

TEACH

Step-by-Step Teaching Guide
for pp. 182–210

CUSTOMIZE INSTRUCTION for Verbal/Linguistic Learners

Daniel Keyes uses nonstandard English to reveal Charlie's abilities and feelings. Have students analyze the nonstandard elements, taking small sections and analyzing how Charlie uses language to express his ideas and feelings.

About the Selection

"Flowers for Algernon," Charlie, a 37-year-old man with a low IQ, is the subject of a scientific experiment to triple a person's IQ. Both Charlie and a white mouse named Algernon undergo the experiment. Charlie rapidly grows more intelligent and discovers that his "friends" at work have been ridiculing his slowness of mind. He soon becomes more knowledgeable than the doctors involved in the experiment. His co-workers turn against him—now because they resent his intelligence. Charlie observes Algernon's reversal and death. Charlie, with his new brilliance, is able to discover the flaws in the experiment and to predict his own fate. As the story progresses, Charlie knows from two sides the hostility suffered by people who are different and who experience cognitive impairments.

Critical Viewing

Answer: Charlie's expression and body language show that he enjoys the seesaw as much as the children do. He appears childlike and unsophisticated.

Flowers for



Daniel Keyes

progris riport 1—march 5 1965

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 nothing more to rite now so I will close for today.

progris riport 2—march 6

I had a test today. I think I faled it. and I think that maybe now they wont use me. What happind is a nice young man was in the room and he had some white cards with ink spilled all over them. He sed Charlie what do you see on this card. I was very skared even tho I had my rabbits foot in my pockit because when I was a kid I always faled tests in school and I spilled ink to.

I told him I saw a inkblot. He said yes and it made me feel good. I thot that was all but when I got up to go he stopped me. He said now sit down Charlie we are not thru yet. Then I dont remember so good but he wantid me to say what was in the ink. I dint see nothing in the ink but he said there was picturs there other pepul saw some picturs. I couldnt 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






2 ▲ Critical Viewing
What impression of Charlie Gordon do you get from this scene from the movie? [Infer]

182 ♦ Meeting Challenges

TEACHING RESOURCES

The following resources can be used to enrich or extend the instruction for pp. 182–210.

Literary Analysis

-  Selection Support: Literary Analysis, p. 70
-  Literary Analysis for Enrichment
-  Writing Models and Graphic Organizers on Transparencies, p. 65

Reading

-  Literatura en español



2 ▲ Critical Viewing

What impression of Charlie Gordon do you get from this scene from the movie? [Infer]

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glasses I could see better I usually only wear my glasses in the movies or TV but I said they are in the closet in the hall. I got them. Then I said let me see that card again I bet I'll find it now.

I tried hard but I still couldn't find the pictures I only saw the ink. I told him maybe I need new glasses. He wrote something down on a paper and I got scared of failing the test. I told him it was a very nice inkblot with little points all around the edges. He looked very sad so that wasn't it. I said please let me try again. I'll get it in a few minutes because I'm not so fast sometimes. I'm a slow reader too in Miss Kinnian's class for slow adults but I'm trying very hard.

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

He was very nice and talked slow like Miss Kinnian does and he explained it to me that it was a *raw shok*.¹ He said people see things in the ink. I said show me where. He said think. I told him I think an inkblot but that wasn't right either. He said what does it remind you—pretend something. I closed my eyes for a long time to pretend. I told him I pretended a fountain pen with ink leaking all over a tablecloth. Then he got up and went out.

I don't think I passed the *raw shok* test.

progris report 3—march 7

Dr Strauss and Dr Nemur say it doesn't matter about the inkblots. I told them I didn't spill the ink on the cards and I couldn't see anything in the ink. They said that maybe they will still use me. I said Miss Kinnian never gave me tests like that one only spelling and reading. They said Miss Kinnian told that I was her best student pupil in the adult night school because I tried the hardest and I really wanted to learn. They said how come you went to the adult night school all by yourself Charlie. How did you find it. I said I asked people and somebody told me where I should go to learn to read and spell good. They said why

¹ *raw shok* misspelling of Rorschach (rôr' shäk) test, a psychological test involving inkblots that the subject describes.

Literary Analysis

First-Person Point of View

What elements in this paragraph indicate that this story is told from the first-person point of view?

3

4 ✓ Reading Check

Who is Charlie?

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Less Proficient Readers

Have students skim the story. Ask them what they learn from the headings and illustrations. Tell them to note their predictions about Charlie's future in the first column of a two-column chart. In the second column, have them keep track of what actually happens to Charlie and how these events match or are different from students' original predictions.

For Advanced Readers

Have students hold a class debate on the topic of using IQ tests to measure intelligence. Have students choose teams for and against the topic. In their arguments, have students use specific details to support their generalizations. Then, have students present their arguments in front of a panel of student judges.

182–210.

spanol

struction during 90-minute blocks.

Background

Psychology

Rorschach Test is a series of standardized inkblots. Some inkblots are black or gray, and some include color. The scoring of inkblots is determined by various factors: what the subject thinks he sees in the inkblot, the place he sees the blot where the subject sees the picture; and whether the subject stresses form over color or color over form. The interpretation of inkblots is often inconsistent, leaving the test's reliability open to question.

Critical Thinking

Students should point out that Charlie is confused by the inkblot because he thinks it is silly.

Students should draw conclusions about Charlie's reaction to the Thematic Apperception Test, basing their analyses on the text.

Students should realize that Charlie is unable to perceive the difference between making up a story and the truth. He apparently has had a bad experience with telling lies. Also, Charlie does not see the point in making up a story about the picture. On the other hand, students may also conclude that Charlie reveals a keen awareness of others' disappointment in him; he is neither unaware of the feelings of others nor is he indifferent to them.

did you want to. I told them because all my life I wanted to be smart and not dumb. But it's very hard to be smart. They said you know it will probably be temporary. I said yes. Miss Kinnian told me. I don't care if it hurts.

Later I had more crazy tests today. The nice lady who gave it to me told me the name and I asked her how do you spell it so I can write it in my progress report. **THEMATIC APPERCEPTION TEST.**² I don't know the first 2 words but I know what *test* means. You got to pass it or you get bad marks. This test looked easy because I could see the pictures. Only this time she didn't want me to tell her the pictures. That mixed me up. I said the man yesterday said I should tell him what I saw in the ink she said that don't make no difference. She said make up stories about the people in the pictures.

I told her how can you tell stories about people you never met. I said why should I make up lies. I never tell lies any more because I always get caught.

She told me this test and the other one the raw-shok⁴ was for getting personality. I laughed so hard. I said how can you get that thing from inkblots and photos. She got sore and put her pictures away. I don't care. It was silly. I guess I failed that test too.

Later some men in white coats took me to a different part of the hospital 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 didn't see how we could have the same *amazed* if Algernon had a box and I had a paper but I didn't say nothing. Anyway there wasn't time because the race started.

One of the men had a watch he was trying to hide so I wouldn't see it so I tried not to look and that made me nervous.

Anyway that test made me feel worse than all the others because they did it over 10 times with different *amazed*s and Algernon won every time. I didn't know that mice were so smart. Maybe that's because Algernon is a white mouse. Maybe white mice are smarter than other mice.

2. **THEMATIC** (thē mat' ik) **APPERCEPTION** (ap' er sep' shen) **TEST** personality test in which the subject makes up stories about a series of pictures.
 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.
 4. **raw-shok** a shock or surprise.

Literature

in context Science Connection

5 ♦ Intelligence and Psychological Testing

At the time this story was written, the usual measure of intelligence was the IQ, or "intelligence quotient." A Stanford University psychologist, Lewis Terman, established the standard IQ test in about 1916, based on earlier work by psychologists in France. While IQ tests are still given, people have recognized that there are many kinds of intelligence and that one test cannot accurately measure all of them.

A Rorschach test does not measure intelligence. The subject identifies what an inkblot looks like. Psychologists make interpretations about personality and mental condition. Charlie is unable to understand that there is no right or wrong answer to the question about what he sees in the inkblot.



A Rorschach inkblot

ENRICHMENT: Science Connection

Psychological Testing

Psychologists give the Rorschach test and the Thematic Apperception Test to help determine traits of a subject's personality. These tests are based on the idea of projection. In psychological terms, projection means that a person tends to believe that other people share his or her feelings or are motivated by the same impulses. The person projects his or her own feelings or characteristics onto another person because they

are painful to recognize in himself or herself. In these tests, a subject projects his or her own interpretations onto abstract designs or pictures.

Personality is a person's pattern of thought, feeling, and behavior. The personality may determine how someone will act or react to different circumstances.

Their going to use me! Im so exited I can hardly write. Dr Nemur and Dr Strauss had a argument about it first. Dr Nemur was in the office when Dr Strauss brot me in. Dr Nemur was worried about using me but Dr Strauss told him Miss Kinnian rekemmed 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 experement you mite get smart. They dont know if it will be perminint but theirs a chance. Thats why I said ok even when I was scared because she said it was an operashun. She said dont be scared Charlie you done so much with so little I think you deserv it most of all.

