



Middle School Assessment Task

Subject:	9D English
Teacher:	Miss Helen van Hulst
Task Title:	'Flowers for Algernon' Assignment
Draft Due Date:	Tuesday 5th May
Final Due Date:	Friday 8th May

Task Outline:

'FLOWERS FOR ALGERNON'

ASSESSMENT TASK

READING AND UNDERSTANDING THE STORY

Please write all responses in sentences and paragraphs unless you are specifically asked to provide a list or some other form of response. The suggested length of responses is intended as a guide for the detail desired; you do not have to write this exact number of words. Word limits apply to the entire question. You must submit this on LOOSELEAF in typed or handwritten form with your name in the top right hand corner of the front page. Remember, a draft is your best effort.

1. As a novella, 'Flowers for Algernon' is told in a series of diary entries or Progress Reports.
 - a) Who is writing these entries?
 - b) Who are they written for?
 - c) Does the audience change through Charlie's journey? If so, where? How do we know?
 - d) Why do you think Daniel Keyes has chosen this format?
 - e) Why is the story told in First Person? (80 words)
2. How did the changes in spelling, grammar and vocabulary help you make sense of what was happening to Charlie? Refer to at least 8 examples from the text in your answer. (80 words)

Live in truth – Grow in wisdom

3. What was it about Charlie that led Drs Nemur and Strauss to select him for the operation? Consider and mention Charlie's history, character, recommendations from others and family in your response. (80 words)
4. Describe the bond/relationship between Charlie and Algernon. Discuss their similarities and differences, consider their first and last meetings and describe how the relationship between them changes throughout the story. (60 words)
5. Describe Charlie's life at work. a) Where does he work? b) What is his actual job? c) How long has he worked there? d) Who are his 'friends' and co workers? e) What does Charlie like about these people? f) How do his views of them change over time? g) How do his feelings for them remain unchanged? Refer to at least three incidents in the story to support your views. (80 words)
6. In his entry on May 20, Charlie remarks: 'How strange it is that people of honest feelings and sensibility, who would not take advantage of a man born without arms or legs or eyes – how such people think nothing of abusing a man born with low intelligence'. a) Do you think that those with mental health issues or disabilities are treated worse than those who are physically disabled? b) Why do you think those who laugh at retarded people are laughing? c) What is happening inside us when we laugh at others? (100 words)
7. What does this story tell you about the merits being either intelligent or educated or both? a) Thinking about the educated people in the story, were they really the clever ones? b) Were there dangers involved in the pursuit of greater and greater knowledge either for the people involved or those they use? (60 words)
8. a) What happens to Charlie at the end? b) What happens to him beyond that? How can you know? c) How were you affected by the novella's ending? Were you surprised? Saddened? Shocked? (60 words)
9. What do you think of Charlie's advice to Dr Nemur to '...let people laff at you'. Write your response as though it was Dr Nemur writing a response to Charlie. (40 words)

- 10. In the fourth sentence of the novella, Charlie says 'I want to be smart' a) What drives Charlie to acquire/seek knowledge and intellect? b) How do his views about the usefulness and nature of knowledge change throughout the story? (50 words)**
- 11. Read pages 146 -149 of the Pearson English text. What similarities can you identify between the story of Charlie and the tale of 'Frankenstein'? In what ways are the two stories different? (80 words)**
- 12. What have you learned about yourself through reading and studying this story? (50 words)**

Flowers for Algernon Assignment

Your name: _____

Class: 9D

Date submitted _____

Self assessment /Teacher assessment

Story Content- 10 marks	The points were not supported with evidence from the text (0-4 Marks)	The points were supported clearly and consistently (5-7 Marks)	The points were supported thoroughly and accurately (8-10 Marks)
Structure/Sequence- 5 marks	The answers were hard to follow and/or did not follow the (0-1 Marks)	The answers were structured clearly and easy to follow (2-3 Marks)	The answers were structured uniquely whilst retaining a clear structure (4-5 Marks)
Grammar/Spelling- 5 Marks	Spelling and grammar was inconsistent with regular errors (0-1 Marks)	Spelling and grammar was consistent with few errors (2-3 Marks)	Spelling and grammar was highly accurate (4-5 Marks)
Knowledge 12 Marks	Demonstrated limited knowledge of the text (0-4 Marks)	Demonstrated sound knowledge of the text (5-8 Marks)	Demonstrated exceptional knowledge of the text (9-12 Marks)