UNIT: "FLOWERS FOR ALGERNON"

ANCHOR TEXT[1]

"Flowers for Algernon," Daniel Keyes[2] (literary)

RELATED TEXTS

Literary Texts (Fiction)

- Section I: "How Fire Was Given to Men" and Section II: "How Diseases and Cares Came Among Men" from *The Story of Prometheus* in *Old Greek Stories*, James Baldwin
- "Chapter 4," "Chapter 13," and "Chapter 17" of *Frankenstein; or the Modern Prometheus*, Mary Shelley
- "Demeter's Prayer to Hades," Rita Dove
- "The Scarlet Ibis," James Hurst

Informational Texts (Nonfiction)

- "What's in an Inkblot? Some Say, Not Much," Erica Goode
- "Neuroethics," *Neuroscience for Kids* (website)
- "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers," Nicholas McDermott
- "Does IQ Test Really Measure Intelligence?," Denise Mann

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- *Charly*, Ralph Nelson (film)

UNIT FOCUS

Students consider the nature of knowledge and the human desire to seek improvement. Through the various texts, students explore what we learn about ourselves through our interactions with and treatment of others. Even more, students compare various perspectives on this topic to form their own conclusion. This unit can connect to science.

Text Use: Analyze plot and character development, write argumentative essays using claims from text, compare facts and opinions from multiple sources

Reading: RL.8.1, **RL.8.2**, **RL.8.3**, **RL.8.4**, **RL.8.5**, **RL.8.6**, **RL.8.7**, **RL.8.9**, **RL.8.10**, **RI.8.1**, **RI.8.2**, **RI.8.3**, **RI.8.4**, **RI.8.5**, **RI.8.6**, **RI.8.8**, **RI.8.9**, **RI.8.10**

Writing: W.8.1a-e, **W.8.2a-f**, **W.8.3a-e**, **W.8.4**, **W.8.5**, **W.8.6**, **W.8.7**, **W.8.8**, **W.8.9a-b**, **W.8.10**

Speaking and Listening: SL.8.1a-d, **SL.8.3**, **SL.8.4**, **SL.8.6**

Language: L.8.1a, c-d; **L.8.2a-c**; **L.8.3a**; **L.8.4a-d**; **L.8.5a-c**; **L.8.6**

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[1] A complete version of this unit is available as a Grade 8 Sample Unit Plan at http://www.louisianabelieves.com/resources/library/year-long-scope-sequence.

[2] This plan uses the short story version commonly anthologized in grade 8 textbooks. The novel contains sensitive material.

"Flowers for Algernon" Unit Overview

Unit Focus

- **Topic**: The nature of knowledge
- **Themes**: Explore various perspectives on how humans acquire and use knowledge
- **Text Use**: Analyze plot and character development, write argumentative essays using claims from text, compare facts and opinions from multiple sources

Summative Unit Assessments

A culminating writing task:

- Analyze plot and character development
- Write argumentative essays using claims from text

A cold-read assessment:

- Read and understand complex texts
- Write in response to text

An extension task:

- Build and deliver an argument based on research
- Compare facts and opinions from multiple sources

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- Lesson 1: *The Story of Prometheus* in *Old Greek Stories* (sample tasks)
- Lesson 2: Progress Reports 1-3 of "Flowers for Algernon" (sample tasks)
- Lesson 3: "What's in an Inkblot? Some Say, Not Much" (sample tasks)
- Lesson 4: Progress Reports 4-8 of "Flowers for Algernon"
- Lesson 5: Progress Report 9 of "Flowers for Algernon" (sample tasks)
- Lesson 6: Chapter 4 of *Frankenstein,* Progress Report 10 of "Flowers for Algernon," "How Fire Was Given to Men" from *The Story of Prometheus* (sample tasks)
- Lesson 7: Progress Report 11 of "Flowers for Algernon," "Chapters 13 and 17" of *Frankenstein*
- Lesson 8: Progress Report 11 of "Flowers for Algernon," "Demeter's Prayer to Hades" (sample tasks)
- Lesson 9: Progress Report 12 of "Flowers for Algernon," "How Diseases and Cares Came Upon Men" from *The Story of Prometheus* (culminating writing task)
- Lesson 10: "The Scarlet Ibis," James Hurst (sample tasks)
- Lesson 11: *Charly* (Film)
- Lesson 12: "Neuroethics," *Neuroscience for Kids* (extension task)
- Lesson 13: "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers," "Does IQ Test Really Measure Intelligence?" (cold-read assessment)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[3]

Has Charlie fundamentally changed from the beginning of the text? Was his life improved as a result of the surgery?

Write an argumentative essay in which you state a claim about Charlie's improvement. Support your claims with reasons and evidence from the text that show how the author's choices (i.e., point of view/dramatic irony and text structure) affect the answers to the questions above.

Teacher Note: *Students should write a multiparagraph essay that introduces a claim about Charlie and the success of the surgery. Essays should cite several pieces of textual evidence, including direct quotations with page numbers, organize reasons and evidence logically, create cohesion through words, phrases, and clauses, and provide a related conclusion. (**RL.8.1**, **RL.8.2**, **RL.8.3**, **W.8.1a**, **b**, **c**, **e**; **W.8.4**, **W.8.5**, **W.8.9b**, **W.8.10**, **L.8.2a**-**b**) The completed writing should use grade-appropriate words and phrases, and demonstrate command of proper grammar, usage, punctuation, and spelling. (**W.8.1d**, **L.8.1c, d; L.8.2c**, **L.8.3a, L.8.6)** Use peer and teacher conferencing as well as small-group writing time to target student weaknesses. (**W.8.4**, **W.8.5**)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: The nature of knowledge • **Themes**: Explore various perspectives on how humans acquire and use knowledge • **Text Use**: Analyze plot and character development, write argumentative essays using claims from text, compare facts and opinions from multiple sources	This task assesses: • Analyzing plot and character development • Writing argumentative essays using claims from text	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 4 **Express understanding of text:** • Lesson 5 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 7 • Lesson 8 (sample tasks included) • Lesson 9 (use this task)

[3] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ ASSESSMENT[4]

Read "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers" by Nicholas McDermott and "Does IQ Test Really Measure Intelligence?" by Denise Mann independently, and answer a combination of multiple-choice and constructed-response questions[5] about the texts and in comparison to the other texts in the unit. Use evidence for all answers. Sample questions:

- Identify the various viewpoints in "Does IQ Test Really Measure Intelligence?" How does Mann introduce and acknowledge each viewpoint in the article? (**RI.8.1**, **RI.8.6**)
- In Progress Report 10 (April 21) from "Flowers for Algernon," Charlie comments, "I'm not sure what an *I.Q.* is. Dr. Nemur said it was something that measured how intelligent you were—like a scale in the drugstore weighs pounds. But Dr. Strauss had a big argument with him and said an I.Q. didn't weigh intelligence at all. He said an I.Q. showed how much intelligence you could get, like the numbers on the outside of a measuring cup. You still had to fill the cup up with stuff. Then when I asked Burt [. . .] he said that both of them were wrong [. . .]. 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." Which character's opinion (Dr. Nemur or Dr. Strauss) is most supported by the two articles you read? Cite textual evidence to support your response. (**RL.8.1**, **RL.8.3**, **RI.8.1**, **RI.8.9**)
- Identify how the two informational texts contain conflicting information and/or disagree, and then explain whether their disagreement is based on fact or opinion. Provide evidence from both texts to support your response. (**RI.8.1**, **RI.8.9**)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: The nature of knowledge • **Themes**: Explore various perspectives on how humans acquire and use knowledge • **Text Use**: Analyze plot and character development, write argumentative essays using claims from text, compare facts and opinions from multiple sources	This task focuses on: • Reading and understanding complex texts • Writing in response to text	**Read and understand text:** • Lesson 3 (sample tasks included) **Express understanding of text:** • Lesson 5 (sample tasks included) • Lesson 10 (sample tasks included) • Lesson 13 (use this task)

[4] Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments. (double-check this link; I got an error message)

[5] Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK[6]

According to William Safire, "Neuroethics is the examination of what is right and wrong, good and bad about the treatment of, perfections of, and welcome invasion or worrisome manipulation of the human brain." After reading "Flowers for Algernon" and "Neuroethics," *Neuroscience for Kids* (Website), conduct research to prepare for a formal debate about one of the following topics:

- The use of science and/or technology to alter brain function
- The use of IQ tests for determining a person's intelligence. (**W.8.7**)

Be prepared to support either side of the debate with evidence from the various texts in the unit as well as at least three research sources. (**RL.8.1**, **RI.8.1**, **SL.8.1a-b**, **SL.8.4**, **SL.8.6**) Following the debate, turn in a bibliography and formal, written notes that properly cite your sources and avoid plagiarism. (**W.8.8**, **W.8.9b**, **W.8.10**)

During the debate, the audience will collaborate through a platform like TodaysMeet[7] to make comments, ask questions, and evaluate the efficacy of each side in the debate. (**W.8.6**, **SL.8.3**)

Possible Research Sources:

- "Memory Implants," Jon Cohen
- "Wireless Brain Implant Could Help Patients Control Computers Using Their Minds," Ian Chant
- "Brain implant allows paralysed woman to control a robot with her thoughts," Ian Sample
- "The futuristic brain implant that makes monkeys smarter," The Week staff
- "UCLA Scientists Recreate 'Flowers for Algernon' With a Happy Ending; Discover Statins Overcome Gene Mutation Linked to Learning Disabilities," Elaine Schmidt
- "IQ to the Test," Stephen Ceci
- "Intelligent Intelligence Testing," Etienne Benson
- "Howard Gardner's Multiple Intelligences: A Theory for Everyone," *Education World*

[6] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is narrative task related to the unit focus.

[7] https://todaysmeet.com/

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**What tasks help students learn it?**
• **Topic**: The nature of knowledge • **Themes**: Explore various perspectives on how humans acquire and use knowledge • **Text Use**: Analyze plot and character development, write argumentative essays using claims from text, compare facts and opinions from multiple sources	This task focuses on: • Building and delivering an argument based on research • Comparing facts and opinions from multiple sources	**Read and understand the text:** • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) **Express understanding of text:** • Lesson 8 (sample tasks included) • Lesson 11 • Lesson 12 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[8] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction; and
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards; and
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level; and
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[8] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[9] Section I: "How Fire Was Given to Men" and Section II: "How Diseases and Cares Came Among Men" from *The Story of Prometheus* in *Old Greek Stories*, James Baldwin	**TEXT DESCRIPTION:** These Greek myths describe the creation of man and provide a mythical explanation of difficulties mankind endures. **TEXT FOCUS:** This text provides a mythical basis for many of the themes and ideas explored in the anchor (what happens when we make decisions out of personal gain; what happens when people become greedy for control and knowledge). Reading this in advance of reading "Flowers for Algernon" prepares students to examine later how authors draw on and adapt sources to create modern works of fiction. (**RL.8.9**) **MODEL TASKS** **LESSON OVERVIEW:** Students read the texts and define key vocabulary. Then they explore the multiple meanings of vocabulary. Students work in pairs to summarize the text and then discuss as a class. Finally, through discussion and in writing, students compare the myths to other previously read texts. **READ THE TEXT:** • Have students read the text in pairs. • While reading, have students identify unknown and multiple-meaning words and phrases (e.g., *forethought*, *amid*, *idleness*, *intent*, *wretched, boldly*, *dreary*, *spite*, *hastened*, *tyrant*, *lurking*, *whirring*, *gaunt*, *foreboding*, and *befriended*). (**RL.8.4**) Have students work with their partner to determine the meaning of the words based on context and verify the definitions using a dictionary. (**L.8.4a**, **d**) • Have students investigate the relationships of the words. For example, identify synonyms and antonyms and/or additional words with similar denotations but different connotations. (**L.8.5b**, **c**) Create semantic maps[10] to demonstrate understanding of the words and their relationships. Discuss the change in meaning that would result from substituting different but related words for those that are used. (**L.8.6**) • Have students select two to three longer sentences from the text and divide the longer sentences into meaningful phrases or chunks. For example:

