	to show ownership ("Daniel told *his* idea to Mia.")

Read It

Work individually. Choose the correct pronouns and give their cases.

1. When Daniel Tammet thinks of numbers, (he/his) sees colors.
2. Prime numbers look like pebbles, and Daniel likes (they/them).
3. When (he/him) adds or multiplies numbers, Daniel does not write (they/them) down.
4. Daniel Tammet sees (he/his) own birthday as blue.

Write It

Notebook Write three sentences about the selection in which you use all three pronoun cases.

STANDARDS
Language
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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PERSONALIZE FOR LEARNING

English Language Support

Pronoun Case Review the definitions of the pronoun cases referenced in this lesson (subjective, objective, possessive). Have students identify an example of each, and use their examples in sentences. Support students in completing as many of these steps themselves as they can.

EFFECTIVE EXPRESSION

Research

Assignment

With your group, create a **brief informational report**, using a variety of print and digital sources. Choose from the following options:

- ☐ **Synesthesia** Conduct research to learn more about the condition know as *synesthesia.* After conducting research, write a report in which you explain the ways in which Daniel Tammet's experience serves as an example of this condition.
- ☐ **Well-known Savants** Conduct research to learn more about a savant in a specific field, such as mathematics, music, language, or memory. After conducting research, organize and write a report in which you compare the experience of the savant you chose to research with Tammet's experience.

Project Plan Decide which group members will carry out each task listed on the table below. Keep the following instructions in mind:

- Make sure the sources you find are relevant and reliable.

Answer questions such as:

What is the ability and how is it extraordinary?

At what age did the person, or his or her family, become aware of this ability?

How did this ability shape the person's life?

Did the person feel that the ability has had a good impact or a bad impact?

What percentage of people worldwide are affected by this condition?

When was the condition first discovered?

What precise scientific vocabulary can you incorporate into your report?

- Make sure you maintain a formal style.
- Record the appropriate bibliographical information for each source using the standard citation format required by your teacher.
- In your report, be sure to use details from your research, as well as from the memoir excerpt, "Blue Nines and Red Words."

Use this chart to organize your work.

TASK	WHO	COMPLETED
Search for reliable sources and noting sources.		
Organize information.		
Write a brief report.		
Write bibliography.		

EVIDENCE LOG

Before moving on to a new selection, go to your log and record what you learned from "Blue Nines and Red Words."

STANDARDS

Writing

- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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DIGITAL PERSPECTIVES

Research

If students have difficulty in choosing between the two options, point out that they may use their own interests as a guide. The first topic (synesthesia) will lead them to learn more about a neurological condition, and they will use what they learn to write an essay. The second option will focus on biographical research about a savant. In doing this research, they may read about a number of people before choosing their subject.

Project Plan As students research evidence, have them carefully note their sources, including paragraph numbers from the selection. Once they have gathered information, point out that an effective informational report includes a thesis statement that clearly expresses the group's claim. Remind groups to consult the schedule for Small-Group Activities as they create their project plan. Check to make sure each group has made assignments, and that the work is divided evenly among group members.

For more support, see **Research: Informational Report.**

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

FORMATIVE ASSESSMENT

Research

If students struggle with locating information, **then** have them refine their search terms to better target appropriate evidence.

For Reteach and Practice, see **Research: Informational Report (RP).**

Selection Test

Administer the "Blue Nines and Red Words" Selection Test, which is available in both print and digital formats online in Assessments.

PERSONALIZE FOR LEARNING

Strategic Support

Finding Evidence If students have difficulty finding relevant outside sources concerning synesthesia or savants, suggest that they refine their search terms and use databases that access respected newspapers, magazines, and journals.

The Theory Of Multiple Intelligences Infographic

AUDIO SUMMARIES
Audio summaries of "The Theory Of Multiple Intelligences Infographic" are available online in both English and Spanish in the Interactive Teacher's Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

This infographic illustrates Howard Gardner's theory of multiple intelligences. Gardner argues that "intelligence" is often thought of too narrowly. He argues that certain traits that are often called skills should include be considered types of intelligence. The full list includes traits we often associate with socially talented people (e.g. intra-personal, interpersonal and linguistic intelligence) or athletic people (e.g. spatial and bodily-kinesthetic intelligence), in addition to traits more traditionally thought of as intelligence.

Insight

This selection illustrates a variety of kinds of intelligence.

ESSENTIAL QUESTION:
In what different ways can people be intelligent?

Connection to Essential Question

The infographic lists nine kinds of intelligence: naturalist, musical, logical-mathematical, existential, interpersonal, bodily-kinesthetic, linguistic, intra-personal, and spatial.

SMALL-GROUP LEARNING PERFORMANCE TASK
How does each selection highlight a different way to be intelligent?

UNIT PERFORMANCE-BASED ASSESSMENT
Where does human intelligence come from?

Connection to Performance Tasks

Small-Group Learning Task This selection discusses many ways to be intelligent, though the text around it particularly mentions linguistic, interpersonal, and math skills.

Unit Performance-Based Assessment According to this selection, the essence of intelligence is understanding the world. Different types of intelligence describe different ways of understanding the world.

DIGITAL PERSPECTIVES

Audio | Video | Document | Annotation Highlights | EL Highlights | Online Assessment

Media Complexity Rubric: The Theory of Multiple Intelligences Infographic

Quantitative Measures	
Format and Length	Chart with graphics and text

Qualitative Measures	
Knowledge Demands ① ② **③** ④ ⑤	In the text of the chart, terminology is used that may not be familiar (descriptions of types of intelligence), but they are partially defined within the chart.
Structure ① **②** ③ ④ ⑤	Chart is clear and easy to read, with each type of intelligence explained in text and associated with an icon that helps with the meaning.
Language Conventionality and Clarity ① ② **③** ④ ⑤	Text in chart includes subject specific vocabulary (types of intelligence) and phrases to define it.
Levels of Meaning/Purpose ① **②** ③ ④ ⑤	Unfamiliar terms are defined in day to day terms, making it easy to understand their meaning. They are also accompanied by icons that help to show the meaning.

LESSON RESOURCES

	Making Meaning	Effective Expression
Lesson	**First Review** **Close Review** **Analyze the Media** **Media Vocabulary**	**Speaking and Listening**
Instructional Standards	**L.6** Acquire and use . . .	**SL.1a** Come to discussions prepared . . . **SL.1b** Follow rules . . . **SL.1c** Pose questions . . . **SL.1d** Acknowledge new information . . .
STUDENT RESOURCES Available online in the Interactive Student Edition or Unit Resources	Selection Audio First-Review Guide: Media-Art and Photography Close-Review Guide: Media-Art and Photography	Evidence Log
TEACHER RESOURCES Interactive Teacher's Edition or Unit Resources	Audio Summaries Media Vocabulary	Speaking and Listening: Group Discussion
Assessment Available online in Assessments	Selection Test	
My Resources	A Unit 4 Answer Key is available online and in the Interactive Teacher's Edition.	

FACILITATING

Jump Start

FIRST REVIEW Ask groups to consider and discuss the following prompts: Why are some people naturally good at one thing while others are better at something else? Who do you know that is great with numbers? Who is athletically inclined? Who is always in tune with how others feel?

The Theory of Multiple Intelligences Infographic

What are some of your favorite things to do? Which subject comes easiest for you in school? What hobbies or activities do you enjoy? What makes you good at these things? Modeling questions such as these will help students connect to "The Theory of Multiple Intelligences Infographic" and to the Small-Group Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher's Edition.

Media Vocabulary

Encourage groups to discuss the media vocabulary. Have they seen the terms in texts before? Do they use any of them in their speech and writing?

Encourage groups to discuss other words that are related to the media vocabulary and to add at least one additional occupation for each word in the chart.

FIRST REVIEW

Have students perform the steps of the first review independently:

NOTICE: Remind students to examine the labels in bold and the selected images for each type of intelligence.

NOTE: Encourage students to identify a key phrase or other element that helps them to better understand each type of intelligence.

CONNECT: Encourage students to make connections beyond the Infographic. If they cannot make connections to their own lives, have them consider the different types of intelligences reflected in previous selections.

RESPOND: Students will answer questions and write a summary to demonstrate understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the First-Review Media: Art and Photography for students to use.

MAKING MEANING

About the Author



Howard Gardner (b. 1943) is an American psychologist and a professor at the Harvard Graduate School of Education. The child of Jewish parents who fled Germany before World War II, Gardner has been called "one of the 100 most influential public intellectuals in the world." He is the author of hundreds of research articles and thirty books on human intelligence. He is best known for his theory of multiple intelligences, as outlined in his book *Frames of Mind: The Theory of Multiple Intelligences.*

STANDARDS

Reading Informational Text

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

The Theory of Multiple Intelligences Infographic

Concept Vocabulary

The following words or concepts will be useful to you as you analyze, discuss, and write about the infographic.

Naturalist: (NACH uhr uh lihst) *n.* someone who studies animals, plants, and other living things	• Scientist • Chef • Botanist • Farmer
Linguistic: (lihng GWIHS tihk) *adj.* pertaining or relating to language or words	• Novelist, • Public speaker • Journalist, • Talk show host
Kinesthetic: (kihn uhs THEHT ihk) *adj.* relating to the sensation felt in the body as a result of movement in the muscles, tendons, and joints	• Dancer • Craftsperson • Surgeon • Athlete

First Review MEDIA: ART AND PHOTOGRAPHY

Apply these strategies as you conduct your first review. You will have an opportunity to complete the close-read notes after your first review.



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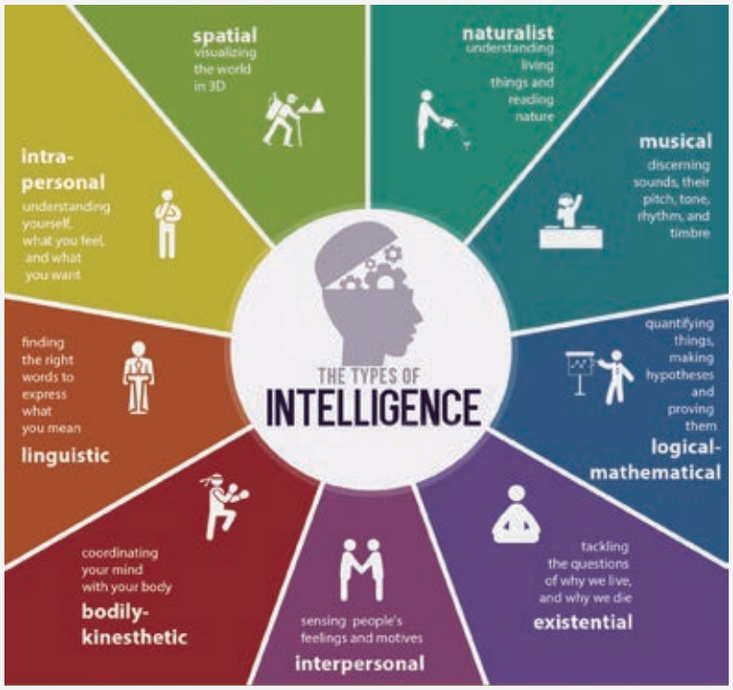
FACILITATING SMALL-GROUP CLOSE REVIEWING

Provide Support As groups perform the close review, circulate and offer support as needed.

- Encourage groups to carefully read the text that accompanies the infographic. Have groups discuss the explicit and implicit information provided in the text and how it impacts their understanding of the infographic.
- If a group is confused about why particular elements are important in the text or infographic, remind them to think about how the elements are related.
- Challenge groups to determine the main idea of the infographic and the specific details that refine the main idea.

The Theory of Multiple Intelligences Infographic

Howard Gardner



BACKGROUND

When Howard Gardner first developed his theory of multiple intelligences in 1983, he identified seven different ways that people can be intelligent. He added the naturalistic and existential intelligences to his theory about a decade later. According to his theory, intelligence is not defined by a single ability, but by different types of related abilities. Gardner's theory claims that most people have a combination of these types of intelligences, but will often display some types more strongly than others.

SCAN FOR MULTIMEDIA

NOTES

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DIGITAL PERSPECTIVES

CLOSER REVIEW

Remind students that infographics are used when a large amount of information must be displayed in a meaningful way.

Circulate among groups as students conduct their first review. Suggest that groups close review the infographic. Encourage them to talk about the notes they make. If needed, provide the following support.

NOTE: Have students note the details in the infographic that describe each type of intelligence, or work with small groups to have students participate while you note them together.

QUESTION: Guide students to consider what these details might tell them. Ask them to identify the graphic elements such as font, images, color choices, and the spatial design.

Possible response: The designer uses all lower case letters, the font and images are white, the lines are simple, and the background colors are dark.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the infographic. Ask students why the designer might have included these details.

Possible response: The use of lowercase lettering and the white font and images are clean and simple against the darker colored background. These choices make the infographic easy to read and understand.

Explain to students that infographics are used when a large amount of information must be displayed in a meaningful way. The design of an infographic can make it effective in showing the relationship between the ideas. It may demonstrate comparison-and-contrast, problem-and-solution, or cause-and-effect, or it may be used to show data or provide information.

PERSONALIZE FOR LEARNING

English Language Support

Domain-Specific Words: Science The domain-specific vocabulary that appears in "The Theory of Multiple Intelligences Infographic" may present challenges to English Learners. Support them in understanding the text by:

- encouraging students to examine and discuss the action taking place in each of the images in the infographic.
- asking students to compare and contrast the perceived actions with the definition or description of each type of intelligence.
- having students select three domain-specific words that cause confusion and create their own illustrated glossary of the words.

Jump Start

CLOSE REVIEW Do you have family members or a friend who is exceptionally good at something? What is that they are great at doing? What makes them better at that skill than one of your other family members or friends? Of which of the multiple intelligences would say that person is an example?

Comprehension Check

Possible responses:

1. Linguistic intelligence is the ability to choose your words well to express your meaning.
2. The ability to understand yourself and your feelings is intrapersonal intelligence.
3. The ability to sense other people's feelings and emotions is associated with interpersonal intelligence.
4. Spatial intelligence is associated with the ability to picture the world in 3D.

Word Network

Possible Words: musical, spatial, existential

CLOSE REVIEW

If needed, model close reviewing by using the Closer Review notes in the Interactive Teacher's Edition.

Remind students to use Accountable Talk in their discussions and to support one another as they complete the close review.

Analyze the Media

1. Sections will vary by group. Remind students to explain why they chose the section they present to the group members.
2. **Possible response:** If people have diverse and multiple intelligences, that may mean that people also have different styles of learning.
3. Responses will vary by group.

FORMATIVE ASSESSMENT

Analyze the Media

If students struggle to close review the media, **then** provide the **Analyze the Media Questions** available online in the Interactive Teacher's Edition or Unit Resources. Answers and DOK levels are also available.

Concept Vocabulary

If groups are struggling to use these words as they discuss and write about the infographic, **then** have students use each word in a sentence.

EFFECTIVE EXPRESSION

Comprehension Check

Notebook Complete the following items after you finish your first review. Review and clarify details with your group.

1. What ability is associated with linguistic intelligence?
2. Which type of intelligence is characterized by the ability to understand yourself and your feelings?
3. What ability is associated with interpersonal intelligence?
4. Which type of intelligence is shown by the ability to picture the world in 3D?

CONCEPT VOCABULARY

Use these words as you discuss and write about the infographic.

naturalist
linguistic
kinesthetic

WORD NETWORK

Identify key words from the infographic that relate to the different ways people can be intelligent. Add these words to your Word Network.

STANDARDS

Language
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Close Review

With your group, review the infographic and your first-review notes. What **questions** do you have? What can you **conclude**?



Analyze the Media

Complete the activities.

1. **Present and Discuss** Choose the section of the infographic you found most interesting or powerful. Explain what you noticed in the section, the questions it raised for you, and the conclusions you reached about it.
2. **Review and Synthesize** With your group, review the whole infographic. How might having diverse and multiple intelligences affect the ways different people learn?
3. **Essential Question:** ***In what different ways can people be intelligent?*** What has this infographic taught you about the different ways people can be intelligent? Discuss with your group.

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EFFECTIVE EXPRESSION

Speaking and Listening

Assignment

Take part in a **group discussion** about the different types of intelligence shown on the infographic. Choose from the following topics:

- ☐ With your group, engage in a collaborative discussion in which you analyze the nine types of intelligence. Then, pick three or four types on which to focus. For each type of intelligence, identify a well-known person, from the past or present, that demonstrates that type of intelligence in a particularly strong way. For example, Jackie Robinson might be a good example of a person with substantial bodily-kinesthetic intelligence. Finally, write a sentence or two about each example in which you explain why the person is an appropriate example of that type of intelligence.
- ☐ With your group, engage in a collaborative discussion in which you analyze the nine types of intelligence. Then, pick three or four types on which to focus. For each type of intelligence, identify a fictional character from literature that demonstrates that type of intelligence in a particularly strong way. For example, Sherlock Holmes might be a good example of a character who demonstrates great logical-mathematical intelligence. Finally, write a sentence or two about each example in which you explain why the character is a suitable example of that type of intelligence.

Record notes from your discussion in the chart.

PERSON/CHARACTER	TYPE OF INTELLIGENCE	WHY
(Person) Jackie Robinson	bodily-kinesthetic	His athletic ability helped him become a major league baseball player.
(Fictional Character) Sherlock Holmes	logical-mathematical	His logic helped him to solve many mysteries.

Holding the Discussion Be sure to come to the discussion prepared with ideas that are supported with evidence from the infographic. Be polite as your fellow group members share their ideas. If you disagree with someone else's ideas or views, express your disagreement respectfully. Pose questions that connect the ideas of other speakers and respond to questions from other group members with relevant observations supported by details from the text. When another group member provides information that is new to you, reflect on your ideas, and decide if the new information has changed your ideas about the subject matter.



THE THEORY OF MULTIPLE INTELLIGENCES INFOGRAPHIC

EVIDENCE LOG

Before moving on to a new selection, go to your log and record what you learned from "The Theory of Multiple Intelligences Infographic."

STANDARDS

Speaking and Listening

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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DIGITAL PERSPECTIVES

Speaking and Listening

Encourage groups to identify people or fictional characters that are likely to be familiar to their classmates. This will make the discussion regarding the types of intelligences much more meaningful for others.

For more support, see **Speaking and Listening: Group Discussion.**

For possible responses, see the chart on the Student page.

Holding the Discussion Encourage students to make supportive comments about each speaker's words, ideas, and delivery.

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

FORMATIVE ASSESSMENT

Speaking and Listening

- **If** groups struggle to identify a famous person or character that they are familiar with, **then** have them focus on a main character from a selection that everyone has read.
- **If** groups struggle to agree on a person or character, **then** have them individually make a list all the possible characteristics of their choice and review and choose the one that most interests the group.

Selection Test

Administer the "The Theory of Multiple Intelligences Infographic" Selection Test, which is available in both print and digital formats online in Assessments.

PERSONALIZE FOR LEARNING

Strategic Support

Group Discussion Groups often struggle taking turns and ensuring that everyone has an opportunity to speak. To encourage everyone to participate in the group discussion and share ideas, encourage groups to track participation.

Have each group create a T-chart. Record the group members' names in the column on the left, and record the number of contributions to conversation on the right. Encourage groups not only to track contributions during their presentation but also the contributions during the other groups' discussions.

Ask students to review the data from the chart following the group discussion. You may wish to ask each student to write a personal reflection regarding what the data says about the discussion and what he or she may wish to do differently or the same in the next group discussion.

The People, Yes; Retort; Unsuspecting

AUDIO SUMMARIES
Audio summaries of "The People, Yes"; "Retort"; and "Unsuspecting" are available online in both English and Spanish in the Interactive Teacher's Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

This selection consists of three poems about intelligence.

Carl Sandburg's poem from "The People, Yes" is about knowledge. A man claims he knows more than another, before being reminded that the amount that neither of them know is vast.

"Retort" is a poem by Paul Laurence Dunbar. Written from the perspective of a man in love, it concerns the conflict between coldly rational thought and what we desire.

Jean Toomer's poem "Unsuspecting" describes a certain type of mind, one that is very minimal in what it accepts to be true or desirable.

Insight

The poem from "The People, Yes" shows that differences in people pale in comparison to what we all have yet to learn. Due to its simplicity, it may strike students as insensitive. The claim that the "white man" knows all things the "red man" does and more shouldn't go unchallenged.

"Retort" argues that to ignore what you feel and refuse to be taken in by beauty is worse than foolish. To act as if emotional attachment is a trick to avoid is ridiculous.

"Unsuspecting" says that the mind it describes is "a rind" – small, bitter, the thing that's left over when a fruit is gone. This poem can be taken as an argument against excessive skepticism, or against being reluctant to have opinions.

ESSENTIAL QUESTION:
In what different ways can people be intelligent?

Connection to Essential Question

Understanding what you want and what you think is a very useful kind of intelligence. Introspection can help students find problems that trip them up in other kinds of thought. It is also useful to keep in mind what you don't know, and what other people *don't* know, to recognize where they will have blind spots.

SMALL-GROUP LEARNING PERFORMANCE TASK
How does each selection highlight a different way to be intelligent?

UNIT PERFORMANCE-BASED ASSESSMENT
Where does human intelligence come from?

Connection to Performance Tasks

Small-Group Learning Task This selection focuses on Gardner's "intrapersonal intelligence" – understanding what you feel and what you want.

Unit Performance-Based Assessment The type of intelligence discussed here comes from reflection, from thinking about what you think.

DIGITAL PERSPECTIVES

Audio | Video | Document | Annotation Highlights | EL Highlights | Online Assessment

LESSON RESOURCES

	Making Meaning	Language Development	Effective Expression
Lesson	**First Read** **Close Read** **Analyze the Text** **Concept Vocabulary** **Word Study** **Analyze Craft and Structure**	**Conventions**	**Speaking and Listening**
Instructional Standards	**RL.4** Determine the meaning of words and phrases . . . **L.4** Determine or clarify . . . **L.5b** Use the relationship . . .	**L.1a** Explain the function of verbals . . .	**SL.1a** Come to discussions . . . **SL.1b** Follow rules . . . **SL.4** Present claims and findings . . . **SL.5** Integrate multimedia and visual displays . . .
STUDENT RESOURCES			
Available online in the Interactive Student Edition or Unit Resources	Selection Audio First-Read Guide: Poetry Close-Read Guide: Poetry Word Network		Evidence Log
TEACHER RESOURCES			
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	Audio Summaries Annotation Highlights EL Highlights English Language Support Lesson: SKILL Analyze the Text Questions Concept Vocabulary and Word Study Analyze Craft and Structure: Sound Devices	Conventions: Participal and Infinitive Phrases	Speaking and Listening: Multimedia Presentation
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	Word Study: Multiple-Meaning Words (RP) Analyze Craft and Structure: Sound Devices (RP)	Conventions: Participal and Infinitive Phrases (RP)	Speaking and Listening: Multimedia Presentation (RP)
Assessment Available online in Assessments	Selection Test		
My Resources	A Unit 5 Answer Key is available online and in the Interactive Teacher's Edition.		

