

SREB

SREB Readiness Courses
Transitioning to college and careers

Ready for High School: Literacy

English Unit 2

How the Brain Functions and
What It Means To Be Human

Literature and Informational Texts

Southern
Regional
Education
Board

592 Tenth Street, NW
Atlanta, GA 30318
(404) 875-9211

www.sreb.org



Unit 2

Contents

Course Overview.....	2
Unit Objectives and Suggested Pacing.....	3
Lesson 1: Using Your Brain: A Gateway Activity.....	4
Lesson 2: Putting Knowledge to the Test.....	16
Lesson 3: Change is Inevitable.....	24
Lesson 4: The Mind’s Potential.....	31
Lesson 5 Overcoming Differences.....	41
Lesson 6: Thinking Like a Scientist.....	50
Lesson 7: Preparing for the Symposium.....	58
Lesson 8: Communicating Brain Health.....	65
References.....	71

Unit 2

Content: Literary Text

Overview

The second unit involves students in reading Daniel Keyes' *Flowers for Algernon* as well as a number of related supplemental texts. Students will examine the central text for its main idea and will evaluate the sources and evidence used to support that idea. Students will practice the skills of annotation and close reading; identification of rhetorical situation (audience, speaker, purpose); sentence construction and type, with a focus on sentence structures; and journal writing and reflection. Students will study content-rich vocabulary pulled from the central text and will learn important word learning strategies, including deciphering meaning from context and figurative, denotative and connotative meanings. The conclusion of the unit will involve students in presenting a science symposium based on a proposal written at the end of Unit 1.

Unit 1 is a prerequisite for Unit 2 and must be completed first.

Teacher Notes

1. At the end of every lesson in this unit you will find a **checklist** of the important activities to cover. Refer to this as you teach the unit, as a way to ensure that the essential parts of the lesson have been covered.
2. **Literacy Design Collaborative** – If you have been trained in the framework known as the Literacy Design Collaborative (LDC), instructional modules consist of a series of skill clusters with specific skills attributed to each. These units have been constructed to comply with this model. In each lesson you will see the specific clusters identified along with specific skills as a reference for LDC-trained teachers. If you have not been trained in LDC, merely follow the Teacher Guide instructions. The skill clusters can reinforce for you what reading and writing skills have been identified.
3. Each activity is accompanied by a formative or summative **assessment**. Most assessments consist of a rubric that identifies an observable action by students and a range of student performance (No, Somewhat and Yes). As the teacher, you have control over what value to ascribe to the assessments. For example you may assign a 6 for a student's successful completion of a task (Yes), 3 for a performance that approaches success (Somewhat) and a 0 if the student does not exhibit this behavior (No). You may use the points in between 3 and 6 and 0 and 3 to provide a range of points based on how well the student's performance meets your expectations. Keep a log of your students and assign points throughout the unit as a grade for participation, engagement, etc. You may also wish to assign your own values to the assessment to provide a range based on varied performance. This system allows for flexibility in teacher grading practices across schools and states. Most teachers have expressed a need to provide points as incentives for the struggling students to complete the work. Because students struggle with the rigor of the course, the performance points along the way help to reward students who put forth effort in each activity. In the end, how the performance is "scored" is a teacher decision.

Unit Objectives (Students Will Be Able To)

1. Recognize the disciplinary constructs that influence how reading and writing take place in English classes.
2. Read lengthy complex texts independently.
3. Summarize complex texts and to see how audience, speaker, and purpose interact in those texts.
4. Do close readings of complex texts. This involves annotation and inferencing as well as the ability to read critically and to distinguish between what is in the text (plot, information, etc.) and the larger picture (theme, connection to society, etc.).
5. Read multiple texts, including non-print texts, and compare their content, style and genre.
7. Study content-rich vocabulary pulled from the central text.
8. Participate in meaningful small and class discussions using their readings and activities as a basis for those discussions.
9. Articulate a position related to brain development and function, both in speaking and in writing.

Suggested Pacing

Week 1	Lesson: 1	Engaging Your Brain: A Gateway Activity
Week 2	Lesson: 2	Putting Knowledge to the Test
Week 3	Lesson: 3	Change is Inevitable
Week 4	Lesson: 4	The Mind's Potential
Week 5	Lesson: 5	Overcoming Differences
Week 6	Lesson: 6	Thinking Like a Scientist
	Lesson: 7	Preparing for the Symposium
	Lesson: 8	Communicating Brain Health

Lesson 1

Engaging Your Brain: A Gateway Activity

Overview

In this introductory lesson for the English unit focusing on the complexities of the human brain and what it means to be human, students will be introduced to the notion of disciplinary literacy and to the purpose and assignments in this course. They will be asked to follow the story of Charlie Gordon and the changes that he undergoes physically, emotionally, and mentally. Students will participate in an activity in which they examine Rorschach inkblots and respond to each one, followed by a group discussion, as a gateway activity to develop an understanding of tests designed to measure intelligence, creativity, and thinking. This activity will lead into a discussion of the course. Next, students will annotate using symbols with actions and discuss excerpts from two articles about multiple intelligences, then take a multiple intelligences test. They will then write a short reflection and participate in a group discussion on the results of the test. As a follow up to that activity, students will create a visual representation on the cover of their Academic Notebooks (or on a separate page) to reflect what they have learned about themselves through the Rorschach test and multiple intelligences test. They will then read an article about intellectual disabilities and an article about Rosa's law. For each article, students will identify audience, speaker, and purpose. Based on their reading, they will use prediction to write a brief description of the main character of the story. This lesson will also revisit the critical focus question and prompt for the final assignment — the creation of a station at a brain health symposium and a press release about that symposium. Students will also review their proposal from Unit 1. This preparatory work — personal, academic, and predictive — will provide a basis on which students can rely as they begin to read and work with *Flowers for Algernon*.

Outcomes

1. Students participate in an activity designed to engage them with the content of the unit and to help them relate to the main character, Charlie Gordon.
2. Students explore the nature of disciplinary literacy in English/language arts classes, as well as the goals and purposes of the course.
3. Students read informational text and practice the skill of annotation so as to understand the concept of multiple intelligences.
4. Students take a multiple intelligences assessment and write a reflection based on their results.

5. Students create a visual representation of themselves as learners based on their reading and experiences.
6. Students read and annotate two articles about intellectual disabilities, identify the rhetorical situation for each, and then write a prediction about the main character based on these articles.
7. Students draw conclusions and make predictions based on their reading.
8. Students continue to examine the essential question, “What can we do to keep our brains healthy and functioning?” which they address by creating a science symposium station and a press release based on that symposium.
9. Students examine the rubric for the science symposium and revisit their proposal from Unit 1.

College and Career Readiness Standards (CCRS)

Reading Informational Text

- 1 Cite the textual evidence that most strongly supports the analysis of what the text says explicitly, as well as inferences drawn from the text.
- 2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 6 Determine author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing

- 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Skill Cluster 1: Preparing for the Task

- 1 Ability to engage in the content of the unit
- 2 Ability to understand the concept of Disciplinary Literacy
- 3 Ability to analyze the prompt for the unit and the assessment
- 4 Ability to demonstrate how to be successful on the task

Skill Cluster 2: Reading Process

- 1 Ability to annotate essential elements of a text
- 2 Ability to make predictions and draw conclusions based on reading of text
- 3 Ability to draw conclusions and make predictions based on reading of text
- 4 Ability to identify similarities and differences in multiple accounts of the same event

Skill Cluster 4: Writing Process

- 1 Ability to write a reflective response based on results of a multiple intelligences assessment

Materials

- Academic Notebook
- Copies of *Flowers for Algernon*
- Excerpt from “Multiple Intelligences: What Does the Research Say?” in Academic Notebook
- Excerpt from “Big Thinkers: Howard Gardner on Multiple Intelligences” in Academic Notebook
- Annotation checklist
- Highlighters
- Multiple intelligences assessment
- “Intellectual Disability” article from WebMD in Academic Notebook
- Article “Rosa’s Law Changed Words — Now Let’s Change the Prejudice” in Academic Notebook
- Targeted Vocabulary

Time frame: 265 minutes

Activity One

What Do You See? (20 minutes)

College and Career Readiness Standards: ELA Speaking & Listening – SL8.1

Ask students to turn to the course overview on page 2 of the Academic Notebook. Read aloud the first two paragraphs (see below).

Course Overview

Welcome to the second English literacy unit of the SREB Readiness Course, Literacy Ready. What does English literacy mean? English literacy is based on an understanding that texts — both literary and informational — enable us to understand human experiences and that literary texts are open to dialogue between and among readers and texts. In this course, you will take part in several activities aimed at improving your literacy, specifically as literacy is used in English. While certainly the content covered in this course is important, a principal purpose of this course is to equip you with the tools necessary to be more successful in your high school coursework. To that end, the creators of the course have developed this Academic Notebook.

The theme for this six-week English course is “What Influences Our Intelligence and Personality?” The reading text for this course will be Daniel Keyes’ *Flowers for Algernon*. This course focuses on the kinds of disciplinary literacy you will be expected to undertake in a high school setting. The course includes six units, with two in each of English, science, and history.

Explain that students may take from one to all of the units, depending on what their state and school district makes available to them.

In this unit, students will be expected to:

- Read and analyze *Flowers for Algernon* and supplemental readings.
- Learn vocabulary from the text.
- Summarize ideas from the reading selections.
- Reflect on their reading through writing.
- Develop stances on ideas from the central text as well as supplemental texts.
- Participate in a science symposium.
- Write a community press release.

Now ask students to turn to page 6 of the Academic Notebook. **The Rorschach test, named after the Swiss psychologist Hermann Rorschach who created it, is often used to examine a person’s psychological aspects, such as personality traits, emotional characteristics, creative abilities, thought processes and intelligence. While psychologists commonly used it with their patients in the last century, it is no longer as common, largely due to the controversies surrounding its reliability and validity. Still, examining Rorschach’s inkblots may give us some insights into ourselves as well as others.**

Look at the chart on pages 6-7 of your Academic Notebook. It contains four of Rorschach’s original inkblots. Look carefully at each image in the chart. Below the image, write an answer to the question, “What might this be”?

Give students time to carefully examine each image and to respond to the question. Once they finish, direct them to share their responses with a partner or small group. After they have shared their responses, display each inkblot on a projector and discuss the images as a class. On chart paper or a white board, record their responses, noting how many students saw similar things in the images. Ask the students what conclusions they might draw based on the results. What can we learn from this type of test? Why might it be used?

Explain that the main character in the story they will read, *Flowers for Algernon*, undergoes a series of tests to determine his fitness for a new, experimental surgery. One of those tests is the Rorschach.

Assessment

Outcome 1:

Students participate in an activity designed to engage them with the content of the unit and to help them relate to the main character, Charlie Gordon.

Outcome 2:

Students explore the nature of disciplinary literacy in English/language arts classes as well as the goals and purposes of the course.

Evaluation Rubric			
Participates in the Rorschach activity.	No	Somewhat	Yes
Participates in group and class discussions.	No	Somewhat	Yes
Total Points	12		

Activity Two

Understanding Intelligence (90 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – RI.8.1, 8.2, 8.4, 8.10; Writing – W.8.9, 8.10; Speaking & Listening – SL.8.1

Throughout the story, Charlie Gordon, the protagonist, undergoes significant changes in his intelligence. One measure of a person’s intelligence is a multiple intelligences test, which was developed by Howard Gardner, a Harvard professor. Read the excerpts in your Academic Notebook from articles on Edutopia.com, in which Gardner’s theory is explained.

Before students read the excerpts, tell them they will annotate using the skills they learned in Unit 1. Review the annotation table with them. Next, ask students to read the excerpts and annotate as they read. **Today, we are going to annotate and discuss excerpts from two articles about multiple intelligences. Using the six symbols provided on page 8 of your Academic Notebook, mark each symbol, adding its corresponding notes in the margins or between lines. Feel free to use a dictionary or thesaurus to assist you. As you are annotating your personal copy, add a few of your annotations to the class copy.** If possible, project a copy using a Smartboard or ELMO if available.

Symbol	Meaning/Action	Symbol	Meaning/Action
<u>Underline</u>	Underline phrases or a sentence that stands out as interesting or important. Why do you think this is worth ‘carrying’ through the text?	Text to Self – TS	Place a TS next to characters or events in which you can relate. Arrow out and explain connection.
Circle	Circle unfamiliar words/phrases; define in margin.	Text to Text – TT	Place a TT to connect this text to another text (anything that is interpreted for meaning). Arrow out and explain the connection.
Question ?	Place a question mark next to passages you do not understand or want to further examine. In the margin, write your specific question about the text.	Text to World – TW	Place a TW to connect your reading to world events/issues in the past or present. Arrow out and explain the connection.

At this time, students will follow through with the directions above. Walk around noting common annotating errors such as using symbols without writing the meaning or action, and encouraging students to add particularly good annotations to the class copy. Students may wish to use different colored pens or highlighters to assist with annotating.

After students have completed personal annotations of text and contributed to class copy, allow the students a few minutes to read over the class copy, taking into consideration the annotations.

Ask students to write a brief summary of the main ideas of each article in the space provided in the Academic Notebook.

Discuss the articles to be sure students understand the concept of multiple intelligences.

Now you will take test to learn what type of multiple intelligences you possess. Direct students to complete the test in their Academic Notebooks on pages 10-11. Alternately, students can complete an online version of the test at: <http://www.edutopia.org/multiple-intelligences-assessment>. When they have finished, say, **now you will write a short reflection on page 13 in your Academic Notebook. Your reflection should address these questions: What did you learn about yourself based on this test? Do you agree with the results? Why or why not? How important do you think this type of test is for students? For teachers?**

Have students share their results and reflections with a partner or small group.

Assessment

Outcome 3:

Students read informational text and practice the skill of annotation so as to understand the concept of multiple intelligences.

Outcome 4:

Students take a multiple intelligences assessment and write a reflection based on their results.

Evaluation Rubric			
Annotates text based on directions.	No	Somewhat	Yes
Discusses annotations.	No	Somewhat	Yes
Accurately writes an objective summary of the main ideas.	No	Somewhat	Yes
Writes a reflection that answers the questions in the prompt.	No	Somewhat	Yes
Shares results and reflections with a partner or small group.	No	Somewhat	Yes
Total Points	30		

Activity Three Learning Through Drawing (20 minutes)

College and Career Readiness Standards: Speaking & Listening – SL8.1

In this activity, you will create a visual representation on the cover of your Academic Notebook to reflect what you have learned about yourself through the Rorschach test and multiple intelligences test.

Provide instructions to students. Explain to students that this image should reflect their personality and thought processes. It could be a self-portrait, an abstract representation, a landscape, etc.

Consider the following questions as you create your image:

Which types of intelligences define me?

What do those intelligences look like in a concrete form?

What does the Rorschach test reveal about how I see the world?

What beliefs do I have about my intelligence?

What beliefs do I have about my personality?

Discuss the drawings. Once students have worked for 30 minutes or so, engage students in a discussion in which they explain how they represented themselves in the drawing.

Assessment

Outcome 5:

Students create a visual representation of themselves as learners based on their reading and experiences.

Evaluation Rubric			
Creates an image that reflects what he or she has learned.	No	Somewhat	Yes
Discusses image with partner, group, or class	No	Somewhat	Yes
Total Points	6		

Activity Four Defining and Predicting (60 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – RI8.1, 8.4, 8.9, 8.10; Writing – W8.2, 8.9, 8.10; Speaking & Listening – SL8.1

Whenever we read an informational text or listen to a speech, we must understand not only the words the writer or speaker uses, but also the rhetorical situation: speaker, audience, and purpose. The speaker in a text is the voice that tells the story or shares the information. Readers should consider gender, race, culture, bias, and other characteristics of the person speaking. The audience is the group of readers for whom the piece is written. Consider the following questions to identify audience: Is the audience knowledgeable about the topic? Will the

audience be friendly or hostile? Is there a particular age or gender the writer has in mind? Is the writing intended for a general or a specific group? The purpose is the reason behind the text. What does the writer want the audience to think or do as a result of reading the text? These three parts of the rhetorical situation interact to help us understand a text. We will examine the rhetorical situation in two articles.

People are often labeled in ways that stigmatize and stereotype. One of these labels is the terminology people use to identify those who have below average intelligence or a mental disability. Now you will read two informational texts (pages 16-18) that explore these terms. As you read, annotate the text. Next, identify speaker, audience, and purpose in the graphic organizer provided.

Direct students to refer to the annotation chart as they annotate the excerpts. Circle and assist as necessary. When students have finished, lead them in a discussion to define/discuss the terms “intellectual disability” and “mental retardation.” **What does it mean to be smart? How do we define intelligence?** For each article, discuss speaker, audience, and purpose and have students record those aspects of the rhetorical situation on the graphic organizers.

Based on what you have learned about the subject of intellectual disabilities, use prediction to write a brief description on page 19 of the main character of the story that addresses these questions: What would he look like? What personality traits will he possess? What job, if any, will he have? What relationships will he have with others? Where will he live?

After students finish their reflections, have them compare their predictions to a partner’s predictions. What similarities do they have in their predictions? Differences?

Assessment

Outcome 6:

Students read and annotate two articles about intellectual disabilities, identify the rhetorical situation for each, and then write a prediction about the main character based on these articles.

Outcome 7:

Students draw conclusions and make predictions based on their reading.

Evaluation Rubric			
Annotates text based on directions.	No	Somewhat	Yes
Participates in class discussion on “disability” and “retardation.”	No	Somewhat	Yes
Identifies and discusses rhetorical situation.	No	Somewhat	Yes
Writes a prediction that answers the questions in the prompt.	No	Somewhat	Yes
Shares results and reflections with a partner or small group.	No	Somewhat	Yes
Total Points	30		

Activity Five

Examining the Rubric for the Symposium and Revisiting the Proposal
(Approximately 25 minutes)

**College and Career Readiness Standards: ELA Writing – W8.2, 8.2D, W8.4;
Speaking & Listening – SL8.1**

Ask the class to examine the rubric for the brain health symposium, which can be found on the page titled “Brain Health Symposium” in the Academic Notebook on page 21 and is seen below. With the class, read through the assignment description and brain expo walk card.

What can we do to keep our brains healthy and functioning? After reading *Flowers for Algernon* and other informational texts on brain function and intelligence, create a station for a Brain Health Symposium that will allow participants to learn and engage in a brain health activity in which you demonstrate the value of the activity in brain health. This station is based on the proposal you wrote at the end of Unit 1. Support your station concept with evidence from the texts. At the conclusion of the symposium, write a community press release to share the outcome and success of the symposium.

Have students revisit their proposals from Unit 1. After they have reread their proposals, ask them to answer the following questions in their Academic Notebooks on page 20:

**Based on my proposal, what do I need to do to prepare to create my station?
What challenges might I face as I create my station?**

Discuss the expo walk card (next page). After students have reviewed the card, ask them to write down any questions they have and answer their questions as needed on page 22.

Station Name:	Score (Possible Points in Bold)	Comments Regarding Your Score
<p>Specific Brain Health Topic</p> <ul style="list-style-type: none"> • Station targets a specific part of the brain. • Information and functions regarding the brain or specific part of the brain are included in station. • Specific problem associated with this part of the brain is targeted. • Research is evident. 	<p>____ /20</p>	
<p>Recommended Solution</p> <ul style="list-style-type: none"> • Station includes activities and exercises targeted for this specific problem. • Station explains how activity or exercise aids with solving brain problem. • Research is evident. 	<p>____ /20</p>	
<p>Benefits</p> <ul style="list-style-type: none"> • Station describes benefits for addressing issues with this part of the brain. • This station is a great addition to the symposium due to information and activity. • Research is evident. 	<p>____ /20</p>	
<p>Audience</p> <ul style="list-style-type: none"> • Station (information and activity) caters to visitors (students and teachers). • Station welcomes visitors to participate and learn. 	<p>____ /20</p>	
<p>Station Appearance</p> <ul style="list-style-type: none"> • Station is neat and organized; not overwhelming in material and décor. • Station is professional, informative, and persuasive. 	<p>____ /20</p>	
<p>Total Points</p>	<p>____ /100</p>	

Assessment

Outcome 8:

Students continue to examine the essential question, “What can we do to keep our brains healthy and functioning?” which they will address by creating a science symposium station and a press release based on that symposium.

Outcome 9:

Students examine the rubric for the science symposium and revisit their proposal from Unit 1.

Evaluation Rubric			
Answers reflection questions regarding his or her proposal.	No	Somewhat	Yes
Total Points	6		

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components

1. Guided students through the Rorschach activity to engage them with the content of the unit and to help them relate to the main character, Charlie Gordon.
2. Discussed the nature of disciplinary literacy in English/language arts classes, as well as the goals and purposes of the course.
3. Reviewed the annotation table.
4. Directed students to read and annotate the articles on multiple intelligences.
5. Asked students to write a brief summary of the main ideas of each article on multiple intelligences and discussed the articles with the class.
6. Directed students to take a multiple intelligences assessment and write a reflection based on their results.
7. Asked students to create a visual representation of themselves as learners based on their reading and experiences, and led students in a discussion of their drawings.
8. Directed students to read and annotate two articles about intellectual disabilities and then write a prediction about the main character based on these articles.
9. Led a class discussion on intellectual disabilities, asking students to share their conclusions and predictions.
10. Reviewed the prompt for the brain health symposium, including the assignment description and brain health station expo walk card.

Lesson 2

Putting Knowledge to the Test

Overview

Following an activity on sentence types and sentence combining, students will read Progress Reports 1 and 2 of an excerpted version of Daniel Keyes' *Flowers for Algernon* focusing their reading on the unusual sentence structure of the text and completing an activity that involves identifying simple sentences and sentence errors. Students will then focus on phonics. They will begin with "progris riport 1-martch5 1965" and read through "progris ript5-Mar10" for this lesson. During the reading, they will observe how Charlie spells and write his words. In early journal entries, students will highlight words spelled incorrectly. Throughout the reading, students will choose important details and summarize the journal entries. Students will make predictions and review Rorschach images and think about feelings associated with those images. Students will then discuss feelings associated with testing and think about how Charlie felt about testing also. Continuing the connection with Charlie and Algernon, students will view a video of mice in a maze and complete a paper maze. Afterwards they will discuss the fairness of Charlie competing with a mouse. Students will then read an academic article, "Why Do Medical Researchers Use Mice?" and complete a 3-2-1 graphic organizer about that article. Following that article, students will read an excerpt from an article about the ethics of using animals in research and write a paragraph of argumentation. In order to connect with Charlie, students will finish the reading for this lesson and complete a journal entry about a time when they were scared.

Outcomes

1. Students learn sentence types and errors and identify them in the central text and in others' writing.
2. Students discuss phonetics and observe how Charlie spells words in the beginning.
3. Students highlight misspelled words.
4. Students complete a reading log of assigned readings, including a summary, prediction, and reflection.
5. Students participate in partner and class discussions regarding testing.
6. Students complete a chart and write a compare/contrast paragraph.
7. Students view a video and complete a paper maze.
8. Students read a short academic article about mice and research and complete a 3-2-1 graphic organizer.
9. Students read a short excerpt about the ethics of using mice and write a paragraph of argumentation.
10. Students complete a reading log of assigned readings.

College and Career Readiness Standards (CCRS)

Reading Informational Text

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Literature

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- 3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- 6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Writing

- 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Language

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LDC

Skills Activity List

Skill Cluster 2: Reading Process

- 1 Ability to identify sentence types and sentence combining errors
- 2 Ability to recognize misspelled words and rewrite them correctly
- 3 Ability to read and identify main ideas of a literary text
- 4 Ability to make a prediction based on reading
- 5 Ability to identify main ideas from an informational text
- 6 Ability to apply collaborative reading strategies

Skill Cluster 3: Transition to Writing

- 1 Ability to identify textual evidence for a comparison/contrast paragraph
- 2 Ability to identify textual evidence for an argument paragraph

Skill Cluster 4: Writing Process

- 1 Ability to recognize misspelled words and rewrite them correctly
- 2 Ability to write two complete sentences in a short reflection
- 3 Ability to write a comparison/contrast paragraph based on evidence from the text and personal experience
- 4 Ability to write an argument paragraph based on two texts

Materials

- Academic Notebook
- Copies of *Flowers for Algernon*
- Highlighters
- Sentence types and errors PowerPoint
- Paper maze
- YouTube video <https://www.youtube.com/watch?v=U5HTLkmWwfM>
- Article “Why Do Medical Researchers Use Mice?” by Remy Melina
- Excerpted article “Of Cures and Creatures Great and Small” by Claire Andre and Manuel Velasquez
- Target Vocabulary

Time frame: 110 minutes

Activity One

Sentence Structures and Errors (50 minutes)

College and Career Readiness Standards: ELA Language – L8.1

Show students the PowerPoint on types of sentences and sentence combining. Tell students, **in early progress reports, Charlie uses a lot of simple sentences and incorrectly combines clauses. As he gets smarter, his sentences become more complex and are grammatically correct.** Read Progress Report #1 with students and identify simple sentences and sentence errors with them using a SMART board or projector. **You will now look for simple sentences and sentence combining errors in Progress Report #2.** Ask them to work with a partner to identify simple sentences by underlining them. Tell them to circle any sentences in which the clauses have been combined incorrectly. **With a partner locate two simple sentences from the text and combine them correctly into one sentence on page 24 of your Academic Notebook.**

Assessment

Outcome 1:

Students learn sentence types and errors and identify them in the central text and in others’ writing.

Evaluation Rubric			
Identifies simple sentences by underlining them.	No	Somewhat	Yes
Circles sentences in which clauses have been combined incorrectly.	No	Somewhat	Yes
Combines two simple sentences into one.	No	Somewhat	Yes
Total Points	18		

Activity Two

Sounds and Spelling (50 minutes)

College and Career Readiness Standards: ELA Reading Literature – RL 8.1, 8.2, 8.6, 8.10; Writing – W 8.2, 8.9, 8.10; Speaking and Listening – SL 1; Language – L 8.2

What do you think the term “phonetics” means? Ask for student responses.

Phonetics is the system of speech sounds of a language. It’s how most students are taught to read in early elementary school. We are going to read a story about a man named Charlie Gordon. He writes his story using journal entries and, in the beginning, many of his words are written based on how they sound. Today we are going to read two of his entries. Everyone will take turns reading one sentence out loud. See if you can sound out the words. As you read, highlight the words you think are spelled incorrectly.

Students read “progris riport 1-martch 5 1965” and “progris riport 2-martch 6” popcorn style with each student reading one sentence at a time. While reading, have students highlight the words they think are spelled incorrectly.

After reading, have students share their highlighted words by lines, starting with the first line, “progris riport 1-martch 5 1965”, and continue line by line. Discuss how they sound versus how they are spelled. Explain to students that this is a 37-year-old man who is writing these entries. Make sure students have highlighted all the misspelled words.

Now reread this section. Turn to page 25 of your Academic Notebook, and write down three important ideas, with page numbers, that help you understand this passage. Then write a two-sentence summary of the main idea of this part of Section One. Have students write down three important ideas with page numbers on the left side of the reading log and a two-sentence summary on the right.

Now make a prediction. What do you think Charlie will be used for? Have the students write their prediction in at least one complete sentence.

You have seen the Rorschach images. Think about how you felt when you first saw them, and imagine how Charlie was feeling. Write a “Progress Report” in your Academic Notebook on page 26 describing your feelings about the Rorschach images in at least two complete sentences.

Allow students time to write two complete sentences in their Academic Notebook. Ask students to share their predictions and feelings in a class discussion.

Assessment

Outcome 2:

Students discuss phonetics and observe how Charlie spells words in the beginning.

Outcome 3:

Students highlight misspelled words.

Outcome 4:

Students complete a reading log of assigned readings, including a summary, prediction, and progress report reflection.

Evaluation Rubric			
Participates in class discussion on phonics.	No	Somewhat	Yes
Highlights misspelled words.	No	Somewhat	Yes
Completes reading log with objective summary, significant details, prediction, and reflection.	No	Somewhat	Yes
Participates in class discussion on predictions and Rorschach images.	No	Somewhat	Yes
Total Points	24		

Activity Three

Talking about Testing (30 minutes)

College and Career Readiness Standards: ELA Reading Literature – RL 8.1, 8.2, 8.6, 8.10; Writing – W 8.9, 8.10; Speaking and Listening – SL 8.1; Language – L 8.2

In the previous activity, we talked about phonetics and punctuation. Today we are going to continue reading Charlie’s entries. Nothing has changed with his spelling or punctuation. As you read, highlight the words that are spelled incorrectly.

Students read “progris report 3-march 7” aloud, one sentence at a time, highlighting incorrectly spelled words.

Have students share highlighted words with a shoulder partner and make corrections.

What kinds of tests did Charlie take today? How does he feel about them? Ensure that students identify that Charlie takes a Thematic Apperception Test, along with the Rorschach test, and follows a maze; allow students to discuss feelings.

What kinds of tests do you take? How do you feel about them? Allow students to discuss.

In your Academic Notebook on page 27, you are going to write a paragraph comparing Charlie’s feelings about taking tests to yours. First, list evidence from the text describing Charlie’s feelings in the chart on the left side, and then add your feelings about tests on the right side. Then write a paragraph comparing your feelings about tests with Charlie’s, using the chart.

Have students complete the chart in their Academic Notebooks using evidence from the text for Charlie’s feelings. Then have them write a journal entry comparing their feelings about tests to Charlie’s. When they have finished, ask them to exchange papers with a shoulder partner and circle any sentence errors.

Assessment

Outcome 5:

Students participate in partner and class discussions about images and testing and compare those feelings with Charlie’s.

Outcome 6:

Students complete a chart and write a comparison/contrast paragraph.

Evaluation Rubric			
Participates in class discussion on tests and feelings.	No	Somewhat	Yes
Completes chart about tests.	No	Somewhat	Yes
Writes a paragraph about tests, using evidence from the text.	No	Somewhat	Yes
Total Points	18		

Activity Four

Mice and Mazes (30 minutes)

College and Career Readiness Standards: ELA Reading Literature – RL 8.1, 8.2, 8.3, 8.6, 8.10; Reading Informational Text – RI 8.1; Writing – W 8.1, 8.2, 8.9, 8.10; Speaking and Listening – SL 8.1

Who is Algernon? Wait for student responses and then explain, if needed, that he is a mouse that runs maze races with Charlie — he beats Charlie over 10 times that day.

Why would scientists use a mouse to race against a person? Allow students to make predictions.

Show a YouTube video of mice in a maze located at <https://www.youtube.com/watch?v=U5HTLkmWwfM>, and then have students complete a paper maze on page 28 and time them. Discuss the fairness of Charlie racing against Algernon.

We will read a short article that discusses why mice are used in medical research. As you read, complete the 3-2-1 graphic organizer in your Academic Notebook on pages 29-30.

Direct students to complete the 3-2-1 graphic organizer at the end of this activity.

Now we will read an excerpt from an article that discusses the ethics of using animals in scientific testing. As you read, complete the graphic organizer in your Academic Notebook on page 32. Allow students time to read and complete the organizer. **Use the knowledge you gained from reading these articles to write a paragraph on page 33 in which you argue for or against using mice in experiments. Include at least two details from the texts to support your position. Use the “Yes, MA’AM” paragraph structure we learned in Unit 1. As you write, use a variety of sentence structures and follow the rules for combining sentences that you learned from the PowerPoint in Activity one.**

After students write their paragraphs, have them peer edit using the checklist on page 34 of the Academic Notebook. Give students time to revise their paragraphs, based on their peer editor’s comments. Circulate and assist as needed.

Now finish reading “progris rippport 4-Mar8” and “progris ript 5-Mar10.” Then write a journal entry about a time when you were scared and complete the reading log.

Finish reading “progris rippport 4-Mar8” and “progris ript 5-Mar10.” Have students complete a journal entry about a time when they were scared. Then have them complete the reading log.

Assessment

Outcome 7:

Students view a video and complete a paper maze.

Outcome 8:

Students read a short academic article about mice and research and complete a 3-2-1 graphic organizer.

Outcome 9:

Students read a short excerpt about the ethics of using mice and write a paragraph of argumentation.

Outcome 10:

Students complete a reading log of assigned readings.

Evaluation Rubric			
Completes timed maze.	No	Somewhat	Yes
Lists relevant responses for 3-2-1 graphic organizer.	No	Somewhat	Yes
Writes an argument paragraph using at least two pieces of evidence.	No	Somewhat	Yes
Completes a reading log with objective summary and significant details.	No	Somewhat	Yes
Total Points	24		

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components

- 1. Showed a PowerPoint on sentence types and identified them in the central text.
- 2. Led a class discussion about phonics.
- 3. Directed students to highlight misspelled words and complete a reading log.
- 4. Led a class discussion about testing and feelings.
- 5. Directed students to complete a chart listing their feelings and Charlie’s feelings about testing.
- 6. Instructed students to write a comparison/contrast paragraph using the chart and edit a partner’s paper for sentence errors.
- 7. Showed a video about mice and mazes, asked students to complete a paper maze, and then discussed the fairness of Charlie’s and Algernon’s mazes.
- 8. Asked students to read a short academic article about mice and research and completed a 3-2-1 graphic organizer.
- 9. Asked students to read an excerpt from an article and complete a graphic organizer.
- 10. Directed students to write an argument paragraph using the “Yes MA’AM” structure and peer edit another student’s paragraph.
- 11. Asked students completed a journal entry and reading log.

Lesson 3

Change is Inevitable

Overview

Students will continue reading Charlie's journals and observe the changes he is going through. In this lesson, students will read "progress report 6-Mar 15" through "April 18" and review the changes in Charlie's character as well as intelligence before and after his operation. Students will revisit predictions made in earlier lessons and complete a Venn Diagram to write a characterization of Charlie. Students will read an article about subconscious learning and compare that article to how Charlie is learning after his operation. Students will also view two videos on grammar concepts, apostrophes and commas, and complete some grammar activities.

Outcomes

1. Students read and complete a reading log.
2. Students complete a Venn diagram.
3. Students write a character description of Charlie.
4. Students read an informational text, identify speaker, audience, and purpose, and use the information to determine how Charlie is learning.
5. Students make predictions and revisit those predictions.
6. Students view a video explaining apostrophes and complete a grammar activity.
7. Students read "PROGRESS REPORT 9 – April 3" through "April 18" and complete a reading log.
8. Students create a chart based on previous reading logs comparing Charlie before and after his operation.
9. Students view a video on commas and complete a grammar activity.

College and Career Readiness Standards (CCRS)

Reading Informational Text

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Literature

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Writing

- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LDC

Skills Activity List

Skill Cluster 2: Reading Process

- 1 Ability to identify changes in a character
- 2 Ability to apply collaborative reading strategies
- 3 Ability to identify audience, purpose, and speaker in a text
- 4 Ability to identify similarities in an informational and literary text
- 5 Ability to identify incorrect use of apostrophe and misspelled words

Skill Cluster 3: Transition to Writing

- 1 Ability to complete a Venn diagram comparing and contrasting character traits

Skill Cluster 4: Writing Process

- 1 Ability to write a character description
- 2 Ability to write sentences using the apostrophe and correct spelling

Materials

- Academic Notebook
- Copies of *Flowers for Algernon*
- Venn Diagrams
- Article “A little disconnect goes a long way to learn motor tasks, brain study says”
- TED-Ed Video <http://ed.ted.com/lessons/when-to-use-apostrophes-laura-mcclure>
- YouTube video <https://www.youtube.com/watch?v=dxcTsvkuyhs&scrlybrkr=26c-d61e5>
- Target Vocabulary

Time frame: 200 minutes

Activity One

Then and Now (60 minutes)

College and Career Readiness Standards: ELA Reading Literature – RL 8.1, 8.2, 8.6, 8.10; Writing – W 8.9, 8.10

Read “progress report 6-Mar15” through “progress report 8 - Mar 29” and think about the ways Charlie’s character is changing.

Students will read “progress report 6-Mar 15” through “progress report 8 - Mar 29” and complete the reading log.

As you read, write down three significant changes you see in Charlie’s character on the left on page 38 in your Academic Notebook. Then write a two-sentence summary of the main idea of this part of Section Two on the right. Have students write down three significant changes on the left side of the reading log and a two-sentence summary on the right.

Look back on your prediction in Lesson 2 about what Charlie was going to be used for. What was your prediction? Have students discuss their predictions.

What are some ways he has changed since the operation? Allow students to offer their ideas.

Now you are going to complete a Venn diagram comparing and contrasting Charlie’s character before and after his operation. Discuss character attributes with students. Then have students complete the Venn diagram on page 39. After a few minutes, have them compare with a shoulder partner. **You may want to complete one on chart paper together.**

Using the information from your Venn diagram, write a character description of Charlie right after his surgery. Be sure to include physical and mental traits. How does he act? What are his actions? Thoughts? Direct students to write their paragraph in their Academic Notebooks.

Assessment

Outcome 1:

Students read and complete a reading log.

Outcome 2:

Students complete a Venn Diagram.

Outcome 3:

Students write a character description of Charlie.

Evaluation Rubric			
Completes reading log with objective summary and significant details.	No	Somewhat	Yes
Completes a Venn diagram.	No	Somewhat	Yes
Students write a character description of Charlie.	No	Somewhat	Yes
Total Points	18		

Activity Two

Making Connections (90 minutes)

College and Career Readiness Standards: Reading Informational Text – RI 8.1; RL 8.1, 8.2, 8.6, 8.10; Writing – W 8.6, 8.10; Language – L 8.2

Read the following article from The Guardian, “How much can you really learn while you’re asleep?” on pages 40-41 and identify speaker, audience, and purpose. Review rhetorical situation with students. **Now re-read the article and highlight phrases and passages that connect to Charlie after he had his operation.**

How does this article connect to Charlie after his operation? Allow students to discuss with a shoulder partner and share their highlights. Students should point out after Charlie’s operation, his doctor had him listen to the TV all night, even though the noise bothered Charlie and he doesn’t understand how it will help him. The doctor tells him his “brains are learning” when he sleeps. The article states, “A study published last year by Swiss researchers suggested that sleep enhances our ability to learn foreign language words.” Engage students in a class discussion based on their conversations with their shoulder partners.

In your Academic Notebook on page 42, make a prediction about the progress of Charlie’s intelligence and give evidence from either the article or your reading that corroborates it. Does he improve or does he get worse? Allow students time to write their predictions.

In Charlie’s journal entries he makes several punctuation mistakes. Today we are going to watch a short video on the correct usage of apostrophes; then we are going to rewrite several of Charlie’s sentences using the apostrophe correctly.

Show students the following video <http://ed.ted.com/lessons/when-to-use-apostrophes-laura-mcclure> then discuss.

In your Academic Notebook, on page 42, look at the following sentences from several of Charlie’s journal entries. We are going to read these aloud. Then I want you to rewrite the sentences using the apostrophe and correct spelling. Have students read the sentences aloud and then write the sentences correctly using the apostrophe and correct spelling.

Im a slow reeder too in Miss Kinnians class for slow adults but I’m trying very hard. (p. 285)

I told them I dint spill the ink on the cards and I coudnt see anything in the ink. (p. 285)

Im so excited I can hardly write. (p. 286)

Thats why Algernon beats me all the time because he head that operashun too. (p. 288)

I dont know what it says when Im up so how am I going to know when Im sleeping. (p. 289)

After students write the sentences, have them explain the changes in each one and why they made each change.

Assessment

Outcome 4:

Students read an informational text, identify speaker, audience, and purpose, and use the information to determine how Charlie is learning.

Outcome 5:

Students make predictions and revisit those predictions.

Outcome 6:

Students view a video explaining apostrophes and complete a grammar activity.

Evaluation Rubric			
Discusses speaker, audience, and purpose and how Charlie is learning.	No	Somewhat	Yes
Highlights connections in the text	No	Somewhat	Yes
Makes a prediction about Charlie’s intelligence and uses evidence.	No	Somewhat	Yes
Correctly rewrites sentences using the apostrophe.	No	Somewhat	Yes
Total Points	24		

Activity Three

Before and After (50 minutes)

College and Career Readiness Standards: ELA Reading Literature – RL 8.1, 8.2, 8.10; Writing – W 8.2, 8.9, 8.10; Language – L 8.2

Turn to page 43 in your Academic Notebook. It has now been almost a month since Charlie’s operation. He’s still learning more about words and punctuation. Read “April 10” through “April 18” and notice more changes in Charlie. After you read, go back to your previous reading logs and look at some of the changes Charlie has been through. We will be comparing several ideas about Charlie before and after his operation.

Students will read “PROGRESS REPORT 9 – April 3” through “April 18.”

As you read, write down three significant changes in Charlie’s character on the left. Then write a two- sentence summary of the main idea of this part of Section Two on the right. Have students write down three important changes on the left side of the reading log and a two-sentence summary on the right.

After reading, think back to Charlie before the operation. What were some things you remember about him? In your Academic Notebook on page 44, complete the chart by comparing these ideas about Charlie before his operation then after his operation. Have students use their previous reading logs to complete the chart provided. After all students have completed the chart, have them share their answers and complete one on chart paper or on the overhead.

We know that Charlie is still learning about grammar. One of the things he learns about is commas. Watch the following video about commas and take notes on

the four uses of a comma. After we watch the video, we are going to rewrite one of Charlie’s journal entries, using the comma correctly. Show the video located at <https://www.youtube.com/watch?v=dxcTsvkuyhs&scrlybrkr=26cd61e5> and have students take notes on the four uses of commas in their Academic Notebook on page 45.

Now that we know how to use the comma, rewrite the journal entry “Apr 16” using the comma correctly. Have students rewrite that entry in their Academic Notebooks.

Assessment

Outcome 7:

Students read “PROGRESS REPORT 9 – April 3” through “April 18” and complete a reading log.

Outcome 8:

Students create a chart based on previous reading logs comparing Charlie before and after his operation.

Outcome 9:

Students view a video on commas and complete a grammar activity.

Evaluation Rubric			
Completes reading log.	No	Somewhat	Yes
Completes chart for Charlie before and after his operation.	No	Somewhat	Yes
Rewrites journal entry using commas correctly.	No	Somewhat	Yes
Total Points	18		

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components

- 1. Directed students to read and complete the reading log.
- 2. Asked students to make a prediction and complete a Venn Diagram.
- 3. Had students read an information article and complete a 3-2-1 graphic organizer.
- 4. Showed a video on the proper use of apostrophes and asked students to rewrite some of Charlie’s sentences correctly.
- 5. Directed students to compare Charlie’s personality before and after his operation.
- 6. Showed a video on the proper use of commas and asked students to rewrite some of Charlie’s journal entries correctly.

Lesson 4

The Mind's Potential

Overview

In this lesson, students will focus on the reading of “Progress Report 9, April 20” — “Progress Report 12, April 30” (ending with “... than ever before.”) of *Flowers for Algernon*. They will continue to use active reading strategies — connecting the central text to supplemental texts, researching domain-specific vocabulary, and composing writing that argues a position. In this lesson, students will read and annotate an article from CNN in which the author asks two experts to answer questions about IQ. They will then reread “Progress Report 11” in which Charlie shares his worries and questions about IQ tests. After completing a graphic organizer, students will create questions based on the Progress Report and provide responses to the questions based on the CNN article. In Activity 2, students will watch a TED Ed Talk on growth mindset versus fixed mindset and then complete a Listener’s 2-1-1 and a series of questions based on the video. To bring together the three texts (the CNN article, the TED Ed video, and the central text), students will write an argument paragraph that incorporates evidence from the texts. Prior to writing the paragraph, students will complete a graphic organizer for prewriting; after writing the paragraph, students will participate in a peer review. Students will then study both teacher- and student-selected vocabulary words, collecting both definitional and contextual information from the central text, and will participate in a process of teaching the words to other students, sorting them into categories, and developing rationales for those categories.

Outcomes

1. Students read Progress “Report 9, April 20” — “Progress Report 12, April 30” and complete a reading log.
2. Students read and annotate an article from CNN about IQ tests.
3. Students re-read “Progress Report 11” and complete a graphic organizer based on that progress report.
4. Students create questions and answers based on their understanding of the CNN article and “Progress Report 11.”
5. Students watch a TED Ed video on growth mindset vs. fixed mindset and complete a Listeners 2-1-1 and answer questions about the video.
6. Students participate in group and class discussions based on the questions they answered about growth and fixed mindsets.
7. Students complete a graphic organizer based on the three texts in this activity.
8. Students write an argument paragraph using evidence from their reading.
9. Students participate in a peer review of their argument paragraphs.

10. Students apply strategies for locating words in a literary text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.

College and Career Readiness Standards (CCRS)

Reading Informational Text

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading Literary Text

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.
- 2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- 3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Writing

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

Language

- 4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Speaking and Listening

- 1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LDC

Skills Activity List

Skill Cluster 2: Reading Process

- 1 Ability to annotate essential elements of a text
- 2 Ability to apply collaborative reading strategies
- 3 Ability to create questions and answers based on two texts
- 4 Ability to locate, define and use unfamiliar words from a text

Skill Cluster 3: Transition to Writing

- 1 Ability to identify main ideas in a visual text
- 2 Ability to identify textual evidence for an argumentation paragraph

Skill Cluster 4: Writing Process

- 1 Ability to write a paragraph of argumentation based on evidence from three texts
- 2 Ability to write compound and complex sentences in a paragraph of argumentation
- 3 Ability to peer edit a paragraph based on specified guidelines
- 4 Ability to revise writing based on editing and revising advice

Materials

- Academic Notebook
- Copies of *Flowers for Algernon*
- VIQ Scores” article from CNN (www.cnn.com/2014/19/health/iq-score-meaning)
- TED Ed video (ed.ted.com/featured/qrZmOV7R)
- Highlighters
- Index cards
- Markers
- Target Vocabulary

Time frame: 250 minutes

Activity One

Expert Opinions (60 minutes)

College and Career Readiness Standards: ELA Reading Literature RL 8.1,8.2; Reading Informational Text – RI 8.1, 8.2; Speaking & Listening – SL 8.1

Direct students to read “Progress Report 9, April 20” – “Progress Report 12, April 30” and complete the reading log on page X of the Academic Notebook.