[9] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ "While the Mighty Folk/ were spending their time/ in idleness,/ drinking nectar and eating ambrosia,/ he was intent/ upon plans/ for making the world wiser and better/ than it had ever been before." ○ "He found them/ living in caves and in holes/ of the earth,/ shivering with the cold/ because there was no fire,/ dying of starvation,/ hunted by wild beasts and by one another/–the most miserable/ of all living creatures." • Discuss with students how the verbals (i.e., "drinking nectar and eating ambrosia," "shivering with the cold," and "hunted by wild beasts") function in the different sentences. Consider moving around chunks of the sentences and discuss how rearranging the placement changes the meaning or effect of the sentence. Then have students break the longer sentences into two or more shorter sentences and rewrite the sentences into their own words. Lastly, have students compose an original sentence[11] for their summaries (below) using the evaluated sentences as models. (**W.8.10**, **L.8.1a**) **UNDERSTAND THE TEXT:** • Have students individually summarize either Section I or Section II. (**RL.8.2**) • Then have students find a partner who summarized the other article. Students should discuss each draft and help their partner edit and rewrite their summary. Each pair should work to include one sentence modeled after the text (see task above). (**W.8.5**, **L.8.1a**) • Ask the class a series of comprehension questions to ensure students understand how the characters' actions and resulting consequences reveal a message. For example: ○ Why does Jupiter refuse to give humans fire? (**RL.8.3**) ○ The word "mighty" is used several times throughout the text to refer to Jupiter and the other gods on the hill. Evaluate the use of this word throughout the text. Does the meaning change? (**RL.8.4**) ○ What motivated Prometheus to defy Jupiter? ○ What was Jupiter's punishment for man? What does it symbolize? ○ According to the text, how do Pandora's actions affect us today? (**RL.8.2**)

[11] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • In pairs, have students select an incident or line of dialogue and write a brief response to the following: Analyze how the incident or dialogue you chose helps create the plot or reveals traits of a character. (**RL.8.1**, **RL.8.3**, **W.8.9a**, **W.8.10**) Provide an answer frame[12] to support students in organizing their writing. • In pairs, brainstorm connections between the myths and other previously read texts (e.g. biblical stories), focusing on similar lessons/morals, character types, and pattern of events. • Conduct a fishbowl discussion[13] in which students discuss how the myths are similar to and different from the biblical stories of creation. (**Note:** This may require a review of the biblical versions.) (**RL.8.9**, **SL.8.1a**, **c**-**d**, **SL.8.6**) As students cite textual evidence to support their ideas, the outer circle (the listeners) should evaluate the use of evidence to determine what evidence most strongly supports the positions of the inner circle (the speakers). Students can track their evaluations, make comments, and ask questions using a graphic organizer, journals, or on a backchannel platform like TodaysMeet.[14] (**RL.8.1**, **W.8.6**, **SL.8.3**)
LESSON 2: Progress Reports 1-3 of "Flowers for Algernon," Daniel Keyes	**TEXT DESCRIPTION:** The first three progress reports provide insight into the main character, Charlie, his work ethic, and his desire to improve himself. This section also describes the screening process he goes through in determining if he is suitable for the surgery. **TEXT FOCUS:** To illustrate Charlie's mental abilities throughout the story, Keyes uses first-person narrative. The format of these texts presents opportunities to analyze Charlie's character (**RL.8.3**, **RL.8.6**) Throughout the unit, students should trace Charlie's cognitive and emotional development by tracking the similarities and differences between Charlie before and after the operation on a graphic organizer or in notes, such as Cornell Notes.[15] Students may struggle to decipher some of what Charlie says in his writing due to the lack of punctuation and awkward diction. This first section can be read aloud as students follow along with a printed copy. **MODEL TASKS** **SAMPLE TASK:** Access sample questions, vocabulary, and a writing task[16] for "Flowers for Algernon."

[12] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[13] Ibid.
[14] https://todaysmeet.com/
[15] http://coe.jmu.edu/learningtoolbox/cornellnotes.html
[16] http://www.achievethecore.org/file/608

TEXT SEQUENCE	TEXT USE
LESSON 3: "What's in an Inkblot? Some Say, Not Much," Erica Goode	**TEXT DESCRIPTION:** This complex informational text presents students with information to understand the types of tests Charlie is administered in progress reports one through three. **TEXT FOCUS:** This text provides background knowledge for students that will help them understand the anchor text. Students can evaluate Goode's claims concerning the use of the Rorschach test. (**RI.8.2**, **RI.8.8**) She also introduces and responds to multiple conflicting viewpoints throughout the essay, allowing for an analysis of the central ideas. (**RI.8.6**) **MODEL TASKS** **LESSON OVERVIEW:** Read the text aloud. Define key vocabulary. Summarize the arguments for and against the researched test. Write an argumentative essay defending or challenging the use of the test in Charlie's procedure. **READ THE TEXT:** • Read the text aloud as the students follow along. • Have students determine the meaning of unknown words in context (e.g., *devised*, *ambiguous*, *depicting*, *dubious*, *interprets*, *interpretations*, *derived*, *valid*, *validity*, *project*, *projective*, *gleaned*, *bolster*, *evoke*, *evocative*, *diagnose, diagnosis, diagnostic*, *indicated*, *incident*, *controversy*, *controversial*). (**RI.8.4**, **L.8.4a**) Provide students with a list of Greek and Latin affixes and roots, and have them verify the meaning and sort the words according to their affixes[17] (**L.8.4b**) Then have students reread the words in context and sort the words into word families.[18] Lastly, have students verify the meanings of words and parts of speech using a dictionary and represent their meaning, connections, and associations of through semantic mapping[19] or analogies. (**L.8.4c**, **d**; **L.8.5b**, **c**) • Have students interpret the meaning of the following sentence in context: "He said the journal's decision to run the psychologists' article was like asking 'someone who believes in creationism to review evolutionary theory and make recommendations about it.'" How does the author's use of analogy create meaning? (**L.8.6**) **UNDERSTAND THE TEXT:** • Conduct a class discussion to help students comprehend the text. (**RI.8.1**, **RI.8.4**, **L.8.6**) Discuss some of the following questions: o How are Rorschach tests used, and how has that use changed over time?

[17] e.g., *projective* and *evocative*; *ambiguous* and *dubious*; *devised*, *depicting*, and *derived*; *interprets/interpretations*, *indicated, incident*

[18] Word families are groups of words that are sufficiently closely related to each other. Words can be grouped into families in two main ways: They are similar in form or their meanings are related.

[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	○ Why are the tests considered *controversial*? ○ What is the *validity* of these tests? What are the reasons that some question the tests' *validity*? (**RI.8.2**) ○ What is the value of comparing the *validity* of the Rorschach tests with medical tests like ultrasounds and MRIs? (**RI.8.3**) ○ Why are the Rorschach tests "projective" tests? (**RI.8.3**) ○ For what reasons and purposes do psychologists disagree on the use of these tests? (**RI.8.2**) ○ What does Dr. Weiner means when he says, "Tests don't 'overpathologize.' That's done by the person who *interprets* them"? (**RI.8.3**, **RI.8.5**) • Divide the text, based on subheadings, and ask students to work in pairs to summarize the specific claims made in an assigned section. Have students write out or underline a central claim of the section and the supporting evidence statements. (**RI.8.3**) Ask students to highlight evidence that supports the use of the Rorschach tests in one color and highlight evidence which does not in another color. (**RI.8.1**) • As a group, present the annotated text to class and discuss findings. • Have students return to their small groups. Then, using a Venn diagram labeled "For" and "Against," ask students to reread "What's in an Inkblot? Some Say, Not Much" to identify which individuals support the use of the Rorschach tests, which individuals are against the use of the Rorschach tests, and which individuals believe the tests are useful only in certain situations (for the overlapping portion of the Venn diagram). (**RI.8.3**, **RI.8.6**) Outside each circle, list textual evidence that supports each point of view. (**RI.8.1**, **W.8.9b**) • Lastly, ask students to determine a central idea of "What's in an Inkblot? Some Say, Not Much" and analyze how the author acknowledges the various points of view in the text to develop the central idea, citing textual evidence that supports the analysis. (**RI.8.1**, **RI.8.2**, **RI.8.6**) **EXPRESS UNDERSTANDING:** • Ask students to write a brief argumentative essay that claims whether or not the Rorschach tests were appropriate for determining if Charlie was suitable for the procedure. (**W.8.1a-e**, **W.8.10**) Include textual evidence to support the various claims. (**RL.8.1**, **RI.8.1**, **W.8.9a-b**) Use the following process: ○ Students identify their stance on the use of the test (it was appropriate for Charlie or it was not appropriate for Charlie). ○ Students complete an evidence chart as a prewriting activity. Remind students to use any relevant

TEXT SEQUENCE	TEXT USE
	notes they compiled. An evidence chart has three columns: (1) Evidence: quote or paraphrase, (2) Page number, and (3) Elaboration/Explanation of how this evidence supports ideas or argument. (**RL.8.1**, **W.8.1b**, **W.8.9a**) o Students review the prompt to remind themselves what kind of response they are writing (i.e., expository, analytical, argumentative) and think about the evidence they found. Have student pairs (or the teacher) review each other's evidence chart and offer feedback. (**W.8.5**) o Students develop a specific thesis statement.[20] This could be done independently, with a partner, small group, or the entire class. As needed, model for students how to create a thesis statement. (**W.8.1a**) o Students complete a first draft and then work in pairs to ensure students use grade-appropriate words and phrases gathered through the text. (**W.8.4**, **W.8.5**, **L.8.1a**, **L.8.6**) o Students complete a final draft.
LESSON 4: Progress Reports 4-8 (March 23-March 29) of "Flowers for Algernon," Daniel Keyes	**TEXT DESCRIPTION:** This portion of the text describes Charlie's preparation for an experimental surgery that could potentially increase his intelligence. Charlie expresses his desire to participate in the experimental surgery to gain intelligence. **TEXT FOCUS:** Analyze how Charlie's mental and emotional development are revealed in progress reports four through eight. Analyze Keyes' use of dramatic irony in Charlie's misunderstandings of words and situations to help better understand Charlie's character. (**RL.8.3**, **RL.8.6**)
LESSON 5: Progress Report 9 (April 3-April 20) of "Flowers for Algernon," Daniel Keyes	**TEXT DESCRIPTION:** As Charlie changes following the surgery, so does the writing, sentence structure, and complexity. Charlie's feelings become more complex, as he begins to realize the mistreatment he previously received. **TEXT FOCUS:** Analyze Keyes' use of dramatic irony on Charlie's new feelings and understanding of things. (**RL.8.6**) Analyze the impact of Charlie's personal revelations on his character development in this portion of the text. Have student s consider how a theme begins to emerge from the unique point of view of the text and the character changes and interactions. (**RL.8.2**, **RL.8.3**) Students also consider how the changes in Charlie's writing reflect changes in his character and how the different structure of the text reveals additional meaning. (**RL.8.5**) **MODEL TASKS** **LESSON OVERVIEW:** Students read the text. Students create a graphic organizer to track Charlie's changes throughout the book. Students evaluate the impact of Charlie's surgery through class discussion and paired writing.