Reading Support

Text Complexity Rubric: Poems: Retort/ *from* The People, Yes / Unsuspecting	
Quantitative Measures	
Lexile NP Text Length NP	
Qualitative Measures	
Knowledge Demands ①—②—**③**—④—⑤	Some background context is needed to fully understand all of the poems, but sufficient information is given on the background page.
Structure ①—②—**③**—④—⑤	"Retort" is a poem in two stanzas, with unusual but predictable rhyme scheme (AABAB); "The People, Yes" is a poem in the form of sentences; "Unsuspecting" has a single stanza with rhyme (ABBCCA).
Language Conventionality and Clarity ①—②—**③**—④—⑤	Language in the poems is mostly easy to understand. "Retort" has some archaic expressions and syntax (thou art); "The People Yes" has concrete straightforward sentences; "Unsuspecting" has unfamiliar usage and words.
Levels of Meaning/Purpose ①—②—**③**—④—⑤	The three poems all have multiple levels of meaning, using symbolic language and metaphors.

DECIDE AND PLAN

English Language Support

Provide English Learners with support for structure and language as they read the selection. **PII.8.1; PI.8.8**

Structure For each poem, ask volunteers to read the poem aloud. Have the other students read along and note which words rhyme. Then pair students and have them practice reading aloud the poems, paying attention to the cadence of the phrases and the rhymes.

Language Have students identify the unfamiliar words in each of the poems. Remind students to look for explanations in the background information and footnotes. Discuss the meanings. Then have them reread the lines with those words in order to understand the meaning in context. Finally, have them reread the whole poems.

Strategic Support

Provide students with strategic support to ensure that they can successfully read the text.

Knowledge Demands For each poem, have students read the information on the background page about the author and the poem. Ask them to summarize in their own words what they learned. Then have a volunteer read the poem aloud. Ask questions to help students connect the poem and the background. For example for "Retort" ask *What did we learn about Phyllis? (she could be a muse, someone who inspires him)*.

Meaning Discuss the literal meanings of lines of each poem. Then talk about the symbolism the lines could have. For example, for "Unsuspecting," ask them to repeat the meaning of "nappy" they learned in the background and then to think about what the first line could mean.

Challenge

Provide students who need to be challenged with ideas for how they can go beyond a simple interpretation of the text.

Text Analysis Have each student choose one of the poems to memorize and recite for the group. Have them also prepare to talk about one or two lines from the poem that they find most interesting or want to discuss. After each reading, ask the student to share their ideas about the lines they chose, their questions, interpretation, or why they chose them.

Written Response Have students look up and read other poems by any of the three authors, or other excerpts from "The People, Yes". Ask them to write background information about the poem they chose, what they liked about it, and their interpretation. Have students share their poems and writing.

TEACH

Read and Respond

Have the class do their first read of the selection. Then have them complete their close read. Finally, work with them on the Making Meaning, Language Development, and Effective Expression activities.

Jump Start

FIRST READ What kind of intelligence do we value most? How can a poem help us question our ideas about intelligence? Engage students in a discussion about how poetry can distill complicated ideas in condensed form with carefully chosen words.

Archaic Vocabulary

Encourage groups to discuss the four vocabulary words. Have they seen the words in texts before? Have they ever used any of the words in their speech and writing? Do they recognize any synonyms or antonyms for the words in the poems?

Point out to students that archaic words like these are used in works of English that are hundreds of years old, like Shakespeare's plays. Explain that sometimes more modern poets use these archaic words to achieve a certain tone or effect. Support students as they search for synonyms and antonyms for the words, and discuss how these can help clarify meaning. Encourage students to think of another archaic word that they might encounter in a poem, and to name a synonym or antonym for it. (Possible response: *right* in line 9 of "Retort," synonym: *very*)

FIRST READ

As they read, students should perform the steps of the first read:

NOTICE: You may want to encourage students to notice the basic elements of the text to ensure they understand the message the author is trying to convey.

ANNOTATE: Remind students to mark passages that include sound devices such as rhyme, alliteration, or a strong rhythm.

CONNECT: Students should increase their understanding by connecting what they have read to other texts or personal experiences.

RESPOND: Students will answer questions and write a summary to demonstrate understanding. Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the First-Read Guide: Poetry for students to use.

MAKING MEANING



POETRY

POETRY

Retort
from The People, Yes
Unsuspecting

Archaic Vocabulary

Just as the way we live changes over time, so, too, does the way we speak and use language. The vocabulary words are "archaic" words because, while once popular, they are no longer used regularly today, or the way in which they are used has changed. For example, although we use the word *art* in everyday conversation, we do not use *art* as it is used in "Retort," where the word means "are." As you conduct your first read of these three poems, you will encounter these words.

art **tress** **fair** **oughts**

Synonyms and Antonyms **Synonyms** are words with similar meanings. **Antonyms** are words with opposite meanings.

In the poem "Retort," the word *thou* appears. *Thou* is an old way of saying *you*; the words are **synonyms** because they mean the same things.

In "The People, Yes," the poet refers to "small" and "immense" circles. *Small* and *immense* have opposite meanings; they are **antonyms**.

Find other synonyms and antonyms for each of the vocabulary words in the poems. Use a thesaurus to find synonyms, and use a dictionary to check a word's meaning.

First Read POETRY

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



STANDARDS

Language
Use the relationship between particular words to better understand each of the words

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FACILITATING SMALL-GROUP CLOSE READING

Poetry Versus Prose As groups perform their close read, circulate and offer assistance as required.

Discuss with students the differences between poetry and prose. Help students note that the sounds made by the combination of words is much more important in poetry than in prose. In addition, poems tend to be shorter, and therefore must distill important ideas in carefully chosen words. Figurative language, including sound devices such as alliteration and rhyme, are much more common in poetry than in prose.

Meet the Poets



Paul Laurence Dunbar (1872–1906) was one of the first African American poets to achieve national prominence. The child of freed slaves from Kentucky, Dunbar often wrote stories and poems about plantation life, many of which were written in dialect. Despite being a fine student, Dunbar could not afford college, and he took a job as an elevator operator. In 1893, Dunbar self-published a collection of poems called *Oak and Ivy*. To help pay the publishing costs and gain an audience for his poetry, he sold the book for a dollar to people riding in his elevator.



Carl Sandburg (1878–1967) was a Pulitzer Prize–winning American poet, historian, and novelist. Born in Galesburg, Illinois, to Swedish immigrant parents, Sandburg decided at age six that he would be a writer. Although he had to quit school after eighth grade to go to work to help support his family, Sandburg continued to write. As he pursued writing, Sanburg worked in a variety of trades from factory worker to newspaperman. He also became a well-known musician and political activist. The variety of Sandburg's experiences informed his writing, and Sandburg eventually gained recognition as an iconic American writer.



Jean Toomer (1894–1967) was an American poet and novelist, and an emblem of the Harlem Renaissance. Of mixed race, Toomer rejected the term "black writer" in favor of the more inclusive "American writer"; nevertheless, his acclaimed novel *Cane*, published in 1923, focuses on the African American experience. Toomer was also interested in spiritual matters, and explored a wide variety of religious teachings during the course of his lifetime.

Backgrounds

Retort

In Greek mythology, the Muses were a group of goddesses who represented the arts and sciences. Currently, a muse can refer to a person who inspires an artist, writer, or musician and who may be a reoccurring focus or subject in their work. Paul Laurence Dunbar addresses a woman named Phyllis, a possible muse, in this poem, as well as in several other poems, including "Phyllis" and "Response."

from The People, Yes

The excerpt in this section is part of a longer epic poem entitled *The People, Yes*. Carl Sandburg wrote this 300-page poem in the 1930s during the height of the Great Depression, a period when many people could not find work and lived in poverty. The poem praises the perseverance of American people.

Unsuspecting

The word *natty* was originally used as a slang term in the eighteenth century to describe someone who is very stylish, well-dressed, and neat. The term can refer to a person's attitude and manners, as well as his or her appearance.

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DIGITAL PERSPECTIVES

Retort

from The People, Yes

Unsuspecting

In "Retort," why is the head calling the heart a fool? Why does the heart reject the head's opinion? Modeling questions such as these will help students connect to "Retort," *from* "The People, Yes," and "Unsuspecting" and to the Small-Group Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher's Edition.

Additional **English Language Support** is available in the Digital Teacher's Edition.

CROSS-CURRICULAR PERSPECTIVES

Social Studies As noted in the biographical note above, Jean Toomer was a prominent force in the Harlem Renaissance, a movement of African American writers, artists, and intellectuals that took place in Harlem, New York City, in the 1920s. Have students research and write a short report about the Harlem Renaissance. They may choose to write about one of the many prominent literary figures of the movement, such as Zora Neale Hurston, Countee Cullen, or Langston Hughes.

Archaic Vocabulary

ART If groups are struggling to define the word *art*, point out that identifying synonyms and antonyms can help them clarify the word's meaning. Students can use a thesaurus to find a synonyms, and use a dictionary to check a word's meaning. Point out that using context clues ("Thou *art* a fool…, line 1) will also help them identify the word's meaning.

Possible response: In this context, art means "are," which is a synonym for the word.

TRESS If groups are struggling to define the word tress, point out that identifying synonyms and antonyms can help them clarify the word's meaning. Students can use a thesaurus to find a synonym, and use a dictionary to check a word's meaning.

Possible response: *Tress* means "hair," which is a synonym for the word.

FAIR If groups are struggling to define the word *fair*, point out that identifying synonyms and antonyms can help them clarify the word's meaning. Students can use a thesaurus to find a synonym, and use a dictionary to check a word's meaning. Point out that using context clues ("… and her face was *fair*, line 6) will also help them identify the word's meaning.

Possible response: In this context, *fair* means "pretty," which is a synonym for the word.



SCAN FOR MULTIMEDIA

NOTES

Mark context clues or indicate another strategy you use that helped you determine meaning.

art (ahrt) *v.*

MEANING:

tress (trehs) *n.*

MEANING:

fair (fayr) *adj.*

MEANING:

"Thou **art** a fool," said my head to my heart,
"Indeed, the greatest of fools thou art,
To be led astray by the trick of a **tress**,
By a smiling face or a ribbon smart;"
And my heart was in sore distress.

Then Phyllis came by, and her face was **fair**,
The light gleamed soft on her raven hair;
And her lips were blooming a rosy red.
Then my heart spoke out with a right bold air:
"Thou art worse than a fool, O head!"

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VOCABULARY DEVELOPMENT

Multiple Meanings Tell students that the word *raven* has multiple meanings. Discuss the following sentences with the students.

1. The *raven* was black and flew nearby. (a large black bird)
2. Her *raven* eyes shone darkly. (the color black)
3. The dogs will *raven* the garbage. (eat eagerly)

Have students reread line 7: "The light gleamed soft on her *raven* hair." Guide them to identify which meaning is used in the sentence. Discuss how to use context clues to define a word with multiple meanings.



POETRY

from The People, Yes

Carl Sandburg

SCAN FOR MULTIMEDIA

The white man drew a small circle in the sand and told the red man, "This is what the Indian knows," and drawing a big circle around the small one, "This is what the white man knows."
5 The Indian took the stick and swept an immense ring around both circles: "This is where the white man and the red man know nothing."

NOTES

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DIGITAL PERSPECTIVES

CLOSER LOOK

Sound Devices

Circulate among groups as students conduct their close read. Suggest that groups close read lines 5–7. Encourage them to talk about the annotations they mark. If needed, provide the following support.

ANNOTATE: Have students mark details in lines 5–7 that show the author's use of sound devices such as alliteration, or work with small groups as you highlight them together.

Question: Guide students to consider what these details might tell them. Ask what a reader can infer from the use of alliteration and accept student responses.

Possible response: The alliteration draws attention to certain actions and words, such as *stick* and *swept*.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The author might have included these sound devices to create a musical effect, and to draw attention to certain words, especially the last two: *know nothing*.

