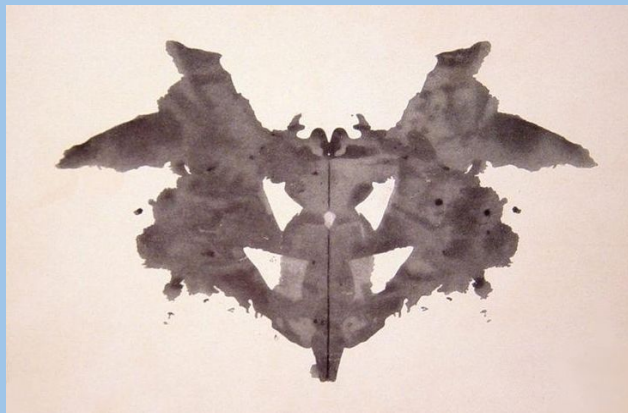


Flowers for Algernon



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 place in the novel, *Flowers for Algernon*.
- 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.

Rubric

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