So I got scaird when Dr Nemur and Dr Strauss argud about it. Dr Strauss said I had something that was very good. He said I had a good *motor-vation*.⁴ I never even knew I had that. I felt proud when he said that not every body with an *eye-q*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.

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

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

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

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

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

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

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.

Literary Analysis

First-Person Point of View How does Charlie's reaction to being chosen for the operation show his motivation?

7 Literary Analysis

First-Person Point of View

• Ask students what Charlie becomes and does when he is chosen for the operation.
Answer: He becomes "smart" and says that he can learn. He also reports that he said he deserves it because he worked so hard.

• Ask students the Literary Analysis question on p. 185: How does Charlie's reaction to being chosen for the operation show his motivation?
Answer: He is so excited to become "smart" that he wants to undergo the operation, though the thought of it scares him and despite the pain, its effects may be better than the pain.

Reading Strategy

Using Context

What context clues help you know what the partial words *intelek*, *ment-*, *host-*, *uncoop-*, and *apath-* mean?

8 Reading Strategy

Using Context

• Ask a volunteer to read the bracketed passage aloud.
• Ask students to identify words indicated by the brackets.
Answer: The words are *mentality*, *hostile*, and *uncooperative* and *apathetic*.

• Then, ask students to write a paragraph using the Strategy question on p. 185.
Answer: The topic of the paragraph is Charlie's low intelligence. The word roots as well as the comparisons and contrasts in the paragraph provide context.

9 Reading Check

What will happen to Charlie's intellect after the operation?

9 Reading Check

Answer: Charlie's intellect will increase.

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For English Learners

Peer tutors or the teacher may read aloud the paragraphs that include incomplete words, filling in the whole words and stopping to ascertain that students unfamiliar with the vocabulary or having difficulty with spelling have grasped the meanings of these words. (The teacher may do **model reading**, in which he or she models reading aloud, or **whisper reading**, in which the teacher/tutor whispers and students read aloud.)

For Advanced Readers

Ask students to determine what Charlie's IQ will be after the operation. A person with an IQ of 140 or above is considered a genius. Have students speculate on how this change will affect Charlie's ability to learn. They should determine that Charlie's IQ should be around 204, which means that he may be able to learn very advanced material.

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Reading Strategy

Using Context

Ask students the Reading Strategy question on p. 186: What context clues help you know what Charlie means by the word *bandijis*?

Answer: He had an operation, the *bandijis* were around his head and eyes, and they had to be removed before he could write. Also, *bandijis* sounds like *bandages*.

Progress Report 5—Mar 10

I'm 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 rabbits foot and my lucky penny and my horse shoe. Only a black cat crossed me when I was coming to the hospital. Dr Strauss says don't be superstitious Charlie this is science. Anyway I'm keeping my rabbits foot with me.

I asked Dr Strauss if I'll beat Algernon in the race after the operation and he said maybe. If the operation works I'll show that mouse I can be as smart as he is. Maybe smarter. Then I'll be able 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 permanently they will make everybody smart all over the world.

They didn't give me anything to eat this morning. I don't know what that eating has to do with getting smart. I'm 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 operation. You can't eat before an operation . . .

Progress Report 6—Mar 15

The operation didn't 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.

10 I have a very bad memory for spelling. Dr Strauss says it's ok to tell about all the things that happen to me but he says I should tell more about what I feel and what I think. When I told him I don't know how to think he said try. All the time when the *bandijis* were on my eyes I tried to think. Nothing happened. I don't know what to think about. Maybe if I ask him he will tell me how I can think now that I'm supposed to get smart. What do smart people think about. Fancy things I suppose. I wish I knew some fancy things already.

Progress Report 7—Mar 19

Nothing is happening. 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. Those inkblots are stupid. And those pictures are stupid too. I like to draw a picture of a man and a woman but I won't make up lies about people.

I got a headache from trying to think so much. I thought Dr Strauss was my friend but he doesn't help me. He doesn't tell me what to think or when I'll get smart. Miss Kinnian didn't come to see me. I think writing these progress reports are stupid too.

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Reading Strategy Using Context

What context clues help you know what Charlie means by the word *bandijis*?

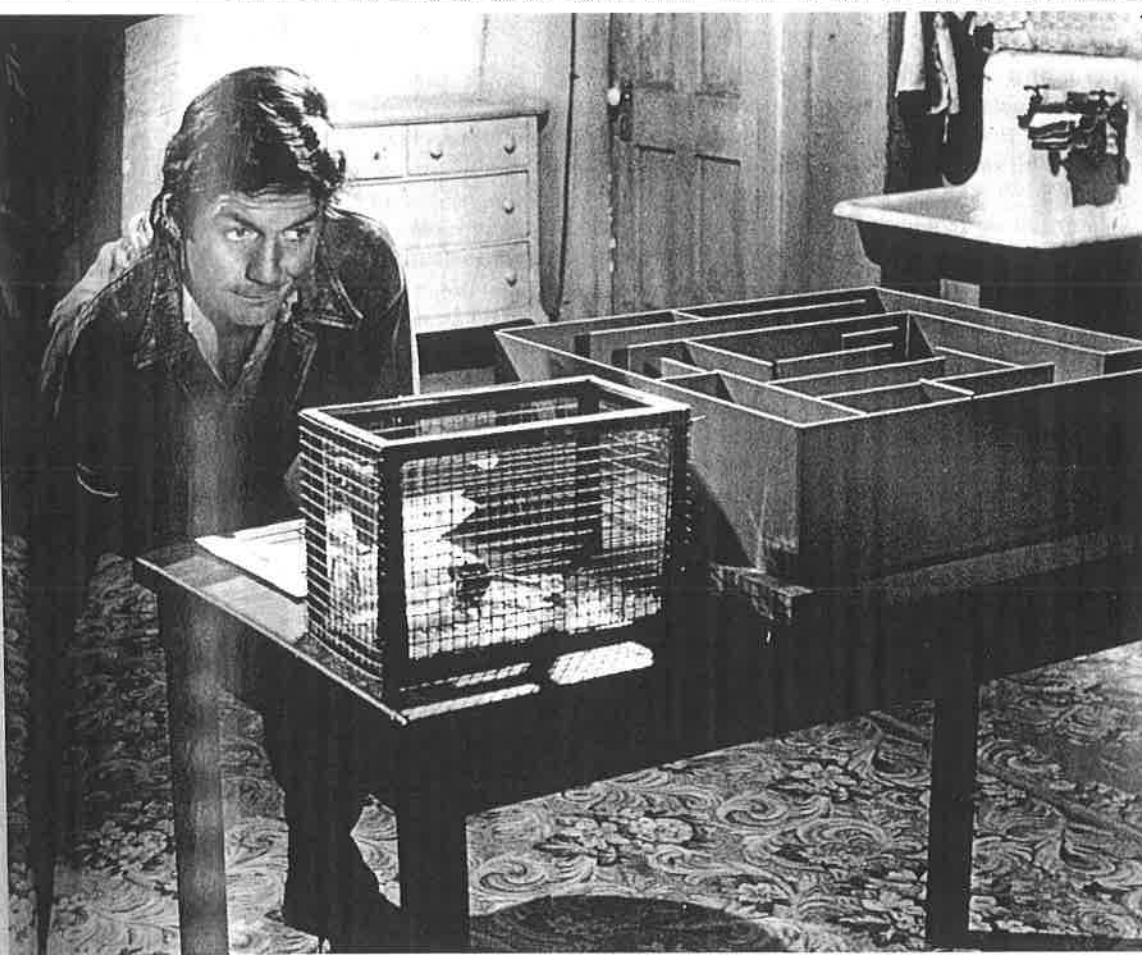


ENRICHMENT: Career Connection

Workplace Skills

Ask a volunteer to explain why Dr. Strauss wanted Charlie to be the subject of the experiment: Elicit that Charlie has intense motivation. Discuss with students why motivation is an important characteristic for someone in Charlie's situation. Be sure to include the large amount of new knowledge he will be able to

acquire, based on his increased mental capacity. Because Charlie has shown that he can work hard to learn even with his IQ of 68, Dr. Strauss expects that Charlie will be motivated to learn even more when his IQ is increased. Lead students to an expanded discussion of how motivation affects job performance.



11 Critical Viewing

Answer: They are both subjects in an experiment. Neither understands the consequences of the operation. Although Charlie consents to it, he does not understand what may happen.

12 Reading Check

Answer: Charlie hates Algernon because Algernon always finds the maze faster than Charlie.

11 Critical Viewing In what ways are Charlie and Algernon alike?
[Compare and Contrast]

Progress Report 8—Mar 23

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

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

Dr Strauss says I shud keep writing things down but I dont have to do it every day just when I think of something or something speshul happins. He says dont get discoridged because it takes time and it happins slow. He says it took a long time with Algernon before he got 3 times smarter then he was before.