Tell students that in order to better understand the IQ tests that Charlie takes, they will read an article from CNN in which the author asks two experts to answer questions about IQ. **As you read, annotate the text using the skills you have used throughout this unit. Refer to the annotation chart in Lesson 1 Activity 2 on page 8 of your Academic Notebook.** Students can read individually, in pairs, or in small groups. After they have finished reading and annotating, ask students to share their annotations with the class. Add annotations to a class copy displayed on a SMART board or projector.

Now reread Progress Report 11 in which Charlie shares his worries and questions about IQ tests. Imagine that Charlie has an opportunity to talk to the experts quoted in the article. How would they answer Charlie’s questions and allay his concerns? Tell students to complete the graphic organizer on page 50 of the Academic Notebook. If time allows, have students share their questions and responses with a shoulder partner or in a class share.

Assessment

Outcome 1:

Students read Progress Report 9, April 20” – “Progress Report 12, April 30” entry and complete a reading log.

Outcome 2:

Students read and annotate an article from CNN about IQ tests.

Outcome 3:

Students re-read Progress Report 11 and complete a graphic organizer based on that progress report.

Outcome 4:

Students create questions and answers based on their understanding of the CNN article and Progress Report 11.

Evaluation Rubric			
Completes reading log.	No	Somewhat	Yes
Annotates text based on directions.	No	Somewhat	Yes
Completes a graphic organizer based on progress report.	No	Somewhat	Yes
Creates questions and answers based on the texts.	No	Somewhat	Yes
Total Points	24		

Activity Two

A Matter of Mindset (40 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – RI 8.1, 8.2, 8.3, 8.4; Speaking & Listening – SL 8.1

Tell students they will now watch a Ted Ed Talk on growth mindset versus fixed mindset. **As you watch the TED Ed video, fill out the Listener’s 2-1-1 on page 51 of your Academic Notebook.** You may need to play the video a second time so that students are able to transfer the information to their graphic organizers. After students have finished the Listener’s 2-1-1, direct them to answer the questions on the next page. Use these questions to facilitate group and class discussions on the subject of growth mindset versus fixed mindset.

Assessment

Outcome 5:

Students watch a TED Ed video on growth mindset vs. fixed mindset and complete a listeners 2-1-1 and answer questions about the video.

Outcome 6:

Students participate in group and class discussions based on the questions they answered about growth and fixed mindsets.

Evaluation Rubric			
Completes Listener’s 2-1-1 based on TED Ed video.	No	Somewhat	Yes
Answers questions based on TED Ed video.	No	Somewhat	Yes
Participates in group and class discussions.	No	Somewhat	Yes
Total Points	18		

Activity Three

Taking a Position (90 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – RI 8.1, 8.3, 8.9; Reading Literature – RL 8.1; Writing – W 8.1, 8.4, 8.5

Now that you have read an article on IQ tests, watched the TED Ed video on growth vs. fixed mindsets, and read through “PROGRESS REPORT 11” of the *Flowers for Algernon* text, you will write an argument paragraph in which you take a position. Discuss the two options students can take for their paragraph: 1) Intelligence is determined by genetics and cannot be improved, or 2) Intelligence is determined by external factors and can be improved. Answer any questions students may have about either position.

Once you have selected a position, gather evidence from the texts and complete the graphic organizer on page 53 of your Academic Notebook. Include at least two pieces of evidence from each text. Use the Yes MA’AM structure. Review Yes MA’AM with your students (found on page 33 of the Academic Notebook) and answer

any questions they have about how to write the paragraph. **As you write, include at least one complex sentence and one compound sentence.** Review sentence types, if needed.

After students have completed their paragraphs, direct them to participate in a peer review using the checklist on page 54 of the Academic Notebook. You may wish to assign students to partners or allow them to select their own partner based on the students your class. **Based on the peer review and your partner's comments, revise your paragraph as needed on page 55.**

Assessment

Outcome 7:

Students complete a graphic organizer based on the three texts in this activity.

Outcome 8:

Students write an argument paragraph using evidence from their reading.

Outcome 9:

Students participate in a peer review of their argument paragraphs.

Evaluation Rubric			
Completes graphic organizer using all three texts.	No	Somewhat	Yes
Writes a coherent argument paragraph using evidence from texts.	No	Somewhat	Yes
Participates in peer review of another student's paragraph.	No	Somewhat	Yes
Revises his or her paragraph based on peer reviewer's feedback.	No	Somewhat	Yes
Total Points	24		

Activity Four

Vocabulary (60 minutes)

College and Career Readiness Standards: ELA Language – L 8.4; Speaking and Listening – SL 8.1

Ask students to open their Academic Notebooks to page 56. Tell students that they will now work with a list of vocabulary words pulled from this section, as well as their own self-selected vocabulary words, to reinforce the importance of using the context to help them understand how the word is being used in the text.

FROM THE STUDENT ACADEMIC NOTEBOOK pp. 56-57

Choose ONE of the words from the list in the box below and ONE unfamiliar word from “PROGRESS REPORT 9 – PROGRESS REPORT 12 April 30” ending with “...than ever before.” For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found.

Conscious p. 290 Neurosurgeon p. 295 Shrew p. 295 Acquire p. 297
Feeble p. 294 Opportunist p. 295 Petition p. 296 Despised p. 297

My Word:		Rate My Understanding (circle one):		
		Know It	Sort of Know It	Don't Know It at All
My Guess on Meaning:				
<hr/> <hr/>				
Dictionary Definition (include the part of speech):				
<hr/> <hr/>				
Context (the sentence in which the word appears and the page number):				
<hr/> <hr/>				
Does the dictionary definition fit the context of the word? If not, what definition does fit? What clues are in the sentence to help you understand the meaning of the word from context?				
<hr/> <hr/> <hr/> <hr/>				
Restate or explain the new word in your own words:		Create a representation of the word (a picture or symbolic representation):		
<hr/> <hr/> <hr/> <hr/>				

My Word:	Rate My Understanding (circle one):
	Know It Sort of Know It Don't Know It at All

My Guess on Meaning:

Dictionary Definition (include the part of speech):

Context (the sentence in which the word appears and the page number):

Does the dictionary definition fit the context of the word? If not, what definition does fit? What clues are in the sentence to help you understand the meaning of the word from context?

Restate or explain the new word in your own words:

Create a representation of the word (a picture or symbolic representation):

Ask students to work in their Academic Notebooks to complete the chart for each of the two words that they have chosen. Remind students that they should choose one word from the list provided and one word from the chapter that is unfamiliar to them.

When students have completed their charts, ask them to write their two words on index cards and to write both the definition and the context (i.e., the sentence from the chapter in which the word is provided) on the back. Students will then work with a small group of approximately three to four students to introduce their group members to the meaning of the words they collected, by presenting the word, its context in *Flowers for Algernon*, and its definition, as well as their own understanding of the word in its context. After each student in the small group has presented his or her words, ask the students to participate in an open sort.

Give students a large sheet of chart paper or other material on which they can write their categories and the words they placed in those categories. This sorting process requires that students talk about the meanings of the words and gives them meaningful exposure to the words and their use in the text.

Ask each group to report out to the whole class on the categories they developed and how the words they have selected fit in those categories.

Remind students that they will continue to collect vocabulary words from the texts they read and that it is important they learn to notice how word knowledge can contribute to their comprehension of texts and how to find the meanings of words unfamiliar to them.

Ask students to review the words they studied in their small group and to pull from those words their TOP THREE words. The words they choose as their TOP THREE should be those that carry particular importance in terms of the content of this section of the text. Ask each group to report out the words they chose and why they chose them, i.e., in what way do their TOP THREE words connect to or remind them of the content of this section. Make sure that the words chosen by the students as TOP THREE are placed on the *Flowers for Algernon* vocabulary word wall chart.

Assessment

Outcome 10:

Students apply strategies for locating words in a literary text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.

Evaluation Rubric			
Identifies vocabulary words and the context from which the words are taken, and notes their denotative meaning and their meaning in the context of the passage(s)	No	Somewhat	Yes
Rates their understanding of the words.	No	Somewhat	Yes
Total Points	12		

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components

1. Directed students to read “Progress Report 9, April 20” – “Progress Report 12, April 30” and complete a reading log.
2. Asked students to read and annotate an article from CNN about IQ tests.
3. Asked students to reread “Progress Report 11” and complete a graphic organizer based on that progress report.
4. Guided students to create questions and answers based on their understanding of the CNN article and “Progress Report 11.”
5. Showed students the TED Ed video on growth mindset vs. fixed mindset and directed them to complete a Listener’s 2-1-1 and answer questions about the video.
6. Asked students to participate in group discussion and then led a class discussion based on the questions they answered about growth and fixed mindsets.
7. Asked students to complete a graphic organizer based on the three texts in this activity.
8. Assigned students to write an argument paragraph using evidence from their reading.
9. Had students conduct a peer review of their paragraphs, using the checklist provided in the Academic Notebook, and then instructed students to make revisions based on the review.
10. Asked students to collect vocabulary information, share it with a small group, carry out a sorting process, and share their categories with the whole class.

Lesson 5

Overcoming Differences

Overview

To begin this lesson, students read an excerpt from *Of Mice and Men* by John Steinbeck. As they read, students note the similarities between George's treatment of Lennie and Charlie's co-workers' treatment of him. Students then complete the compare-contrast graphic organizer at the end of the selection. Based on the graphic organizer and their understanding of both texts, students write a progress report in which they take on the persona of either Charlie or Lennie and reflect on how they feel. Next, students re-read progress reports #4 and #12, making note of Charlie's sentence structure, syntax, word choice and spelling, and giving examples. Students connect these stylistic differences to changes in Charlie's personality. Students will then read an article about bullies and students with disabilities, identifying audience, purpose, and speaker. The next progress report is also a reflection in which students imagine they are in a situation in which they witness one student bullying another. Lastly, students will study both teacher- and student-selected vocabulary words, collecting both definitional and contextual information from the central text, and will participate in a process of teaching the words to other students, sorting them into categories, and developing rationales for those categories.

Outcomes

1. Students read an excerpt from *Of Mice and Men* and complete a comparison-contrast organizer.
2. Students write a progress report in which they take on the persona of either Charlie or Lennie and reflect on how they feel.
3. Students re-read progress reports #4 and #12, making note of Charlie's sentence structure, syntax, word choice and spelling, and citing examples.
4. Students connect stylistic differences to changes in Charlie's personality.
5. Students read an article about bullies and students with disabilities and identify audience, purpose, and speaker.
6. Students write a progress report in which they imagine they witness one student bullying another.
7. Students apply strategies for locating words in a literary text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.

College and Career Readiness Standards (CCRS)

Reading Informational Text

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading Literary Text

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- 3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Writing

- 3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Language

- 4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Speaking and Listening

- 1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LDC

Skills Activity List

Skill Cluster 2: Reading Process

- 1 Ability to annotate essential elements of a text
- 2 Ability to apply collaborative reading strategies
- 3 Ability to identify an author's sentence structure, syntax, word choice and spelling and connect those elements to meaning
- 4 Ability to identify audience, purpose, and speaker in a text
- 5 Ability to locate, define and use unfamiliar words from a text

Skill Cluster 3: Transition to Writing

- 1 Ability to complete a graphic organizer based on two texts

Skill Cluster 4: Writing Process

- 1 Ability to write a short narrative taking on the persona of a main character
- 2 Ability to write a short narrative in which they witness one student bullying another

Materials

- Academic Notebook
- Copies of *Flowers for Algernon*
- Excerpt from *Of Mice and Men* (located in Academic Notebook)
- Article on bullies (located in Academic Notebook)
- Highlighters
- Index cards
- Markers
- Target Vocabulary

Time frame: 170 minutes

Activity One

In Their Shoes (40 minutes)

College and Career Readiness Standards: ELA Reading Literature – RL 8.1, 8.2, 8.3, 8.5; Writing – W 8.3

Tell students they will read an excerpt from *Of Mice and Men* by John Steinbeck and to turn to page 59 of their Academic Notebooks. ***Of Mice and Men* is a story of two migrant ranch workers who drift from job to job and dream of one day owning and farming their own piece of land. One of the men, George, is smart but lacks education. He works with and looks after Lennie, a large, strong man who has some type of mental disability. In this excerpt, George tells Slim, another ranch hand, how he used to make fun of Lennie.** Instruct students as they read to note the similarities between George’s treatment of Lennie and Charlie’s co-workers’ treatment of him. Then have them complete the comparison–contrast graphic organizer at the end of the selection. Next, ask students to write a progress report in which they take on the persona of either Charlie or Lennie. **In your report, explain to a character who has teased you how he or she makes you feel.**

Assessment

Outcome 1:

Students read an excerpt from *Of Mice and Men* and complete a comparison–contrast organizer.

Outcome 2:

Students write a progress report in which they take on the persona of either Charlie or Lennie and reflect on how they feel.

Evaluation Rubric			
Completes comparison–contrast organizer using both texts.	No	Somewhat	Yes
Writes a progress report that adopts either Charlie’s or Lennie’s persona.	No	Somewhat	Yes
Total Points	12		

Activity Two

Comparing Stylistic Choices (45 minutes)

College and Career Readiness Standards: ELA Reading Literature – RL 8.3, 8.4; Speaking and Listening – SL 8.1

Tell students to re-read Progress Report #4. As they read, they should make note of Charlie’s sentence structure, syntax, word choice, and spelling by highlighting or circling structures and diction that stand out to them. After they have read, ask them to give examples of elements listed on page 61 of the Academic Notebook. Review the terms as needed. Circulate and assist students. You may want to place students in small groups to complete this activity. Once they have finished, tell them, **now re-read Progress Report #12, April 30. Give examples of the elements listed for**

that portion of the text. Once they have finished, lead a short class discussion: **How do these stylistic changes reflect the changes in Charlie’s personality?**

Assessment

Outcome 3:

Students re-read Progress Reports #4 and #12, making note of Charlie’s sentence structure, syntax, word choice and spelling, and citing examples.

Outcome 4:

Students connect stylistic differences to changes in Charlie’s personality.

Evaluation Rubric			
Identifies examples of sentence structure, word choice, and spelling.	No	Somewhat	Yes
Connects stylistic differences to changes in Charlie’s personalities.	No	Somewhat	Yes
Total Points	12		

Activity Three

Revisiting Rhetorical Situation (30 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – RI 8.1, 8.3, 8.9; Writing – W 8.3

Tell students they will read an article about bullies and students with disabilities on pages 63-64 in their Academic Notebooks. **As you read, highlight or underline any information that tells you something about the article’s audience, purpose, or speaker.** When students have finished, lead them in a discussion about the rhetorical situation. Next, ask students to complete a progress report on page 65 in which they address the following: Imagine you are in a situation in which you witness one student bullying another. How would you react? Would you take action? Why or why not? Why does Charlie get involved in the scene in the diner?

Assessment

Outcome 5:

Students read an article about bullies and students with disabilities and identify audience, purpose, and speaker.

Outcome 6:

Students write a progress report in which they imagine they witness one student bullying another.

Evaluation Rubric			
Annotates article for purpose, audience, and speaker.	No	Somewhat	Yes
Writes a progress report that addresses the prompt.	No	Somewhat	Yes
Total Points	12		

Activity Four

Vocabulary (60 minutes)

College and Career Readiness Standards: ELA Language – L 8.4; Speaking and Listening – SL 8.1

Ask students to open their Academic Notebooks to page 66. Tell students that they will now work with a list of vocabulary words pulled from this section, as well as their own self-selected vocabulary words, to reinforce the importance of using the context to help them understand how the word is being used in the text.

Ask students to work in their Academic Notebooks to complete the chart for each of the two words that they have chosen. Remind students that they should choose one word from the list provided and one word from the chapter that is unfamiliar to them.

When students have completed their charts, ask them to write their two words on index cards and to write both the definition and the context (i.e., the sentence from the chapter in which the word is provided) on the back. Students will then work with a small group of approximately three to four students to introduce their group members to the meaning of the words they collected, by presenting the word, its context from *Flowers for Algernon*, and its definition, as well as their own understanding of the word in its context. After each student in the small group has presented his or her words, ask the students to participate in an open sort.

Give students a large sheet of chart paper or other material on which they can write their categories and the words they placed in those categories. This sorting process requires that students talk about the meanings of the words and gives them meaningful exposure to the words and their use in the text.

Ask each group to report out to the whole class on the categories they developed and how the words they have selected fit in those categories.

Remind students that they will continue to collect vocabulary words from the texts they read and that it is important they learn to notice how word knowledge can contribute to their comprehension of texts and how to find the meanings of words unfamiliar to them.

Ask students to review the words they studied in their small group and to pull from those words their TOP THREE words. The words they choose as their TOP THREE should be those that carry particular importance in terms of the content of this section of the text. Ask each group to report out the words they chose and why they chose them, i.e., in what way do their TOP THREE words connect to or remind them of the content of this section. Make sure that the words chosen by the students as TOP THREE are placed on the *Flowers for Algernon* vocabulary word wall chart.

FROM THE STUDENT ACADEMIC NOTEBOOK pp. 66-67

Choose ONE of the words from the list in the box below and ONE unfamiliar word from “PROGRESS REPORT 9 – PROGRESS REPORT 12 April 30” ending with “...than ever before.” For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found.

- | | | | |
|------------------|-----------------------|-------------------|-------------------|
| Justified p. 297 | spectre p. 297 | absurd p. 298 | vacuous p. 299 |
| sensation p. 297 | specialization p. 297 | refute p. 298 | infuriated p. 299 |
| tangible p. 297 | unacquainted p. 298 | invariably p. 298 | naiveté p. 299 |

My Word:	Rate My Understanding (circle one):
	Know It Sort of Know It Don't Know It at All
My Guess on Meaning:	
<hr/> <hr/>	
Dictionary Definition (include the part of speech):	
<hr/> <hr/>	
Context (the sentence in which the word appears and the page number):	
<hr/> <hr/>	
Does the dictionary definition fit the context of the word? If not, what definition does fit? What clues are in the sentence to help you understand the meaning of the word from context?	
<hr/> <hr/> <hr/>	
Restate or explain the new word in your own words:	Create a representation of the word (a picture or symbolic representation):
<hr/> <hr/> <hr/> <hr/>	

My Word:

Rate My Understanding (circle one):

Know It

Sort of Know It

Don't Know It at All

My Guess on Meaning:

Dictionary Definition (include the part of speech):

Context (the sentence in which the word appears and the page number):

Does the dictionary definition fit the context of the word? If not, what definition does fit? What clues are in the sentence to help you understand the meaning of the word from context?

Restate or explain the new word in your own words:

Create a representation of the word (a picture or symbolic representation):

Assessment

Outcome 7:

Students apply strategies for locating words in a literary text that are unfamiliar to them and determining the meaning of those words, using both context clues and dictionaries.

Evaluation Rubric			
Identifies vocabulary words and the context from which the words are taken, and notes their denotative meaning and their meaning in the context of the passage(s).	No	Somewhat	Yes
Rates their understanding of the words.	No	Somewhat	Yes
Total Points	12		

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components

- 1. Asked students to read an excerpt from *Of Mice and Men*, noting the similarities between George's treatment of Lennie and Charlie's co-workers' treatment of him, and to complete a comparison–contrast organizer.
- 2. Asked students to write a progress report in which they take on the persona of either Charlie or Lennie and reflect on how they feel.
- 3. Directed students to re-read Progress Reports #4 and #12, making note of Charlie's sentence structure, syntax, word choice and spelling, and citing examples and reviewing terms as needed.
- 4. Guided students to connect stylistic differences to changes in Charlie's personality.
- 5. Asked students to read an article about bullies and students with disabilities and identify audience, purpose, and speaker, leading them in a discussion about rhetorical situation.
- 6. Had students write a progress report in which they imagine they witness one student bullying another.
- 7. Asked students to collect vocabulary information, share it with a small group, carry out a sorting process, and share their categories with the whole class.

Lesson 6

Thinking Like a Scientist

Overview

In this lesson, students will read Progress Report 13, thus concluding *Flowers for Algernon*; during this last portion of reading, students will document textual evidence of Charlie's decline through his behaviors and symptoms. Next, they will learn how to read like a scientist, using a graphic organizer to map the text of an emotional intelligence article; they will also compare Charlie's emotional intelligence skills to their own through a graphic organizer, followed by a reflective writing exercise. Students will take on the role of Dr. Strauss and learn how to compose a proper thank you letter to Charlie in regard to his letter and research. Finally, students will review the plot of *Flowers for Algernon* and sentence structures, through a scavenger hunt game. Through collaborative efforts, students will learn how to read, think, and write like a scientist, using a complex text and concepts.

Outcomes

1. Students complete the reading of the unit anchor text, *Flowers for Algernon*.
2. Students use cited textual evidence to record the character development (health decline) of the main character.
3. Students read and map a scientific article about emotional intelligence, using a graphic organizer that involves reading comprehension; developing questions connecting two texts; making inferences; and composing writing that synthesizes information from two texts.
4. Students compare their emotional intelligence skills with those of Charlie, the main character, using a graphic organizer and reflective writing.
5. Students learn how to compose a proper thank you letter using a prewriting graphic organizer; then they compose a letter from one character to another character from the anchor text.
6. Students review sentence structure and anchor text plot through a collaborative scavenger hunt game.

College and Career Readiness Standards (CCRS)

Reading Informational Text

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 2 Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas; provide an objective summary of the text.

Writing

- 1b Support claims with logical and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 1d Establish and maintain a formal style.
- 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - 2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 2d Use precise language and domain-specific vocabulary to inform or explain about a topic.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- 1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LDC

Skills Activity List

Skill Cluster 2: Reading Process

- 1 Ability to cite textual evidence to record character development
- 2 Ability to actively read informational texts by completing graphic organizers
- 3 Ability to apply collaborative reading strategies

Skill Cluster 4: Writing Process

- 1 Ability to write a reflective paragraph about emotional intelligence skills using personal examples
- 2 Ability to write a thank you letter based on a prewriting graphic organizer

Materials

- Academic Notebook
- Copies of *Flowers for Algernon*
- “Emotional Intelligence” article from KidsHealth.org: http://kidshealth.org/teen/your_mind/emotions/EQ.html#
- Target Vocabulary

Time frame: 315 minutes

Activity One

Keeping Tabs on Charlie (30 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – RI 8.1

Today, we are going to read Progress Report 13 so we can see Charlie in his ‘scientist’ mode or the peak of his progress. While we are reading, record Charlie’s personal progress (and decline) throughout this progress report on page 69 in your Academic Notebook. When filling out the chart, think like the “scientist” Charlie. Determine if he is doing well, progressing, or not doing well, declining, in his mental abilities. A few dates have been skipped between the dates on the chart; you will still need to recognize the behaviors or symptoms that occur between the stated dates. Students will take turns reading aloud in class.

Assessment

Outcome 1:

Students complete the reading of the unit anchor text, *Flowers for Algernon*.

Outcome 2:

Students use cited textual evidence to record the character development (health decline) of the main character.

Evaluation Rubric			
Completes reading of anchor text.	No	Somewhat	Yes
Cites textual evidence to complete the graphic organizer.	No	Somewhat	Yes
Total Points	12		

Activity Two

Reading Like a Scientist (120 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – RI 8.1, 8.3, 8.9; Writing – W 8.2, 8.7, 8.9

Part of reading like a scientist is making those careful observations, the way we did with Charlie in Progress Report 13. Let’s take this “reading like a scientist” a few steps further. When you read like a scientist, you are reading to understand, to infer, and to synthesize or combine the information into a new idea or product.

When you read the articles to research for your expo station in the first unit, without even knowing it, you were reading like a scientist. Today, we are going to revisit that type of strategy using an article about emotional intelligence and how that applies to Charlie. Let’s read this article together, taking turns with each paragraph. Students will read emotional intelligence article (http://kidshealth.org/teen/your_mind/emotions/EQ.html#) on pages 70-71.

Now, my scientist students, let’s map this article using the graphic organizer the way a real scientist would compartmentalize information. With a partner, complete Stages 1 and 2 of the report graphic organizer on pages 72-73. Keep in mind the

outside issue is Charlie’s condition. Allow partners to work on Stages 1 and 2 for approximately 10 to 15 minutes. **Now, as individual scientists, complete Stage 3 of the report.** Allow students 10 minutes to complete Stage 3 of the report.

Now, let’s use this strategy to find one more article or resource for your expo station. Use the CRAAP Method from Unit 1 and the Scientist Report. Review the CRAAP method with students by discussing the table that appears below and in the Academic Notebook on page 74. Instruct students to use a search engine or database to locate information. Tell them they will include this source in the expo station.

Assessment

Outcome 3:

Students read and map a scientific article about emotional intelligence, using a graphic organizer that involves reading comprehension; developing questions connecting two texts; making inferences; and composing writing that synthesizes information from two texts.

Evaluation Rubric			
Completes reading and mapping of article.	No	Somewhat	Yes
Develops questions that connect texts.	No	Somewhat	Yes
Makes logical inferences based on texts.	No	Somewhat	Yes
Synthesizes information in a coherent paragraph.	No	Somewhat	Yes
Total Points	24		

Activity Three

Let’s Get Personal about EQ (60 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – RI 8.1, 8.4; Writing – W8.2, 8.9

Let’s do a comparative analysis between Charlie and ourselves, using the emotional intelligence skills from the article we read for the last lesson. Turn to page 75 of the Academic Notebook. Complete the graphic organizer as if you were a doctor comparing two patients. Start by filling in notes for each EQ skill from the article. Give students time to complete the graphic organizer and assist as needed. **Take a look at your results. Compose a reflective paragraph about your emotional intelligence skills; make sure to add some personal examples and any improvements that could be made. Write your paragraph on page 76.**

Assessment

Outcome 4:

Students compare their emotional intelligence skills with those of Charlie, the main character, using a graphic organizer and reflective writing.

Evaluation Rubric			
Completes graphic organizer, including support from the text.	No	Somewhat	Yes
Writes a reflective paragraph based on the organizer that includes one of each sentence type.	No	Somewhat	Yes
Total Points	12		

Activity Four

Dear Dr. Strauss (60 minutes)

College and Career Readiness Standards: ELA Writing – W 8.4, 8.9

In Progress Report 13, Charlie's increased intelligence and related productivity have allowed him to learn the truth of this future. He writes a letter to Dr. Strauss admitting as much and attaching his thorough research. Today, put yourself in Dr. Strauss' position; compose a thank you letter to Charlie. Use the template on pages 77-79 of the Academic Notebook for your prewriting. Then write your final copy on page 80. Remember to use specific details from the text and use sentence structure variety.

Assessment

Outcome 5:

Students learn how to compose a proper thank you letter using a prewriting graphic organizer; then they compose a letter from one character to another character from the anchor text.

Evaluation Rubric			
Completes the prewriting graphic organizer.	No	Somewhat	Yes
Writes a thank you letter that has specific details and sentence variety.	No	Somewhat	Yes
Total Points	12		

Activity Five

Sentence Structure Scavenger Hunt (45 minutes)

College and Career Readiness Standards: ELA Speaking and Listening – SL.8.1.A; Language L 8.2

Now that we have finished reading *Flowers for Algernon*, let’s turn a review of what happened with Charlie over the course of the text and sentence structure into a little fun. Using the game card provided on page 82, find, quote, and cite the sentences in an order to provide a general review of *Flowers for Algernon*.

As a quick review, a simple sentence is one independent clause; a compound sentence is when two independent clauses are joined using a coordinating conjunction; a complex sentence includes one independent clause and one dependent clause; a compound-complex sentence is the combination of two independent clauses and one dependent clause.

You may work in partners to complete the game card. The rules are, you must find a certain number of each type of sentence, quote and cite at least one sentence from each progress report, and follow the plot of the story. After I count down from five, you and your partner may get started.

Assessment

Outcome 6:

Students review sentence structure and anchor text plot through a collaborative scavenger hunt game.

Evaluation Rubric			
Accurately identifies three of each type of sentence in the scavenger hunt game.	No	Somewhat	Yes
Completes all parts of the game card.	No	Somewhat	Yes
Total Points	12		

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components

- 1. Guided students through the reading and understanding of the last progress report in the anchor text.
- 2. Guided students through the graphic organizer of documenting Charlie's decline in the last progress report.
- 3. Introduced and instructed students to read like a scientist (strategy) using a graphic organizer and reading of emotional intelligence article from kidshealth.org.
- 4. Reviewed the CRAAP test for evaluating sources; assisted students in finding another source for their expo.
- 5. Instructed and guided students on composing proper thank you letters using a graphic organizer for prewriting.
- 6. Reviewed peer editing and guided students through peer editing thank you letters.
- 7. Reviewed sentence structures through the completion of a collaborative scavenger hunt game.

Lesson 7

Preparing for the Symposium

Overview

In this lesson, students will shift away from the anchor text to begin the creation and design of their expo station display and takeaway, as well as to practice articulation exercises in order to prepare for the symposium. In the first activity, students will refer back to the research they conducted in Unit 1 and revisit articles and research from Unit 2. They will revise their proposals to include information from Unit 2. Next, they will prioritize information for the display layout; they must also determine how that information will be represented – written text or visual text – accompanied with rationales. Then, they practice their articulation skills in preparation for speaking to visitors of their stations at the symposium; in addition to utilizing the given exercises, students will be required to apply that practice to the creation of their own phonics-based articulation exercise. Finally, students will have a refresher of Aristotle’s Appeals by determining the appeals of popular commercials. Students will then participate in a discussion on the effect of appeals to various audiences; this will then be applied to the half-sheet takeaway they must design for their expo station visitors.

Outcomes

1. Students revisit the articles and research from Unit 1 and Unit 2 to determine what information should be included in their expo station, and revise their proposals to incorporate new learning.
2. Students complete the research-based layout design of their expo station displays.
3. Students participate in speaking/articulation exercises in preparation for symposium.
4. Students create their own articulation exercise ‘stretching’ three different phonetic sounds.
5. Students determine the persuasive technique (Aristotle’s Appeals) in popular commercials and discuss the effect of these appeals on various audiences.
6. Students prioritize their research information and apply their knowledge of appeals to the design of the half-sheet takeaway for their expo stations.

College and Career Readiness Standards (CCRS)

Reading Informational Text

- 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

- 1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - 2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- 1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LDC

Skills Activity List

Skill Cluster 1: Preparing for the Task

- 1 Ability to review material for inclusion in the proposal
- 2 Ability to design a template for the science symposium expo station
- 3 Ability to take notes and cite sources for the expo station
- 4 Ability to create an articulation exercise “stretching” three different phonetic sounds

Skill Cluster 2: Reading Process

- 1 Ability to view media and complete a graphic organizer

Skill Cluster 4: Writing Process

- 1 Ability to revise proposal to reflect new learning
- 2 Ability to write a one-sentence explanation that evaluates appeals
- 3 Ability to design a half-sheet takeaway for the expo station
- 4 Ability to write a rationale for the takeaway

Materials

- Academic Notebook
- Copies of *Flowers for Algernon*
- Commercial video (from Read/Write/Think) <http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html>
- Students’ copies of research and proposal from Unit 1
- Target Vocabulary

Time frame: 200 minutes

Activity One

Designing Your Expo Station (120 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – R1 8.1; Writing W8.1.B, 8.2.A, 8.2.D, 8.7, 8.8, 8.9

Today, you will be sketching a design and creating a to-do list for your expo station, but first, let's refer back to the symposium task sheet/ rubric. Your station must include research from three resources (which you found and noted in your proposal from reading *Phineas Gage* and from your reading in Unit 2) and activity (also noted in proposal).

Let's start by reviewing and revising your proposal. You will need to include at least one source from Unit 2 in your expo. Look back through your reading logs on *Flowers for Algernon*, the articles we read, and the research you conducted in Lesson 6, Activity 2. Determine what information would best help you present your position in your expo station. Revise your proposal to include that information. After students have completed the revision, move on to the design part of the expo station.

You will be given a template of your tri-fold board (See page 86); on this template you will need to determine what your board will look like. Great expo boards are not packed with lengthy reading; instead, consider bulleted lists or points, visual texts such as charts and graph, and images to help convey your information. Also, the middle board will have the title of your session.

Outline areas on the template where you will be placing information or text. In the outline, give a very brief description or title to the information that will be there. Keep in mind the types of visitors that will be visiting your station; make sure your station offers something for everyone. Also, give that area a number. On the next page, you will make more specific notes about the content of that area as well as how that information will be presented (list, chart, image, etc.). You will also need to cite the sources for that area.

While you are working on this design, I will be visiting each of you to see your design and offer advice.

Students work on designing the template in their Academic Notebooks and completing the corresponding note page. Allow students workshop time to complete this task.

Assessment

Outcome 1:

Students revisit the articles and research from Unit 1 and Unit 2 to determine what information should be included in their expo station, and revise their proposals to incorporate new learning.

Outcome 2:

Students complete the research-based layout design of their expo station displays.

Evaluation Rubric			
Revisits proposal and revises by adding relevant Information.	No	Somewhat	Yes
Completes expo layout template.	No	Somewhat	Yes
Completes corresponding notes page.	No	Somewhat	Yes
Total Points	18		

Activity Two

Speaking Practice (20 minutes)

College and Career Readiness Standards: : ELA Speaking and Listening – SL 8.1

Now that the hard part of designing the expo board is finished and you are working on the assembly of your stations, let's take a moment to refresh our public speaking skills – specifically articulation. While it is important that you know the material represented on your boards, you must also be able to clearly speak when talking to your visitors.

We are going to practice a few articulation exercises; when the exercise appears on the PowerPoint slide, we will all read the slide together, slowly. We will then repeat it several times, each time speeding up. Each exercise will help us more clearly speak certain letter sounds.

Use the PowerPoint provided in the resources for exercises. In the Academic Notebook on page 90, students complete the task on the last slide (create your own articulation exercise) stretching three different letter or letter combination sounds with at least 15 words).

Assessment

Outcome 3:

Students participate in speaking/articulation exercises in preparation for symposium.

Outcome 4:

Students create their own articulation exercise 'stretching' three different phonetic sounds.

Evaluation Rubric			
Participates in speaking articulation practice.	No	Somewhat	Yes
Creates articulation practice with three phonetic sounds.	No	Somewhat	Yes
Total Points	12		

Activity Three

Creating the Expo Takeaway (40 minutes)

College and Career Readiness Standards: ELA Reading Informational Text – RI 8.1; Writing – W 8.1.B, 8.2, 8.2.B, 8.2.D, 8.4; Speaking and Listening – SL 8.1

We have two goals for today’s lesson. First, we are going to complete a quick refresher on Aristotle’s Appeals (pathos, logos, and ethos). Remember that from Phineas? Then, we are going to work on a half-sheet takeaway for our expo stations.

We are going to watch a commercial compilation (<http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html>) that highlights specific examples of the pathos, ethos, and logos persuasive techniques in advertising. Fill out the graphic organizer in your Academic Notebook on pages 91-92 as we watch the video.

Go over the organizer and play the video. Review responses to the graphic organizer.

Let’s think about these types of persuasive techniques in regard to audiences. Consider your age group. Rate the persuasive techniques in order of how they would work for your age group. The first one on the list should have the most impact while the last would have the least. Allow students time to rate. Now, raise your hands if you think pathos has the most impact on your age group. Teacher notes how many hands are raises. Logos? Ethos? Ok. Looks like you think that _____ is the most persuasive appeal for your age. Write a one-sentence explanation on your paper under the ratings. Let’s share a few of our thoughts about this. Allow students time to share their responses. Even ask about the appeal that received the least amount of votes. Do the same rating exercise for teachers and again for members of the community.

Using that refresher and the expo design template/notes, you are going to design a half-sheet takeaway that visitors can take from your station. This document should have prioritized information from your expo as well as suggested activities or ideas that the visitor could try. Fill out the design template in the Academic Notebook on pages 92-93 and provide a rationale for your takeaway. I will be visiting each of you to see your takeaway draft and talk about your rationale.

Teacher will allow students time to work; then, visit each student to approve takeaway design and discuss rationale.

Assessment

Outcome 5:

Students determine the persuasive technique (Aristotle’s Appeals) in popular commercials, and discuss the effect of these appeals on various audiences.

Outcome 6:

Students prioritize their research information and apply their knowledge of appeals to the design of the half-sheet takeaway for their expo stations.

Evaluation Rubric			
Completes commercial appeal graphic organizer.	No	Somewhat	Yes
Designs expo takeaway.	No	Somewhat	Yes
Total Points	12		

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components

- 1. Guided students through revisiting texts and revising their proposals to reflect new learning.
- 2. Guided students through the planning and design of their expo boards using a template and corresponding research note page in Academic Notebook.
- 3. Led students in the speaking articulation exercises PowerPoint.
- 4. Guided students through the creation of their own articulation exercise stretching three letter or letter combination sounds; shared exercises.
- 5. Reviewed Aristotle's Appeals (persuasive techniques) using commercial compilation video from Read/Write/Think and graphic organizer.
- 6. Led students through a class discussion regarding impact of persuasive techniques on age group and community.
- 7. Guided students through the creation of an expo takeaway using a prewriting graphic organizer and informal conferences.

Lesson 8

Communicating Brain Health

Overview

In this final lesson, students will finally host neighboring classes of students and teachers at their brain health symposium. While engaging visitors, students will be evaluated by random visitors, in addition to their teacher, using an expo walk they will be familiarized with prior to the symposium. After the symposium, students will work together to collect the five newsworthy details, then independently draft a press release; afterwards, they will perform peer reviews of the press release prior to composing the final copy of the press releases that will be submitted to local media (per teacher discretion) to review and reflect upon the symposium.

Outcomes

1. Students present their expo stations for neighboring classes and teachers to be evaluated by visiting teachers and their own teacher using an expo walk card.
2. Students collaborate in the prewriting of the brain health symposium press release.
3. Students perform a peer review of the press release drafts, applying knowledge of the event and four sentence structures.
4. Students compose a press release for the brain health symposium that includes the five newsworthy details.

College and Career Readiness Standards (CCRS)

Writing

- 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

- 1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

LDC

Skills Activity List

Skill Cluster 3: Transition to Writing

- 1 Ability to create a graphic organizer of newsworthy details

Skill Cluster 4: Writing Process

- 1 Ability to write an eight-sentence paragraph press release using a template
- 2 Ability to peer edit a paragraph based on specified guidelines
- 3 Ability to revise writing based on editing and revising advice

Materials

- Academic Notebook
- Copies of *Flowers for Algernon*
- Copies of Expo Walk Cards for evaluations
- Target Vocabulary

Time frame: 220 minutes

Activity One

Expo Walk (Approximately 120 minutes, depending on the number of stations and visitors)

College and Career Readiness Standards: ELA Speaking and Listening – SL 8.1, 8.4, 8.5, 8.6

At this point, the students should have their expo stations set up and be ready to entertain symposium visitors from the school.

Today is the big day! Today, your peers from other classes and teachers from our school will visit our symposium. No need to worry – you have worked hard to ensure that they will have a great experience at each of your stations. Visitors will be presented with an Expo Walk Card on which they will evaluate three random stations. They will drop off these cards with me before they leave our symposium.

Prior to the symposium, the teacher will ensure that a visitor will evaluate each station using a visitor expo card, by putting three station names or numbers on each card. Visitors will not be able to pick the three stations they are evaluating; they will have the opportunity to visit every station, but will evaluate only the three stations listed on their card.

Also, I will be walking around with the guests, evaluating each station using the same criteria that is on the expo walk card. There will be an additional column on my card that will allow me to add in the evaluation from the visitors in your total score.

Teachers should plan on hosting the symposium for a time in the morning and in the afternoon, to guarantee that different groups of students and teachers are able to visit.

Assessment

Outcome 1:

Students present their expo stations for neighboring classes and teachers to be evaluated by visiting teachers and their own teacher using an expo walk cards.

Evaluation Rubric			
Participates in brain health symposium by presenting an expo station.	No	Somewhat	Yes
Evaluate using a combination from scores from the Expo Cards.	No	Somewhat	Yes
Total Points	100		

Activity Two

Community Press Release (100 minutes)

College and Career Readiness Standards: ELA Writing – W 8.2, 8.2.D, 8.4

Wow! That was an outstanding symposium. I can only begin to tell you how proud I am of your thorough research and professional expo stations. Your neighboring peers and friends, as well as teachers, expressed how much they learned from visiting our symposium. They even had fun!

We need to share our success – all that we have learned and our symposium – with our neighbors in the community; they should definitely hear about the good events that occur in our school. Maybe next year they will want to even participate with us! The best way for us to share our successful symposium in through the composition and distribution of a press release. A press release is a document that share the specifics of an upcoming event or successful recent event. It includes the five newsworthy details – who, what, when, where, and how. After it has been proofread, the source sends it to a local news affiliate (newspaper, television news, radio news) to share with its readers or listeners.

Grab your Academic Notebooks. Turn to page 96. We are going to do a little pre-writing for our press release. Notice the five columns labeled with the newsworthy details. You will be working with a partner to take notes in each column; together, you will jot down as many related notes as you can about each detail. Let's get started. With a shoulder partner to your left, brainstorm the 'who' column. Allow two minutes for this part of the activity. Now, with a shoulder partner to your right, brainstorm the 'what' column. Allow another two minutes. Next, brainstorm the 'when' column with an individual with whom you have another class. Use the same brainstorming timeframe. Brainstorm the 'where' column with a partner with whom you don't share any classes. Lastly, brainstorm the 'how' column with someone with whom you haven't partnered.

Now that you have some great notes, let's start composing this eight-sentence paragraph press release using the template on pages 97-99. Allow students approximately 20 minutes to compose the press release using their brainstorming notes.

Now that we have drafts of our press release ready, you will be partnering up to conduct a Peer Edit 3-2-1. Read your partner's paragraph and boiler plate and make notes according to the 3-2-1 on page 100. Allow 10 minutes for the peer edit.

Complete the final copy of your press release on school letterhead (or teacher created school letterhead) page 101 .

Assessment

Outcome 2:

Students collaborate in the prewriting of the brain health symposium press release.

Outcome 3:

Students perform a peer review of the press release drafts, applying knowledge of the event and four sentence structures.

Outcome 4:

Students compose a press release for the brain health symposium that includes the five newsworthy details

Evaluation Rubric			
Collaborates with peer in collecting the five newsworthy details.	No	Somewhat	Yes
Performs a peer review of another student’s draft.	No	Somewhat	Yes
Composes a press release for the brain health symposium.	No	Somewhat	Yes
Total Points	18		

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components

- 1. Reviewed expo walk cards and teacher rubric with students prior to the symposium.
- 2. Conducted class brain health symposium, allowing for set-up time and last-minute adjustments.
- 3. Introduced the five newsworthy elements portion of press release activity; allowed students to collaborate in illuminating those elements with examples from the brain health symposium.
- 4. Guided students through the prewriting of the brain health symposium press release, using graphic organizer.
- 5. Guided students through the composition of the press release rough draft.
- 6. Reviewed and guided students through the peer editing of their press release rough drafts as well as the composition of the final copy.

Unit 1 References

Anchor text for unit: Excerpt, Keyes, Daniel, “Flowers for Algernon,” reprinted with permission from Houghton-Mifflin, Inc. 1959

Lesson 1

“Big Thinkers: Howard Gardner on Multiple Intelligences,” <http://www.edutopia.org/multiple-intelligences-howard-gardner-video>. 1 April, 2009

“Connell Multiple Intelligence Questionnaire for Children,” Brain-Based Strategies to Reach Every Learner, copyright, J. Diane Connell, Scholastic Teacher Resources http://ramirezclass.webstarts.com/uploads/Multiple_Intelligence_Questionnaire.pdf

“Intellectual Disability,” <http://www.webmd.com/parenting/baby/intellectual-disability-mental-retardation>

“Multiple Intelligences Self-Assessment,” <http://www.edutopia.org/multiple-intelligences-assessment>. 1 June, 2016

“Multiple Intelligences, What Does the Research Say?” <http://www.edutopia.org/multiple-intelligences-research>. 8 May, 2013 (updated 9 April, 2015)

Thomas, Jill, “Rosa’s Law Changed Words—Now Let’s Change the Prejudice,” (blog), <http://www.tolerance.org/blog/rosa-s-law-changed-words-now-let-s-change-prejudice>

Lesson 2

“Mask Maze,” <http://www.thinkmaze.com/freemazes/>

Melina, Remy, “Why Do Medical Researchers Use Mice?” livescience, 16 November, 2010 <http://www.livescience.com/32860-why-do-medical-researchers-use-mice.html>

“Mice in a Maze,” video, <https://www.youtube.com/watch?v=U5HTLkmWwfM>

Velasquez, Claire Andre and Manuel, “Of Cures and Creatures, Great and Small,” Markula Center for Applied Ethics, Santa Clara University, <https://www.scu.edu/ethics/focus-areas/bioethics/resources/of-cures-and-creatures-great-and-small/>

Lesson 3

Lewis, Jordan Gaines, “How Much Can You Really Learn While You’re Asleep?” The Guardian, 6 October, 2015. <http://www.theguardian.com/education/2015/oct/06/how-much-can-you-really-learn-while-youre-asleep>

“A little disconnect goes a long way to learn motor tasks, brain study, says,” Los Angeles Times, adapted by NewsIa staff, 22 April, 2015, http://kdesandre.weebly.com/uploads/5/4/4/3/5443127/brain_study.pdf

“Major Comma Rules,” “Major Comma Rules,” You Tube Video, <https://www.youtube.com/watch?v=dxoTsvkuyhs&scrly-brkr=26cd61e5>

McClure, Laura, “When to Use Apostrophes,” Ted Ed Video, <http://ed.ted.com/lessons/when-to-use-apostrophes-laura-mcclure>

Lesson 4

“Growth Mindset vs. Fixed Mindset,” TED Ed video, <http://ed.ted.com/featured/qrZmOV7R>

Wilson, Jacque, “What Your IQ Scores Don’t tell You,” www.cnn.com/2014/02/19/health/iq-score-meaning

Lesson 5

Steinbeck, John, Of Mice and Men, excerpt.

Lesson 6

“The Art of Rhetoric: Persuasive techniques in Advertising,” NCTE, Read/Write/Think, <http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html>

Lesson 7

“Emotional Intelligence,” http://kidshealth.org/teen/your_mind/emotions/EQ.html#

SREB Readiness Courses
Transitioning to college and careers

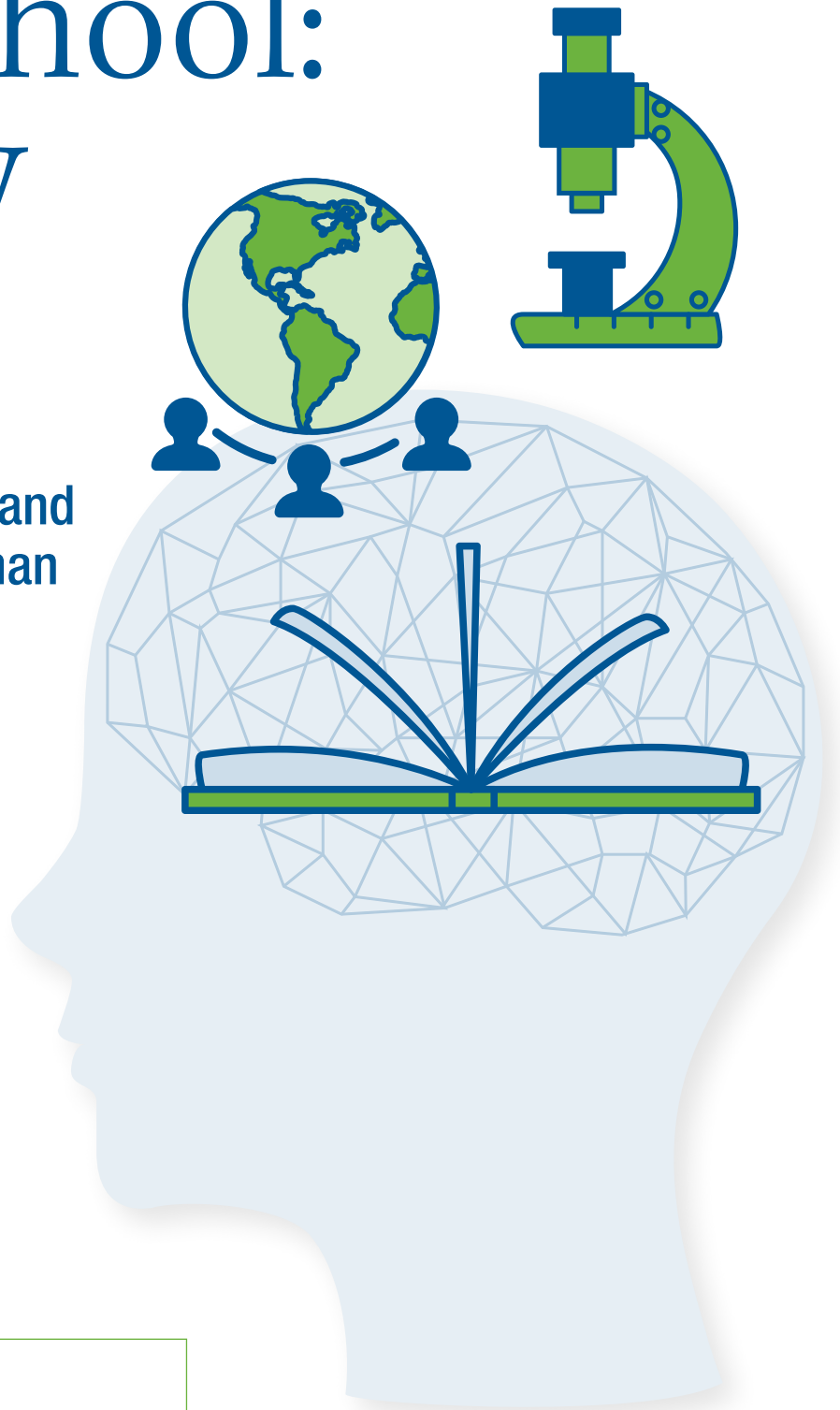
Ready for High School: Literacy

Academic Notebook

English Unit 2

**How the Brain Functions and
What It Means To Be Human**

*Literature and
Informational Texts*



Name

Unit 2

Contents

Course Overview.....	3
Lesson 1: Using Your Brain: A Gateway Activity	5
Lesson 2: Putting Knowledge to the Test	23
Lesson 3: Change is Inevitable	37
Lesson 4: The Mind’s Potential.....	46
Lesson 5 Overcoming Differences.....	58
Lesson 6: Thinking Like a Scientist.....	68
Lesson 7: Preparing for the Symposium.....	85
Lesson 8: Communicating Brain Health	94

Course Overview

Welcome to the second English literacy unit of the SREB Readiness Course, Literacy Ready. What does English literacy mean? English literacy is based on an understanding that texts — both literary and informational — enable us to understand human experiences and that literary texts are open to dialogue between and among readers and texts. In this course, you will take part in several activities aimed at improving your literacy, specifically as literacy is used in English. While certainly the content covered in this course is important, a principal purpose of this course is to equip you with the tools necessary to be more successful in your high school coursework. To that end, the creators of the course have developed this academic notebook.

The theme for this six-week English course is “What Influences Our Intelligence and Personality?” The reading text for this course will be Daniel Keyes’ *Flowers for Algernon*. This course focuses on the kinds of disciplinary literacy you will be expected to undertake in a high school setting. The course includes six units, with two in each of English, science, and history.

In this unit, students will be expected to do the following:

- Read and analyze *Flowers for Algernon* and supplemental readings.
- Learn vocabulary from the text.
- Summarize complex texts and see how audience, speaker, and purpose interact in those texts.
- Read closely to annotate and analyze a variety of texts.
- Develop stances on ideas from the central and supplemental texts.
- Participate in meaningful group discussions.
- Create and participate in a brain health symposium based on the proposal you wrote in Unit 2.

Purposes of the Academic Notebook

The Academic Notebook has several roles in this course. First, you will keep a record of your reading of the central text, *Flowers for Algernon*, by making reading log entries for assigned readings. The notes that you take in the reading log will be used to help you make sense of the central text and the changes the main character, Charlie, undergoes.

A second role of the notebook is to provide you with opportunities to reflect on your readings and to connect with Charlie through progress reports similar to those that Charlie keeps. A third role is to provide you with opportunities to make note of new vocabulary that you encounter in the text and collect information about the meanings of those words. To carry out this role, you will use vocabulary charts to make note of words that are new to you, write the context in which you find the word, rate your understanding of the word, and write a dictionary definition for the word, along with your own understanding of that definition.

The final role of the notebook is that of an assessment tool. Your instructor may periodically take up the notebooks and review your work to ensure that you are remaining on task and to assist you with any material that is causing you difficulty. At the end of this six-week module, your instructor will review the contents of this notebook as part of your overall grade. Thus, it is important that you take this work seriously, as this notebook becomes the record of your activity in this course.

You will notice that some of the work involved in this course will need to be done as homework. For some of you, this amount and level of difficulty of homework may be a challenge. As the purpose of this course is to prepare you for the types of reading and writing you will do in high school, and as high school courses typically require significant amounts of homework, it is important that you commit yourself to maintaining consistency in your homework.

The Academic Notebook is organized by lesson, and your teacher will give you instructions on which pages you should attend to during class and for homework.

Lesson 1

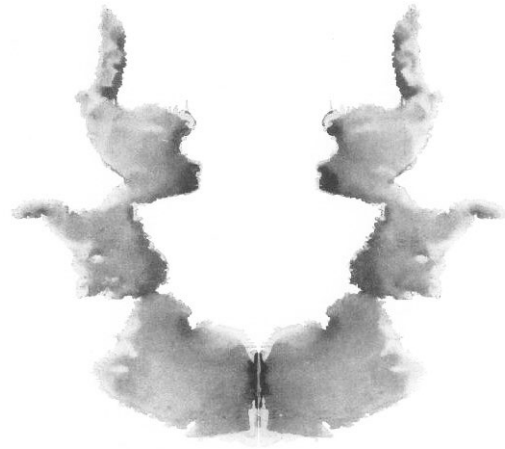
Using Your Brain: A Gateway Activity

In this lesson you will

- Participate in an activity designed to engage you with the content of the unit and to help you relate to the main character, Charlie Gordon.
- Explore the nature of disciplinary literacy in English/language arts classes, as well as the goals and purposes of the course.
- Read informational text and practice the skill of annotation so as to understand the concept of multiple intelligences.
- Take a multiple intelligences assessment and write a reflection based on your results.
- Create a visual representation of yourself as a learner based on your reading and experiences.
- Read and annotate two articles about intellectual disabilities and then write a prediction about the main character based on these articles.
- Draw conclusions and make predictions based on your reading.
- Learn sentence types and identify them in the central text.



What might this be?



What might this be?

Activity

2 Understanding Intelligence

Throughout the story, Charlie Gordon, the protagonist, undergoes significant changes in his intelligence. One measure of a person’s intelligence is a multiple intelligences test, which was developed by Howard Gardner, a Harvard professor. Read the following excerpts from articles on Edutopia.com in which Gardner’s theory is explained, and annotate as you read. Use the six symbols provided below, marking each symbol, and adding its corresponding notes in the margins or between lines. Feel free to use a dictionary or thesaurus to assist you.

Annotating Symbols with Actions

Symbol	Meaning/Action	Symbol	Meaning/Action
<u>Underline</u>	Underline phrases or a sentence that stands out as interesting or important. Why do you think this is worth ‘carrying’ through the text?	Text to Self – TS	Place a TS next to characters or events in which you can relate. Arrow out and explain connection.
Circle	Circle unfamiliar words/ phrases; define in margin.	Text to Text – TT	Place a TT to connect this text to another text (anything that is interpreted for meaning). Arrow out and explain the connection.
Question ?	Place a question mark next to passages you do not understand or want to further examine. In the margin, write your specific question about the text.	Text to World – TW	Place a TW to connect your reading to world events/issues in the past or present. Arrow out and explain the connection.

Article 1: From “Multiple Intelligences: What Does the Research Say?”

Proposed by Howard Gardner in 1983, the theory of multiple intelligences has revolutionized how we understand intelligence. Learn more about the research behind his theory.

Howard Gardner’s Eight Intelligences

The theory of multiple intelligences challenges the idea of a single IQ, where human beings have one central “computer” where intelligence is housed. Howard Gardner, the Harvard professor who originally proposed the theory, says that there are multiple types of human intelligence, each representing different ways of processing information:

- Verbal-linguistic intelligence refers to an individual’s ability to analyze information and produce work that involves oral and written language, such as speeches, books and emails.
- Logical-mathematical intelligence describes the ability to develop equations and proofs, make calculations and solve abstract problems.
- Visual-spatial intelligence allows people to comprehend maps and other types of graphical information.
- Musical intelligence enables individuals to produce and make meaning of different types of sound.
- Naturalistic intelligence refers to the ability to identify and distinguish among different types of plants, animals, and weather formations found in the natural world.

- Bodily-kinesthetic intelligence entails using one's own body to create products or solve problems.
- Interpersonal intelligence reflects an ability to recognize and understand other people's moods, desires, motivations, and intentions.
- Intrapersonal intelligence refers to people's ability to recognize and assess those same characteristics within themselves.

Everyone has all eight types of the intelligences listed above at varying levels of aptitude — perhaps even more that are still undiscovered — and all learning experiences do not have to relate to a person's strongest area of intelligence. For example, if someone is skilled at learning new languages, it doesn't necessarily mean that he or she prefers to learn through lectures. Someone with high visual-spatial intelligence, such as a skilled painter, may still benefit from using rhymes to remember information. Learning is fluid and complex, and it's important to avoid labeling students as one type of learner. As Gardner states, "When one has a thorough understanding of a topic, one can typically think of it in several ways."

What Multiple Intelligences Theory Can Teach Us

While additional research is still needed to determine the best measures for assessing and supporting a range of intelligences in schools, the theory has provided opportunities to broaden definitions of intelligence. As an educator, it is useful to think about the different ways that information can be presented; however, it is critical to not classify students as being specific types of learners nor as having an innate or fixed type of intelligence. People have many different intelligences, and strength in one area does not predict weakness in another.

From "Big Thinkers: Howard Gardner on Multiple Intelligences"

3. On the Theory of Multiple Intelligences

The idea of multiple intelligences comes out of psychology. It's a theory that was developed to document the fact that human beings have very different kinds of intellectual strengths and that these strengths are very, very important in revealing how kids learn and how people represent things in their minds, and then how people use them in order to show what it is that they've understood.

If we all had exactly the same kind of mind and there was only one kind of intelligence, then we could teach everybody the same thing in the same way and assess them in the same way, and that would be fair. But once we realize that people have very different kinds of minds, different kinds of strengths — some people are good in thinking spatially, some in thinking in language, others are very logical, and other people need to be hands-on and explore actively and try things out — then education that treats everybody the same way is actually the most unfair kind of education. It's unfair because it picks out one kind of mind, which I call the law professor mind — somebody who's very linguistic and logical — and says, "If you think like that, great; if you don't think like that, there's no room on the train for you."

4. On Technology and Multiple Intelligences

If we know that one child has a very spatial or visual-spatial way of learning, another child has a very hands-on way of learning, a third child likes to ask deep philosophical questions, and the fourth child likes stories, we don't have to talk very fast as a teacher. We can actually provide software, we can provide materials, we can provide resources that present material to a child in a way in which the child will find interesting and will be able to use his or her intelligences productively and, to the extent that the technology is interactive, will actually be able to show his or her understanding in a way that's comfortable to the child.

We have this myth that the only way to learn something is to read it in a textbook or hear a lecture on it. And the only way to show that we've understood something is to take a short-answer test or maybe occasionally with an essay question thrown in. But that's nonsense. Everything can be taught in more than one way. And anything that's understood can be shown in more than one way. I don't believe because there are eight intelligences we have to teach things eight ways. I think that's silly. But we always ought to be asking ourselves, "Are we reaching every child, and? If not, are there other ways in which we can do it?"

Now you will take a test to learn what type of multiple intelligences you possess. Take the test that follows, answering questions as honestly as you can.

The Connell Multiple Intelligence Questionnaire for Children

Put a check next to each sentence that describes you.

- Area 1**
- I like to listen to songs on the radio or a CD.
 - I like to watch music videos on TV.
 - I like to go to music concerts and hear live music.
 - I can easily remember tunes, raps, or melodies.
 - I take music lessons, singing lessons, or play a musical instrument.
 - I can learn new songs easily.
 - I like to sing.
- Area 2**
- I like art classes.
 - I like to draw, paint, and make things with clay.
 - I enjoy putting puzzles together.
 - I like to build things using blocks, Legos, and models.
 - It is fun to play video games.
 - I can create a picture in my mind to help me think things through.
 - I notice the different styles of things, such as clothes, cars, and hairstyles.
- Area 3**
- I like to read books, magazines, and comic books.
 - I have a good vocabulary and like to learn new words.
 - I enjoy writing e-mails to my friends.
 - I like to write.
 - It is fun to play word games such as Scrabble and Mad Libs, do crossword puzzles, and acrostics.
 - I think it would be fun to keep a journal of my thoughts and ideas.
 - I like to talk to my friends on the telephone.
- Area 4**
- I like to play with animals and take care of them.
 - I like going to zoos, parks, or aquariums.
 - I like being outside.
 - I like to hike, walk, or run outdoors.
 - I like to observe nature's changes, such as thunderstorms, rain, snow, and sunshine.
 - I help to recycle and take care of our environment.
 - I pay close attention to things in my environment such as trees, rocks, flowers, birds, bugs, and squirrels.

- Area 5**
- I like to do science experiments and go to science museums.
 - I find arithmetic and math problems interesting.
 - It is fun to solve mysteries.
 - Numbers are really interesting to me.
 - I like games like chess or computer games where you have to think a lot.
 - I like TV shows like *ZOOM*, *National Geographic*, and *Nova* that talk about science and math.
 - I can do math problems in my head and make good estimates.

- Area 6**
- I like to dance.
 - I like to play sports such as baseball, soccer, hockey, or football.
 - I like to build models or do beading, sewing, macramé, or carpentry.
 - I enjoy acting in plays or skits or playing charades.
 - I like to move when I am thinking about things.
 - I like activities such as the martial arts, tennis, running, jogging, biking, skateboarding, or gymnastics.
 - I can sometimes “feel” the right answer.

- Area 7**
- I like to be with my friends often.
 - I like to help those who need help.
 - I like to read books or see movies about people and their lives.
 - I can usually tell how other people are feeling.
 - It is fun for me to organize activities at home and at school.
 - I would rather spend time with others than spend time alone.
 - I like to talk in class discussions.

- Area 8**
- I like doing things by myself.
 - I would rather work by myself than with other students.
 - I like to spend time thinking or writing about things that matter to me.
 - I like to play computer games.
 - I usually know what my feelings are.
 - I like to write my thoughts and feelings in a diary or journal.
 - I know what things I am good at, and what things I am not so good at.

Scoring—Count up the number of responses you had for each area. The areas that you check show how you are smart in the different areas.

- | | |
|---|--|
| <input type="checkbox"/> = Area 1 (Music Smart) | <input type="checkbox"/> = Area 5 (Math Smart) |
| <input type="checkbox"/> = Area 2 (Picture Smart) | <input type="checkbox"/> = Area 6 (Body Smart) |
| <input type="checkbox"/> = Area 3 (Word Smart) | <input type="checkbox"/> = Area 7 (People Smart) |
| <input type="checkbox"/> = Area 4 (Nature Smart) | <input type="checkbox"/> = Area 8 (Self Smart) |

A score of 5 or more indicates a very strong area; a score of 3–4 indicates a moderate area; and a score of less than 3 indicates a developing area.

Activity

3 Learning Through Drawing

In this activity, you will create a visual representation on the cover of your Academic Notebooks to reflect what you have learned about yourself through the Rorschach test and multiple intelligences test.

This image should reflect your personality and thought processes. It can be a self-portrait, an abstract representation, a landscape, etc.

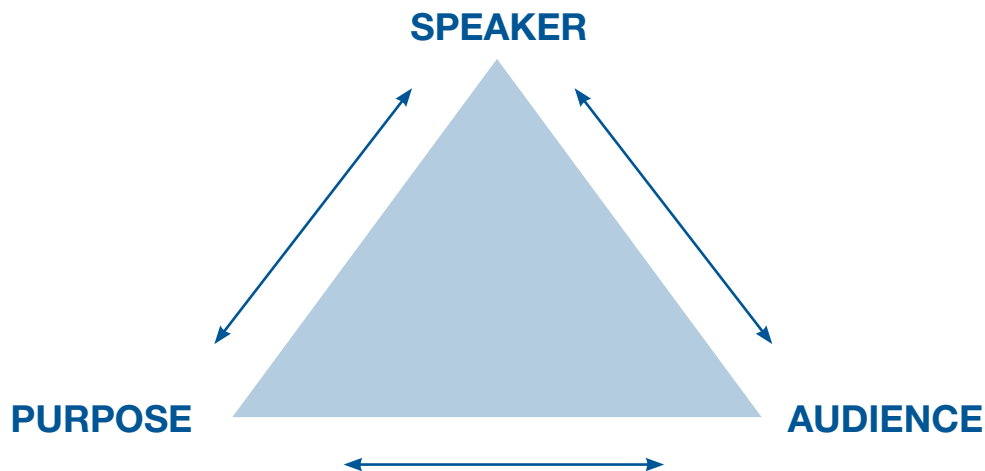
As you draw your representation, consider the following questions:

- Which types of intelligences define me?
- What do those intelligences look like in a concrete form?
- What does the Rorschach test reveal about how I see the world?
- What beliefs do I have about my intelligence?
- What beliefs do I have about my personality?

Activity

4 Defining and Predicting

Whenever we read an informational text or listen to a speech, we must understand not only the words the writer or speaker uses, but also the rhetorical situation: speaker, audience, and purpose. The speaker in a text is the voice that tells the story or shares the information. Readers should consider gender, race, culture, bias, and other characteristics of the person speaking. The audience is the group of readers for whom the piece is written. Consider the following questions to identify audience: Is the audience knowledgeable about the topic? Will the audience be friendly or hostile? Is there a particular age or gender the writer has in mind? Is the writing intended for a general or a specific group? The purpose is the reason behind the text. What does the writer want the audience to think or do as a result of reading the text? These three parts of the rhetorical situation interact to help us understand a text. The relationship among them can be pictured as a triangle:



People are often labeled in ways that stigmatize and stereotype. One of these labels is in the terminology people use to identify those who have below-average intelligence or a mental disability. Read the following articles on these terms. As you read, annotate the text. Refer to the annotation chart. After you read each article, identify speaker, audience, and purpose in the graphic organizer provided.

Article #1: Intellectual Disability

Intellectual disability (ID), once called mental retardation, is characterized by below-average intelligence or mental ability and a lack of skills necessary for day-to-day living. People with intellectual disabilities can and do learn new skills, but they learn them more slowly. There are varying degrees of intellectual disability, from mild to profound.

What is intellectual disability?

Someone with intellectual disability has limitations in two areas. These areas are:

- Intellectual functioning. Also known as IQ, this refers to a person's ability to learn, reason, make decisions, and solve problems.
- Adaptive behaviors. These are skills necessary for day-to-day life, such as being able to communicate effectively, interact with others, and take care of oneself.

IQ (Intelligence Quotient) is measured by an IQ test. The average IQ is 100. A person is considered intellectually disabled if he or she has an IQ of less than 70 to 75.

To measure a child's adaptive behaviors, a specialist will observe the child's skills and compare them to other children of the same age. Things that may be observed include how well the child can feed or dress himself or herself; how well the child is able to communicate with and understand others; and how the child interacts with family, friends, and other children of the same age.

Intellectual disability is thought to affect about 1% of the population. Of those affected, 85% have mild intellectual disability. This means they are just a little slower than average to learn new information or skills. With the right support, most will be able to live independently as adults.

What are the signs of intellectual disability in children?

There are many different signs of intellectual disability in children. Signs may appear during infancy, or they may not be noticeable until a child reaches school age. It often depends on the severity of the disability. Some of the most common signs of intellectual disability are:

- Rolling over, sitting up, crawling, or walking late
- Talking late or having trouble with talking
- Slow to master things like potty training, dressing, and feeding himself or herself
- Difficulty remembering things
- Inability to connect actions with consequences
- Behavior problems such as explosive tantrums
- Difficulty with problem-solving or logical thinking

In children with severe or profound intellectual disability, there may be other health problems as well. These problems may include seizures, mood disorders (anxiety, autism, etc.), motor skills impairment, vision problems, or hearing problems.

What causes intellectual disability?