Remind students that sound device such as alliteration help establish a poem's mood and tone, and helps convey the author's meaning. Other sound devices used in poetry are rhyme, repetition and a strong rhythm or meter.

WriteNow Express and Reflect

Parable Explain to students that in this excerpt from *The People, Yes*, the poet tells a story that is a parable, which is a short narrative that teaches a lesson. Have students discuss the lesson of the poem. Then ask them to write their own short parable that teaches a lesson.

Archaic Vocabulary

Oughts If groups are struggling to define the word *oughts*, point out that identifying synonyms and antonyms can help them clarify the word's meaning. Students can use a thesaurus to find a synonym, and use a dictionary to check a word's meaning.

Possible response: In this context, *oughts* means "duties," which is a synonym for the word.



POETRY

Unsuspecting

Jean Toomer

SCAN FOR MULTIMEDIA

NOTES

Mark context clues or indicate another strategy you use that helped you determine meaning.

oughts (awtz) *n.*

MEANING:

There is a natty kind of mind
That slicks its thoughts
Culls its **oughts**,
Trims its views,
Prunes its trues,
And never suspects it is a rind.

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PERSONALIZE FOR LEARNING

English Language Support

Word Meanings Students may struggle with the meaning of several words in the poem. Point out that several of the words are used in gardening (*culls*, *trims*, and *prunes*). Help students identify and review the meaning of the following words:

natty: stylish
culls: selects from a group
trues: things that are truthful (archaic)
rind: the outer layer of a fruit

Then have students work together to reword the poem using more familiar language. Possible response: There is a stylish kind of mind that smoothens its thoughts, selects from duties, trims what it believes, and cuts back what it finds to be truthful, never suspecting that it is like the skin of a fruit.

Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

RETORT

1. In the first stanza of the poem, how does the speaker's heart feel?

2. How does the speaker describe Phyllis's face?

3. What kind of "air" does the speaker's heart speak with?

from THE PEOPLE, YES

Draw the figure created by the circles described in the poem. Label each circle according to the details the speaker provides.

UNSUSPECTING

1. What is the subject of the poem?

2. What adjective does the speaker use to describe the subject?

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from one of the poems. Briefly research that detail. In what way does the information you learned shed light on an aspect of the poem?

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DIGITAL PERSPECTIVES

Comprehension Check

Retort

Possible responses:

1. The speaker's heart feels distressed and ashamed.
2. The speaker states that "her face was fair."
3. The speaker's hear speaks with a "right bold" air.

***from* The People, Yes**

1. Drawings will vary but should include a small circle labeled "What the Red Man Knows"; a bigger circle labeled "What the White Man Knows" that goes around the smaller circle; and a much larger circle labeled "Where the White Man and the Red Man Know Nothing," which goes around the two smaller circles.

Unsuspecting

Possible responses:

1. The subject is a person who believes that he or she is smart and discerning but is actually hollow. It is expressed in the poem as "a kind of mind."
2. The adjective is *natty*. The title of the poem, *unsuspecting*, also describes the subject.

Research

Research to Clarify If students struggle to come up with an unfamiliar detail, have them reread the poems and notice an idea or concept that might be new to them, such as a tress or other archaic terms in "Retort," or the adjective "natty" in "Unsuspecting."

PERSONALIZE FOR LEARNING

Challenge

Write a Poem Challenge students to write their own poem, based on one of the three. Students can change the point of view; for instance, they might write as Phyllis in "Retort." Or they can take the situation in the excerpt from *Yes, the People*, and explain what the "white man" says or does next. Similarly, they can imagine the person described in "Unsuspecting" realizes that he or she is not admired for being intelligent. They can write what happens then. Encourage students to use figurative language, including sound devices, as the poets do. As students share their poems, guide listeners to identify the themes and poetic techniques.

FACILITATING

Jump Start

CLOSE READ How can poetry get inside a person's head? What is special about its use of language to communicate ideas? Engage students in a discussion about what makes poetry unique in addressing human intelligence. Are the ideas about intelligence in the poems different from those in other selections in the unit? If so, how are they different?

Close Read the Text

If needed, model close reading by using the Annotation Highlights in the Interactive Teacher's Edition.

Remind students to use Accountable Talk in their discussions and to support one another as they complete the close read.

Analyze the Text

1. **Possible response**: The two fools are the heart and the head. The heart, according to the head, is a fool to be distracted by a pretty young woman. The head, according to the heart, is a fool for not paying attention to the charming Phyllis.
2. **Passages will vary by group**. Remind students to explain why they chose the passage they shared with the group members.
3. **Responses will vary by group.**

Archaic Vocabulary

Why These Words? **Possible response:** Another word that is archaic is *right*. In the poem it means "very." The word is still used, but its meaning is "opposite of left" or "morally correct."

Practice

Possible responses:
Thou *art* a scholar because you study so often.
She kept a *tress* in her locket, and looked at the lock of hair when she was sad.
Some called her *fair*, while others thought her plain.
He keeps a list of *oughts*, which he uses to remind himself of what he should be doing.

Word Network

Possible words: *knows, thoughts, suspects,* unsuspecting

Word Study

Possible responses: Other words in the selections are *true* and *prune*. In "Unsuspecting," the poet uses *true* as a noun that means "what is *true*." Usually, *true* is used as an adjective that means "not false." In the same poem, the poet uses the word

MAKING MEANING

SOURCES

- RETORT
- *from* THE PEOPLE, YES
- UNSUSPECTING

TIP

GROUP DISCUSSION
Make sure that everyone in the group has the opportunity to speak. Encourage quiet members to join the discussion.

WORD NETWORK

Identify key words from the selection that relate to the different ways people can be intelligent. Add these words to your Word Network.

STANDARDS

Reading Literature
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Language
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Use the relationship between particular words to better understand each of the words.

Close Read the Text

With your group, revisit sections of the text you marked during your first read. What do you **notice**? What **questions** do you have? What can you **conclude**?

ANNOTATE QUESTION Close Read CONCLUDE

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Complete the activities.

1. **Review and Clarify** With your group, reread "Retort." Who are the two fools in the poem? Why are they both fools? How does Dunbar's poem connect to the idea of different types of intelligence?
2. **Present and Discuss** Now, work with your group to share key passages from the poems that you found especially important. Why did you choose these passages? Take turns presenting your passages. Discuss what you noticed in the text, the questions you asked, and the conclusions you reached.
3. **Essential Question:** ***In what different ways can people be intelligent?*** What have these poems taught you about the different ways people can be intelligent? Discuss with your group.

Archaic Vocabulary

art tress fair oughts

Why These Words? The vocabulary words for these poems are all archaic words. Find at least one additional archaic word in the poems. Determine if the word you identified is no longer used in everyday English, or if it is used but its meaning has changed.

Practice

Notebook Confirm your understanding of these words from the text by using each in a sentence. Provide context clues for each vocabulary word to demonstrate your understanding.

Word Study

Multiple-Meaning Words In "Retort," the poet uses the word *fair* to describe a person's face. Used this way, the meaning is "pretty" or "beautiful." Find other words in the poems that have more than one meaning. Write the words and their meanings below.

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FORMATIVE ASSESSMENT

Analyze the Text

If students struggle to close read the text, then provide the **Analyze the Text Questions** available online in the Interactive Teacher's Edition or Unit Resources. Answers and DOK levels are also available.

Archaic Vocabulary

If students struggle to identify archaic words, **then** have them reread "Retort" slowly, looking to see if which words are used in a way that is no longer current.

Word Study

If students struggle to find multiple-meaning words, **then** suggest that they reread

Analyze Craft and Structure

Determine Figurative Meaning: Sound Devices When writers use words to describe and compare things in ways that are not meant to be taken literally, they are using **figurative language. Sound devices** are ways to create musical effects using words. They are a type of figurative language. Common sound devices include these:

- **alliteration:** repetition of the initial consonant sound—circle in the sand
- **rhyme:** repetition of sounds at the ends of words—*heart* and *smart*. *External* or ***end rhyme*** refers to rhyming words at the ends of lines. ***Internal rhyme*** refers to rhymes that occur within the line.
- **free verse:** an open form of poetry, without rhyme or a regular meter. Free verse tends to follow the pattern of regular speech, as demonstrated in the poem *The People, Yes,* by Carl Sandburg.
- **meter:** a poem's rhythmic pattern, determined by the number of strong and weak stresses, or beats, in each line.

Use this chart to analyze how the poets use sound devices in their poems.

Gather your notes in the charts and share with your group.

	RETORT	*from* THE PEOPLE, YES	UNSUSPECTING
Is there alliteration?	yes Example – head to my heart; trick of a tress	yes Example – what the white man; where the white man; know nothing	yes Example – Trims its views,/ Prunes its trues,
Is there end rhyme? If so, what is the rhyme scheme?	yes *a,a,b,a,b*	no	yes *a,b,b,c,c,a*
Is there a strong rhythmic pattern, or meter?	Yes, it creates a steady beat.	The pattern of stresses isn't regular.	Yes, there's a strong pattern.

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DIGITAL PERSPECTIVES

Analyze Craft and Structure

Determine Figurative Meaning: Sound Devices Point out to students that, along with rhyme, poets use rhyme scheme, which is the pattern of end rhyme in a poem. Each rhyme is assigned a different letter, as follows in the first four lines of "Invitation to Love" by Paul Laurence Dunbar:

Come when the nights are bright with stars **a**

Or come when the moon is mellow; **b**

Come when the sun his golden bars **a**

Drops on the hay-field yellow. **b**

These lines have the rhyme scheme ***abab.***

For more support, see **Analyze Craft and Structure: Sound Devices.**

See possible responses in chart on Student page.

FORMATIVE ASSESSMENT

Analyze Craft and Structure

If students are unable to recognize sound devices, **then** review definitions of the devices, and read the poems aloud so that students can listen for each device.

Reteach and Practice, see **Analyze Craft and Structure: Sound Devices (RP).**

PERSONALIZE FOR LEARNING

English Language Support

Sound Devices Students who are learning English may not hear the sound devices in poetry as clearly because they are unsure of the exact pronunciation of some words in the poems. Have students in small groups read the poems aloud, pointing out to each other where the poet has used alliteration, strong meter, and rhyme.

FACILITATING

Conventions

Participial and Infinitive Phrases As you discuss participles and participial phrases with students, provide the following examples:

- A **smiling** face might make you feel happy.

Here, *smiling* is a participle that acts as an adjective for *face*.

- The man, **embarrassed by his feelings,** tried not to act on them.

In this sentence, "embarrassed by his feelings" is a participial phrase that modifies "the man."

As you discuss infinitive phrases, provide the following examples:

- The man wanted **to draw.**

In this case, "to draw" is an infinitive that acts as a noun.

- The man wanted **to draw a perfect circle.**

In this case, "to draw a perfect circle" is an infinitive phrase that acts as a noun.

Encourage students to come up with their own examples of participles, participial phrases, infinitives, and infinitive phrases.

For more support, see **Conventions: Participial and Infinitive Phrases.**

Read It

Possible responses:

1. a. One man, having made his point, walked away happy.

FORMATIVE ASSESSMENT

Conventions

If students are unable to distinguish between participial and infinitive phrases, **then** review with them that infinitive phrases usually begin with the word *to* and participial phrases usually begin with a verb ending in *-ing* or *-ed*.

For Reteach and Practice, see **Conventions: Participial and Infinitive Phrases (RP).**

LANGUAGE DEVELOPMENT

SOURCES

- RETORT
- *from* THE PEOPLE, YES
- UNSUSPECTING

Conventions

Participial and Infinitive Phrases A **participle** is a verb form that acts as an adjective. A **participial phrase** is made up of a participle with its modifiers, such as adverbs, and complements, such as objects. These all act together as an adjective.

Note that participles often end in *-ing* (present participle) or *-ed* (past participle).

An **infinitive** is a verb form that acts as a noun, an adjective, or an adverb. Infinitives begin with the word *to*. An **infinitive phrase** is made up of an infinitive with modifiers or complements, all acting together as a single part of speech.

The chart below shows examples of participial phrases and infinitive phrases. In the chart, participles and infinitives are underlined, and phrases are in boldface.

PARTICIPIAL PHRASES AND THE WORDS THEY MODIFY	INFINITIVE PHRASES AND THEIR FUNCTIONS
Moving quickly, he picked up a stick. (modifies the subject, *he*)	**To prove how much he knew** was the man's main goal. (functions as a noun)
The man, **bothered by his thoughts**, tried to clear his head. (modifies the subject, *man*)	He agreed with the request **to listen to his heart**. (functions as an adjective modifying *request*)
The poem is about people **fooling themselves**. (modifies the object, *people*)	They try **to train their brains**. (functions as an adverb modifying *try*.)

Read It

1. Work individually. Underline the participial phrase in each sentence.
   - **a.** One man, having made his point, walked away happy.
   - **b.** He saw the woman thinking very hard.
2. Underline the infinitive phrase in each sentence.
   - **a.** To teach the man a lesson, he drew a larger circle.
   - **b.** The professor agreed to reward his students.

Write It

Choose one of the poems and write two sentences about it. Use a participial phrase in one and an infinitive phrase in the other.

STANDARDS

Language
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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PERSONALIZE FOR LEARNING

Challenge

Participial Phrases Point out to students that writers use participial phrases to vary sentence structure. Explain that in some cases, two sentences may be combined into one sentence by adding a participial phrase. Show students the following two sentences:

The poet used rhymes. She created a musical effect.

Point out that the two sentences could be combined using a participial phrase as follows:

Using rhymes, the poet created a musical effect.

Now challenge students to use a participial phrase to combine the following two sentences:

The speaker talked slowly. He held the audience's attention.

(Possible response: Talking slowly, the speaker held the audience's attention.)

EFFECTIVE EXPRESSION

Speaking and Listening

Assignment

With your group, develop a **multimedia presentation** of one of the poems from this collection. Make sure to come to your group's discussion prepared with ideas, and follow the rules for a friendly, productive discussion. Choose from the following options:

- ☐ **Dramatic Reading** With your group, identify the poem you would like to focus on in your presentation. Then, discuss the poem with your group and develop a plan for a dramatic reading of the poem. Your dramatic reading should include multimedia elements, such as background music, props, costumes, and images, such as photographs or illustrations.
- ☐ **Nonverbal Multimedia Presentation** With your group, choose the poem you would like to focus on in your presentation. Then, discuss the poem with your group and develop a plan for a multimedia presentation in which you present the poem without words. Instead, convey the meaning of the poem by carefully arranging multimedia elements, such as music, video, dance, photos, original arttwork, and mime.

Project Plan With your group, decide which members will carry out each task listed on the table below. Also, decide on the order of speakers as well as the sequence of multimedia elements. You may wish to annotate a copy of the poem you choose to indicate what happens when. With your group, present your findings, using relevant evidence, sound valid reasoning, and well-chosen details to support your ideas. Remember to use appropriate eye contact, adequate volume, and clear pronunciation as you present your findings.

Use this chart to organize your work.

POEM LINE/STANZA	READER/ PERFORMER	MUSIC/SOUND	PROPS, COSTUMES, IMAGES	PLAN

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from "Retort"; the excerpt from "The People, Yes"; and "Unsuspecting."

STANDARDS

Speaking and Listening

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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DIGITAL PERSPECTIVES

Speaking and Listening

Assignment If students are having difficulty choosing which type of presentation to do, encourage them to consider which option plays to their strengths. For example, if students enjoy reading aloud, the Dramatic Reading might be the best option. Remind them that no matter which option they choose, all group members should participate in the project.

Project Plan Remind groups to consult the schedule for Small-Group activities as they create their Project Plan. Check to make sure each group has made assignments and that the work is divided evenly among group members.

For more support, see **Speaking and Listening: Multimedia Presentation.**

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

FORMATIVE ASSESSMENT

Speaking and Listening

If groups struggle to create meaningful presentations, **then** review one stanza of each poem, asking students to think about the best option for sharing their insights with the class. For Reteach and Practice, see **Speaking and Listening: Multimedia Presentation (RP).**

Selection Test

Administer the "Poetry Collection" Selection Test, which is available in both print and digital formats online in Assessments.

PERSONALIZE FOR LEARNING

Strategic Support

Shifts in Tone or Meaning As students work in groups to prepare their presentations, encourage them to look at the poem line by line. Point out that students should look for places where there is a shift in tone or meaning. For example, in "Retort," the tone shifts in line 6, when Phyllis "came by," as the speaker's mood seems to improve, and shifts again in lines 9 and 10, when the speaker's heart boldly calls the head a food.

If students are working on a Dramatic Reading, make sure that each reader says their line with the proper tone. Media, such as music or images, should also shift to reflect the moods. If students are working on a Nonverbal Presentation, the shifts in tone should also be reflected in the music, video, dance, photos, artwork, or mime that is used.

FACILITATING

Present an Explanatory Multimedia Presentation

Assignment Before groups begin work on their projects, have them clearly differentiate the role each group member will play. Remind groups to consults the schedule for Small-Group Learning to guide their work during the Performance Task.

Students should complete the assignment using presentation software to take advantage of text, graphics, and sound features.

Plan With Your Group

Analyze the Text Point out to students that each selection has a topic that has to do with intelligence. Encourage students to try to note the topic of each selection. After deciding on the topics, students ask and answer each other's questions about the kinds of human intelligence found in the selections. Encourage them to take notes. They can use these discussions to decide on what they believe the main idea of each selection is. Once they decide on the main idea, they can dig into the selection for more evidence.

Gather Evidence and Media Examples Suggest that groups brainstorm about what to look for as they search for media to represent different types of intelligence found in the selections. For example, students might want to use video clips featuring Daniel Tammet discussing synesthesia or Howard Gardner discussing multiple intelligences. They might want to use photographs of the poets as they discuss their points, or they could choose images that work well with the themes of the poems. Explain that while students may find many media examples, they should be strategic about what will work best in their presentations.

PERFORMANCE TASK: SPEAKING AND LISTENING FOCUS

SOURCES

- BLUE NINES AND RED WORDS
- THE THEORY OF MULTIPLE INTELLIGENCES INFOGRAPHIC
- RETORT
- *from* THE PEOPLE, YES
- UNSUSPECTING

Tool Kit
Collaboration Checklist

STANDARDS

Reading Literature
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Reading Informational Texts
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Speaking and Listening
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Present an Informative Multimedia Presentation

Assignment

You have read various types of text that explore the different ways people can be intelligent. Work with your group to develop an explanatory multimedia presentation that addresses this question:

> How does each selection highlight a different way to be intelligent?

Plan With Your Group

Analyze the Text With your group, discuss the ways in which the texts show different types of intelligence. Use the chart to list your ideas. For each selection, identify the type of intelligence featured. Note that in some selections, more than one type of intelligence may be covered. Then, pose questions about intelligence to other group members and respond to others' questions. Be polite as you evaluate the soundness of each other's reasoning. Work to come to a consensus about what each selection tells you about human intelligence. Refer to the Collaboration Checklist for tips on working effectively as a group.

TITLE	TYPE OF INTELLIGENCE FEATURED
Blue Nines and Red Words	
The Theory of Multiple Intelligences Infographic	
Retort	
from The People, Yes	
Unsuspecting	

Gather Evidence and Media Examples Identify specific examples from the selections to support your group's ideas. Then, brainstorm types of multimedia you can use to clarify your ideas and emphasize key points. These may include charts, graphs, and other images. Allow each group member to make suggestions.

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AUTHOR'S PERSPECTIVE **Ernest Morrell, Ph.D.**

Active Classroom Listening Teachers can help students participate in class more effectively by discussing how to ask critical questions in classroom conversations. Teachers can guide students to determine which questions are most important and will yield good answers by modeling questions that synthesizing multiple viewpoints and tap critical thinking skills. Here are some samples to use:

- What are the implications of…?
- What is the difference between …and …?
- What is the counterargument for …?
- What are the strengths and weakness of…?
- What is another way to look at…?

Remind students to avoid yes/no questions because they cut off discussion. Teachers can also teach students to use *critical listening*—weighing what has been said to decide if they agree with it or not. Critical listening can help students identify the salient parts of each question and integrate these parts to formulate an idea or an opinion.

Organize Your Ideas As a group, decide who is responsible for each part of the presentation. Then organize a script for your Informative presentation. Decide when each part of the presentation will begin, and record what the presenter will say. Use a chart like this one to organize your script.

MULTIMEDIA PRESENTATION SCRIPT		
	Media Cues	Script
Presenter 1		
Presenter 2		
Presenter 3		

Rehearse With Your Group

Practice With Your Group As you work through the script for your presentation, use this checklist to evaluate the effectiveness of your group's first run-through. Then, use your evaluation and the instruction here to guide your revision.

CONTENT	USE OF MEDIA	PRESENTATION TECHNIQUES
☐ Ideas are presented clearly and reasoning is sound. ☐ Main ideas are supported with evidence from the texts.	☐ The media clarifies and emphasizes important points in the presentation. ☐ The media adds interest to the presentation. ☐ Media is used evenly throughout the presentation.	☐ The speech is appropriate for the context. ☐ Formal English is used.

Fine-Tune the Content To make your presentation stronger, you may need to review evidence to be sure it supports main points. If necessary, add more evidence from the texts.

Improve Your Use of Media Review all media to make sure it clarifies information and is effective. If there is more media in some parts of the presentation than in others, try to adjust so that it is used evenly.

Brush Up on Your Presentation Techniques Practice your presentation before you present it for the whole class. Make sure that the performers speak loudly enough for the whole class to hear.

Present and Evaluate

When you give your presentation, be sure that each group member has addressed each of the checklist items. As you listen to other groups' presentations, evaluate how well they met the checklist criteria.

STANDARDS

Speaking and Listening

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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PERSONALIZE FOR LEARNING

Strategic Support

Types of Intelligence Some groups may have difficulty in identifying the types of intelligence of the poems. Be prepared to assist these students in inferring what the type of intelligence being addressed is.

- In "Retort," is the head or the heart smarter? What does each represent?
- In the excerpt from *The People, Yes,* what does the Indian recognize that the white man does not? How would you describe the Indian?
- In "Unsuspecting," how is the "kind of mind" described? Is such a person intelligent, or do they just think that they are?

DIGITAL PERSPECTIVES

Organize Your Ideas Remind groups that all group members should have an opportunity to speak and that no one member should dominate the presentation.

Rehearse With Your Group

Practice With Your Group Remind students that each group member should come prepared, having practice his or her part ahead of time. As members of the group listen to each other, they should provide constructive feedback. If there are problems with the timing of the presentation, have group members work together to solve the problems.

Fine-Tune the Content As students review content, encourage them to delete any text that is confusing and does not support their main points.

Improve Your Use of Media Encourage students to make sure that visuals are clearly visible to everyone in the classroom, and that any audio is played at an appropriate sound level.

Brush Up on Your Presentation Techniques Remind students that they should be sure to speak with energy and conviction and that they should strive to make eye contact with the audience.

MAKE IT INTERACTIVE

Encourage groups to make video or audiotapes as they rehearse for their presentation. They can then view or listen to the tapes, and find where they need to improve the flow or content of their presentation.

Present and Evaluate

Before beginning the presentations, set expectations for the audience. You may wish to have students consider these questions as groups present.

- What claim about each selection did the group make?
- What were some of their supporting ideas?
- Which multimedia worked best to support their claims?
- What presentation skills did this group excel at?

As students provide feedback to the presenting group, remind them that they should be polite and respectful when offering suggestions.

OVERVIEW

INDEPENDENT LEARNING

In what different ways can people be intelligent?

Encourage students to think carefully about what they have already learned and what more they want to know about the unit topic of human intelligence. This is a key first step to previewing and selecting the text they will read in Independent Learning.

Independent Learning Strategies

Review the Learning Strategies with students and explain that as they work through Independent Learning they will develop strategies to work on their own.

- Have students watch the video on Independent Learning Strategies.
- A video on this topic is available online in the Professional Development Center.

Students should include any favorite strategies that they might have devised on their own during Whole-Class and Small-Group Learning. For example, for the strategy "Create a schedule," students might include:

- Understand the goals and deadlines.
- Make a schedule for what to do each day.

Block Scheduling

Each day in this Pacing Plan represents a 40–50 minute class period. Teachers using block scheduling may combine days to reflect their class schedule. In addition, teachers may revise pacing to differentiate and support core instruction by integrating components and resources as students require.

OVERVIEW: INDEPENDENT LEARNING

ESSENTIAL QUESTION:

In what different ways can people be intelligent?

Human intelligence can be shown in small ways or in astonishing displays. In this section, you will complete your study of human intelligence by exploring an additional selection related to the topic. You'll then share what you learn with classmates. To choose a text, follow these steps.

Look Back Think about the selections you have already studied. What more do you want to know about human intelligence?

Look Ahead Preview the selections by reading the descriptions. Which one seems most interesting and appealing to you?

Look Inside Take a few minutes to scan through the text you chose. Choose a different one if this text doesn't meet your needs.

Independent Learning Strategies

Throughout your life, in school, in your community, and in your career, you will need to rely on yourself to learn and work on your own. Review these strategies and the actions you can take to practice them during Independent Learning. Add ideas of your own for each category.

STRATEGY	ACTION PLAN
Create a schedule	• Understand your goals and deadlines. • Make a plan for what to do each day. •
Practice what you have learned	• Use first-read and close-read strategies to deepen your understanding. • After you read, evaluate the usefulness of the evidence to help you understand the topic. • Consider the quality and reliability of the source. •
Take notes	• Record important ideas and information. • Review your notes before preparing to share with a group. •

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SCAN FOR MULTIMEDIA

Pacing Plan



CONTENTS

Choose one selection. Selections are available online only.

ARGUMENT

Is Personal Intelligence Important?

John D. Mayer, Ph.D.

A psychologist explores the kind of intelligence that people use in their relationships with others.



NEWS ARTICLE

Record IQ Is Just Another Talent

Hwang Jurie

A man with a record IQ explains why his life is a success even though he has not used his gift as some people may have expected.



EXPOSITORY NONFICTION

The More You Know, the Smarter You Are?

Jim Vega

Everyone has different strengths, and this essay presents examples.

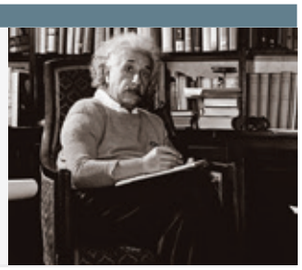


EXPOSITORY NONFICTION

from The Future of the Mind

Michio Kaku

A physicist uses the example of Einstein's brain to discuss the question: Are geniuses made or born?



PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Informative Essay

Complete your Evidence Log for the unit by evaluating what you have learned and synthesizing the information you have recorded.

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SCAN FOR MULTIMEDIA

DIGITAL PERSPECTIVES

Contents

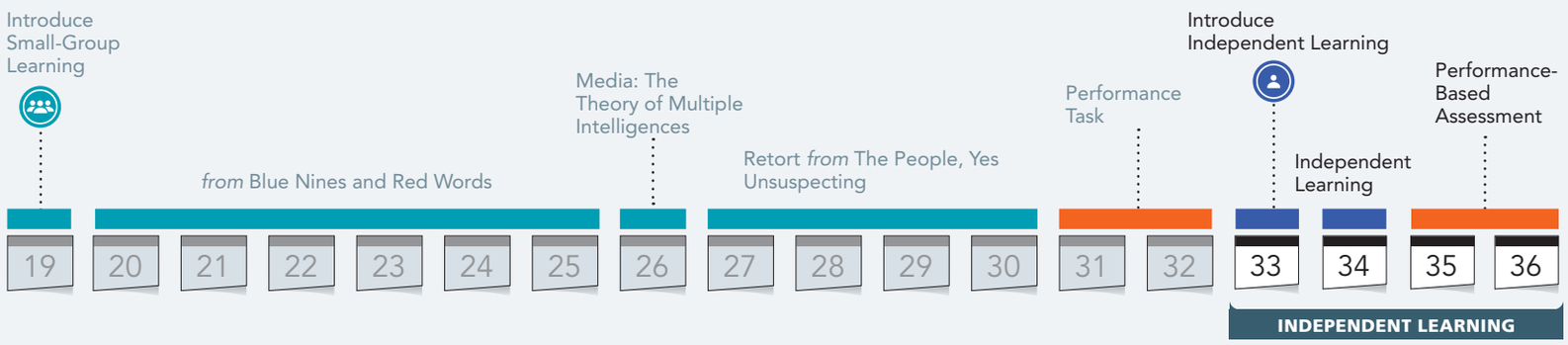
Selections Encourage students to scan and preview the selections before choosing the one they would like to read or review. Suggest that they consider the genre and subject matter of each one before making their decision. You can use the information on the following Planning pages to advise students in making their choice.

Remind students that the selections for Independent Learning are only available in the digital edition of *myPerspectives*™. Allow students who do not have digital access at home to preview the selections or review the media selection(s) using classroom or computer lab technology. Then either have students print the selection they choose or provide a printout for them.

Performance-Based Assessment Prep

Review Evidence for an Informative Text Point out to students that collecting evidence during Independent Learning is the last step in completing their Evidence Log. After they finish their independent reading, they will synthesize all the evidence they have compiled in the unit.

The evidence students collect will serve as the primary source of information they will use to complete the writing and oral presentation for the Performance-Based Assessment at the end of the unit.



Is Personal Intelligence Important?

Summary

In the argument essay, "Is Personal Intelligence Important?" John D. Mayer argues that personal intelligence should be recognized and appreciated as one of several broad intelligence types. The author defines personal intelligence as the ability to reason about our own and other people's personalities. This includes assessing motives, emotions, thought, values, and self-control. Although all kinds of intelligences are important, they are not all the same. The author then examines how personal intelligence can help us, our loved ones, and society as a whole. Personal intelligence can helps us to understand ourselves and evaluate honestly why we do things. Similarly, it can help us to understand why loved ones, friends, and co-workers do the things they do. Finally, it can help us to understand our own society in a way that promotes cooperation and assures that our society thrives. The author recommends that we take personal intelligence seriously and study how we can use it to improve ourselves, our personal relationships, and our society.

Insight

Reading this selection will help students understand kinds of intelligences in general and personal intelligence specifically. Acknowledging and recognizing the value of personal intelligence will help students appreciate it in themselves and others. It will also help students to use it as an important criteria for choosing leaders.

SELECTION RESOURCES

- First-Read Guide: Nonfiction
- Close-Read Guide: Nonfiction
- Comprehension Check and Analyze the Text
- Audio Summaries
- Selection Audio
- Selection Test

Connection to Essential Question

The Essential Question—In what different ways can people be intelligent?— is directly answered in this selection. The selection does this by examining in detail one specific kind of intelligence—personal intelligence.

Connection to Performance-Based Assessment

In the Performance-Based Assessment students are asked to write an informative essay that addresses the following prompt: Where does human intelligence come from? Although the selection does not directly address this question, it will be useful to students in that it emphasizes the existence of different types of intelligence.

Text Complexity Rubric: Is Personal Intelligence Important?

Quantitative Measures	
Lexile: 1230 **Text Length:** 1544 words	
Qualitative Measures	
Knowledge Demands ① ② **③** ④ ⑤	Selection includes a number of sub-specific terms (types of intelligences) that may be unfamiliar. However, new concepts are well explained.
Structure ① **②** ③ ④ ⑤	Organization is very clear , explicit, and logical. Some subheadings are used to divide information. Bullet points are used in several sections to explain concepts in logical order.
Language Conventionality and Clarity ① ② ③ **④** ⑤	Language is academic and complex; sentences are lengthy and include a lot of academic and subject-specific vocabulary.
Levels of Meaning/Purpose ① **②** ③ ④ ⑤	Purpose of article and main ideas are explicitly stated at beginning and end; supporting concepts and details are clearly explained throughout. Real life examples are used to support the concepts.

DIGITAL PERSPECTIVES

Audio | Video | Document | Online Assessment



Record IQ is Just Another Talent

Summary

In the news article, "Record IQ is Just Another Talent," author Hwang Jurie interviews Korean genius Kim Ung-yong, Kim, who has an astounding IQ of 210, has been criticized by many in the media as a "failed genius." Kim disputes that assessment of his life. Kim was invited to work at NASA at the age of eight. He continued to work there for ten years, but describes his time there as "lonely years." What he wanted most was to be happy and to lead a normal life. So, he left NASA with the intention of becoming "an ordinary company worker." Rather than just take tests to get his university degree, he decided to attend a university. There, for the first time in his life, he was interacting with people his own age. Today Kim works an ordinary job at Chungbuk Development Corporation and is happy. Kim claims that people give a high IQ too much meaning. Kim, who readily admits that he has no athletic or musical talent, argues that a high IQ is just one kind of talent. And, he insists that society should respect his choice rather than belittling him for wanting to be happy.

Insight

Reading this article will give students a profound insight into the loneliness that often accompanies being a genius. Also, it will help students understand the importance of respecting people's life choices even if we don't agree with those choices.

SELECTION RESOURCES

- First-Read Guide: Nonfiction
- Close-Read Guide: Nonfiction
- Comprehension Check and Analyze the Text
- Audio Summaries
- Selection Audio
- Selection Test

Connection to Essential Question

The article directly addresses the Essential Question: In what different ways can people be intelligent? The genius Kim Ung-yong insists that a high IQ is only one of many types of talents. To prove his point, he cites athletic and musical abilities as talents that he does not have.

Connection to Performance-Based Assessment

In the Performance-Based Assessment students are asked to write an informative essay that addresses the following prompt: Where does human intelligence come from? Although the article offers no answer to this question, it does by implication posit that we have very little understanding of where genius intelligence comes from.

Text Complexity Rubric: Record IQ Is Just Another Talent

Quantitative Measures	
Lexile: 1290 **Text Length:** 848 words	
Qualitative Measures	
Knowledge Demands ① ② **③** ④ ⑤	To understand the article, students need to understand the meaning and use of IQ – intelligence quotient, and familiarity with the idea of special talents and use of word "genius".
Structure ① **②** ③ ④ ⑤	With journalistic style, organization is clear and easy to understand; concepts and events are clearly explained within the article and by use of multiple quotes by the man who is the subject.
Language Conventionality and Clarity ① ② **③** ④ ⑤	Language is straightforward, clear, and concrete. Quotations from interview are conversational and explicit. Some sentences are lengthy, with multiple ideas and clauses.
Levels of Meaning/Purpose ① ② **③** ④ ⑤	Concepts and opinions are explicitly stated throughout the text. Ideas are supported by examples and are stated in clear, everyday terms. However, some of the concepts are complex (multiple elements of human talents).



The More You Know, the Smarter You Are?

