Flowers for Algernon

Choice Project



Background: We met Charlie Gordon before his groundbreaking surgery. We saw a grown man with an IQ of 68, observed the world through his eyes, and got a glimpse of how others treated him. Since then, we have seen him - and the actions of others toward him - transform. His intelligence, as measured by his IQ, has changed, but that's not the only difference by far. He is developing physically, academically, emotionally, and socially. Every part of his life is in transition, from his grammar to his ethics and relationships with others.

After taking our multiple intelligences (or abilities) quiz, we now understand the limitations of relying solely on IQ for measuring intelligence. We have explored our own abilities, and will now apply these talents to creating a product that embodies the transformation of Charlie Gordon and the world around him.

Essential Question: How can you use your unique abilities to analyze a novel?

Objectives:

- → To independently explore a unique ability or intelligence.
- → To recognize the validity of multiple intelligences.
- → To demonstrate a deep understanding of the changes that take pFaceviens the novel,

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→ To reflect on the treatment of people with disabilities.

Process: Each student will:

- 1. Discuss Multiple Intelligences and take an online quiz to determine their particular strengths.
- 2. Complete a Continuum of Change chart in their English Handbook that analyzes how Charlie and others' treatment of Charlie change throughout the novel.
- 3. Choose one of their top 3 strongest abilities and plan to create a product using this ability that portrays the changes that take place in the novel. For example, visual-spatial learners may choose to create a notebook of Dr. Strauss's notes and Professor Nemur's charts that demonstrate Charlie's progression throughout the novel. Musical learners may choose to compose a piece of music that embodies the changing moods Charlie experiences. Linguistic learners may choose to write a story, poem, or essay. The choice is yours!
- 4. Write a one-paragraph proposal of their plan to be approved by Julie.
- 5. Gather supplies and create/construct/develop/write their product using project skills "best practices" and conferring regularly with Julie.
- 6. Write a short guided reflection on how their piece effectively demonstrates the changes in the novel.

Evaluation: The purpose of this project is to express a complete picture of Charlie's transformations and those of the world around him. In keeping with this, the project will be evaluated first and foremost on whether the product effectively and completely portrays these changes. Please see scoring rubric for details.

Choice Project

Rubric

	Exceptional (10)	Proficient (8-9)	Developing (7)	Beginning (0-6)
	The student's proposal	The student's	The student's	The student's
	and reflection are	proposal and	proposal and	proposal and
	thorough and	reflection are	reflection are not	reflection are
	thoughtful,	thorough, and	entirely fleshed out.	incomplete,
	9	0 ,	· ·	* * *
	demonstrating a	demonstrate	Thoughts may be	inappropriate,
	profound and passionate	appropriate	unclear or	sloppy, or rushed.
Proposal and	engagement with the	engagement with the	incomplete. The	Thoughts are
	assignment. They are	assignment. They are	student attempted to	unclear or
Reflection	error-free,	nearly error-free and	engage with the	incomplete. The
	thought-provoking, and	show interaction	assignment. There	student does not
	show deep interaction	with the novel.	may be some errors.	appear to have
	with the novel.		The student	engaged with the
			attempted to interact	assignment or
			with the novel.	novel.
	The student made an	The student made a	The student made a	The student does
	informed and	careful decision	decision about which	not appear to have
	thoughtful decision	about which	intelligence or	made a firm
	about which	intelligence or	ability to utilize in	decision about
Use of	intelligence or ability	ability to utilize in	the creation of their	which intelligence
	to utilize in the	the creation of their	product. The product	or ability to
Intelligence /	creation of their		-	utilize in the
Ability		product. The product	may only loosely	
MULLICY	product. The product	adequately	correspond to this	creation of their
	exemplifies this	demonstrates this	ability.	product. The
	ability.	ability.		ability or
				intelligence used
				in the creation of
				the product may be
				unclear.
	The student does an	The student does an	The student attempts	The student does
	exemplary job at	appropriate job at	to communicate the	not adequately
	communicating the	communicating the	changes throughout	describe or
	changes throughout the	changes throughout	the novel. The	portray the
	novel. They include a	the novel. They	picture of the	changes in Charlie
Understanding	COMPLETE and	include a COMPLETE	changes in Charlie	or the way others
_	INSIGHTFUL portrait of	portrait of the	the way others	treat Charlie
of the novel	the changes in Charlie	changes in Charlie	treat him throughout	throughout the
	the way others treat	the way others	the novel may be	novel.
	him throughout the	treat him throughout	incomplete or	
	novel.	the novel.	superficial.	
	m	(T) 1 1 (1)		m
	The student carefully	The student crafted	The student crafted a	The student did not
	crafted an exciting,	an appropriate and	product that may not	create an
	creative, fantastic	interesting product.	be entirely apt. The	appropriate
	product that thinks	The product was apt	product may not be	product. The
Originality and	"outside of the box."	for the purpose of	entirely appropriate	product may be
				_
Creativity	The product was	demonstrating the	for the purpose.	rushed, sloppy, or
Creativity	The product was surprising in its		*	rushed, sloppy, or inadequate. It is
Creativity	-	demonstrating the	*	
Creativity	surprising in its	demonstrating the	*	inadequate. It is
Creativity	surprising in its aptness for the purpose	demonstrating the	*	inadequate. It is not acceptable for
Creativity	surprising in its aptness for the purpose of demonstrating the	demonstrating the	¥ 11 1	inadequate. It is not acceptable for
Greativity	surprising in its aptness for the purpose of demonstrating the changes in the novel.	demonstrating the changes in the novel.	for the purpose.	inadequate. It is not acceptable for the purpose.
Greativity	surprising in its aptness for the purpose of demonstrating the changes in the novel. The student was	demonstrating the changes in the novel. The student was	for the purpose. The student may not	inadequate. It is not acceptable for the purpose. There were significant lapses
Greativity	surprising in its aptness for the purpose of demonstrating the changes in the novel. The student was independent, focused, driven, and responsible	demonstrating the changes in the novel. The student was mostly independent, focused, and	The student may not have always been independent,	inadequate. It is not acceptable for the purpose. There were significant lapses in independence,
Greativity	surprising in its aptness for the purpose of demonstrating the changes in the novel. The student was independent, focused, driven, and responsible for their own learning	The student was mostly independent, focused, and responsible for their	The student may not have always been independent, focused, and/or	inadequate. It is not acceptable for the purpose. There were significant lapses
Greativity	surprising in its aptness for the purpose of demonstrating the changes in the novel. The student was independent, focused, driven, and responsible for their own learning in class. The teacher	demonstrating the changes in the novel. The student was mostly independent, focused, and	The student may not have always been independent, focused, and/or responsible for	inadequate. It is not acceptable for the purpose. There were significant lapses in independence, such as requiring continual
	surprising in its aptness for the purpose of demonstrating the changes in the novel. The student was independent, focused, driven, and responsible for their own learning in class. The teacher was used to facilitate	The student was mostly independent, focused, and responsible for their own learning in class. The teacher was	The student may not have always been independent, focused, and/or responsible for their own learning	inadequate. It is not acceptable for the purpose. There were significant lapses in independence, such as requiring continual supervision,
Creativity Process	surprising in its aptness for the purpose of demonstrating the changes in the novel. The student was independent, focused, driven, and responsible for their own learning in class. The teacher was used to facilitate and not as a dictionary	The student was mostly independent, focused, and responsible for their own learning in class. The teacher was used to facilitate and	The student may not have always been independent, focused, and/or responsible for their own learning in class. The teacher	inadequate. It is not acceptable for the purpose. There were significant lapses in independence, such as requiring continual supervision, correction, or an
	surprising in its aptness for the purpose of demonstrating the changes in the novel. The student was independent, focused, driven, and responsible for their own learning in class. The teacher was used to facilitate and not as a dictionary or idea machine. The	The student was mostly independent, focused, and responsible for their own learning in class. The teacher was used to facilitate and not as a dictionary or	The student may not have always been independent, focused, and/or responsible for their own learning in class. The teacher may have been used as	inadequate. It is not acceptable for the purpose. There were significant lapses in independence, such as requiring continual supervision, correction, or an inappropriate
	surprising in its aptness for the purpose of demonstrating the changes in the novel. The student was independent, focused, driven, and responsible for their own learning in class. The teacher was used to facilitate and not as a dictionary or idea machine. The student worked	The student was mostly independent, focused, and responsible for their own learning in class. The teacher was used to facilitate and not as a dictionary or idea machine. The	The student may not have always been independent, focused, and/or responsible for their own learning in class. The teacher may have been used as a dictionary or idea	inadequate. It is not acceptable for the purpose. There were significant lapses in independence, such as requiring continual supervision, correction, or an inappropriate level of support.
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