B Thats why Algernon beats me all the time because he had that

12 Reading Check

Why does Charlie hate Algernon?

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Gifted/Talented Students

Ask students to imagine that a procedure has been developed that could boost their intelligence. In two-column charts, have them list the pros and cons of having this procedure performed. Then, have students review their charts and decide whether they would choose the procedure for themselves. Lead a class discussion about students' positions.

For Advanced Readers

As students read "Flowers for Algernon," have them keep in mind the ethical question of whether or not Dr. Strauss and Dr. Nemur should have operated on Charlie when they had not had permanent favorable results from any of their tests. When students are done with the story, have them work together to write a policy protecting the rights of all humans in scientific experiments.

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Reading Strategy

Context

Volunteer read aloud the passage.

Progress Ask students finding Strategy question on What is the *amazed* Charlie out? How do you know? Charlie is referring to a because Charlie repeatedly es against Algernon and his writing shows that he s words, we can take apart and have a and maze.

1 Have students reread ss report 3" on pp. 4, and tell them to focus description of Algernon and as the two compete. Help s see from these context at Algernon and Charlie g a maze.

Critical Viewing

Students may say that they lie as naive and trusting, ing to learn but having a understanding new ideas ng sense of situations. He anyone he knows is smart, ants to be smart, too. The ph suggests these quali- ell as Charlie's admiration innian.

13 operashun too. That makes me feel better. I could 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 permanent.

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

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

Sometimes somebody will say hey look at Joe or Frank or George he really pulled a Charlie Gordon. I 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 office boy. Ernie lost a package. He said Ernie what are you trying to be a Charlie Gordon. I dont understand why he said that. I never lost any packages.

Reading Strategy

Using Context

What is the *amazed* Charlie talks about? How do you know?

14 Critical Viewing

Compare and contrast your vision of Charlie as described in the story with this photograph showing the actor's portrayal of the character. [Compare and Contrast]



188 ♦ Meeting Challenges

ENRICHMENT: Science Connection

Psychological Terms

The Viennese doctor Sigmund Freud (1856–1939) developed a theory of zones of activity in the mind. The terms he used to describe them are *conscious*, *preconscious*, and *unconscious*. According to Freud, a person is immediately aware of ideas in the conscious mind. In the preconscious, or subconscious, mind are ideas that a person does not immediately notice but may be able to recognize simply by paying attention

to them. The unconscious contains ideas from the past that a person cannot become aware of because they are hidden too deeply.

Point out that although these theories cannot be proved and contemporary psychologists have explored these ideas in many different ways, Freud had a great influence on psychology.

Mar 28 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 come in. 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 dont look any smarter.

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

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

Dr Strauss says its ok. He says my brains are lerning when I sleep and that will help me when Miss Kinnian starts my lessons in the hospitil 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

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 **16** 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 couldnt understand her.

I told Dr Strauss what good is it to get smart in my sleep. I want to be smart when Im awake. He says its the same thing and I have **17** 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

Literary Analysis
Point of View and Dynamic Character What changes can you see in Charlie so far?

Reading Strategy
Using Context Based on what Charlie says, what do the words *subconscious* and *conscious* mean?

Reading Check
What do Charlie's friends mean when they say someone "pulled a Charlie Gordon"?

15 Literary Analysis

Point of View and Dynamic Character

- Ask the Literary Analysis on p. 189: What changes can you see in Charlie so far? Answer: Students will see that writing continues to improve and that he is starting to think and question what is going on.

16 Background

Science

Explain that Dr. Strauss is asking Charlie to increase his knowledge of subliminal learning. According to the concept of subliminal perception, Charlie should be able to learn by listening to the recording while he sleeps. Subliminal suggestions are used in advertising. For example, images flashed on a television screen too briefly to be noticed consciously have been used to try to influence the viewer in some way. It has not been proven that this theory actually works.

17 Reading Strategy

Using Context

- Ask students to explain the difference between *conscious* and *subconscious* from their own understanding. Possible response: Students might respond that *conscious* means mental operations that you are aware of; *subconscious* means mental operations that you are not always aware of.

Monitor Progress Ask students to use the Reading Strategy question. Based on what Charlie says, do the words *subconscious* and *conscious* mean? Answer: Charlie says that the *conscious* and *subconscious* minds that do not talk to each other and that this is the reason for his dreams.

Reading Check
Answer: Charlie's "friends" are being unkind. They mean that the person made a mistake.

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Special Needs Students	For Less Proficient Readers	For Advanced Readers
Have students summarize the events that Charlie records in Progress Report 8. Have them focus on what he is going to do and what he learns about the experiment. (Charlie is going back to work and will keep writing about what happens to him. He learns that the operation made Algernon smarter.)	Have students work as a group to create a list of guidelines for the factory's employees. These guidelines would be used to help prevent the type of cruelty Charlie is writing about in his March 25 report.	Have students research state and federal laws regarding people with disabilities. Then, have them apply these laws to Charlie's treatment at the factory and report their findings to the class.

Critical Thinking

Cause and Effect

Ask students why Charlie's feelings toward Algernon have changed. Answer: Students may say that Charlie likes the mouse better once he has beaten Algernon in the race. Also, Charlie is becoming more aware of his surroundings. He feels a comradeship with Algernon because both of them are subjects of the experiment, and Charlie can see that the treatment of Algernon is unfair.

Literary Analysis

First-Person Point of View

Have students discuss what they learn about Charlie in the April 6th entry, and list their responses on the board.

Answer: He wants to be friends with Algernon because he feels bad for him, he sympathizes with Algernon's having to work for his food, his spelling and sentence length are improving, and he shows a more in-depth understanding of the feelings of himself and others.

Ask students the Literary Analysis question: What do you learn about Charlie in this paragraph that you would not know if it were written in third person?

Answer: A third-person account would not show the depth of Charlie's feelings of friendship and sympathy for Algernon or indicate as clearly the changes in Charlie's writing and intelligence.

been having crazy dreams. Wow. Ever since that night TV. The late late late late show.

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

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

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

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

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

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

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

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

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

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

20 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

Literary Analysis
First-Person Point of View
What do you learn about Charlie in this paragraph that you would not know if it were in third person?

ENRICHMENT: Science Connection

Behaviorism

In the study of animal behavior, behaviorism includes classical conditioning and operant conditioning. Ivan Pavlov, a nineteenth-century Russian scientist, originated classical conditioning. He discovered that dogs salivate when offered food. By ringing a bell whenever he served the dogs food, Pavlov found that eventually the dogs would salivate when they heard the bell, even when they were not being fed.

Operant conditioning works on the principle of reward and punishment and is based on trial and error learning. A rat in a cage is "taught" to press a bar to receive food. When it does the right thing, it gets to eat.

- 19 thing like a lock on a door that changes every time Algernon goes in to eat so he has to learn something new to get his food. That made me sad because if he couldn't learn he would be hungry.
- 20 I don't think it's right to make you pass a test to eat. How would Dr Nemur like it to have to pass a test every time he wants to eat. I think I'll be friends with Algernon.

April 9 Tonight after work Miss Kinnian was at the laboratory. She looked like she was glad to see me but scared. I told her don't worry Miss Kinnian I'm not smart yet and she laughed. She said I have confidence in you Charlie the way you struggled so hard to read and right better than all the others. At worst you will have it for a little while and your doing something for science.

- 21 We are reading a very hard book. I never read such a hard book before. It's called *Robinson Crusoe*⁶ about a man who gets marooned on a desert island. He's smart and figures out all kinds of things so he can have a house and food and he's a good swimmer. Only I feel sorry because he's all alone and has no friends. But I think there must be somebody else on the island because there's a picture with his funny umbrella looking at footprints. I hope he gets a friend and not be lonely.

April 10 Miss Kinnian teaches me to spell better. She says look at a word and close your eyes and say it over and over until you remember. I have lots of trouble with *through* that you say *threw* and *enough* and tough that you don't say *enew* and *tew*. You got to say *enuff* and *tuff*. That's how I use to write it before I started to get smart. I'm confused but Miss Kinnian says there's no reason in spelling.

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

April 15 Miss Kinnian says I'm learning fast. She read some of the Progress Reports and she looked at me kind of funny. She says I'm a fine person and I'll show them all. I asked her why. She said never mind but I shouldn't feel bad if I find out that everybody isn't nice like I think. She said for a person who God gave so little to you done more than a lot of people with brains they never even used. I said all my friends are smart people but there good. They like me and they never did anything that wasn't nice. Then she got something in her eye and she had to run out to the lady's room.

- 22 April 16 Today, I learned, the comma, this is a comma (,) a period, with a tail, Miss Kinnian, says it's important, because, it makes writing, better, she said, somebody, could lose, a lot of money, if a

6. *Robinson Crusoe* (krōō' so) novel written in 1719 by Daniel Defoe, a British author.

22 Reading Check

What is happening to Charlie?

21 Background

Literature

Daniel Defoe is one of the first British novelists. His books *Moll Flanders* and *Jacob Faithful* are adventures with realistic physical details. The main characters are self-reliant, resourceful.

Defoe wrote about the adventures of a marooned man, Selkirk. In the story, Selkirk is shipwrecked on a deserted island. He learns to survive by growing plants, crops, and wild goats. At the end of the story, Selkirk is rescued from a nearby ship. Selkirk finally returns home.

22 Reading Check

Answer: Charlie is becoming more intelligent.

Literary Analysis

First-Person Point of View
What do you learn about Charlie in this paragraph that you would not know if it were in third person?

the principle of used on trial and 'taught' to press a ; the right thing, it

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Less Proficient Readers

The prefix *sub-* can mean "under," "below," "beneath," "slightly," "imperfectly," or "nearly." Have students look up the definitions of *conscious* and *subconscious*, find which meaning of the prefix *sub-* applies to *subconscious*, and then write the meanings in their own words. Have students share their definitions with the class.

For Advanced Readers

Have students work in groups to discuss the conscious and subconscious minds, based on the definitions students develop. Each group can use the Sunburst Organizer on p. 85 in **Writing Models and Graphic Organizers on Transparencies** to show activities that belong to the conscious mind and activities that are performed subconsciously.

Literary Analysis

First-Person Point of View

Have a volunteer read aloud the bracketed passage on pp. 191–192.

Ask students to identify any difficulties they had in reading the passage.

Answer: The punctuation is in the wrong places.

Ask students the Literary Analysis question.

Answer: Showing how a person can overuse or misuse punctuation and then trying to read the affected text is likely to be far more humorous than telling about it.

Reading Strategy

Using Context to Verify Meaning

Ask a volunteer to read aloud the first two paragraphs of Charlie's entry for April 18.

Discuss these paragraphs with students, and ask the Reading Strategy questions on p. 192.

Possible responses: Students should point out that Charlie uses a simile—he says that a *plateau* is “like the flat top of a hill.” They may also say that their comparison is appropriate because the most difficult and dramatic part of Charlie's “climb” has been achieved.

23

comma, isn't, in the, right place, I don't have, any money, and I don't see, how a comma, keeps you, from losing it.
But she says, everybody, uses commas, so I'll use, them too.

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

You got to mix them up, she showed me how to mix them (up, and now; I can mix up all kinds of punctuation, in my writing? There, are lots of rules? to learn; but I'm getting them in my head.

One thing I'd like about, Dear Miss Kinnian: (that's 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 genius! I wish! I could be smart like, her;

(Punctuation, is; fun!)

24

April 18 What a dope I am! I didn't even understand what she was talking about. I read the grammar book last night and it explains 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.

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

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

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

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

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

Last night Joe Carp and Frank Reilly invited me to a party. There

Literary Analysis

First-Person Point of View How does the first-person point of view in the journal make this description funnier?

Reading Strategy

Using Context to Verify Meaning What comparison does Charlie use to show the meaning of *plateau*? What *plateau* has Charlie reached?

Literary Analysis
First-Person Point of View
 How does the first-person point of view in the journal make this description funnier?

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.

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

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

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

"Look at him. His face is red."

"He's blushing. Charlie is blushing."

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

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

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

I'm ashamed.

PROGRESS REPORT 11

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

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

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

Besides history, geography and arithmetic, Miss Kinnian said I should start to learn a few foreign languages. Dr. Strauss gave me some more tapes to play while I sleep. I still don't understand

Reading Strategy
Reading Context to Verify Meaning
 What comparison does Charlie use to show the meaning of plateau? What plateau has Charlie reached?

Literary Analysis

First-Person Point of View
 How does the first-person point of view help you keep track of Charlie's development?

26 Reading Check

What does Charlie discover about why people laugh at him?

25 Literary
First-Person Point of View

- Lead a discussion in Charlie reports. Possible responses point out Charlie's reaction to this and his recognition of the fact, "getting out of the hospital."
- Ask students to write a question. Answer: Reaction to Charlie's development through his growth and through the use of his intellect as he writes.

26 Reading Check

Answer: Charlie reports that people laugh at him because he is not intelligent and does not realize "dumb" things.

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Special Needs Students	For Less Proficient Readers	For Advanced Readers
Have students draw mazes for others to complete. If time permits, make copies of the mazes and have pairs or small groups of students race each other several times to get through the mazes.	Have pairs of students examine Charlie's reports through April 9, looking for clues to help them predict what will happen next. Point out Miss Kinnian's and Dr. Strauss's remarks that the operation's effects may be temporary and Charlie's observation that Algernon is still smart "so far." Students may report	Have students write a series of rules for using the comma that would make sense to Charlie at this stage in his development. Ask students to create a poster or chart of these rules for display in the classroom.

Vocabulary Development

Greek Root -psych-

Point out to students the word *psychology* and its definition. Tell students that the root *-psych-* comes from the Greek word for "soul," but usually refers to the mind.

Have students suggest words that contain this root, and list them on the board.

Possibilities include *psychosis*, *psychomotor*, *psychosomatic*, *psychic*, *psychoanalyst*, and *psychiatrist*.

Have students find the meanings of these words in the dictionary.

Then, have students demonstrate their understanding by writing original sentences containing these words.

how that conscious and unconscious mind works, but Dr. Strauss says not to worry yet. He asked me to promise that when I start learning college subjects next week I wouldn't read any books on psychology—that is, until he gives me permission.

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

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

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

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

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

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

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

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

"Of course I remember."

The way I said it, he knew I was angry, and he looked surprised.

28 "Yes, of course. Now I want you to look at this one. What might this be? What do you see on this card? People see all sorts of things in these inkblots. Tell me what it might be for you—what it makes you think of."

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

27 **psychology** (sī kāif ə jé) *n.* science dealing with the mind and with mental and emotional processes

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Less Proficient Readers

Have students write short journal entries discussing the problems they think Charlie may encounter if his I.Q. triples. Encourage students to consider his intellectual, emotional, and social adjustment to this much change.

For Advanced Readers

Have students explain why Dr. Strauss asked Charlie not to read any psychology books without the doctor's permission. Ask them to find and record hints from Charlie's journal entries that show he is undergoing some psychological effects from the changes in his life.

He frowned and took off his glasses. "What?"
 "Pictures. Hidden in the inkblots. Last time you told me that everyone could see them and you wanted me to find them too."
 He explained to me that the last time he had used almost the exact same words he was using now. I didn't believe it, and I still have the suspicion that he misled me at the time just for the fun of it. Unless—I don't know any more—could I have been *that* feeble-minded?

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

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.

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

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

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

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

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

Literary Analysis Point of View and Dynamic Character

Compare this entry with Charlie's first Rorschach test. What has changed?

28 Literary Analysis Point of View and Dynamic Character

- Have students review "report 2" on pp. 182–195. Ask students what Charlie sees in the inkblots.
 Answer: He sees nothing.
- Read aloud the entry for Charlie on pp. 194–195. Then ask students to write a paragraph about the Literary Analysis question. Answer: Charlie cannot understand the directions. He has misunderstood the directions badly last time, and this time the inkblots remind him of things that he is also suggesting that he could make up anything for the test administrator who will never know.

29 Critical Thinking Make a Judgment

- Read aloud the first paragraph of the April 25 entry on pp. 194–195. Ask students to write out to students that a character's motives can reveal much about him or her. Then, ask them to identify Mr. Donnegan's motives for rewarding Charlie.
 Possible responses: Students may suggest that Mr. Donnegan's motives include his wish to reward Charlie his appreciation and belief that a monetary reward is the most appropriate way to thank an employee.
- Remind students that Charlie is saving his boss \$10,000. Ask them the following questions: Do you think Mr. Donnegan is fair in giving Charlie a \$25 bonus? Why or why not? Do you think he chooses that amount?
 Possible responses: Students may say that \$25 is too small a reward for Charlie and conclude that Mr. Donnegan, although well-meaning, is not entirely fair. They may decide that Mr. Donnegan's reward is that Charlie will be happy with any bonus, regardless of the amount.

30 Reading Check

What does Charlie learn about Dr. Nemur and Dr. Strauss?

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Special Needs Students

Have students work in groups and use pantomime to show conflicts between characters. Students might show Charlie with Joe Carp and Frank Reilly or Dr. Nemur and Dr. Strauss, for example.

For English Learners

Have students keep a log of unfamiliar words and definitions as they read. Then, organize the selection into seven or more sections. Pair students with proficient readers and assign each pair a section of text. Have pairs go back through their sections and write for each log entry a brief summary that can be shared with the class. Students may use their logs as they reread the selection.

30 Reading Check

Answer: He learns that Charlie and the other people are interested in their own lives.

Charlie the doctor's going to be going to his life.

said that someday thousands of neurosurgeons⁷ might be using his technique all over the world.

Dr. Nemur wanted to publish the results of the experiment at the end of this month. Dr. Strauss wanted to wait a while longer to be sure. Dr. Strauss said that Dr. Nemur was more interested in the Chair⁸ of Psychology at Princeton than he was in the experiment. Dr. Nemur said that Dr. Strauss was nothing but an opportunist who was trying to ride to glory on *his* coattails.

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

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

April 28 I don't understand why I never noticed how beautiful Miss Kinnian really is. She has brown eyes and feathery brown hair that comes to the top of her neck. She's only thirty-four! I think from the beginning I had the feeling that she was an unreachable genius—and very, very old. Now, every time I see her she grows younger and more lovely.

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

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

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

She took out a cigarette and I lit it for her.

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

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

7. neurosurgeons (nōō' rō sur' jenz) *n.* doctors who operate on the nervous system, including the brain and spine.

8. chair professorship.

Reading Strategy

Using Context What restatement in this sentence helps you understand the meaning of the word *opportunist*?

32 Reading Strategy

Using Context

- Ask a volunteer to read the bracketed passage on the page.
- Ask students the Reading Strategy question: What restatement in this sentence helps you understand the meaning of the word *opportunist*?

Answer: The restatement "who was trying to ride on his coattails."

33 Reading Check

Answer: Charlie thinks that Dr. Nemur and Dr. Strauss are more interested in their own goals than either man does not have a high opinion of either man.

33 Reading Check

What is Charlie's opinion of Dr. Nemur and Dr. Strauss?

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Less Proficient Readers

Students may find it easier to summarize the story up to this point by using the Time Line on p. 65 in **Writing Models and Graphic Organizers on Transparencies**. On the time line they can record the events in Charlie's life and the dates on which they occurred.

For English Learners

Have students reread the April 27 entry and write the expressions they do not understand on index cards. Then, have them work with partners or peer tutors to help them understand the expressions.

For Advanced Readers

Discuss with the class Miss Kinnian's ladder metaphor for branches of knowledge. Then, have students draw charts or create three-dimensional figures showing how the branches of their own knowledge are related.

Literary Analysis

Point of View and Dynamic Character

Explain to students what Fanny's concern is.

Answer: She says that the change in Charlie is not natural.

Next, ask students the Literary Analysis question: How does Fanny evaluate the changes that have occurred in Charlie?

Answer: She says that Charlie was kind and honest before, and she believes that he may have done something wrong or evil to have brought about the change in himself. She wonders what evil might have done to change him so much.

"What?"

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

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

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

I'm in love with Miss Kinnian.

PROGRESS REPORT 12

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

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

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

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

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

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

Once again now I have the feeling of shame burning inside me. This intelligence has driven a wedge between me and all the people

Literary Analysis

Point of View and Dynamic Character

How does Fanny evaluate the changes that have occurred in Charlie?

ENRICHMENT: Career Connection

Literacy Education for Adults

In this story, Miss Kinnian teaches reading and writing to adults. Like Charlie, some of her other students may have learning disabilities. Others may never have had the opportunity to learn to read and write as children. In some adult education situations, teachers work with people who speak a language other than English. Although these students may be learning the same literacy skills as children, their interest and motivation levels, like Charlie's, are often very high.

Teachers of adults work at community centers, community colleges, and private schools. They may work with adult students on an individual basis or train volunteers to help tutor students one-on-one. Teaching adults can be rewarding because often it offers students a second chance to obtain an education.

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

15 **16** **May 15** Dr. Strauss is very angry at me for not having written any progress reports in two weeks. He's justified because the lab is now paying me a regular salary. I told him I was too busy thinking and reading. When I pointed out that writing was such a slow process that it made me impatient with my poor handwriting, he suggested that I learn to type. It's much easier to write now because I can type nearly seventy-five words a minute. Dr. Strauss continually reminds me of the need to speak and write simply so that people will be able to understand me.

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

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

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

Dr. Strauss on the other hand might be called a genius, although I feel that his areas of knowledge are too limited. He was educated in the tradition of narrow specialization; the broader aspects of background were neglected far more than necessary—even for a neurosurgeon.

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

Dr. Nemur appears to be uncomfortable around me. Sometimes when I try to talk to him, he just looks at me strangely and turns away. I was angry at first when Dr. Strauss told me I was giving

Literary Analysis

Point of View and Dynamic Character

How does the first-person point of view allow the reader to measure the changes occurring in Charlie?

tangible (tan' jə bəl) *adj.*
that which can be understood; definite; objective

specter (spek' tər) *n.* a ghost; frightening image

35 Critical Thinking Compare and Contrast

- Ask students to compare Dr. Strauss's reminiscences and write simply what Charlie was speaking a month earlier.
Answer: A month earlier, Charlie was struggling to find words in the dictionary and had to use punctuation much smarter than now that they cannot understand.

36 Literary Analysis Point of View and Dynamic Character

- With students, review progress reports from Charlie.
• Ask students what Charlie is observing in Charlie's thoughts.
Answer: He is feeling shame, and hurt from being quit rather than being at the same time, he has an unquenchable desire for knowledge.
• Next, ask student to write.
Analysis question: How does the first-person point of view allow the reader to measure the changes occurring in Charlie's character?
Answer: He writes about his emotions and his thoughts, and we see how they change in his thought process.

37 Reading Check

Answer: Charlie loses his job because all but one of the factory workers were fired. His co-worker was unable to work with him and he was fired by the way he has changed.

37 Reading Check

Why does Charlie lose his job?

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Gifted/Talented Students

Ask students to look back at each of the photographs that accompany the story. Discuss how Charlie has changed during the course of the movie. Have students identify ways that the actor looks different with each step in Charlie's development, as shown by the actor's facial expressions, ways of holding his body, and manner of dressing. Encourage students to describe how these acting and costuming techniques portray the character's changes. Ask students whether the changes reflect the images they have formed while

reading the text. Do the actor's portrayals seem to fit the author's descriptions?

Invite a drama teacher, director, or actor to visit the classroom to talk about or demonstrate how an actor prepares for and performs a part like this. Help students list questions to ask the speaker.

Have students form groups to try some of the acting techniques in role-play activities based on scenes from the story.

Analysis Point of View and Character

Fanny evaluates Charlie as that have a character?

centers, They may basis or train ne. Teaching ffers students

8 Literary Analysis

Point of View

Lead a discussion about the communications problem Charlie is facing.

Possible response: Charlie is having as much of a problem with communication as he did before the operation; he cannot understand the problem.

Ask students the Literary Analysis question: How does the first-person point of view make Charlie's attempts at communication sad?

Answer: He expresses his frustration at this new version of his inability to communicate—he does not understand it. Consequently, Charlie is as isolated as ever.

39 Reading Strategy

Using Context

Read aloud the first two paragraphs of the May 20 entry on p. 200.

Then ask the Reading Strategy question: How do the words in parentheses in this sentence and the word *whistles* help you to understand the meaning of the word *catcalls*?

Answer: Most students know what the word *whistles* means, so they can assume that the expressions in parentheses apply to the word *catcalls*. The words in parentheses are examples of *catcalls*.

Dr. Nemur an inferiority complex. I thought he was mocking me and I'm oversensitive at being made fun of.

How was I to know that a highly respected psychoexperimentalist like Nemur was unacquainted with Hindustani⁹ and Chinese? It's absurd when you consider the work that is being done in India and China today in the very field of his study.

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

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

When I tried to explain she stopped me and laughed. I guess I got angry, but I suspect I'm approaching her on the wrong level. No matter what I try to discuss with her, I am unable to communicate. I must review Vrostadt's equations on *Levels of Semantic Progression*. I find that I don't communicate with people much 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.

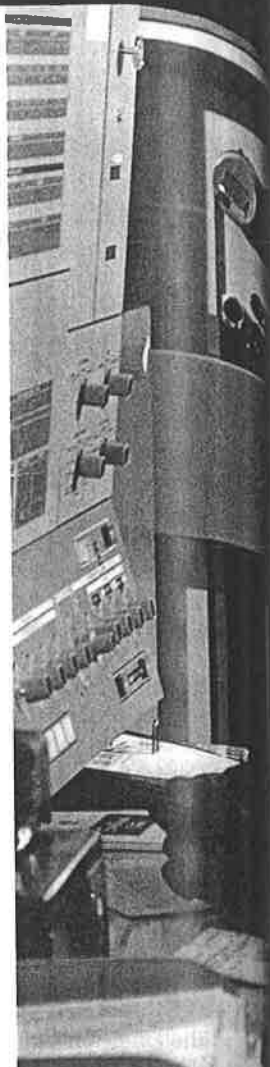
May 20 I would not have noticed the new dishwasher, a boy of about sixteen, at the corner diner where I take my evening meals if not for the incident of the broken dishes.

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

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

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

9. Hindustani (hin' dōō stā' nē) *n.* a language of northern India.



Literary Analysis Point of View

How does the first-person point of view make Charlie's attempts at communication sad?

refute (ri fyōōt') *v.* prove (an argument or statement) to be false by argument or evidence

ENRICHMENT: Career Connection

Laboratory Assistant

In "Flowers for Algernon," Burt works as a laboratory assistant for Dr. Nemur and Dr. Strauss. Burt takes care of the experimental animals and tests them. For example, Burt has Algernon run through the maze and records the results. He also tests Charlie as part of the experiment.

Students who enjoy science may be interested in learning about this kind of work. Often college students

studying science work as research assistants. They may help a professor by setting up lab experiments; running tests, or doing other tasks the scientists train them to do. Being a lab assistant is a good way for a student to find out whether he or she would like a career as a research scientist.



40 ▶ **Critical Viewing**

Answer: Charlie's posture and expression indicate intelligence. He looks as though he is thrilled about something important. In the lab setting, the presence of an assistant, and the equipment indicate that Charlie is doing serious scientific work.

41 **Reading Check**

Answer: Charlie's newfound intelligence prevents him from communicating well with anyone. He cannot function on an ordinary, everyday level.

40 ▲ **Critical Viewing** Which details in the photograph reveal that Charlie has increased intelligence? [Analyze]

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

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

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

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

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

Reading Check

41 Is Charlie able to communicate well with Miss Kinnian? Explain.

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Special Needs Students

If you have access to a tape or CD player, invite students to choose a piece of music that Charlie might have listened to alone in his room at Mrs. Flynn's boardinghouse. Ask students to play the music for the class, and then explain why they think Charlie would have enjoyed it.

For Advanced Readers

Have students write a speech that Charlie might have delivered when Dr. Nemur and Dr. Strauss presented their findings to the American Psychological Association. Remind students to have Charlie speak about the changes he has undergone. Then, have students present their speeches to the class.

42 Literary Analysis

First-Person Point of View and Dynamic Character

- Ask students to describe how Charlie feels after seeing the boy drop the dishes and noting people's reactions, including his own.
Answer: Charlie is furious with himself and the others for laughing. He is dismayed to find that he has forgotten what it is like to be different.
- Ask the Literary Analysis question on p. 202: How does Charlie now see himself?
Answer: He now sees that he can be as cruel as those who taunted him, and he realizes that he has always been a human being, regardless of his intelligence level.

43 Critical Thinking

Evaluate

- Review with students the bracketed passage on pp. 202–203.
- Ask students what decision Charlie has made.
Answer: He has decided to work in the field of increasing human intelligence.
- Ask students the following question: Why is Charlie's decision to work in the field of human intelligence an important step for him?
Answer: Students may say that he will be happier and less lonely if he has a focus for his intelligence. By remembering what he used to be like, Charlie can feel sympathy for and a connection with other people with mental retardation or cognitive impairment.

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

And I had been laughing at him too.

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

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

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

And I had almost forgotten.

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

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

I have often reread my progress reports and seen the illiteracy, the childish naïvete,¹⁰ the mind of low intelligence peering from a dark room, through the keyhole, at the dazzling light outside. I see that even in my dullness I knew that I was inferior, and that other people had something I lacked—something denied me. In my mental blindness, I thought that it was somehow connected with the ability to read and write, and I was sure that if I could get those skills I would automatically have intelligence too.

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

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

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

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

Tomorrow, I will discuss with Dr. Strauss the manner in which I can work in this area. I may be able to help him work out the

10. naïvete (nā ēv tā') *n.* simplicity.

Literary Analysis
First-Person Point of View
and Dynamic Character
How does Charlie now
see himself?

illiteracy (il lit' ar ə sē) *n.*
inability to read or write

43 problems of widespread use of the technique which was used on me. I have several good ideas of my own.
 There is so much that might be done with this technique. If I could be made into a genius, what about thousands of others like myself? What fantastic levels might be achieved by using this technique on normal people? On *geniuses*?
 There are so many doors to open. I am impatient to begin.

PROGRESS REPORT 13

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

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

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

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

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

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

46 May 31 Dr. Strauss thinks I'm working too hard. Dr. Nemur says I'm trying to cram a lifetime of research and thought into a few weeks. I know I should rest, but I'm driven on by something inside

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Literary Analysis

First-Person Point of View and Dynamic Character
 How has Charlie changed up to this point in the story?

45 Reading Check

How has Algernon changed?

44 Literary Analysis

First-Person Point of View and Dynamic Character

- Have students skim p
- Then, ask the Literary question.

Answer: Charlie has become more intelligent, and his concern has turned. He wants to spend his time on research that will help others.

45 Reading Check

Answer: Algernon has become vicious and uncooperative. He stopped eating.

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Less Proficient Readers	For Gifted/Talented Students	For Advanced Readers
Have students work in pairs to summarize the episode in the diner, on pp. 200–202, involving the dishwasher, customers, and Charlie.	Point out the image Charlie uses to describe himself before the operation: “the mind of low intelligence peering from a dark room, through the keyhole, at a dazzling light outside.” Invite students to invent an image to describe Charlie as he is now. Then, have students use both images to write poems about Charlie.	Have students meet in groups to discuss how Dr. Nemur and Dr. Strauss may be reacting to the change in Algernon. Students can brainstorm ideas and then write a conversation between the two doctors.

Reading Strategy

Using Context

Have students review "Progress report 13" and focus on the bracketed passage on pp. 203–204.

Ask students to describe how Algernon's and Charlie's changes have been parallel up to this point.
Answer: Both have had the operation, both have had incredible costs in their intelligence levels, both have shown amazing interest and quickness in learning new skills, and both are the "first of a kind."

Then, ask students the Reading Strategy question on p. 204: What recent events in the story help you make an educated guess about the meaning of the word *regression*?
Answer: Because Algernon's progress has gone backwards, or reversed itself, readers can guess that *regression* means moving backward.

Critical Thinking

Dictate

Refer to the bracketed passage on pp. 203–204, and ask students to focus on the italicized word *if*. Remind students that Charlie was trained that his intellectual change would be short-lived. Ask them to discuss why Charlie says that he's not to know *if* Algernon's regression will also happen to him.

Possible responses: Students may suggest that Charlie, aware of all he has to lose, holds to the slim hope that his change will be permanent.

Ask students to review the circumstances and decide what they think probably happen to Charlie.

Answer: Most students will agree that Charlie will regress as Algernon did, and that he may even die again.

- 46 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.

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 activity¹¹ 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 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

11. **motor activity** movement; physical coordination.

Reading Strategy

Using Context What recent events in the story help you to make an educated guess about the meaning of the word *regression*?

obscure (əb skyoor') v. conceal or hide

syndromes (sin' drōmz) n. a number of symptoms occurring together and characterizing a specific disease or condition

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Gifted/Talented Students

Point out to students that a reporter often conducts several interviews with a subject before completing a newspaper or magazine article or a television interview.

Allow students to work in pairs, one partner acting as Charlie and the other as a reporter. Each pair should choose three dates from the story on which to hold the interviews. In their pairs, have students discuss the events and Charlie's thoughts from the

"day" of the interview. Based on their discussion, reporters can prepare interview questions, and students portraying Charlie can study the progress report for the day in order to respond the way Charlie would at that point in his development. After practicing, students can videotape and then play their interviews for the class.

Evaluate students, based on the appropriateness of interview questions and responses.

unforeseen development, which I have taken the 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.

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

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

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

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

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.

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

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

It's a strange sensation to pick up a book that you've read and enjoyed just a few months ago and discover that you don't remember it. I remembered how great I thought John Milton¹² was, but when I picked up *Paradise Lost* I couldn't understand it at all. I got so angry I threw the book across the room.

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

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

June 21 Why can't I remember? I've got to fight. I lie in bed for days and I don't know who or where I am. Then it all comes back to me in a flash. Fugues of amnesia.¹³ Symptoms of senility—

12. John Milton British poet (1608–1674) who wrote *Paradise Lost*.

13. fugues (fyoo-gz) of amnesia (am ne' zhe) periods of loss of memory.

Literary Analysis

First-Person Point of View

Why does Charlie cry when he buries Algernon?

introspective

(in' trō spekt' iv) *adj.*
inward looking;
thoughtful

49 Reading Check

Why does Charlie get angry at the doctor?

48 Literary Analysis

First-Person Point of View

• Ask students how about Algernon c been able to bear running the maze. Answer: Student: Charlie saw Alger object of the exp felt sorry for him. saw Algernon's b indication of the p the experiment.

• Ask students the question on p. 20 Charlie cry when l Algernon?

Answer: Student: out that Charlie c Algernon was the subject of the exp and the mouse's f be Charlie's. Also, other people, Cha fond of Algernon.

49 Reading Check

Answer: Charlie is a he fears that what h Algernon will happen

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Less Proficient Readers

Have students create an award plaque for Charlie Gordon, honoring his contribution to science. First, have students meet in a group and discuss why Charlie deserves to be remembered. Then, have students design the face of the plaque and determine the text.

For Advanced Readers

Have students pretend to be either Dr. Nemur or Dr. Strauss. Then, have them write an article about the experiment with Charlie. Remind students to describe the predicted and actual outcomes and what they have learned. If possible, have students look up a sample scientific journal entry to find the type of format and style that are used.