Summary

The expository essay by Jim Vega, "The More You Know, the Smarter You Are?" questions the assumption that acquiring facts and information is an important aspect of being smart. Vega claims that smart people need to go further and use that information to solve problems. He cites the work of Howard Gardner, a professor at Harvard University, as evidence. Gardner identified multiple kinds of human intelligence. Gardner argued that too much emphasis had been placed on language and math abilities and that IQ was not the only way to measure intelligence. According to Gardner and the author, we should start thinking of being "smart" in new ways. As an example, the author cites "street smarts." As an example, the author asks reader to consider the difference between a person who knows all about geography and a person who knows how to find his or her way around a city. The author cites "wisdom" as another kind of intelligence. He defines *wisdom* as a combination of intuition, life experience, and a deep understanding of people. The author concludes that there are many ways to be smart. He urges readers to identify their intelligence strengths and to use their strengths to stretch their weaknesses.

Insight

Reading this essay will help student expand their ideas about intelligence. It will prod them to think about intelligence in people who perhaps do not have that much book knowledge. It will also lead them to assess their own intelligence in new ways.

SELECTION RESOURCES

- First-Read Guide: Nonfiction
- Close-Read Guide: Nonfiction
- Comprehension Check and Analyze the Text
- Audio Summaries
- Selection Audio
- Selection Test

Connection to Essential Question

The article directly addresses the Essential Question: In what different ways can people be intelligent? It does this by supplying evidence that there are many ways to be intelligent.

Connection to Performance-Based Assessment

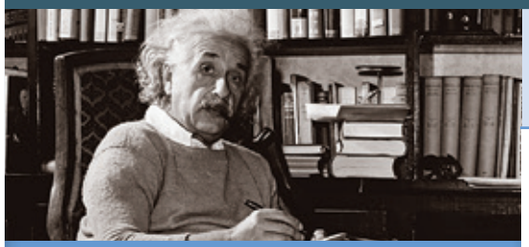
In the Performance-Based Assessment students are asked to write an informative essay that addresses the following prompt: Where does human intelligence come from? Although the essay does not answer the question, it does suggest that the ability to apply book and experiential knowledge to problems is an essential component of intelligence.

Text Complexity Rubric: The More You Know, the Smarter You Are?

Quantitative Measures	
Lexile: 1190 **Text Length:** 733 words	
Qualitative Measures	
Knowledge Demands ① ② **③** ④ ⑤	Some familiarity with the idea of multiple intelligences is helpful for reading the text, though terms are explained. Knowledge of IQ (intelligence quotient) would be helpful.
Structure ① **②** ③ ④ ⑤	Structure is easy to follow; after an introduction of the main ideas, Gardner's multiple intelligences are listed with examples. The rest of the ideas have clear organization and logical connections.
Language Conventionality and Clarity ① ② **③** ④ ⑤	Style of language is conversational, but there are many lengthy sentences with multiple ideas and clauses; Some vocabulary is academic and subject-specific (multiple intelligences).
Levels of Meaning/Purpose ① ② **③** ④ ⑤	Main purpose and concepts are explicitly stated and explained at beginning and summarized at end. Concepts cover a wide range of ideas, some of which are complex (how people think and use knowledge and wisdom)

DIGITAL PERSPECTIVES

Audio | Video | Document | Online Assessment



from The Future of the Mind

Summary

The expository essay by Michio Kaku, "Einstein's Brain and Enhancing Our Intelligence" examines the quest to understand the origins of genius intelligence. In the case of Albert Einstein, Dr. Thomas Harvey of Princeton Hospital secretly preserved Einstein's brain in an effort to understand these origins. Harvey did not discover any secrets and forty years later tried to return the brain to relatives. Einstein's heirs eventually donated the brain to science. Upon examination, what scientists discovered was confounding. There was one part of the brain that was larger than normal, but other than Einstein's brain was ordinary. Scientists did, however, draw some conclusions about roots of Einstein's genius. First, he spent most of his time engaging in thought experiments. Second, Einstein would spend up to ten years running a single thought experiment in his mind. Third, Einstein was prone to rebel against the theories of establishment physicists. And fourth, the time was right for the emergence of an Einstein. The essay concludes that Einstein's genius was a result of his mental abilities combined with the times and Einstein's determination and will to achieve great things.

Insight

Reading this essay will help students consider the many factors that may contribute to genius intelligence. Some students may have difficulty with the idea of autopsies and preserving human remains. Give them support as needed.

SELECTION RESOURCES

- First-Read Guide: Nonfiction
- Close-Read Guide: Nonfiction
- Comprehension Check and Analyze the Text
- Audio Summaries
- Selection Audio
- Selection Test

Connection to Essential Question

The article does not directly address the Essential Question: In what different ways can people be intelligent? It does, however, supply students with information about the various factors that may inform the development of human intelligence.

Connection to Performance-Based Assessment

In the Performance-Based Assessment students are asked to write an informative essay that addresses the following prompt: Where does human intelligence come from? This selection should be particularly helpful to students as they gather information to address the prompt, as the essay addresses factors other than brain structure that affect intelligence.

Text Complexity Rubric: Einstein's Brain and Enhancing Our Intelligence *from* The Future of the Mind

Quantitative Measures	
Lexile: 1190 **Text Length:** 1997 words	
Qualitative Measures	
Knowledge Demands ① ② ③ **④** ⑤	Readers need familiarity with Einstein and what he did. Selection contains multiple references, some of which may be unfamiliar (relativity, brain research, brain parts, gravity, black holes, Isaac Newton, nature vs nurture debate)
Structure ① ② **③** ④ ⑤	Organization is clear and logical, but multiple ideas are included in dense text. Selection describes both events (what happened to Einstein's brain) and theoretical ideas, research, and conclusions.
Language Conventionality and Clarity ① ② **③** ④ ⑤	Language has clear, straightforward style, but sentences are complex and often include multiple clauses.; Vocabulary is academic and sometimes subject- specific (brain research and part of brain)
Levels of Meaning/Purpose ① ② ③ **④** ⑤	Purpose of article and meaning of concepts is clearly explained, but concepts are sophisticated, complex, and theoretical (what is genius, nature vs nurture debate).

ADVISING

You may wish to direct students to use the generic **First-Read** and **Close-Read Guides** in the Print Student Edition. Alternatively, you may wish to print copies of the genre-specific **First-Read** and **Close-Read Guides** for students. These are available online in the Interactive Student Edition or Unit Resources.

FIRST READ

Students should perform the steps of the first read independently.

NOTICE: Students should focus on the basic elements of the text to ensure they understand what is happening.

ANNOTATE: Students should mark any passages they wish to revisit during their close read.

CONNECT: Students should increase their understanding by connecting what they've read to other texts or personal experiences.

RESPOND: Students will write a summary to demonstrate their understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. Remind students that they will revisit their first-read annotations during the close read. You may wish to print copies of the First-Read Guide for students to use.

After students have completed the First-Read Guide, you may wish to assign the Comprehension Check and Analyze the Text Questions for the selection that are available in the Digital Teacher's Edition.

Anchor Standards

In the first two sections of the unit, students worked with the whole class and in small groups to gain topical knowledge and greater understanding of the skills required by the anchor standards. In this section, they are asked to work independently, applying what they have learned and demonstrating increased readiness for college and career.

INDEPENDENT LEARNING

First-Read Guide

Tool Kit
First-Read Guide and Model Annotation

Use this page to record your first-read ideas.

Selection Title: _____

NOTICE

NOTICE new information or ideas you learn about the unit topic as you first read this text.

ANNOTATE

ANNOTATE by marking vocabulary and key passages you want to revisit.



CONNECT ideas within the selection to other knowledge and the selections you have read.

CONNECT

RESPOND by writing a brief summary of the selection.

RESPOND

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STANDARD
Reading Read and comprehend complex literary and informational texts independently and proficiently.

PERSONALIZE FOR LEARNING

Strategic Support

Writing a Summary Students may struggle with writing a summary for the Respond section of the First-Read Guide. Discuss the components of a successful summary, and have students create a checklist to help them review and revise their First-Read Guide entry.

- Explain that a summary should be short and should identify the title and author of a selection.
- The topic (for nonfiction selections) or genre (for literary selections) should be noted, followed by the main ideas in a nonfiction text or brief descriptions of the essential elements in literary selections (i.e., character, plot, setting, point of view, literary techniques).

Students should use their own words to describe, or restate, the ideas or elements of a selection. If they include exact words from the text, those words should be enclosed in quotation marks.

Close-Read Guide

Tool Kit
Close-Read Guide and Model Annotation

Use this page to record your close-read ideas.

Selection Title: _____

Close Read the Text

Revisit sections of the text you marked during your first read. Read these sections closely and **annotate** what you notice. Ask yourself **questions** about the text. What can you **conclude**? Write down your ideas.



Analyze the Text

Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one and record your thoughts about what this choice conveys.

QuickWrite

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.

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STANDARD
Reading Read and comprehend complex literary and informational texts independently and proficiently.

DIGITAL PERSPECTIVES

CLOSE READ

Students should begin their close read by revisiting the annotations they made during their first read. Then, students should analyze one of the author's choices regarding the following elements:

- **patterns,** such as repetition or parallelism
- **structure,** such as cause-and-effect or problem-solution
- **techniques,** such as description or dialogue
- **ideas,** such as the author's main idea or claim

MAKE IT INTERACTIVE
Group students according to the selection they have chosen. Then, have students meet to discuss the selection in depth. Their discussions should be guided by their insights and questions.

PERSONALIZE FOR LEARNING

Strategic Support

QuickWrite To scaffold support for the QuickWrite, help students organize and develop their ideas about a specific paragraph in the text. Have them read aloud to a partner the paragraph they chose, summarize the main idea and supporting details, and point out specific examples in the writing that captured their interest. Students may point to specific vocabulary, direct quotations, dialogue, descriptions, imagery, or visuals and/or captions related to the paragraph they chose. Students should also talk with their partner about something more they'd like to know. For example, they might have questions about the main idea or details in the paragraph, or they might want to know more about how the writer decided to craft the paragraph.

ADVISING

Share Your Independent Learning

Prepare to Share

Explain to students that sharing what they learned from their Independent Learning selection provides classmates who read a different selection with an opportunity to consider the text as a source of evidence during the Performance-Based Assessment. As students prepare to share, remind them to highlight how their selection contributed to their knowledge of the concept of human intelligence as well as how the selection connects to the question, *In what different ways can people be intelligent?*

Learn From Your Classmates

As students discuss the Independent Learning selections, direct them to take particular note of how their classmates' chosen selections align with their current position on the Performance-Based Assessment question.

Reflect

Students may want to add their reflection to their Evidence Log, particularly if their insight relates to a specific selection from the unit.

MAKE IT INTERACTIVE

Have students consider the Independent Learning selection they read and jot down whether or not they felt the text changed or challenged the way they define intelligence. In a class discussion, ask volunteers to share and explain their answers, and invite classmates to further the discussion by asking questions.

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

INDEPENDENT LEARNING

EVIDENCE LOG

Go to your Evidence Log and record what you learned from the text you read.

Share Your Independent Learning

Prepare to Share

In what different ways can people be intelligent?

Even when you read something independently, your understanding continues to grow when you share what you have learned with others. Reflect on the text you explored independently and write notes about its connection to the unit. In your notes, consider why this text belongs in this unit.

Learn From Your Classmates

Discuss It Share your ideas about the text you explored on your own. As you talk with your classmates, jot down ideas that you learn from them.

Reflect

Underline the most important insight you gained from these writing and discussion activities. Explain how this idea adds to your understanding of the different ways in which people can be intelligent.

STANDARDS

Listening and Speaking
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

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AUTHOR'S PERSPECTIVE Ernest Morrell, Ph.D.