[20] Resources for developing thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml

TEXT SEQUENCE	TEXT USE
	READ THE TEXT: • Have the students read this section in collaborative groups or independently. (**RL.8.10**) **UNDERSTAND THE TEXT:** • Have students continue tracing Charlie's mental and emotional development using a graphic organizer. (They began tracing this in Lesson 2.) The graphic organizer should have two columns: column one – "Before the Operation"; column two – "After the Operation." Students should label rows on the chart: "emotional development," "mental ability," feelings," "motivations," "understanding of his community," "other." Have students complete the chart based on what they have read. As part of the graphic organizer, prompt students to attribute how they are able to understand the cause of Charlie's changes to a specific cause. In the case of this section of the text, have them explicitly compare and contrast the structure of the text and the Charlie's words and sentences before and after the surgery and then at the end. Students must come to realize that the changes in Charlie's character and point of view are the result of changes in the structure of the text and the author's language. (**RL.8.5**) • As a class discuss, "How have Charlie's self-realizations affected his attitude and motivation? Include textual evidence as support." (**RL.8.1**, **RL.8.3**) • Have students analyze Keyes' use of dramatic irony and its effects throughout "Flowers for Algernon." Ask them to keep track of their analysis through a learning log or notes, such as Cornell Notes.[21] For this section of the text, focus on Charlie's growing understanding and self-realizations (e.g., his growing sympathy for Algernon, his fear of loneliness and need for connection to others, his understanding of grammar and spelling, his embarrassment at realizing he was being ridiculed). Prompt students to reread the text to answer these questions and support their analysis: o What is the connection between Charlie and Algernon? What is ironic about Charlie's feelings toward Algernon? (**RL.8.1**, **RL.8.6**) o What do we learn about Charlie through his analysis of Robinson Crusoe? (**RL.8.1**, **RL.8.3**) o What is the significance of Charlie's changing perception of Joe and Frank? (**RL.8.1**, **RL.8.2**, **RL.8.6**) o Discuss what Charlie means when he says, "I felt naked." (**RL.8.1**, **RL.8.3**)

[21] http://coe.jmu.edu/learningtoolbox/cornellnotes.html

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Conduct a Socratic seminar[22] focused on the following question: "Is Charlie better off as a result of the surgery?" (**RL.8.2**) Form two circles (one person from each pair is in the inner circle, and one person from each pair is on the outer circle). Provide each pair five minutes to devise an answer to the discussion question and locate specific evidence, using their class notes as a starting point. Then have the inner circle discuss their answers to the question for five minutes using accountable talk.[23] (**SL.8.1a**, **b**, **c**, **d**) While the inner circle discusses, students in the outer circle will track the claims made during the discussion, evaluate the reasoning, and identify the evidence presented. (**SL.8.3**) After the first five-minute discussion, have the pairs consult each other to revise their claims and evidence, and develop additional points to make during the discussion. Then have the inner circle continue the discussion for five more minutes. • Conclude the seminar by having students review and reflect on the ideas expressed, and then work with their partner from the discussion to provide a written response to the following question: How does the structure of the text contribute to the reader's understanding of Charlie and the development of a theme? (**RL.8.2**, **RL.8.3**, **RL.8.5**) Provide students with an answer frame,[24] to support them in organizing their writing.
LESSON 6: Chapter 4 of *Frankenstein; or the Modern Prometheus*, Mary Shelley Progress Report 10 (April 21-April 28) of "Flowers for Algernon," Daniel Keyes Section I: "How Fire Was Given to Men" from *The Story of Prometheus* in *Old Greek Stories*, James Baldwin	**TEXT DESCRIPTION:** Dr. Victor Frankenstein narrates the chapter from *Frankenstein,* and he explains how he feels his scientific capabilities have reached a point where he can manufacture human life. Charlie makes it clear in Progress Report 10 that he believes if he becomes more intelligent, people will like him. **TEXT FOCUS:** The excerpt from *Frankenstein* is complex text for grade 8 and is best read aloud to students as they follow along. Students will likely need to reread the text multiple times for different purposes to determine meaning. At this point in "Flowers for Algernon," students should be able to read the text independently or in collaborative groups. (**RL.8.10**) **MODEL TASKS** **LESSON OVERVIEW:** Read and analyze the language of Chapter 4 of *Frankenstein*. Read "Flowers for Algernon" and continue to track Charlie's progression. Compare and contrast the two texts through class discussion and notes. In writing students share their analysis of the texts.

[22] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[23] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • Read aloud Chapter 4 from *Frankenstein* as students follow along with the text. While reading each section, direct students to annotate the text[25] based on the words and phrases the author uses. They should mark the text as they read, circle words or phrases that appear to be important to meaning in the text and underline words or phrases that are unknown or confusing. (**RL.8.4**) After the first reading, ask students what they annotated and why. Reread the words or phrases aloud. Have students pose questions based on the evidence provided, and offer comments and suggestions about the meaning of the words and phrases. (**SL.8.1c-d**, **L.8.6**) Some words and phrases may need to be defined by the teacher, as the context is not sufficient for determining meaning (e.g., *ardor*, *pedantry*, *sly*, *infallibly*, *recourse, apparition, minutiae of causation, endeavors, ineffectual, precepts, incessantly, baffled, impracticability, emaciated, unhallowed, frantic, acuteness, transitory, tranquility, reproach, toil,* and most domain-specific words, such as *physiognomy, anatomy*, and *physiology*) • Have students work in pairs to determine the meaning in context for the academic vocabulary words[26] that many students indicated were unknown. Provide students with a list of Greek and Latin affixes and roots, and have them verify their original definition and make connections between the words based on their affixes or roots (i.e., *exultation, exalted,* and *exemplified*; *procured*, *protracted*, and *progressively*; *acquirement*, *acquaintance*, and *acquainted*; *intolerance*, *intolerable*, *inquirers*, and *inquiries*). (**RL.8.4**, **L.8.4a**, **b**) Then ask student pairs to verify the word meanings and parts of speech using a dictionary (print or digital). (**L.8.4c**, **d**) Represent the meaning, connections, and associations of the selected words through semantic mapping[27] or analogies. (**L.8.5b)** • Have students locate a long sentence in Chapter 4 and divide it into meaningful phrases or chunks. For example: "I paused,/ examining and analysing all the minutiae/ of causation,/ as exemplified/ in the change from life to death,/ and death to life,/ until/ from the midst of this darkness/ a sudden light broke in upon me/—a light so brilliant and wondrous,/ yet so simple,/ that while I became dizzy/ with the immensity of the prospect/ which it illustrated,/ I was surprised/ that among so many men of genius/ who had directed their inquiries towards the same science,/ that I alone/ should be reserved/ to discover so astonishing a secret."

[25] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[26] *repulsive*, *intolerance/intolerable*, *comprehensive, discrimination, inquirers/inquiries, cultivated, acquaintance/acquainted, dogmatism, frank/frankness, banished, abstruse, facile, apprehension, fluctuating, ardent/arduous, exultation/exalted, procured, esteem, conducive, protracted, endued, animated/animation, irksome, degraded, exemplified, bestowing, progressively, obliterated, acquirement, hindrance, bore, unremitting, disquieted, ascribed, vice*

[27] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	Analyze how the various phrases function in the sentence to create meaning. (**L.8.1a**) Repeat the process with other sentences. Have students work with a partner to compose original sentences[28] using the sentences from *Frankenstein* as models. Use these sentences in the written essay below. (**W.8.10**) • Create a class summary of the excerpt from *Frankenstein*. (**RL.8.2**) Then have students examine the various steps Victor takes to create the monster as well as his reasoning behind his decisions in the chapter from *Frankenstein*. Create a class chart of Victor's decisions and their results. (**RL.8.3**) • Read the section of "Flowers for Algernon" as a class. Prompt students to continue to trace Charlie's mental and emotional development by updating the graphic organizer as describe in lesson 5. (**RL.8.1**, **RL.8.3**, **RL.8.5**) • Have students analyze Keyes' use of dramatic irony. For this section of the text, focus on Charlie's desire to be "normal" and the irony of his situation. For example, focus students on determining how the following comments are ironic: o "Dr. Nemur says I have to take a *Rorschach Test* tomorrow. I wonder what *that* is." o "…I guess I'm still angry that all the time people were laughing and making fun of me because I wasn't so smart. When I become more 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." o "People don't talk to me much any more or kid around the way they used to. It makes the job kind of lonely." • Create a class chart of the arguments and intentions of each scientist (Victor, Dr. Strauss, Dr. Nemur). Then have a discussion using accountable talk[29] in which students compare and contrast Charlie's doctors to Victor. (**SL.8.1a**, **c**-**d**) Some example of prompting questions: Of the three doctors, who has the most honorable intentions? Cite the incident or lines of dialogue that are most revealing as to each character's intentions. (**RL.8.1**, **RL.8.3**) • Discuss as a class the alternate title of *Frankenstein*: *The Modern Prometheus*. How does Shelley draw on the themes, pattern of events, and/or character types from the Greek myth? (Reread the myth at the beginning of the unit as necessary.) How does Shelley adapt or change the myth? What is the significance of those changes? (**RL.8.1**, **RL.8.2**, **RL.8.3**, **RL.8.5**, **RL.8.9**)