Critical Thinking

Analyze

Review with students the portion of Charlie's progress report from June 21 that appears on pp. 205–206. Then, ask students whether Charlie would have been better off never to have realized that people had laughed at him. Possible responses: Some students may say that Charlie may have been happier if he had never learned that. Others may say that at least he has had the chance to have high intelligence for a while, even if it has caused him pain.

Ask students to focus on the course of the story so far and state whether they believe that Charlie's experience has been a good or a bad thing for him. Answer: Regardless of their choices, students should support their opinions with references from the text.

Reading Strategy

Using Context Clues

Ask students what is happening to Charlie.

Answer: He is tripping, having trouble typing, and having difficulty understanding what he wrote and what he used to read.

Next, ask students the Reading Strategy question on p. 206: What context clues help you verify the meaning of the word *coordination*?

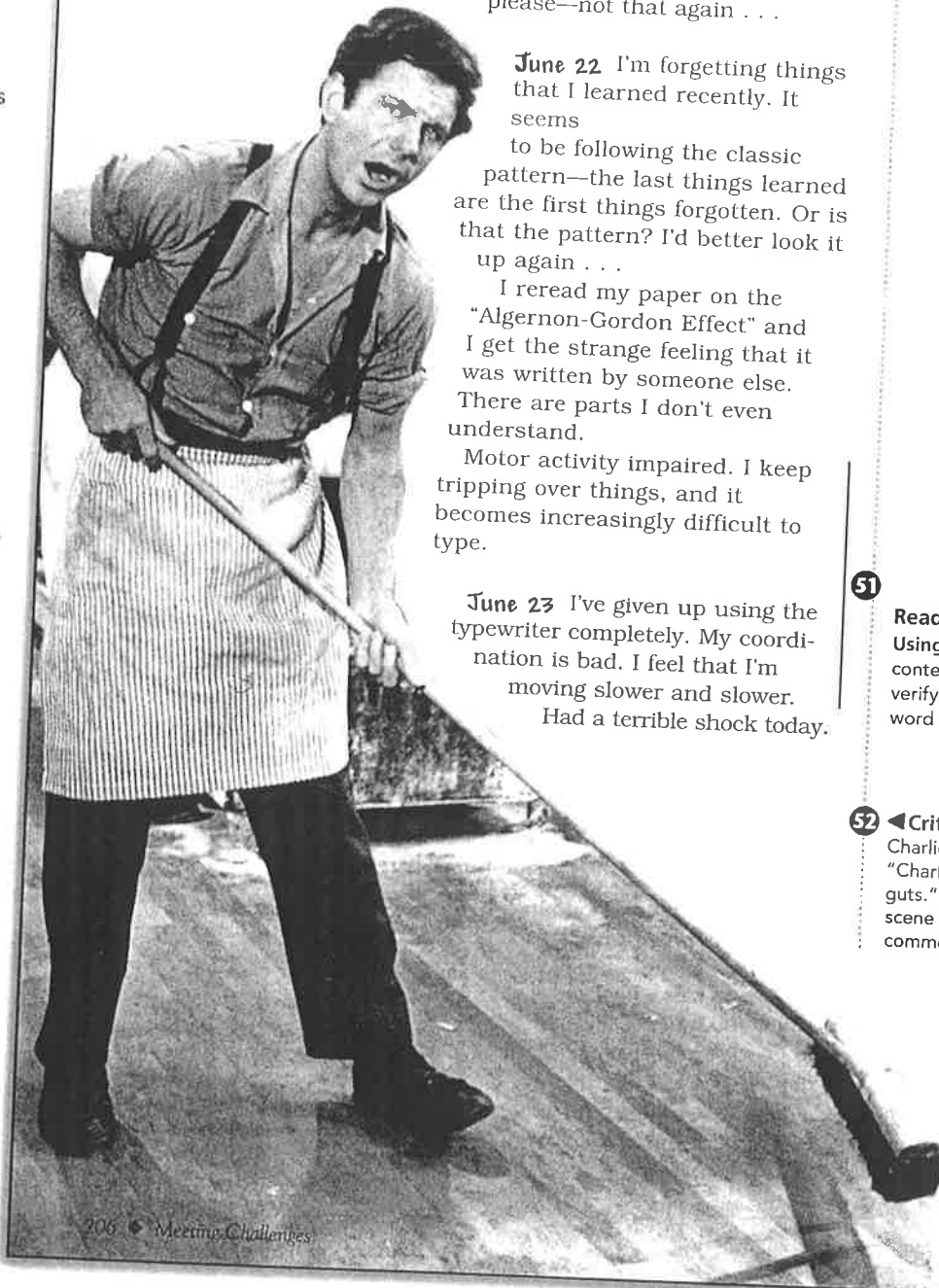
Answer: Charlie's tripping and inability to type help verify the meaning of the word *coordination*.

Critical Viewing

Answer: Students may say that Charlie has "guts" because he still tries to do the best he can with whatever abilities he has. Earlier in the story, Miss Kinnian praises Charlie for doing his job well, and his boss says he has strong character. Despite all that has happened to him, Charlie continues to work hard.

50

second childhood. I can watch them coming on. It's so cruelly logical. I learned so much and so fast. Now my mind is deteriorating rapidly. I won't let it happen. I'll fight it. I can't help thinking of the boy in the restaurant, the blank expression, the silly smile, the people laughing at him. No—please—not that again . . .



June 22 I'm forgetting things that I learned recently. It seems to be following the classic pattern—the last things learned are the first things forgotten. Or is that the pattern? I'd better look it up again . . .

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.

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

June 23 I've given up using the typewriter completely. My coordination is bad. I feel that I'm moving slower and slower. Had a terrible shock today.

51

Reading Strategy Using Context What context clues help you verify the meaning of the word *coordination*?

52

Critical Viewing Charlie's boss says "Charlie Gordon, you got guts." How does this scene illustrate his boss's comment? [Support]

206 • Meeting Challenges

ENRICHMENT: Science Connection

Psychiatric Terms

In psychiatry, a fugue of amnesia is a period during which a person suffers a loss of memory and may begin a new life. When he or she recovers, the person remembers nothing of the period of amnesia. A state of amnesia may be the result of a serious head injury or a severe shock. Amnesia is a normal condition during infancy because the brain has not yet developed the ability to hold on to messages in the order that they occurred. That is why most people don't remember anything about being an infant.

The medical term for what Charlie calls *senility* is "dementia." This term encompasses symptoms that show a person's deterioration from his or her previous level of functioning. Dementia impairs memory, language, judgment, spatial perception, behavior, and personality. Older people suffer from dementia more often than younger people because the condition may be caused by Alzheimer's disease or a stroke. Because the symptoms may make the patient seem childlike, sometimes the person is said to be going through a second childhood.

I picked up a copy of an article I used in my research. Krueger's "Über psychische Ganzheit," to see if it would help me understand what I had done. First I thought there was something wrong with my eyes. Then I realized I could no longer read German. I tested myself in other languages. All gone.

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

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

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

July 7 I don't know where the week went. Today 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 I've got to do something but then I forget or maybe it's just easier not to do what I say I'm going to do.

I think of my mother and father a lot these days. I found a picture of them with me taken at a beach. My father has a big ball under his arm and my mother is holding me by the hand. I don't remember them the way they are in the picture. All I remember is my father arguing with mom about money.

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 My landlady Mrs. Flynn is very worried about me. She said she doesn't like loafers. If I'm sick it's one thing, but if I'm a loafer that's another thing and she won't have it. I told her I think I'm sick.

I try to read a little bit every day, mostly stories, but sometimes I have to read the same thing over and over again because I don't know what it means. And it's hard to write. I know I should look up all the words in the dictionary but it's so hard and I'm so tired all the time.

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

Literary Analysis

First-Person Point of View In this entry, how does the first-person point of view allow the reader to understand what Charlie is going through?

Flowers for Algernon ♦ 207

53 Literary Analysis

First-Person Point of View

- Have students reread the entry on p. 207.
- Ask students what they learn about Charlie from the entry. Answer: He is sick and Mrs. Flynn is worried about him, reading is hard for him, and he is tired all the time. He also puts flowers on Algernon's grave about once a week.
- Ask students the Literary Analysis question on p. 207: In this entry, how does the first-person point of view allow the reader to understand what Charlie is going through? Answer: He tells what is happening, how people react to him, and how he feels.

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Gifted/Talented Students

Encourage students to think about how this story might have developed if it had been written from another character's point of view. Invite students to choose a section of the story and write it in the words of Miss Kinnian, Burt, or Dr. Strauss.

For Advanced Readers

Point out the **Literary Terms Handbook** at the back of this book, and have students use it and the dictionary to come up with their own working definition of the term *irony*. Then, have students discuss the irony in this story and write analyses of the effect of irony on the story's theme.