Self-facing Notes Some students may not believe that they need to take notes because they'll remember what the teacher and their classmates said. However, taking notes can provide more than a memory jog. To reinforce the importance of taking good notes, teachers should remind students that they will need notes to learn effectively from their peers. In addition, self-facing notes may help students in discussion because these notes will help them prepare the key points they want to share. Point out that the Share Your Independent Learning activity will help students in these ways:

- **Provide Feedback:** Making self-facing notes will help students give classmates useful comments about their independent reading, which will result in deeper learning.
- **Share Key Ideas:** Model how to jot down information that is essential to

Review Evidence for an Informative Essay

At the beginning of this unit, you responded to the following question:

Where does human intelligence come from?

EVIDENCE LOG

Review your Evidence Log and your QuickWrite from the beginning of the unit. Have your ideas changed?

NOTES

Identify at least three pieces of evidence that interested you about the ways in which people express intelligence.

1.

2.

3.

Identify the way of expressing intelligence that made the strongest impression on you:

_____

_____

Develop your thoughts into a topic sentence for an informative essay. Complete this sentence starter:

One of the most unexpected ways in which people can show intelligence is

_____

_____

Evaluate Your Evidence Consider your position. How did the texts you read impact that position?

STANDARDS

Writing

Develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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DIGITAL PERSPECTIVES

Review Evidence for an Informative Essay

Evidence Log Students should understand that their viewpoint can evolve as they learn more about the subject and are exposed to additional points of view. Point out that their original answer to the question *Where does human intelligence come from?* can change after careful consideration of their learning and evidence.

Evaluate the Strength of Your Evidence

Remind students that there are many different types of evidence they can use as support in their informative essays, such as the following:

- examples from texts
- facts
- quotations from authorities
- passages that challenged or changed their way of thinking
- passages or quotations that they think are memorable or inspiring

Students should select evidence from the text that directly supports their assertions. For example, they might include a quotation or passage from a text and explain how it changed their thinking, or they might note a fact or an anecdote that confirmed their thinking.

ASSESSING

Writing to Sources: Informative Essay

Students should complete the Performance-Based Assessment independently, with little to no input or feedback during the process. Students should use word processing software to take advantage of editing tools and features.

Prior to beginning the Assessment, ask students to think about how the different people or characters in the selections seem to find, get, or improve their intelligence.

Review the Elements of Effective Informative Essay

Students can review the work they did earlier in the unit as they complete the Performance-Based Assessment. They may also consult other resources, such as the following:

- the elements of an informative essay, including language, tone, and grammar, as well as how to organize an informative essay, available in Whole-Class Learning
- their Evidence Log
- their Word Network

Although students will use evidence from unit selections for their writing mode, they may need to collect additional evidence, including facts, statistics, anecdotes, quotations from authorities, or examples.

PERFORMANCE-BASED ASSESSMENT

SOURCES

- WHOLE CLASS SELECTIONS
- SMALL GROUP SELECTIONS
- INDEPENDENT CHOICE SELECTIONS

WORD NETWORK

As you write and revise your informative essay, use your Word Network to help vary your word choices.

STANDARDS

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

PART 1

Writing to Sources: Informative Essay

In this unit, you have read a variety of perspectives on human intelligence. In some cases, nonfiction explored various types of human intelligence. In other cases, poetry or stories allowed the reader to draw his or her own conclusions about human intelligence.

Assignment

Write an informative essay in which you answer the following question:

Where does human intelligence come from?

Consider how each selection you read reveals a different perspective on what *intelligence* means. Make sure that you support your ideas with relevant facts and examples, and quotations. Use an appropriately formal tone.

Reread the Assignment Review the assignment to be sure you fully understand it. The task may reference some of the academic words presented at the beginning of the unit. Be sure you understand each of the words given below in order to complete the assignment correctly.

Academic Vocabulary

assimilate	tendency	integrate
citation	document	

Review the Elements of Effective Informative Essay Before you begin writing, read the Informative Essay Rubric. Once you have completed your first draft, check it against the rubric. If one or more of the elements is missing or not as strong as it could be, revise your essay to add or strengthen that component.

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AUTHOR'S PERSPECTIVE Kelly Gallagher, M.Ed.

Building a Writing Portfolio with Students Teachers can create a portfolio that enables students to demonstrate the variety of writing they complete over the year. There are three elements of keeping a portfolio—collection of all the writing a student has done, selection of the best pieces, and reflection to evaluate growth.

Teachers can set the criteria using such categories as *Best Argument, Best Narrative Piece, Best Informative Piece, Best On-Demand Writing, Best Poetry, Best Blended Genre, Best Writing from Another Class, Best Model of Revision,* and *Best Single Line You Wrote this Year.* Students should also include a reflective letter at the end of the year. To help them learn to reflect, use questions like this throughout the year.

- Where does your writing still need improvement? How will you improve?
- Reflect on a struggle you faced during this unit. How did you overcome it?

Informative Essay Rubric

	Focus and Organization	Evidence and Elaboration	Conventions
4	The introduction engages the reader and sets forth the topic in a compelling way. The ideas progress logically. Transitions clearly show the relationships among ideas. The conclusion follows from the rest of the essay and offers fresh insight into the claim.	The topic is developed with relevant facts, definitions, details, and quotations. The tone of the essay is formal. The vocabulary is precise and suited to the topic, audience, and purpose.	The essay intentionally uses standard English conventions of usage and mechanics.
3	The introduction is somewhat engaging and states the topic in a way that grabs readers' attention. The ideas progress somewhat logically. Some transitions are included to show the relationships among ideas. The conclusion mostly follows from the rest of the essay.	The topic is developed with some relevant facts, definitions, details, and quotations. The tone of the essay is mostly formal. Vocabulary is generally suited to the audience and purpose.	The essay demonstrates general accuracy in standard English conventions of usage and mechanics.
2	The introduction sets forth the topic. Not all ideas flow logically. A few transitions are included that show the relationship among ideas. The conclusion does not completely follow from the rest of the essay.	The topic is developed with a few relevant facts, definitions, and quotations. The tone of the essay is occasionally formal. Vocabulary is somewhat suited to the audience and purpose.	The essay demonstrates some accuracy in standard English conventions of usage and mechanics.
1	The topic is not clearly stated. Ideas do not follow a logical progression. The conclusion does not follow from the rest of the essay.	Reliable and relevant evidence is not included. The vocabulary is limited or ineffective. The tone of the essay is informal.	The essay contains mistakes in standard English conventions of usage and mechanics.

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DIGITAL PERSPECTIVES

Informative Essay Rubric

As you review the Informative Essay Rubric with students, remind them that the rubric is a resource that can guide their revisions. Students should pay particular attention to the differences between something that contains all the elements of an informative essay (a score of 3) and one that is compelling, insightful, and developed with relevant facts (a score of 4).

PERSONALIZE FOR LEARNING

English Language Support

Define Key Terms Ask students to review key terms used in the lesson, for example, *informative, essay*, and *transitions*. Then have them find or review the definitions for the terms: *informative*—used to describe something that informs or explains; *essay*—a short nonfiction work on a particular subject; *transitions*—words and phrases that show the relationship between ideas. Discuss aspects of the words that will help students understand their meanings, for example, *informative* is related to *inform*. After reviewing the terms, students should have a better understanding of what they are required to do for their project.

ASSESSING

Speaking and Listening: Oral Presentation

Students should annotate their written informative essay in preparation for the oral presentation, marking the important elements (the main topic, the main ideas about each selection, and insightful conclusion) as well as evidence from the text and facts.

Remind students that the effectiveness of an oral informative essay relies on how the speaker establish credibility with his or her audience. If a speaker comes across as confident and authoritative, it will be easier for the audience to give credence to the speaker's presentation.

Review the Oral Presentation Rubric As you review the Oral Presentation Rubric with students, remind them that it is a valuable tool that can help them plan their presentation. They should strive to include all of the criteria required to achieve a score of 3. Draw their attention to some of the subtle differences between scores of 2 and 3.

PERFORMANCE-BASED ASSESSMENT

PART 2

Speaking and Listening: Oral Presentation

Assignment

After completing the final draft of your Informative essay, use it as the foundation for a short oral presentation. Do not simply read your essay aloud. Instead, take the following steps to make your story lively and engaging.

- Go back to your essay and annotate the most important ideas and supporting details from your introduction, body paragraphs, and conclusion.
- Refer to your annotated text to guide your presentation and keep it focused.
- Speak clearly and make eye contact with the audience.

STANDARDS

Speaking and Listening
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Review the Oral Presentation Rubric Before you deliver your presentation, check your plans against this rubric. If one or more of the elements is missing or not as strong as it could be, revise your presentation.

	Content	Organization	Presentation Techniques
3	The introduction is engaging and establishes the topic in a compelling way. The presentation has strong valid reasons and evidence. Conclusion offers fresh insight and follows from the rest of the presentation.	The speaker uses time effectively by spending the right amount of time on each part. Ideas progress logically, supported by transitions. Listeners can follow presentation.	The speaker maintains effective eye contact. The speaker speaks clearly and with adequate volume.
2	The introduction sets forth the topic. The presentation includes some valid reasons and evidence. The conclusion offers some insight and mostly follows from the rest of the presentation.	The speaker uses time effectively by spending the right amount of time on most parts. Ideas progress somewhat logically, supported by a few transitions. Listeners can mostly follow the speaker's presentation.	The speaker sometimes maintains effective eye contact. The speaker speaks somewhat clearly and usually with adequate volume.
1	The introduction does not clearly set forth the topic. The presentation does not include adequate reasons or evidence. The conclusion does not follow from the rest of the presentation.	The speaker does not use time effectively, spending too much time on some parts of the presentation, and too little on others. Ideas do not progress logically. Listeners have difficulty following the presentation.	The speaker does not maintain effective eye contact. The speaker does not speak clearly or with adequate volume.

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DIGITAL PERSPECTIVES

Preparing for the Assignment To help students understand what an effective oral presentation of an informative essay looks like, find examples on the Internet of children or adults presenting information. Project the examples for the class, and have students note the techniques that make each speaker successful (that is, eye contact, pacing, tone, and so on). Suggest that students record themselves presenting their essays prior to presenting to the class so that they can practice incorporating some of the elements in the examples you showed them.

Reflect on the Unit

Now that you've completed the unit, take a few moments to reflect on your learning.

Reflect on the Unit Goals

Look back at the goals at the beginning of the unit. Use a different colored pen to rate yourself again. Then, think about readings and activities that contributed the most to the growth of your understanding. Record your thoughts.

Reflect on the Learning Strategies

Discuss It Write a reflection on whether you were able to improve your learning based on your Action Plans. Think about what worked, what didn't, and what you might do to keep working on these strategies. Record your ideas before joining a class discussion.

Reflect on the Text

Choose a selection that you found challenging, and explain what made it difficult.

Describe something that surprised you about a text in the unit.

Which activity taught you the most about human intelligence? What did you learn?

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STANDARDS

Speaking and Listening
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SCAN FOR MULTIMEDIA

DIGITAL PERSPECTIVES

Reflect on the Unit

- Have students watch the video on Reflecting on Your Learning
- A video on this topic is available online in the Professional Development Center

Reflect on the Unit Goals

Students should re-evaluate how well they met the unit goals now that they have completed the unit. You might ask them to provide a written commentary on the goal they made the most progress with as well as the goal they feel warrants continued focus.

Reflect on the Learning Strategies

Discuss It If you want to make this a digital activity, go online and navigate to the Discussion Board. Alternatively, students can share their learning strategies reflections in a class discussion.

Reflect on the Text

Consider having students share their text reflections with one another.

MAKE IT INTERACTIVE

Have students prepare one slide using presentation software that summaries their reflection.

Collate student slides into a presentation that can be viewed by the class. Students should be prepared to give a 30-second oral summary for their slide.

Unit Test and Remediation

After students have completed the Performance-Based Assessment, administer the Unit Test. Based on students' performance on the test, assign the resources as indicated on the Interpretation Guide to remediate. Students who take the test online will be automatically assigned remediation, as warranted by test results.