[28] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[29] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Have students review and reflect on their notes and various graphic organizers to provide a written independent response to the following question, "What is the role of dramatic irony in "Flowers for Algernon"? How does the author use dramatic irony to support character or theme development?" (**RL.8.3**, **RL.8.6**) Cite evidence from the text to support your response. (**RL.8.1**, **W.8.9a**, **W.8.10**) Provide students with an answer frame,[30] to support them in organizing their writing. • Then, have students work in groups to compare and contrast the point of view and structure of the chapter from *Frankenstein* with "Flowers for Algernon." Ask them to provide a group written response that gives an explanation of the similarities and differences between the two texts. (**RL.8.1**, **RL.8.5**, **RL.8.6**, **W.8.2a-f**, **W.8.4**, **W.8.5**, **W.8.9a**, **W.8.10**) Then, as a class, analyze the significance of the differences between the two texts: How would "Flowers for Algernon" be different if it were told from the point of view of Dr. Strauss, Dr. Nemur, or Mrs. Kinnian? Cite textual evidence to support your analysis.
LESSON 7: Progress Report 11 (April 30-May 18) of "Flowers for Algernon," Daniel Keyes Chapter 13 and Chapter 17 of *Frankenstein; or the Modern Prometheus*, Mary Shelley Section I: "How Fire Was Given to Men" and Section II: "How Diseases and Cares Came Among Men" from *The Story of Prometheus* in *Old Greek Stories*, James Baldwin	**TEXT DESCRIPTION:** These chapters of *Frankenstein* explore the monster's growing knowledge and the realizations he gains by observing how humans interact. The monster also experiences loneliness and demands in Chapter 17 that Victor create him a female companion. Charlie's mental growth is demonstrated in many ways in this section (i.e., maturation, feelings toward Miss Kinnian, realization of the motivations of his doctors, etc.). **TEXT FOCUS:** Both the monster and Charlie experience loneliness as they gain knowledge. Compare and contrast how particular experiences and insights of the monster and Charlie propel the action in each of the texts, and reveal aspects of these two characters as well as a theme about the importance and dangers of knowledge. (**RL.8.2**, **RL.8.3**) Explore Charlie's syntax and use of ellipses, dashes, and verbal phrases in the section and compare to his earlier reports—analyze how Charlie's writing reflects changes in his character and the different structure of the text after Charlie's surgery reveals additional meaning. (**RL.8.3**, **RL.8.5**, **L.8.2a**-**b**) Focus students on rereading the report from April 30 to evaluate the significance of Fanny's *allusion*. (**RL.8.9**, **L.8.5a**) The excerpts from *Frankenstein* are complex and are best read aloud to students as they follow along. Students will likely need to reread these chapters multiple times to determine meaning.

[30] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 8: Progress Report 11 (May 20) of "Flowers for Algernon," Daniel Keyes "Demeter's Prayer to Hades," Rita Dove	**TEXT DESCRIPTION:** Charlie reaches the height of his intelligence in this section, and begins to understand what it means to appreciate others and feel empathy. He decides to use his intelligence to help others. Demeter's "Prayer to Hades" explores the concept that we must have "knowledge" of our actions as these may lead to other consequences. **TEXT FOCUS:** Reading these sections together provides opportunities to examine how contemporary authors draw on myths and traditional literature to enhance reader understanding. (**RL.8.9**) The poem also shares a common theme with "Flowers for Algernon." (**RL.8.2**) **MODEL TASKS** **LESSON OVERVIEW:** Read the texts aloud and then have students reread, focusing on vocabulary. Through class discussion and writing students analyze the impact of Charlie's surgery. **READ THE TEXT:** • Read aloud the incident from May 20 while students follow along. Then have students reread with a partner. During the second reading, have students determine the meaning of unknown and multiple-meaning words and phrases (e.g., *vacant*/*vacuous*, *sense*/*sensible*/*sensibility*, *inferior*/*inferiority*, *feeble-minded*) based on context, and verify the definitions using a dictionary. (**RL.8.4**, **L.8.4a**, **d**) Then investigate the relationship of the words. Identify synonyms and antonyms and/or additional words with similar denotations but different connotations. (**L.8.5b-c**) Visually represent the meaning, connections, and associations of the various words through semantic mapping[31] or analogies. Discuss the change in meaning that would result from substituting different but related words for those that are used. (**L.8.6**) • Read the poem aloud to students as they follow along. While "Demeter's Prayer to Hades" appears straightforward in language, it has many layers of meaning and is actually very abstract. There are also allusions to Greek mythology, which could be helpful in understanding the meaning. (**RL.8.9**) **UNDERSTAND THE TEXT:** • Have students analyze the poem "Demeter's Prayer to Hades" using TP-CASTT[32] to determine how Dove uses words and phrases to develop meaning and tone (attitude toward the poem's subject). (**RL.8.4**, **L.8.5a-c**) How do these elements develop a theme in the poem? (**RL.8.1**, **RL.8.2**) • Prompt students to continue tracing Charlie's mental and emotional development by recording on a graphic organizer (described in lesson 5). For this section of the text, ask students to examine the shift in Charlie's

[31] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[32] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class.

TEXT SEQUENCE	TEXT USE
	focus from himself to others. How has Charlie developed emotionally as his intelligence increased? Include textual evidence as support. (**RL.8.1**, **RL.8.3**) • Divide students into pairs. Ask pairs to determine a claim Charlie makes in the report from May 20, and delineate how he supports his claim (i.e., What techniques does he use? How does his word choice affect the meaning and tone of the report? What reasons does he provide, and how does he transition between them? How does Charlie use punctuation (ellipses, dashes) for effect?). (**L.8.2a-b**) Then have the pairs analyze the significance of the incident from the report on May 20: How does this incident reveal Charlie's character and develop a theme? (**RL.8.1**, **RL.8.2**, **RL.8.3**) **EXPRESS UNDERSTANDING:** • Conduct a Socratic seminar[33] focused again on the question: "Is Charlie better off as a result of the surgery?" (**RL.8.2**) For this seminar, though, include additional rounds of discussion with additional questions including: o How does the speaker's wish in "Demeter's Prayer to Hades" relate to Charlie's realization in the report from May 20? o Does the poem provide a wish or a warning? o Why do we seek knowledge? How can knowledge be positive and negative? o Is it possible to be intelligent in different ways? Form two circles (one person from each pair is in the inner circle, and one person from each pair is on the outer circle). Provide each pair five minutes to devise an answer to the discussion question and locate specific evidence using their class notes as a starting point. Then have the inner circle discuss their answers to the questions for five minutes using accountable talk[34] and providing evidence. (**SL.8.1a-d**) While the inner circle discusses, students in the outer circle will delineate the claims made during the discussion, evaluate the soundness of the reasoning, and identify the evidence presented. (**SL.8.3**) After the first five-minute discussion, have the pairs consult each other to revise and refine their claims and evidence, and develop additional points to make during the discussion. Then have the inner circle continue the discussion for five more minutes. Then move on to the next set of questions and repeat. • Conclude the seminar by having students review and reflect on the ideas expressed, and then independently review and revise the written response they wrote with a peer in answer to the following question: How does

[33] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[34] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	the structure of the text contribute to the reader's understanding of Charlie and the development of a theme? (**RL.8.2**, **RL.8.3**, **RL.8.5**) Allow students the chance to refine their original answer, incorporate additional ideas and evidence, or completely rewrite the response, as necessary. Provide students with an answer frame[35] to support them in organizing their writing. Then have them compare their revised response with their original peer's revised response to make suggestions for improvement. (**W.8.5**) • Have students select a place in the story to mimic and create their own progress report, ensuring that students include language specific to Charlie's intellectual and emotional development at that point in the story. (**RL.8.1**, **W.8.3a-e**, **W.8.9a**, **W.9.10**, **L.8.2a-c**)
LESSON 9: Progress Report 12 (May 23-July 28) of "Flowers for Algernon," Daniel Keyes Section II: "How Diseases and Cares Came Among Men" from *The Story of Prometheus* in *Old Greek Stories*, James Baldwin	**TEXT DESCRIPTION:** In the final section of the text, there is a strong connection between Charlie and Algernon, which foreshadows Charlie's future and the deterioration of Charlie's intelligence. The first- person narrative is especially powerful in this section as Charlie's thoughts and fears are all explained to the reader. "How Diseases and Cares Came Among Men" illustrates how, despite "bringing pain and sorrow and death into every household" Pandora prevents Foreboding from taking away all the "joy or hope so long as [humans] lived." **TEXT FOCUS:** Just as in the beginning, the broken style of writing illustrates Charlie's mental state as the results of the operation disintegrate. (**RL.8.5**) Identify evidence that supports whether Charlie is or is not the same at the end of the text as he is at the beginning of the text (**RL.8.1**, **RL.8.3**). Examine changing personal feelings toward Charlie throughout the text based on the text's different structure. Analyze the significance of Algernon, specifically how incidents and interactions between Algernon and Charlie foreshadow details of the plot and reveal information about Charlie. (**RL.8.3**) Compare and contrast the story of Pandora and Charlie's experiences: Did Keyes draw on the myth and tell a hopeful story, or did he adapt the tale to tell a cautionary story? (**RL.8.3**, **RL.8.9**) Work collaboratively to determine a theme of "Flowers for Algernon." (**RL.8.2**) Students should be able to read this section in collaborative groups or independently. (**RL.8.10**) **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Culminating Writing Task

[35] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 10: "The Scarlet Ibis," James Hurst	**TEXT DESCRIPTION:** This text relates the story of two brothers. Through the course of the story, the narrator, out of pride and embarrassment, forces Doodle to try to be "normal." Ultimately, the reader is left questioning the value of "normal" and the need to improve others in lieu of learning to appreciate their value. **TEXT FOCUS:** This text has many of the same themes as the anchor. The two brothers could represent Charlie (Doodle is Charlie before the operation, and the narrator is Charlie after the operation). Determine the theme of the text, and analyze how it is developed over the course of the text in various aspects such as: author's word choice, character conflicts, specific incidents, and dialogue. The symbolism, figurative language, and academic vocabulary are likely to be difficult for students to understand independently. The themes of the text are also sophisticated and complex. This text is best read aloud as students follow along. Teachers will likely need to provide support and offer multiple opportunities for students to closely read[36] and understand the deep meaning of the text. (**RL.8.10)** **MODEL TASKS** **SAMPLE TASK:** Access sample questions, vocabulary, and a writing task[37] for "The Scarlet Ibis." *(**Note:** This sample is for a different grade level, so make sure to review the content of the questions and writing task to ensure it aligns with the standards in grade 8. Sample questions are also available on the complete unit for grade 8[38] on the Teacher Support Toolbox.)*
LESSON 11: *Charly*, Ralph Nelson (Film)	**TEXT DESCRIPTION:** The film version of the text is actually based on the novel. However, the short story mirrors the novel enough that connections can still be made between the written and visual forms of the story. **TEXT FOCUS:** As time allows, consider showing clips from the film rather than the entire film. If choosing to show only a clip, consider showing it closer in proximity to (but still following) the reading of that section of the text. This will allow the comparisons between the written and filmed version of the text to be more relevant. Analyze how the film version of *Charly* is faithful to or departs from the text, evaluating the decisions made by the actors or director. (**RL.8.7**)
LESSON 12: "Neuroethics," *Neuroscience for Kids* (Website)	**MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

[36] http://www.achievethecore.org/downloads/Guide%20to%20Creating%20Questions%20for%20Close%20Analytic%20Reading.doc
[37] http://www.achievethecore.org/file/606
[38] http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-8-sample2CE416CFC279.pdf?sfvrsn=8

TEXT SEQUENCE	TEXT USE
LESSON 13: "IQ Tests are 'Meaningless and Too Simplistic' Claim Researchers," Nicholas McDermott "Does IQ Test Really Measure Intelligence?," Denise Mann	**TEXT DESCRIPTION:** These texts are sufficiently complex for grade 8. (**RI.8.10**) **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Cold-Read Assessment