Literary Analysis

First-Person Point of View and Dynamic Character

Students compare the July 14 entry with Charlie's previous entry.

Students answer the first Literary Analysis question on p. 208: What changes do you see happening in Charlie's writing?

Answer: Charlie's spelling is deteriorating, as are his punctuation and capitalization. His vocabulary is becoming more basic and his sentence structure simpler.

Literary Analysis

First-Person Point of View

Read aloud the bracketed passage on p. 208.

Students answer the second Literary Analysis question: How do you know whether Charlie is being honest with himself about Miss Kinnian in this paragraph?

Answer: Charlie says that he still loves Miss Kinnian, but he still knows well enough to realize that people would laugh at him if they knew that. However, he is not being honest when he says that people would laugh at him, a thing he has never done. She paid him because she is concerned about him.

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

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

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

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

July 24 I have no more money and Mrs. Flynn says I got to go to work somewhere and pay the rent because I havent paid for over two months. I dont know any work but the job I used to have at Donnegan's 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 I was looking at some of my old progress reports and its very funny but I cant read what I wrote. I can make out some of the words but they dont make sense.

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

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

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

Everybody looked at me when I came downstairs and started working in the toilet sweeping it out like I used to. I told myself

Literary Analysis
First-Person Point of View and Dynamic Character What changes do you see happening in Charlie's writing?

Literary Analysis
First-Person Point of View How do you know if Charlie is being honest with himself about Miss Kinnian in this paragraph?

ENRICHMENT: Literature Connection

Paradise Lost

John Milton (1608–1674) was an English poet and writer with interests in both politics and religion. *Paradise Lost* is a long poem in twelve sections that tells the Christian story of the first humans, Adam and Eve. The poem includes the origin of Satan as God's opponent, an account of how the world was created, and the narrative of how Adam and Eve were forced

to leave the paradise in which they first lived. Milton became blind in 1652 and wrote his major long works despite this disability. The lines of the poem are unrhymed. At the beginning of *Paradise Lost*, Milton includes a note that rejects rhyme as a necessary part of poetry and declares that it can hinder expression.

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Charlie...y make fun of you dont get sore because you remember smart as you once that they were. And besides they were once your friends and if they laughed at you that doesnt mean anything because they liked you too.

One of the new men who came to work there after I went away made a nasty crack he said hey Charlie I hear your a very smart fella a real quiz kid. Say something intelligent. I felt bad but Joe Carp came over and grabbed him by the shirt and said leave him alone or Ill break your neck. I didnt expect Joe to take my part so I guess hes really my friend.

56 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 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.

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

Thats why Im going away from New York for good. I dont want to do nothing like that agen. I dont want Miss Kinnian to feel sorry for me. Evry body feels sorry at the factory and I dont want that eather so Im going someplace where nobody knows that Charlie Gordon was once a genius and now he cant even reed a book or rite good.

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

If you ever reed this Miss Kinnian dont be sorry for me Im glad I got a second chance to be smart becaus I lerned a lot of things that I never even new were in this world and Im grateful that I saw it all for a littel bit. I dont know why Im dumb agen or what I did wrong maybe its becaus I dint try hard enuff. But if I try and practis very hard maybe Ill get a littl smarter and know what all the words are. I remember a littel bit how nice I had a feeling with the blue book that has the torn cover when I red it. Thats why Im gonna keep trying to

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Literary Analysis
First-Person Point of View and Dynamic Character How have Charlie's co-workers changed?

56 Literary Analysis

First-Person Point of View and Dynamic Character

- Ask students to recall Charlie's co-workers early in the story.
Answer: They ridiculed him and then demanded that he change.
- Ask students the Literary Analysis question: How have Charlie's co-workers changed?
Answer: They now feel sorry for him and protect him from the boss.

57 Critical Thinking

Compare and Contrast

- Ask a volunteer to read paragraphs 5–7 of Charlie's July 28 entry on pp. 20–21. Then, in a class discussion, discuss Charlie's remarks, eliciting evidence that Charlie, although he has regressed, is not the same person he was before the operation.
- Ask students how Charlie's experiment from the person he was before the experiment.
Answer: Students should discuss how Charlie knows that he has made a valuable contribution to science. Also, he reveals that he does not regret taking the operation because he has achieved his ambition—to know, for a short time, what it is like to be "smart."

58 Reading Check

Answer: He does not want to feel sorry for him; he wants to start over in a place where he knows that he was once smart.

58 Reading Check

Why does Charlie decide to leave New York?

Flowers for Algernon ♦ 209

CUSTOMIZE INSTRUCTION FOR UNIVERSAL ACCESS

For Special Needs Students

Remind students that each photographic illustration with this story comes from a scene in the movie version of "Flowers for Algernon." These excerpts from the film adaptation of the story are referred to as movie stills (because the pictures are not moving). Have students look at these movie stills in the order in which they appear in the story. Encourage students to review the progress reports the stills accompany. Then discuss the following questions:

1. In which still does Charlie look happiest?
2. In which still does Charlie show the beginnings of change?
3. In which still can you see Charlie at the height of his intelligence?

After students formulate responses to the questions, have them summarize Charlie's experience by writing captions for each movie still.

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ASSESS

Answers for p. 210

Review and Assess

1. Some students may say that it was good for Charlie. Others may say that it mainly causes him pain.
2. (a) Algernon is a laboratory mouse that underwent the same operation that Charlie did. (b) Charlie grows increasingly intelligent, but then quickly deteriorates, as Algernon did. (c) It refers to the flowers Charlie puts on Algernon's grave.
3. (a) At Dr. Strauss's suggestion, Charlie keeps a journal so that his progress can be monitored. (b) The journal shows readers the intellectual and emotional changes that Charlie experiences.
4. (a) He tells the people to be quiet and leave the boy alone. (b) The boy reminds Charlie of himself before the operation.
5. (a) **Positives:** Charlie enjoys his gift, and uses it to discover why the surgery does not work. **Negatives:** He realizes that others have made fun of him; he cannot communicate with others. (b) Charlie is thankful for his chance to be more intelligent, but he is frustrated by the knowledge that the change is almost certain to be temporary.
6. (a) They are afraid of him and avoid him. (b) They cannot understand the change. Some may feel guilty or ashamed about their past treatment of him. (c) Some students may say that the co-workers deserve to feel apprehensive.

Continued on p. 211

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 somthing importent for sience. I remember I did something but I dont remember what. So I gess its like I did it for all the dumb pepul like me.

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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.

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

Review and Assess

Thinking About the Selection

1. **Respond:** Was being part of the experiment good for Charlie? Why or why not?
2. (a) **Recall:** Who is Algernon? (b) **Compare:** Explain how Charlie's development parallels Algernon's. (c) **Interpret:** What is the meaning of the title of the story?
3. (a) **Recall:** Why does Charlie keep a journal? (b) **Evaluate:** How does Charlie's use of a journal contribute to the story's effectiveness?
4. (a) **Recall:** What does Charlie do when diners make fun of the dishwasher? (b) **Infer:** Why does he have such a strong reaction?
5. (a) **Compare and Contrast:** Name positive and negative results of Charlie's increased intelligence. (b) **Analyze:** How does Charlie feel about becoming more intelligent?
6. (a) **Recall:** How do Charlie's coworkers react to his increased intelligence? (b) **Draw Conclusions:** What are the reasons for their reactions? (c) **Make a Judgment:** Explain why you do or do not sympathize with their reactions.
7. (a) **Analyze:** When do you realize that Charlie's intelligence is not permanent? (b) **Apply:** What two details from the story reveal the progress of the reversal?
8. (a) **Contrast:** What is the difference between Charlie at the beginning of the story and Charlie at the end of the story? (b) **Apply:** Why does Charlie decide to leave New York? (c) **Predict:** What will happen to Charlie?
9. **Take a Position:** Do you think Charlie should have had the operation? Why or why not?

Daniel Keyes



(b. 1927)

Raised in Brooklyn, New York, writer and teacher Daniel Keyes has also been

a photographer, a merchant seaman, and an editor. Keyes has written both fiction and nonfiction, including *The Minds of Billy Milligan* and *The Milligan Wars*, which are about a man with multiple-personality disorder. A meeting with a mentally-challenged young man gave Keyes the idea for "Flowers for Algernon." He began to wonder what would happen "if it were possible to increase human intelligence artificially." The central character, Charlie Gordon, is imaginary.

210 ♦ Meeting Challenges



ASSESSMENT PRACTICE: Reading Comprehension

Following Written Directions

(For more practice, see Test Preparation Workbook, p. 18.)

Write this text on the board and ask students to pay attention to details:

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

Details about regression given in this paragraph are

- A impaired motor activity and increased glandular activity.
- B accelerated motor activity, physical infancy, and loss of coordination.
- C reduced glandular activity, accelerated coordination, and impaired motor activity.
- D impaired motor activity, reduced glandular activity, and accelerated loss of coordination.

A, B, and C provide at least one wrong detail. D is correct.