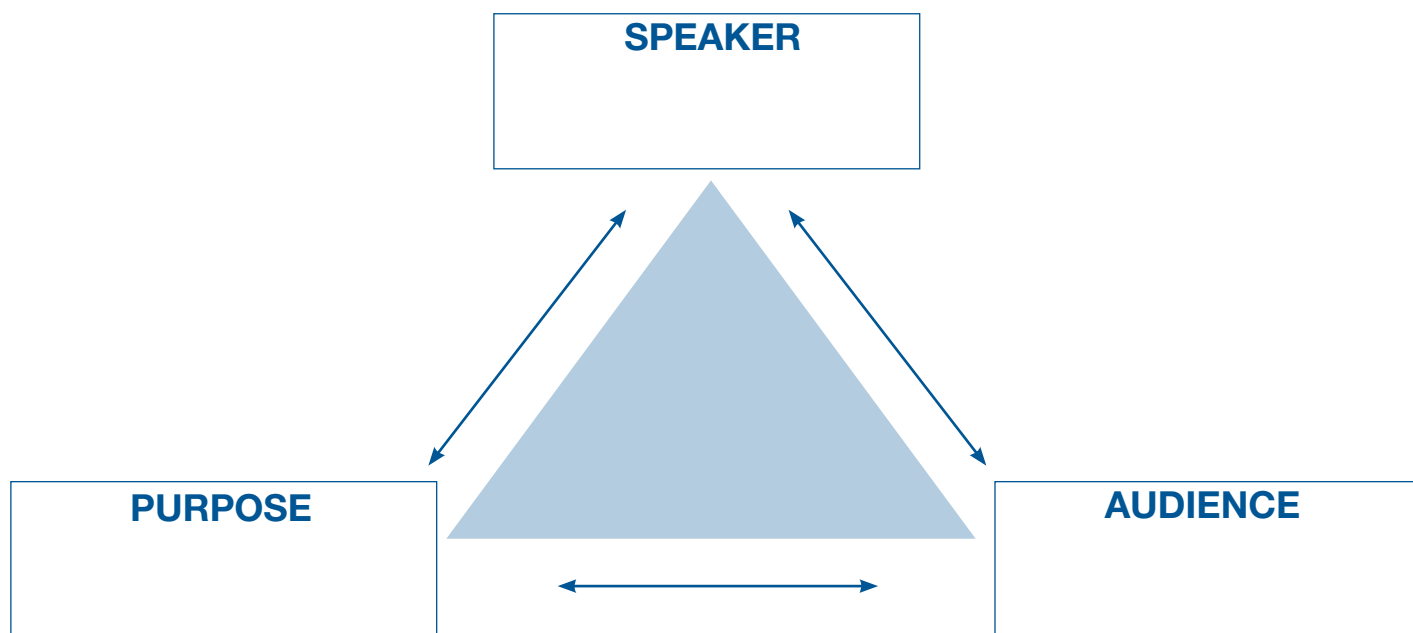
Anytime something interferes with normal brain development, intellectual disability can result. However, a specific cause for intellectual disability can only be pinpointed about a third of the time.

The most common causes of intellectual disability are:

- Genetic conditions. These include things like Down syndrome and fragile X syndrome.
- Problems during pregnancy. Things that can interfere with fetal brain development include alcohol or drug use, malnutrition, certain infections, and preeclampsia.

- Problems during childbirth. Intellectual disability may result if a baby is deprived of oxygen during childbirth or born extremely premature.
- Illness or injury. Infections like meningitis, whooping cough, or the measles can lead to intellectual disability. Severe head injury, near-drowning, extreme malnutrition, exposure to toxic substances such as lead, and severe neglect or abuse can also cause it.
- None of the above. In two-thirds of all children who have intellectual disability, the cause is unknown.

Now identify the rhetorical situation in “Article #1: Intellectual Disability.”



Article #2: Rosa’s Law Changed Words – Now Let’s Change the Prejudice

By Jill E. Thomas | October 26, 2010

On the rare occasion that I spend time with people who are not educators, it’s inevitable that someone will drop the word “retarded.” The “R-word” has been used colloquially for decades to describe and degrade anyone or anything out of the ordinary, inferior, or somehow slow. I can still hear the snickers from my own classmates back in 10th-grade health class when we read the words “fire retardant” in our textbook.

This word is so loaded it’s no wonder that Rosa Marcellino, a 9-year-old with Down syndrome from Maryland, wanted it removed for good. With the help of her brother, her devoted parents, a congresswoman and finally Barack Obama, she succeeded in doing just that.

Rosa’s Law was signed by the president on Oct. 5. Under the new law, the classification “mentally retarded” (MR) has been changed to “intellectually disabled” (ID). The criteria used to determine if a person is considered intellectually disabled is the same. Already individualized education plans (IEPs) are being updated to reflect the new language, making “mentally retarded” obsolete.

This is good news to some, a sign that we’ve progressed as a society. To them, “retarded” can go the way of its predecessors — “moron,” “idiot” and “imbecile.” Just as they can be glad that women are no longer considered hysterical, people with cognitive disabilities are no longer retarded. Remove the label and remove the prejudice.

Others are not as optimistic. “ID will be the new MR,” says Autumn Yoakum, the Special Day Class teacher at my school. “And we will have spent a ton of time and energy trying to soften the effect of a label instead of truly teaching tolerance of learning differences.” Moreover, she feels like MR is more narrow in scope and “still has a place within the category of ID. MR usually includes students that have issues socially and with self-care. ID seems more appropriate considering students who are low cognitively.”

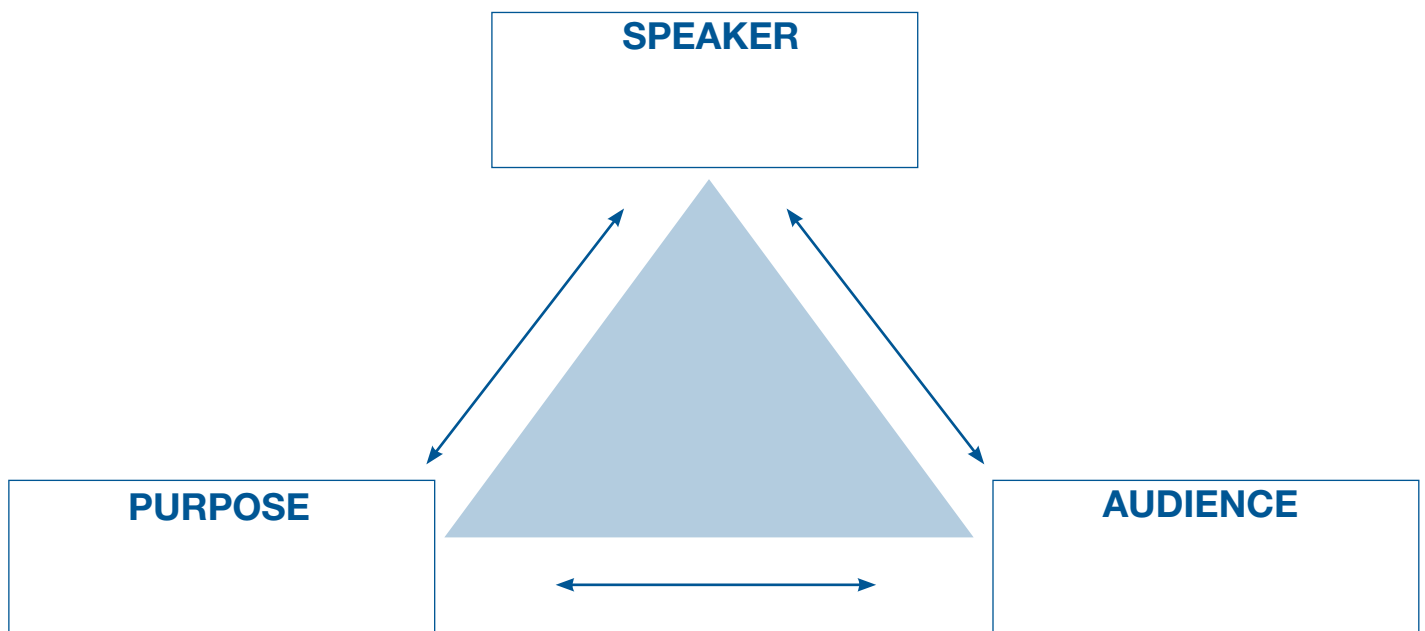
Yoakum’s point is well taken. Simply changing the name will have little impact on the perception of people with cognitive disabilities if understanding and tolerance are not taught in tandem with these changes.

I should know.

Just the other day during passing period I heard a student say, “That’s hella retarded.” I stopped and said, “I think you know that word can be hurtful. What’s a word that better describes what you are trying to say?” The student looked at her feet with shame and thought for a moment. She clearly hadn’t meant any harm but was just using a familiar expression. After a few moments she looked up at me and said, “That’s hella weird!”

Without the time or presence of mind to take the conversation further, I declared, “Thank you. That’s better.” But it wasn’t. And it won’t be until educators like myself do more than just tell students not to use a particular word.

Now identify the rhetorical situation in “Article #2: Rosa’s Law Changed Words — Now Let’s Change the Prejudice.”



Now examine the expo walk card below. This is the assessment for your station. After you read it, write down any questions you have about the card.

Station Name:	Score (Possible Points in Bold)	Comments Regarding Your Score
Specific Brain Health Topic <ul style="list-style-type: none"> • Station targets a specific part of the brain. • Information and functions regarding the brain or specific part of the brain are included in station. • Specific problem associated with this part of the brain is targeted. • Research is evident. 	____ / 20	
Recommended Solution <ul style="list-style-type: none"> • Station includes activities and exercises targeted for this specific problem. • Station explains how activity or exercise aids with solving brain problem. • Research is evident. 	____ / 20	
Benefits <ul style="list-style-type: none"> • Station describes benefits for addressing issues with this part of the brain. • This station is a great addition to the symposium due to information and activity. • Research is evident. 	____ / 20	
Audience <ul style="list-style-type: none"> • Station (information and activity) caters to visitors (students and teachers). • Station welcomes visitors to participate and learn. 	____ / 20	
Station Appearance <ul style="list-style-type: none"> • Station is neat and organized; not overwhelming in material and décor. • Station is professional, informative, and persuasive. 	____ / 20	
Total Points	____ / 100	

Lesson 2

Putting Knowledge to the Test

In this lesson you will

- Watch a Power Point presentation on types of sentences and sentence combining, and identify simple sentences and sentence errors in the central text.
- Discuss phonetics and observe how Charlie spells words in the beginning, highlighting misspelled words.
- Participate in partner and class discussions regarding testing.
- Complete a chart and write a comparison/contrast paragraph.
- View a video and complete a paper maze.
- Read a short academic article about mice and research and complete a 3-2-1 graphic organizer.
- Read a short excerpt from an article about the ethics of using animals in research and write a paragraph of argumentation.

Activity

1 Sentence Structures and Errors

Watch the PowerPoint on types of sentences and sentence combining. In early progress reports, Charlie uses a lot of simple sentences and incorrectly combines clauses. As he gets smarter, his sentences become more complex and are grammatically correct.

Now we will read Progress Report #1 as a class. As we read, we will identify simple sentences and sentence errors.

Now look for simple sentences and sentence combining errors in Progress Report #2. Identify simple sentences by underlining them. Circle any sentences in which the clauses have been combined incorrectly.

Locate two of the simple sentences you identified in the text. Correctly combine them into one sentence. Make sure the sentences you select are related.

Activity

4 Mice and Mazes

Complete the maze below from thinkmaze.com. You will be timed. Write your time at the bottom of the maze. Read the following article; then complete the 3-2-1 graphic organizer.



Your Time:

Why Do Medical Researchers Use Mice?

by Remy Melina | November 16, 2010

From formulating new cancer drugs to testing dietary supplements, mice and rats play a critical role in developing new medical wonders. In fact, 95 percent of all lab animals are mice and rats, according to the Foundation for Biomedical Research (FBR).

Scientists and researchers rely on mice and rats for several reasons. One is convenience: rodents are small, easily housed and maintained, and adapt well to new surroundings. They also reproduce quickly and have a short lifespan of two to three years, so several generations of mice can be observed in a relatively short period of time.

Mice and rats are also relatively inexpensive and can be bought in large quantities from commercial producers that breed rodents specifically for research. The rodents are also generally mild-tempered and docile, making them easy for researchers to handle, although some types of mice and rats can be more difficult to restrain than others.

Most of the mice and rats used in medical trials are inbred so that, other than sex differences, they are almost identical genetically. This helps make the results of medical trials more uniform, according to the National Human Genome Research Institute. As a minimum requirement, mice used in experiments must be of the same purebred species.

Another reason rodents are used as models in medical testing is that their genetic, biological and behavior characteristics closely resemble those of humans, and many symptoms of human conditions can be replicated in mice and rats. “Rats and mice are mammals that share many processes with humans and are appropriate for use to answer many research questions,” said Jenny Haliski, a representative for the National Institutes of Health (NIH) Office of Laboratory Animal Welfare.

Over the last two decades, those similarities have become even stronger. Scientists can now breed genetically-altered mice called “transgenic mice” that carry genes that are similar to those that cause human diseases. Likewise, select genes can be turned off or made inactive, creating “knockout mice,” which can be used to evaluate the effects of cancer-causing chemicals (carcinogens) and assess drug safety, according to the FBR.

Rodents also make efficient research animals because their anatomy, physiology and genetics are well-understood by researchers, making it easier to tell what changes in the mice’s behaviors or characteristics are caused by.

Some rodents, called SCID (severe combined immune deficiency) mice, are naturally born without immune systems and can therefore serve as models for normal and malignant human tissue research, according to the FBR.

Some examples of human disorders and diseases for which mice and rats are used as models include:

- Hypertension
- Diabetes
- Cataracts
- Obesity
- Seizures
- Respiratory problems
- Deafness
- Parkinson’s disease
- Alzheimer’s disease
- Cancer
- Cystic fibrosis
- HIV and AIDs
- Heart disease
- Muscular dystrophy
- Spinal cord injuries

Mice are also used in behavioral, sensory, aging, nutrition, and genetic studies, as well as testing anti-craving medication that could potentially end drug addiction.

“Using animals in research is critical to scientific understanding of biomedical systems leading to useful drugs, therapies, and cures,” Haliski told Life’s Little Mysteries.

Criteria	Your Response
3 List three reasons why scientists use mice.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2 Describe two disorders mice can be used as models for.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
1 Make one connection between this article and Charlie.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Now read an excerpt from an article that discusses the ethics of using animals in scientific testing. As you read, complete the graphic organizer below.

“Of Cures and Creatures Great and Small”

by Claire Andre and Manuel Velasquez, excerpted from an article on the website of the Markula Center for Applied Ethics of Santa Clara University

About 20 million animals are experimented on and killed annually, three-fourths for medical purposes and the rest to test various products. An estimated eight million are used in painful experiments. Reports show that at least 10 percent of these animals do not receive painkillers. Animal rights advocates are pressing government agencies to impose heavy restrictions on animal research. But this growing criticism of painful experimentation on animals is matched by a growing concern over the threat restrictions on the use of animals would pose to scientific progress. Whether such experiments should be allowed to continue has become a matter for public debate.

Those who argue that painful experimentation on animals should be halted, or at least curtailed, maintain that pain is an intrinsic evil, and any action that causes pain to another creature is simply not morally permissible. Pointing to the words of the nineteenth-century utilitarian, Jeremy Bentham, animal welfare advocates claim that the morally relevant question about animals is not “Can they reason? nor Can they talk? but, Can they suffer?” And, animals do in fact suffer, and do in fact feel pain. The researcher who forces rats to choose between electric shocks and starvation to see if they develop ulcers does so because he or she knows that rats have nervous systems much like humans and feel the pain of shocks in a similar way. Pain is an intrinsic evil whether it is experienced by a child, an adult, or an animal. If it is wrong to inflict pain on a human being, it is just as wrong to inflict pain on an animal.

Those who argue for the continuation of painful experimentation on animals state that society has an obligation to act in ways that will minimize harm and maximize benefits. Halting or curtailing painful experimentation on animals would have harmful consequences to society. Indeed, pain is an evil to be minimized, and scientists do work to minimize pain when possible. Contrary to sensationalistic reports of animal rights activists, scientists are not a society of crazed, cruel, curiosity seekers. But there are instances when the use of alternatives, such as painkillers, would interfere with research that promises to vastly improve the quality and duration of human lives. Animal research has been the basis for new vaccines, new cancer therapies, artificial limbs and organs, new surgical techniques, and the development of hundreds of useful products and materials. These benefits to humans far outweigh the costs in suffering that relatively few animals have had to endure. Society has an obligation to maximize the opportunities to produce such beneficial consequences, even at the cost of inflicting some pain on animals.

Mice or men? Where do our moral obligations lie? The debate over painful experimentation on animals enjoins us to consider the wrongfulness of inflicting pain and the duty to respect the lives of all creatures, while also considering our obligations to promote human welfare and prevent human suffering, animals aside.

Lesson 3

Change is Inevitable

In this lesson you will

- Read and complete reading logs.
- Complete a Venn diagram.
- Write a character description of Charlie.
- Read an informational text, identify speaker, audience, and purpose, and use the information to determine how Charlie is learning.
- Make predictions and revisit those predictions.
- View a video explaining apostrophes, and complete a grammar activity.
- Create a chart based on previous reading logs, comparing Charlie before and after his operation.
- View a video on commas and complete a grammar activity

Activity

1 Then and Now

Read “progress report 6 – Mar 15” through “progress report 8 – Mar 29.” As you read, write down three significant changes you see in Charlie’s character on the left. Then write a two-sentence summary of the main idea of this part of Section Two on the right.

Select three significant changes in Charlie’s character since the operation.

Based on the details you selected, write a two-sentence summary of the main idea of this part of Section Two.

Activity

2 Making Connections

Read the following excerpt from an article on theguardian.com and think about how it connects to Charlie after he had his operation. After you read, identify speaker, audience, and purpose. Next, re-read the article and highlight phrases and passages that connect to Charlie after he had his operation.

How Much Can You Really Learn While You're Asleep?

By Jordan Gaines Lewis
6 October 2015

In Aldous Huxley's 1932 novel *Brave New World*, a Polish boy, Reuben Rabinovitch, falls asleep next to a radio receiver. When he wakes up, he is able to recite the entire broadcast. He has no idea what any of it means, though — it's all in English.

Countless articles today claim that you can actually learn music, hone your foreign language skills, or cram for tomorrow's math exam during sleep. And there is a whole industry trading on this idea. Subliminal message tapes, popularized by the self-help guru Tony Robbins, promise to help you stop smoking, lose weight, and even brush up your golf skills and find love — all the while catching some shut-eye.

The big sell of "sleep learning" is seductive — how lovely it would be to be productive while we lie like lifeless lumps in bed. But is it actually based on any evidence?

What the research says

The idea that you can learn facts and figures while listening to a recording in a "hypnotic state," like sleep, was debunked in a simple 1950s experiment. Researchers Charles Simon and William Emmons attached electrodes to the scalps of participants to observe them as they went in and out of sleep states. While they slept, Simon and Emmons played a tape of a person listing 96 facts about history, science, sports, and other topics. The subjects were asked trivia questions after awakening, but there was no evidence that they'd retained any of the information that was played to them. The researchers concluded that sleep-learning was "impractical, and probably impossible."

More recent research has tied in Ivan Pavlov's notion of classical conditioning — the idea that we respond to new information when it's paired with a stimulus that elicits an innate response. In 2010, Susan Diekelmann and colleagues in Germany published a study in which subjects examined specific patterns of objects on a grid before sleeping in the laboratory. While studying, each subject was exposed to a subtle odour in the room, which was later re-introduced when subjects were in a sleep stage called slow-wave sleep. Subjects remembered 84% of the objects' locations when their memories were paired with the odor during sleep.

What happens in your brain when you make a memory?

Then a 2012 study by a U.S. group reported that participants were more likely to correctly play a melody in a musical video game (similar to *Guitar Hero*) if the tune had been previously played to them during the slow-wave stage of a 90-minute nap. The authors suggested that learning can occur subconsciously during sleep.

Learning while you sleep, or learning because you sleep?

A study published last year by Swiss researchers suggested that sleep enhances our ability to learn foreign language words. Subjects were presented with a series of Dutch-to-German word pairs at 10 pm, then listened to an audio recording of these word pairs until 2 am. Half of the group, however, was

allowed to sleep during this period. When re-assessed, the researchers found that those who slept recalled significantly more words than those who didn't.

Learning a new language while you sleep makes the story of Huxley's Polish boy seem almost possible. But are the subjects actually learning from the audio recordings during their sleep? Or, rather, are their memories improved simply because they slept?

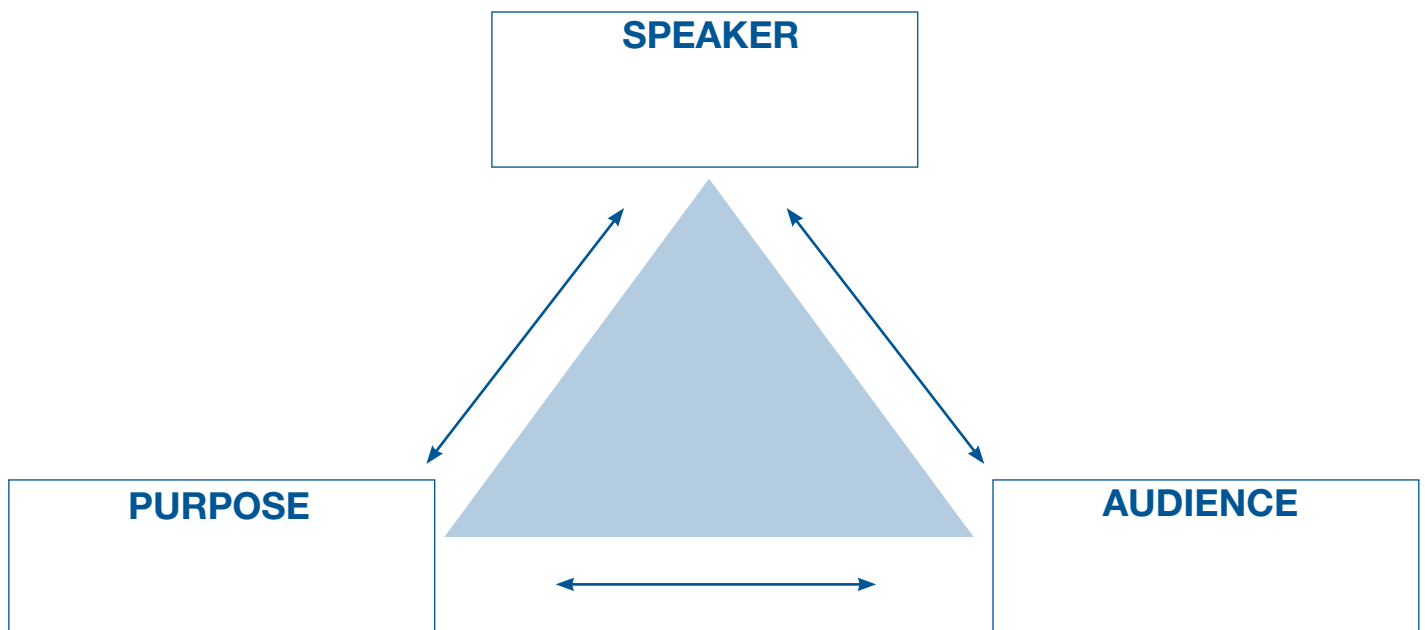
In fact, slow-wave or deep sleep has been recognised for some time as critical for memory consolidation – the stabilisation of memory from short-term to long-term. During slow-wave sleep, which tends to happen during the first half of the night, the firing of our brain cells is highly synchronised. When we measure sleep using electrodes attached to the scalp, slow-wave sleep appears as slow, high-amplitude oscillations. These “slow waves” originate in the neocortex and make a circuit with the hippocampus, the brain structure which encodes new memories. Scientists believe that this connection allows for newly-learned information to be repeatedly activated with each oscillation. It's been shown that patients with insomnia, who experience less slow-wave sleep than normal sleepers, show impaired memory consolidation.

Your best bet? Let sleeping dogs lie

So, yes, we can learn during sleep – a bit. However, this is mostly limited to making subconscious associations, like pairing scents with images. This is not exactly practical in the real world, nor will it likely lead to long-term memory storage. For more complex learning, such as baseball statistics or foreign language vocabulary, it's more likely that sleep is helping to consolidate what we've already learned, not actively processing new incoming signals.

Instead of donning clunky headphones or spritzing your pillow with the same lavender scent you used while studying for your Spanish test, it's probably best to stop trying to “hack” your sleep. Our brains have developed a pretty clever mechanism for helping us learn new information. Be kind to your noggin and give yourself enough sleep to take advantage of it.

Now identify the rhetorical situation in “How Much Can You Really Learn While You're Asleep?”



	Before	After
People laughing	<hr/> <hr/>	<hr/> <hr/>
Spelling	<hr/> <hr/>	<hr/> <hr/>
Thinking skills	<hr/> <hr/>	<hr/> <hr/>
Language	<hr/> <hr/>	<hr/> <hr/>
Social skills	<hr/> <hr/>	<hr/> <hr/>
Opinion of his doctors	<hr/> <hr/>	<hr/> <hr/>
Opinion of Miss Kinnian	<hr/> <hr/>	<hr/> <hr/>
Impressions of friends	<hr/> <hr/>	<hr/> <hr/>
Self-impression	<hr/> <hr/>	<hr/> <hr/>

Lesson 4

The Mind's Potential

In this lesson you will

- Read “Progress Report 9, April 20” – “Progress Report 12, April 30” and complete a reading log.
- Read and annotate an article about IQ tests from CNN.
- Re-read Progress Report 11 and complete a graphic organizer based on that progress report.
- Create questions and answers based on your understanding of the CNN article and Progress Report 11.
- Watch a TED Ed video on growth mindset vs. fixed mindset, complete a Listener’s 2-1-1, and answer questions about the video.
- Participate in group and class discussions based on the questions you answered about growth and fixed mindsets.
- Complete a graphic organizer based on the three texts in this activity.
- Write an argument paragraph using evidence from your reading.
- Participate in a peer review of your argument paragraphs.
- Apply strategies for locating words in an informational text that are unfamiliar to you and determine the meaning of those words, using both context clues and dictionaries.

Read the following article from CNN, in which the author asks two experts to answer questions about IQ. As you read, annotate the text using the skills you have used throughout this unit. Refer to the annotation chart in Lesson 1 Activity 2 on page X of your Academic Notebook.

(CNN)Three-year-old Alexis Martin reads at a fifth-grade level. She taught herself fluent Spanish using her parents' iPad.

"From 12 to 18 months old, we'd be driving around in the car, and she would recite her bedtime story from the night before," her dad, Ian, told CNN affiliate KNXV. "She didn't just recite them; she recited them exactly."

Alexis is the youngest member of Arizona's Mensa chapter. American Mensa (PDF) is an organization for people with IQs in the top 2%. The average IQ is 100. Martin's tops 160.

Mensa has more than 55,000 members nationally. You'd probably recognize some of the more famous ones: Nolan Gould, who plays Luke on ABC's "Modern Family"; Richard Bolles, the author of "What Color is Your Parachute?"; the Blue Power Ranger (OK, he's a fictional member).

But what does an IQ score really tell us about a person? Will Alexis be a genius for life? And if you still can't speak Spanish at age 50, should you just give up?

What your IQ score means

An Intelligence Quotient, or IQ, is a measure of what psychologists call our "fluid and crystallized intelligence." Put simply, an IQ test measures your reasoning and problem-solving abilities.

There are different kinds of IQ tests, but most analyze your visual, mathematical and language abilities as well as your memory and information processing speed. A licensed psychologist administers a series of subtests; the results are then combined into one score: your IQ.

"Anybody with very high IQ, they have the ability to manipulate, process and interpret information at a deeper level and a higher speed than the average person," explained Mensa's gifted youth specialist, Lisa Van Gemert.

What your specific numerical score means depends on the test you take. IQ is really a measure of how well you do on a test compared with other people your age.

Scores are generally shown on a bell curve. The average score is 100. People to the far left or far right of the curve are outliers. Alexis, for example, is on the far right of the curve for children her age.

What it doesn't mean

"The difficulty with these kinds of tests is that they're a snapshot," Van Gemert said. "We see what the kid looks like on this day, on this particular test, with this particular tester."

An IQ score doesn't measure your practical intelligence: knowing how to make things work, says Richard Nisbett, a professor of psychology at the University of Michigan. It doesn't measure your creativity. It doesn't measure your curiosity.

It doesn't tell your parents or teachers about your emotional readiness. Maybe as a 5-year-old, you can read and understand *The Economist*. But are you prepared to deal with stories about war-torn countries or prisoners on death row?

It would be a mistake, Van Gemert says, to look at a child with a high IQ as nothing more than a brain. Like any trait — blue eyes, big feet — their IQ is just one part of who they are.

Your IQ can change over time

A lot of factors can affect your IQ score over time. Poverty. Nutrition. Stress. How familiar you are with standardized tests. Nisbett's research has shown that children from lower socioeconomic levels adopted into a middle-class family often increase their IQ scores by 15 to 20 points.

"Heritability is not as great as some people (believe)," Nisbett said. "Environmental factors are very potent."

In one study, researchers tested 33 adolescents' intelligence once and then again four years later. In that short amount of time, some of their IQ scores varied by more than 20 points. The changes matched with structural and functional changes in their brains.

Kids who are geniuses at age 2 rarely stay that way, experts say. It's easier, Van Gemert explains, for young children to distinguish themselves on the curve.

In other words, it's easy to spot a genius 3-year-old when she's reading at a fifth-grade level and speaks fluent Spanish. But what makes one 47-year-old more intelligent than another? Is it education? Life experience? Their ability to put together a piece of furniture from IKEA?

You're smarter than your ancestors

Since the early 1990s, when IQ tests were first standardized, researchers have seen substantial increases in IQ scores with each passing generation. So the average 10-year-old today would score higher on the same test than a 10-year-old from 1954.

This doesn't mean we necessarily have bigger brains than our great-great-grandfathers; it just means we've improved our abilities to think logically, solve problems and/or use our abilities in hypothetical situations.

It's known as the Flynn Effect, for moral philosopher James Flynn.

"The cars that people drove in 1900 have altered because the roads are better and because of technology," Flynn said in a TED Talk last year. "And our minds have altered, too. We've gone from people who confronted a concrete world and analyzed that world primarily in terms of how much it would benefit them to people who confront a very complex world."

For instance, education has changed. We've learned to classify the world, to compare groups like animals or modes of transportation, Flynn said. We've also been taught to accept hypothetical situations (you remember algebra, right?). Our ancestors dealt only with what was right in front of them.

Our jobs have also changed. In the early 1900s, only 3% of Americans had professions that were "cognitively demanding," Flynn said. Today, 35% of us do. As such we're used to solving complex, hypothetical problems, like the ones on an IQ test.

Health factors may have had an influence as well. Studies have shown that early childhood immunization rates are a big predictor of a nation's average IQ score. So decreasing infectious diseases worldwide may have attributed to the overall increase in subsequent generations' IQ scores.

"From an energetics standpoint, a developing human will have difficulty building a brain and fighting off infectious diseases at the same time, as both are very metabolically costly tasks," the authors of one study wrote.

Not a genius? Don't panic

You probably remember the dreaded SAT or ACT test you took in high school. That's a type of IQ test. But Nisbett believes that a student's grade-point average is a better predictor of their success than their test scores.

“GPA is raw smarts times how hard you work times self-control times a lot of other things. That’s true for success in life,” he said. “I see graduate students with extremely high IQs who can’t achieve much because they’re lacking in curiosity. ... They’re lacking the ability to get along with people.”

Having a high IQ is not a guarantee of success, Van Gemert agrees, just as having a lower IQ is not a guarantee of failure. Good habits, perseverance and a strong work ethic are just as important as intelligence.

“If you don’t develop those other qualities, you can waste a smart IQ,” she said.

Van Gemert recommends that parents view their homes as a petri dish, one where they’re trying to grow their children. That means lots of time spent together, interacting, and lots of books, building blocks and board games.

“The most important thing we can do for kids is to play with them,” she said.

Reread Progress Report 11 in which Charlie shares his worries and questions about IQ tests. Imagine that Charlie has an opportunity to talk to the experts quoted in the article. How would they answer Charlie’s questions and allay his concerns? Complete the graphic organizer below. Based on the Progress Report, write a question that Charlie would have. Based on your reading of the article, provide a response.

Reread Progress Report 11 in which Charlie shares his worries and questions about IQ tests. Imagine that Charlie has an opportunity to talk to the experts quoted in the article. How would they answer Charlie’s questions and allay his concerns? Complete the graphic organizer below. Based on the Progress Report, write a question that Charlie would have. Based on your reading of the article, provide a response.

Charlie’s Question: <hr/> <hr/> <hr/> <hr/>	Expert’s response: <hr/> <hr/> <hr/> <hr/>
Charlie’s Question: <hr/> <hr/> <hr/> <hr/>	Expert’s response: <hr/> <hr/> <hr/> <hr/>

Activity

2 A Matter of Mindset

Watch the Ted Ed Talk on growth mindset versus fixed mindset. After watching the Ted Ed video, fill out the Listener's 2-1-1 and then answer the questions that follow.

Criteria	Growth Mindset	Fixed Mindset
Beliefs List two beliefs a person of each type of mindset holds.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Goals List one goal a person of each mindset holds.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Benefits List one benefit of having each type of mindset.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Which type of mindset do you possess? Why do you think so?

Which type of mindset do you believe is better? Why do you think so?

What type of mindset do you believe Charlie has? Give support from the text.

Activity

3 Taking a Position

Now that you have read an article on IQ tests, watched the TED Ed video on growth vs. fixed mindsets, and read through “PROGRESS REPORT 11” of the Flowers for Algernon text, write a paragraph in which you take one of the following positions:

Intelligence is determined by genetics and cannot be improved.

Intelligence is determined by external factors and can be improved.

Once you have selected a position, gather evidence from the texts. Complete the graphic organizer below. Include at least two pieces of evidence from each text.

My Topic Sentence: <hr/> <hr/> <hr/>	
Evidence from CNN Article <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Evidence from TED Ed Video <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Review the YES MA'AM paragraph structure you used in Lesson 2. Then write your paragraph. Include at least one complex or compound sentence in your paragraph.

Now share your paragraph with a partner and use the peer editing checklist to help him or her revise.

Peer Editing Checklist		Date: <input type="text"/>
Circle yes or no for each of the following criteria.		
Paper's Author:	<input type="text"/>	Peer Editor: <input type="text"/>
Yes	No	The first sentence clearly states the writer's position.
Yes	No	The second sentence supports the writer's position with one specific detail from the text.
Yes	No	The third sentence supports the writer's position with a second specific detail from the text.
Yes	No	The last sentence explains how the support proves the writer's point.
Yes	No	The writer includes different sentence types and combines sentences correctly.

Activity

4 Vocabulary

Choose ONE of the words from the list in the box below and ONE unfamiliar word from “PROGRESS REPORT 9 – PROGRESS REPORT 12 April 30” ending with “...than ever before.” For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found.

- | | | | |
|------------------|---------------------|-----------------|-----------------|
| Conscious p. 290 | Neurosurgeon p. 295 | Shrew p. 295 | Acquire p. 297 |
| Feeble p. 294 | Opportunist p. 295 | Petition p. 296 | Despised p. 297 |

Word from the List:		Rate My Understanding (circle one):		
		Know It	Sort of Know It	Don't Know It at All
My Guess on Meaning:				
<hr/> <hr/>				
Dictionary Definition (include the part of speech):				
<hr/> <hr/>				
Context (the sentence in which the word appears and the page number):				
<hr/> <hr/>				
Does the dictionary definition fit the context of the word? If not, what definition does fit? What clues are in the sentence to help you understand the meaning of the word from context?				
<hr/> <hr/>				
Restate or explain the new word in your own words:		Create a representation of the word (a picture or symbolic representation):		
<hr/> <hr/> <hr/> <hr/> <hr/>				

My word:		Rate My Understanding (circle one):		
		Know It	Sort of Know It	Don't Know It at All
My Guess on Meaning:				
<hr/> <hr/>				
Dictionary Definition (include the part of speech):				
<hr/> <hr/>				
Context (the sentence in which the word appears and the page number):				
<hr/> <hr/>				
Does the dictionary definition fit the context of the word? If not, what definition does fit? What clues are in the sentence to help you understand the meaning of the word from context?				
<hr/> <hr/>				
Restate or explain the new word in your own words:		Create a representation of the word (a picture or symbolic representation):		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				

Lesson 5

Overcoming Differences

In this lesson you will

- Read an excerpt from *Of Mice and Men* and complete a comparison-contrast organizer.
- Write a progress report in which you take on the persona of either Charlie or Lennie and reflect on how you feel.
- Re-read progress reports #4 and #12, making note of Charlie's sentence structure, syntax, word choice and spelling, and citing examples.
- Connect stylistic differences to changes in Charlie's personality.
- Read an article about bullies and students with disabilities and identify audience, purpose, and speaker.
- Write a progress report in which you imagine you witness one student bullying another.
- Apply strategies for locating words in a literary text that are unfamiliar to you and determine the meaning of those words, using both context clues and dictionaries.

Activity

1 In Their Shoes

Read the following excerpt from *Of Mice and Men* by John Steinbeck. It is a story of two migrant ranch workers who drift from job to job and dream of one day owning and farming their own piece of land. One of the men, George, is smart but lacks education. He works with and looks after Lennie, a large, strong man who has some type of mental disability. In this excerpt, George shares with Slim, another ranch hand, how he used to make fun of Lennie. As you read, note the similarities between George's treatment of Lennie and Charlie's co-workers' treatment of him. Then complete the comparison-contrast graphic organizer at the end of the selection.

"It wasn't nothing," Slim repeated. Say, you sure was right about him. Maybe he ain't bright but I never seen such a worker. He damn near killed his partner buckin' barley. There ain't nobody can keep up with him. God awmighty I never seen such a strong guy."

George spoke proudly. "Jus' tell Lennie what to do an' he'll do it if it don't take no figuring. He can't think of nothing to do himself, but he sure can take orders."

There was a clang of horseshoe on iron stake outside and a little cheer of voices.

Slim moved back slightly so the light was not on his face. "Funny how you an' him string along together." It was Slim's calm invitation to confidence.

"What's funny about it?" George demanded defensively.

"Oh, I dunno. Hardly none of the guys ever travel together. You know how the hands are, they just come in and get their bunk and work a month, and then they quit and go out alone. Never seem to give a damn about nobody. It jus' seems kinda funny a cuckoo like him and a smart little guy like you travelin' together."

"He ain't no cuckoo," said George. "He's dumb as hell, but he ain't crazy. An' I ain't so bright neither, or I wouldn't be buckin' barley for my fifty and found. If I was bright, if I was even a little bit smart, I'd have my own little place, an' I'd be bringin' in my own crops, 'stead of doin' all the work and not getting what comes up outa the ground." George fell silent. He wanted to talk. Slim neither encouraged or discouraged him. He just sat back quiet and receptive.

"It ain't so funny, me an' him goin' aroun' together," George said at last. "Him and me was both born in Auburn. I knowed his Aunt Clara. She took him when he was a baby and raised him up. When his Aunt Clara died, Lennie just come along with me out workin'. Got kinda used to each other after a while."

"Umm," said Slim.

George looked over at Slim and saw the calm, God-like eyes fastened on him. "Funny," said George. "I used to have a hell of a lot of fun with 'im. Used to play jokes on 'im 'cause he was too dumb to take care of 'imself. But he was too dumb even to know he had a joke played on him. I had fun. Made me seem God damn smart alongside of him. Why he'd do any damn thing I tol' him. If I tol' him to walk over a cliff, over he'd go. That wasn't so damn much fun after a while. He never got mad about it, neither. I've beat the hell outa him, and he coulda bust every bone in my body jus' with his han's, but he never lifted a finger against me." George's voice was taking on the tone of confession. "Tell you what made me stop that. One day a bunch of guys was just standin' around up on the Sacramento River. I was feelin' pretty smart. I turns to Lennie and says, 'Jump in.' An' he jumps. Couldn't swim a stroke. He damn near drowned before we could get him. An' he was so damn nice to me for pullin' him out. Clean forgot I told him to jump in. Well, I ain't done nothing like that no more."

"He's a nice fella," said Slim. "Guy don't need no sense to be a nice fella. Seems to me sometimes it jus' works the other way around. Take a real smart guy and he ain't hardly ever a nice fella."

Activity

2 Comparing Stylistic Choices

Re-read Progress Report #4. As you do, make note of Charlie’s sentence structure, syntax, word choice and spelling. Give examples of each of the following in the text.

Two simple sentences:

Two sentence errors:

Two usage errors (wrong word, i.e., ‘their’ for ‘there’):

Two punctuation errors:

Two spelling errors:

Now re-read Progress Report #12, April 30. Give examples of the following.

Two complex sentences:

Two sentences that correctly combine clauses:

Two examples of higher-level vocabulary words:

How do these stylistic changes reflect the changes in Charlie's personality?

Activity

3 Revisiting Rhetorical Situation

As you read the following article on bullying, highlight or underline any information that tells you something about the article's audience, purpose, or speaker. Then complete the rhetorical situation graphic organizer.

For over 13 years, I have been a practicing attorney and advocate for families of children with special needs. There is not a week that goes by where I do not learn of a case of bullying directed toward a child with special needs. – Attorney

Bullying certainly isn't a new problem; it has existed for generations. Historically, many have seen it as a rite of passage, a type of de facto hazing. According to Dr. Peter Raffalli, a pediatric neurologist at the Children's Hospital in Boston, Mass., this attitude is, in many cases, more dangerous than the bullies themselves. "No matter how you look at it, bullying is a form of abuse victimization, plain and simple," said Dr. Raffalli. "It's a case of the strong - or at least the stronger - preying on the weak. It says volumes about where we are as a culture and race."

Bullying has negative effects on all its victims, but kids with special needs are especially vulnerable, according to Nancy A. Murphy, M.D., FAAP and chair of the AAP Council on Children with Disabilities Executive Committee. "Since these children already struggle with self-esteem issues," said Dr. Murphy. "Bullying has a greater impact and they desire to fit in, and are less likely to stand up for themselves."

According to researchers, children with special needs often have a lower social standing among the other students in the classroom which may lead to them so frequently becoming the targets of bullying. (Pepler & Craig, 2000; Dubin, 2007).

"Because of difficulties with social interaction and the inability to read social cues, children with autism and Aspergers syndrome have higher rates of peer rejection and higher frequencies of verbal and physical attacks," said Robin Kowalski, a psychology professor at Clemson University in Clemson, S.C.

For children with special needs, and their parents, these trends present unique challenges that can, at times, overwhelm. "Many parents have a hard enough time dealing with the day-to-day challenges of life with a special needs child. Add bullying into the mix and everybody is just completely overwhelmed," said one parent.

Overall, researchers have concluded that children with special needs are bullied more because:

- They may have a low frustration tolerance. When frustration increases and reaches a threshold, it can lead to a meltdown, which makes the person stand out as being different.
- Students with developmental disabilities may have difficulty paying attention to more than one piece of information, which may cause them to stay "stuck" in a conversation. Such actions can have adverse effects on their social skills and make it difficult for them to hold conversations and make friends.
- Children with motor difficulties have difficulty reading, writing and participating in gym class. As such, they are often made fun of on the playground and in class because they are unable to perform age-appropriate motor skills, such as kicking a ball to the right person or coloring in the lines.
- Children with communication disabilities often have assistive technology devices that other students do not understand and, as such, the other students view them as "weird."
- Students with physical impairments may move slower, have less stamina and an unsteady gait. These conditions, as well as others, may be viewed as signs of weakness and precipitate physical or verbal abuse.

Research conducted has demonstrated conclusively that children with disabilities are significantly more likely than their peers to be the victims of bullying. A study in the *British Journal of Learning Support* (2008) found that 60 percent of students with disabilities reported being bullied compared to 25% of the general student population. According to researchers Wall, Wheaton and Zuver (2009) only 10 studies have been conducted in the United States on bullying and developmental disabilities. All studies found that children with disabilities were 2 to 3 times more likely to be victims of bullying than their non-disabled peers. In addition, the researchers found that the bullying experienced by these children was more chronic in nature and was most often directly related to their disability.”

In a landmark study conducted in 1994, researchers found that children with visible physical conditions or disabilities, such as cerebral palsy and Down syndrome, are more likely to be called names or aggressively excluded from social activities. Other researchers have discovered that students with disabilities were more worried about school safety and being injured or harassed by peers, compared to students without a disability.

In 2009, the Massachusetts Advocates for Children in a survey of nearly 400 parents of children with autism across the state found that 88 percent of children with autism have been bullied at school ranging from verbal abuse to physical contact.

In Connecticut, Julie Swanson, an advocate for families with special needs and her colleague, Jennifer Laviano an attorney in private practice who represents children and families with special needs, joined forces with other parents to persuade the State Department of Education, to begin to track the number of incidents of bullying and the child with special needs. Julie stated that while there is no “official” data being kept on the incidence of bullying among kids with disabilities, the incoming call data reflected a disturbing trend: more than 50 percent of the complaints involved a student with an IEP, or a disability. The unofficial conclusion is that there is a disturbing, disproportionate occurrence of bullying among students with disabilities.

“This is the exact type of data I attempted to identify as an unmet need in special education in my involvement of the State Advisory Council,” said Swanson. “However, the state did not recognize this as an unmet need that warranted money allocated to officially track the incidence among kids with disabilities.”

Special education programs and inclusion efforts have opened doors for thousands of children with special needs. Yet, those very doors may have also made them vulnerable to bullying. Special classes, extra help and visible assistance given to such students makes them different from other students. As a result, other students too often characterize children with special needs as not smart or too different to be included. Jerome J. Holzbauer at the University of Wisconsin-Milwaukee (2008) reported occurrences of harassment of students with disabilities witnessed from 90 special education teachers in a large public school district. Overall, 96.7 percent of the teacher reported that they observed more than one incident of school-related disability harassment conduct.

“I have a 10-year-old daughter with cerebral palsy, said the father of a child with special needs. “Several days ago, I walked into my daughter’s school cafeteria unannounced. The ‘normal’ kids were throwing food at the children with special needs.”

Many classmates choose to not be friends with these children, thus leaving them purposely out of the social fabric in the classroom. Simply stated, students with disabilities stand out by virtue of behavioral, vocal or physical challenges.

Activity

4 Vocabulary

Choose ONE of the words from the list in the box below and ONE unfamiliar word from “PROGRESS REPORT 9 – PROGRESS REPORT 12 April 30” ending with “...than ever before.” For each of your words, complete the chart below. Remember to use the context of the word (the sentence in which it is found) to help you understand the dictionary definition.

Choice words and the page numbers on which they can be found.

- | | | | |
|------------------|-----------------------|-------------------|-------------------|
| Justified p. 297 | spectre p. 297 | absurd p. 298 | vacuous p. 299 |
| sensation p. 297 | specialization p. 297 | refute p. 298 | infuriated p. 299 |
| tangible p. 297 | unacquainted p. 298 | invariably p. 298 | naiveté p. 299 |

Word from the List:	Rate My Understanding (circle one):		
	Know It	Sort of Know It	Don't Know It at All
My Guess on Meaning: <hr/> <hr/>			
Dictionary Definition (include the part of speech): <hr/> <hr/>			
Context (the sentence in which the word appears and the page number): <hr/> <hr/>			
Does the dictionary definition fit the context of the word? If not, what definition does fit? What clues are in the sentence to help you understand the meaning of the word from context? <hr/> <hr/>			
Restate or explain the new word in your own words: <hr/> <hr/> <hr/> <hr/>	Create a representation of the word (a picture or symbolic representation):		

My word:		Rate My Understanding (circle one):		
		Know It	Sort of Know It	Don't Know It at All
My Guess on Meaning:				
<hr/> <hr/>				
Dictionary Definition (include the part of speech):				
<hr/> <hr/>				
Context (the sentence in which the word appears and the page number):				
<hr/> <hr/>				
Does the dictionary definition fit the context of the word? If not, what definition does fit? What clues are in the sentence to help you understand the meaning of the word from context?				
<hr/> <hr/>				
Restate or explain the new word in your own words:		Create a representation of the word (a picture or symbolic representation):		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				

Lesson 6

Thinking Like a Scientist

In this lesson you will

- Complete the reading of the unit anchor text, “Flowers for Algernon.”
- Cite textual evidence to record the character development (health decline) of the main character.
- Read and map a scientific article about emotional intelligence using a graphic organizer that involves reading comprehension, developing questions, connecting two texts, and making inferences, and compose writing that synthesizes information from the two texts.
- Compare your emotional intelligence skills with those of Charlie, the main character, using a graphic organizer and reflective writing.
- Learn how to compose a proper thank you letter using a prewriting graphic organizer, then compose a letter from one character to another character from the anchor text.
- Review sentence structure and anchor text plot through a collaborative scavenger hunt game.

Activity

1 Keeping Tabs on Charlie

Date	Progress or Decline?	Symptoms/ Behaviors with Cited Details from Text
May 29		
June 5		
June 15		
June 30		
July 10		
July 22		
July 28		

Activity

2 Read Like a Scientist

Part of reading like a scientist is making those careful observations, the way we did with Charlie in Progress Report 13. Let's take this "reading like a scientist" a few steps further. When you read like a scientist, you are reading to understand, to infer, and to synthesize or combine the information into a new idea or product.

When you read the articles to research for your expo station in the first unit, without even knowing it, you were reading like a scientist. Today, we are going to revisit that type of strategy using an article about emotional intelligence and how that applies to Charlie. Let's read this article together, taking turns with each paragraph.

Article: Emotional Intelligence

More Than One Kind of Intelligence

You may have heard people mention "IQ" when talking about intellect and how smart someone is. (For example, "My brother doesn't need to study as much as I do because he has a really high IQ.") IQ stands for "intellectual quotient." It can help predict how well someone may do academically.

IQ is just one measure of our abilities, though. **There are many other kinds of intelligence in addition to intellect.** For example, spatial intelligence is the ability to think in 3D. Musical intelligence is the ability to recognize rhythm, cadence, and tone. Athletic, artistic, and mechanical abilities are other types of intelligence.

One important type of intelligence is emotional intelligence.

What Is Emotional Intelligence?

Emotional intelligence is the ability to understand, use, and manage our emotions. Emotional intelligence is sometimes called EQ (Emotional Quotient) or EI, for short. Just as a high IQ can predict top test scores, a high EQ can predict success in social and emotional situations. EQ helps us build strong relationships, make good decisions, and deal with difficult situations.

One way to think about EQ is that it's part of being people-smart. Understanding and getting along with people helps us be successful in almost any area of life. In fact, some studies show that EQ is more important than IQ when it comes to doing well in school or being successful at work.

Some people have naturally good EQ skills. Others need to work on them. The good news is that everyone can get better. **Unlike IQ, people can actually improve their emotional intelligence — if they know what to do.**

Improving Your EQ

Emotional intelligence is a combination of several different skills:

Being Aware of Your Emotions

Most people feel many different emotions throughout the day. Some feelings (like surprise) last just a few seconds. Others may stay longer, creating a mood like happiness or sadness. Being able to notice and accurately label these everyday feelings is the most basic of all the EQ skills.

Being aware of emotions — simply noticing them as we feel them — helps us manage our own emotions. It also helps us understand how other people feel. But some people might go through the entire day without really noticing their emotions. Practice recognizing emotions as you feel them. Label them in your

mind (for example, by saying to yourself “I feel grateful,” “I feel frustrated,” etc.). Make it a daily habit to be aware of your emotions.

Understanding How Others Feel and Why

People are naturally designed to try to understand others. Part of EQ is being able to imagine how other people might feel in certain situations. It is also about understanding why they feel the way they do.

Being able to imagine what emotions a person is likely to be feeling (even when you don’t actually know) is called empathy. Empathy helps us care about others and build good friendships and relationships. It guides us on what to say and how to behave around someone who is feeling strong emotions.

Managing Emotional Reactions

We all get angry. We all have disappointments. Often it’s important to express how you feel. But managing your reaction means knowing when, where, and how to express yourself.

When you understand your emotions and know how to manage them, you can use self-control to hold a reaction if now is not the right time or place to express it. Someone who has good EQ knows it can damage relationships to react to emotions in a way that’s disrespectful, too intense, too impulsive, or harmful.

Choosing Your Mood

Part of managing emotions is choosing our moods. Moods are emotional states that last a bit. We have the power to decide what mood is right for a situation, and then to get into that mood. Choosing the right mood can help someone get motivated, concentrate on a task, or try again instead of giving up.

People with good EQ know that moods aren’t just things that happen to us. We can control them by knowing which mood is best for a particular situation and how to get into that mood.

EQ: Under Construction

Emotional intelligence is something that develops as we get older. If it didn’t, all adults would act like little kids, expressing their emotions physically through stomping, crying, hitting, yelling, and losing control!

Some of the skills that make up emotional intelligence develop earlier. They may seem easier: For example, recognizing emotions seems easy once we know what to pay attention to. But the EQ skill of managing emotional reactions and choosing a mood might seem harder to master. That’s because the part of the brain that’s responsible for self-management continues to mature beyond our teen years. But practice helps those brain pathways develop.

We can all work to build even stronger emotional intelligence skills just by recognizing what we feel, understanding how we got there, understanding how others feel and why, and putting our emotions into heartfelt words when we need to.

Now, my scientist students, let’s map this article using the graphic organizer the way a real scientist would compartmentalize information. With a partner, complete Stages 1 and 2 of the report graphic organizer. Keep in mind the outside issue is Charlie’s condition. Next, as individual scientists, complete Stage 3 of the report.

Now, let's use this strategy to find one more article or resource for your expo station. Use the CRAAP Method from Unit 1 and the Scientist Report. Use a search engine or database to locate information. You will include this source in the expo station.

Currency	Relevancy	Authority	Accuracy	Purpose
When was the information posted/published? Has the information been revised/updated? Is the information current or out-of-date for your topic?	Does the information relate to or answer your topic? Who is the intended audience? Would you be comfortable using this source for a more in-depth research task on this topic?	Who is the author/publisher? Are the author's/publisher's credentials given? What are those credentials? Is the author qualified to write about this topic? How? Is there contact information to reach the author/publisher for further questions?	Where does the information come from? Can you verify sources? Is the information supported by evidence? Does the language or tone seem biased and/or free from emotion?	What purpose/reason does this information serve? Is the purpose clear? Is it fact, opinion, or propaganda? Does the point of view appear objective and impartial? Are there political, cultural, religious or personal biases?

Activity

3 Let's Get Personal about EQ

Let's do a comparative analysis between Charlie and ourselves, using the emotional intelligence skills from the article we read for the last lesson. Complete the graphic organizer as if you were a doctor comparing two patients. Start by filling in notes for each EQ skill from the article. Students with physical impairments may move slower, have less stamina and an unsteady gait. These conditions, as well as others, may be viewed as signs of weakness and precipitate physical or verbal abuse.

EQ Skill	Charlie (Include support from text)	Me	What do we have in common?
Being Aware of Emotions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Understanding How Others Feel and Why	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Choosing Your Mood	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>Thanks Again (1 sentence) Reiterate the initial thank you from earlier.</p>	<hr/> <hr/> <hr/> <hr/>
<p>Close Any one of the following is suitable:</p> <ul style="list-style-type: none">• Sincerely• Sincerely yours• Cordially• Best• Regards• Warm Regards <p>*Just write your name. Do not include address.</p>	<hr/> <hr/> <hr/>

Activity

5 Sentence Structure Scavenger Hunt

Now that we have finished reading *Flowers for Algernon*, let's turn a review of what happened with Charlie over the course of the text and sentence structure into a little fun. Using the game card below, find, quote, and cite the sentences in an order to provide a general review of *Flowers for Algernon*.

As a quick review, a simple sentence is one independent clause; a compound sentence is when two independent clauses are joined using a coordinating conjunction; a complex sentence includes one independent clause and one dependent clause; a compound-complex sentence is the combination of two independent clauses and one dependent clause.

You may work in partners to complete the game card. The rules are, you must find a certain number of each type of sentence, quote and cite at least one sentence from each progress report, and follow the plot of the story. After I count down from five, you and your partner may get started.

Sentence Structure Scavenger Hunt

Game Card

To Win:

1. Find, quote, and cite sentences that follow the plot of the story (E for exposition, RA for rising action, C for climax, FA for falling action, and R for resolution).
2. Find three of each type of sentence structure (S for simple, CO for compound, CX for complex, and CC for compound-complex).

Sentence Type	Progress Report/ Page	Quoted Sentence	Part of Plot
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	

Sentence Type	Progress Report/ Page	Quoted Sentence	Part of Plot
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	

Sentence Type	Progress Report/ Page	Quoted Sentence	Part of Plot
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	
		<hr/> <hr/> <hr/> <hr/>	

Lesson 7

Preparing for the Symposium

In this lesson you will

- Complete the research-based layout design of your expo station display.
- Participate in speaking/articulation exercises in preparation for the symposium.
- Create your own articulation exercise ‘stretching’ three different phonetic sounds.
- Determine the persuasive technique (Aristotle’s Appeals) in popular commercials, and discuss the effect of these appeals on various audiences.
- Prioritize your research information and apply your knowledge of appeals to the design of the half-sheet takeaway for your expo stations.

Activity




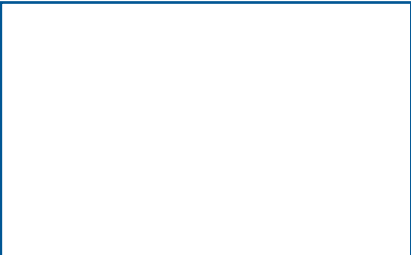
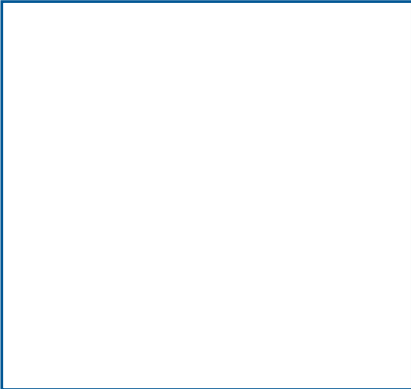
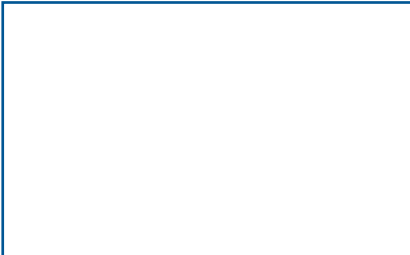
1 Designing Your Expo Station

Today, you will be sketching a design and creating a to-do list for your expo station, but first, let's refer back to the symposium task sheet/rubric. Your station must include research from three resources (which you found and noted in your proposal from reading Phineas Gage and from your reading in Unit 2) and activity (also noted in proposal).

Let's start by reviewing and revising your proposal. You will need to include at least one source from Unit 2 in your expo. Look back through your reading logs on Flowers for Algernon, the articles we read, and the research you conducted in Lesson 6, Activity 2. Determine what information would best help you present your position in your expo station. Revise your proposal to include that information.

You will be given a template of your tri-fold board; on this template you will need to determine what your board will look like. Great expo boards are not packed with lengthy reading; instead, consider bulleted lists or points, visual texts such as charts and graph, and images to help convey your information. Also, the middle board will have the title of your session.

Outline areas on the template where you will be placing information or text. In the outline, give a very brief description or title to the information that will be there. Keep in mind the types of visitors that will be visiting your station; make sure your station offers something for everyone. Also, give that area a number. On the next page, you will make more specific notes about the content of that area, as well as how that information will be presented (list, chart, image, etc.). You will also need to cite the sources for that area.

Location Number: Location on Board: Left Middle Right Top Bottom

Information with citation (author's last name or organization's name in parenthesis):

How will this information be represented?

List Small Paragraph Chart Graph Image Other

Describe:

Location Number: Location on Board: Left Middle Right Top Bottom

Information with citation (author's last name or organization's name in parenthesis):

How will this information be represented?

List Small Paragraph Chart Graph Image Other

Describe:

Location Number: Location on Board: Left Middle Right Top Bottom

Information with citation (author's last name or organization's name in parenthesis):

How will this information be represented?

List Small Paragraph Chart Graph Image Other

Describe:

Location Number: Location on Board: Left Middle Right Top Bottom

Information with citation (author's last name or organization's name in parenthesis):

How will this information be represented?

List Small Paragraph Chart Graph Image Other

Describe:

Location Number: Location on Board: Left Middle Right Top Bottom

Information with citation (author's last name or organization's name in parenthesis):

How will this information be represented?

List Small Paragraph Chart Graph Image Other

Describe:

Location Number: Location on Board: Left Middle Right Top Bottom

Information with citation (author's last name or organization's name in parenthesis):

How will this information be represented?

List Small Paragraph Chart Graph Image Other

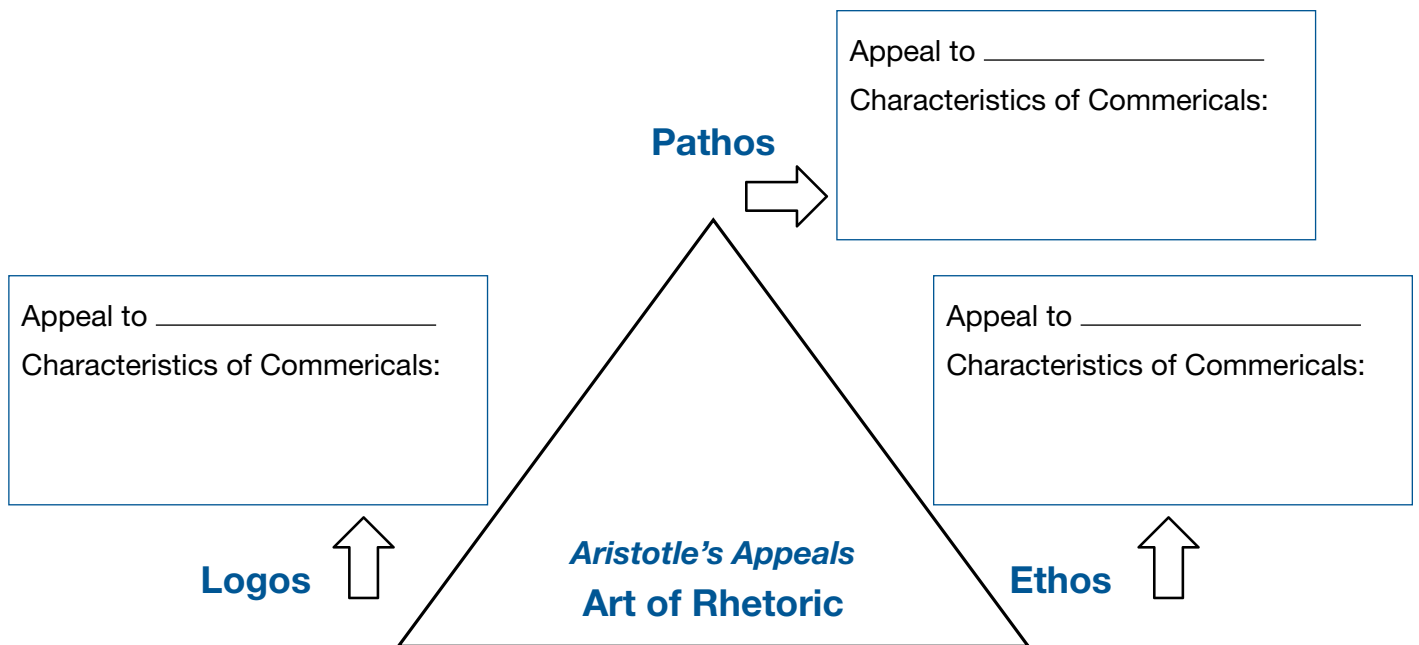
Describe:

Activity

3 Creating the Expo Take-Away

We have two goals for today’s lesson. First, we are going to complete a quick refresher on Aristotle’s Appeals (pathos, logos, and ethos). Remember that from Phineas? Then, we are going to work on a half-sheet take-away for our expo stations.

We are going to watch a commercial compilation that highlights specific examples of pathos, ethos, and logos persuasive techniques in advertising. Fill out the graphic organizer in your Academic Notebook as we watch the video.



Let’s think about these types of persuasive techniques in regard to audiences. Consider your age group. Rate the persuasive techniques in order of how they would work for your age group. The first one on the list should have the most impact while the last would have the least.

- 1

- 2

- 3

Now, raise your hands if you think pathos has the most impact on your age group.

Logo? Ethos? OK. Looks like you think that _____ is the most persuasive appeal for your age. Write a one-sentence explanation on your paper under the ratings.

Rate the persuasive techniques in order of how they would work for your community. The first one on the list should have the most impact while the last would have the least.

1

2

3

Now, raise your hands if you think pathos has the most impact on your community.

Logo? Ethos? Ok. Looks like you think that _____ is the most persuasive appeal for your community. Write a one-sentence explanation on your paper under the ratings.

Using that refresher and the expo design template and notes, you are going to design a half-sheet takeaway that visitors can take from your station. This document should have prioritized information from your expo as well as suggested activities or ideas that the visitor could try. Fill out the design template in the Academic Notebook and provide a rationale for your takeaway. I will be visiting each of you to see your takeaway draft and talk about your rationale.

What prioritized information do you think is important for the visitor to remember?

1

2

3

How will you represent it on your takeaway?

What suggested activity or idea did you include? Why?

What appeal(s) did you utilize in your takeaway design? Explain why and how.

Lesson 8

Communicating Brain Health

In this lesson you will

- Present your expo stations for neighboring classes and teachers to be evaluated by visiting teachers and your own teacher using an expo walk card.
- Collaborate in the prewriting of the brain health symposium press release.
- Perform a peer review of the press release drafts, applying knowledge of the event and four sentence structures.
- Compose a press release for the brain health symposium that includes the five newsworthy details.

Activity

1 Expo Walk

Today is the big day! Today, your peers from other classes and teachers from our school will visit our symposium. No need to worry — you have worked hard to ensure that they will have a great experience at each of your stations. Visitors will be presented with an Expo Walk Card on which they will evaluate three random stations. They will drop off these cards with me before they leave our symposium.

Also, I will be walking around with the guests, evaluating each station using the same criteria that is on the Expo Visitor Card. There will be an additional column on my card that will all me to add in the evaluation from the visitors in your total score.

Station Name:	Score (Possible Points in Bold)	Comments Regarding Your Score
Specific Brain Health Topic <ul style="list-style-type: none"> • Station targets a specific part of the brain. • Information and functions regarding the brain or specific part of the brain are included in station. • Specific problem associated with this part of the brain is targeted. • Research is evident. 	____ / 20	
Recommended Solution <ul style="list-style-type: none"> • Station includes activities and exercises targeted for this specific problem. • Station explains how activity or exercise aids with solving brain problem. • Research is evident. 	____ / 20	
Benefits <ul style="list-style-type: none"> • Station describes benefits for addressing issues with this part of the brain. • This station is a great addition to the symposium due to information and activity. • Research is evident. 	____ / 20	
Audience <ul style="list-style-type: none"> • Station (information and activity) caters to visitors (students and teachers). • Station welcomes visitors to participate and learn. 	____ / 20	
Station Appearance <ul style="list-style-type: none"> • Station is neat and organized; not overwhelming in material and décor. • Station is professional, informative, and persuasive. 	____ / 20	
Total Points	____ / 100	

Activity

2 Community Press Release

Wow! That was an outstanding symposium. I can only begin to tell you how proud I am of your thorough research and professional expo stations. Your neighboring peers and friends, as well as teachers, expressed how much they learned from visiting our symposium. They even had fun!

We need to share our success — all that we have learned and our symposium — with our neighbors in the community; they should definitely hear about the good events that occur in our school. Maybe next year they will want to even participate with us! The best way for us to share our successful symposium in through the composition and distribution of a press release. A press release is a document that shares the specifics of an upcoming event or successful recent event. It includes the five newsworthy details — who, what, when, where, and how. After it has been proofread, the source sends it to a local news affiliate (newspaper, television news, radio news) to share with its readers or listeners.

We are going to do a little pre-writing for our press release. Notice the five columns labeled with the newsworthy details. You will be working with partners to take notes in each column; together, you will jot down as many related notes as you can about each detail. Let's get started.

With a shoulder partner to your left, brainstorm the 'who' column.

Who	What	When	Where	How

Now, with a shoulder partner to your right, brainstorm the 'what' column.

Next, brainstorm the 'when' column with an individual with whom you have another class.

Brainstorm the 'where' column with a partner with whom you don't share any classes.

Lastly, brainstorm the 'how' column with someone with whom you haven't partnered.

Now that we have drafts of our press release ready, you will be partnering up to conduct a Peer Edit 3-2-1. Read your partner's paragraph and boiler plate and make notes in your Academic Notebook according to the 3-2-1.

Peer Review by: _____

Editing Criteria	Editor's Notes
<p style="text-align: center;">3</p> <p>Note three sentences that do not fulfill the sentence structure requirement or could use some revision in regard to parallelism and/or clarity.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">2</p> <p>List two details that could be added to the paragraph to give further description of the event.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">1</p> <p>Celebrate an especially great sentence that goes beyond the criteria.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

