

## “Flowers for Algernon” Performance Task Choices

Choose one task from the menu below to complete and submit on **Thursday, February 11<sup>th</sup>**. Projects are expected to reflect your **best** quality work and thought. A grading rubric is on the other side of this sheet. The grade will represent your project as a whole for standard ELA8RL2: 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. (Read, interpret and analyze text). There will also be components for participation and following directions, and conventions. (You will turn in this rubric so please keep it in your folder). All written work needs to be in neat, final draft form. All artwork/mobiles need to be created neatly and recorded work needs to be easily seen/heard.

1. Write TWO newspaper articles, approximately two paragraphs or more long, about what happened to Charlie. The format of the paper should look similar to a newspaper/newsletter. Write one from the factory worker’s point of view and the second from the doctors’ point of view. Then, finally, **write** an editorial, approximately three paragraphs long, in which you **evaluate** the experiment, taking into consideration these two extreme ways of thinking. You must take a definite position in your editorial! Both of the news stories should be backed by quotes from the story.
2. Create an attractive mobile about the story. This could take a shape if you’d like. A simple hanger and yarn with paper hanging from it will not do for this. You may make your own items to hang or use real ones. Be creative and represent one or more themes from the story. **(A theme is a strong message the author is revealing through the story)** Include an index card that summarizes your representation of Charlie’s story. Why do you include this theme(s) and how is it important in the story?
3. What happened to Charlie after the story ended? Write an ending of two or more pages and tie up the loose ends at the end of Keyes’ story. Write it in a journal format covering approximately four weeks of time. Like the story, write as if Charlie is revealing the events. You may show the decrease in his spelling and punctuation skills, however use the book as a sample. **Don’t simply summarize the story! Create an ending!**
4. An ode is a lyrical poem in praise of an object, person, or quality. It is a classical poetry form, originally meant to be sung for an audience, and is frequently grandiose in exaltation of its subject. Write an ode that Charlie might have written to Algernon after learning of Algernon’s death. Odes are approximately 10-12 lines long or longer.
5. Write lyrics to a song about Charlie’s Journey/ story and put it to music: your own or an existing tune. Record it on video, CD, or sing it in person. You must practice before you film or perform this. The lyrics need to be turned in as well.
6. Create a detailed painting/drawing with color and or shading that represents characters, setting, theme or major plot elements from the story. You may combine these elements or choose one. An index card is needed to summarize what’s represented in the artwork and why this was chosen. **You cannot copy a picture from the story**, however a picture may inspire you to create something on your own.

Name: \_\_\_\_\_  
 "Flowers for Algernon" Performance Task Grading Rubric

Standards	4	3	2	1
Reads, interprets, analyzes fiction	An exemplary, high quality product has been produced. All project requirements have been met and several have been exceeded. An in-depth understanding of the story's theme(s) is revealed.	An excellent, quality product has been produced. All project requirements have been met. A clear understanding of the story's theme(s) is revealed.	One or two minor omissions from the project requirements have been missed and detract from the quality of the finished product. The product reflects a basic understanding of the story's theme(s).	Three or more omissions from the project requirements have been missed creating a low quality product. The product reflects minimal understanding of the story's theme(s).
Feedback for this standard.				
Participation	In-school work time was used to its fullest with no observations made of wasting valuable work time.	In-school work time was used wisely with one or two observations made of not making the most of valuable work time.	In-school work time was used well with a few observations made of not making the most of valuable work time.	In-school work time was used, however several observations were made of not making the most of valuable work time.
Feedback for this standard.				
Conventions	Few, if any, error in spelling, punctuation, capitalization and grammar. Misspellings are of sophisticated vocabulary.	Spelling, punctuation, capitalization, and grammar are usually correct.	Errors are frequent enough to make the writing hard to understand at times.	Errors are so frequent that they are distracting. At times they make the product very difficult to read or clearly understand.
Feedback for this standard.	Spelling errors: Punctuation errors: Capitalization errors: Grammar errors:			

Additional feedback: