



 Prestwick House

Activity Pack

FLOWERS FOR ALGERNON

BY DANIEL KEYES



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Written by Darcy Carmichael

Name: _____

Date: _____

March 3**Progress Report****Objective:** Understanding Charlie's daily activity**Activity**

Charlie is writing his progress reports the only way he knows. He is spelling the words to the best of his ability and isn't worried about whether the spelling is correct or not. He is just writing what he feels and thinks.

Write a progress report exactly as if you were talking. Don't worry about spelling. Write about your day yesterday. Don't forget to title it just as Charlie does.

Name: _____

Date: _____

April 1**Playwriting/Acting****Objective:** Discovering character interaction within a scene**Activity**

We tend to look at characters more carefully when we read their words aloud, which can be fun when done in a group. In your group, write the April 1st entry as a play and then act it out for the class. Write the dialogue for each character as well as short stage notes as to what is happening. Practice the skit. You do not need to memorize the lines, but read the lines with emotion.

April 17

Free Association

Objective: Understanding a character's experiences

Activity

Dr. Strauss has told Charlie to free associate when something confuses him. Charlie had a nightmare and, upon waking, he started his free association. Dr. Strauss told him to "Think about the dream and just let my mind wander until other thoughts come up in my mind." (Pg. 50)

Free associate on one of the following: school, home, church, friends, future, past, memories. Remember to just let your mind wander. Don't worry about spelling, grammar, or complete sentences. You may wish to just write a list or do a visual mapping of your thoughts. Be creative.

Name: _____

Date: _____

May 1**Body Language****Objective:** Developing the ability to read body language**Activity**

We know that over half of communication is done non-verbally. With this being said, we need to make sure we are reading those non-verbal cues, such as body language and facial expressions, accurately. If we do not know how to read body language and facial expressions, we can vastly misread what the other person is trying to say.

Charlie says, "I can't understand what's going on unless I can see their faces." (Pg. 78) He can't clearly see the faces of the people in his dreams; therefore, he can't truly interpret them.

Take at least an 8 ½ x 11 sheet of paper and make a collage of different facial expressions and body language. You also need to label each as the emotion or message you believe is trying to be conveyed. When your paper is full and labeled, choose one of the images and write a brief paragraph on why you labeled it the way you did.

Name: _____

Date: _____

June 5**Poetry****Objective:** Developing an understanding of poetry**Activity**

Charlie has a memory of the time his sister Norma wanted to get a dog because she did so well on a history test. Their parents, however, wouldn't let her because they had already told Charlie he couldn't have a dog. Charlie never meant to stop his sister from getting a dog, but his sister blamed him for it.

As Charlie, write a poem of apology to Norma. Let her know that you never meant to keep her from being happy.

Name: _____

Date: _____

June 20**Allusions****Objective:** Recognizing and interpreting allusions in the text**Activity**

Writers often use allusions in order to make the reader aware of figures or events outside the text. Often, allusions refer to a literary or historical person, event, or place.

Charlie mentions that his father did not like being a salesman after watching *Death of a Salesman*. This allusion gives insight as to what kind of man Matt was.

If you are not already familiar with the play, *Death of a Salesman*, research it using the library and/or Internet. Make a list of details about Willy Loman, the salesman. After reviewing and sharing the information you have found, discuss and record the ways in which Matt is and is not like Willy. What might you be able to infer about Matt that we don't already know? What effect does knowing about this allusion have on the reader? What significance does it hold for the text?

Name: _____

Date: _____

July 12**Personal Response**

Objective: Writing a brief memoir about a situation similar to one in the text

Activity

Charlie begins to see how his life has been shaped and how he can affect his own future. When he learned he would be sent to the Warren State Home and Training School upon his deterioration, he had an insight. He says, "I see now that the path I choose through that maze makes me what I am. I am not only a thing, but also a way of being—one of many ways—and knowing the paths I have followed and the ones left to take will help me understand what I am becoming." (Pg. 220-221)

Can you see how your past decisions have shaped your present and how decisions you make now will affect your future? Write a brief memoir about your insights. Make sure you also discuss that you have many options in life and reflect on how some of those options could affect your future.

Name: _____

Date: _____

August 11**Letter to the Editor****Objective:** Writing a comprehensive and appropriate letter to an editor**Activity**

Letters to an editor are used by people as a way to have their voice heard by a number of people. Often the topics of these letters are based on what is happening in society at the time. By writing letters to the editor, people are able to express their opinion on a subject and, thereby, potentially educate and sway others to adopt similar beliefs as well as inspire them to take action.

Charlie makes a profound statement while talking with Mrs. Nemur about the success of science. He says, "Everyone builds on other men's failures. There is nothing really original in science. What each man contributes to the sum of knowledge is what counts." (Pg. 243)

As Charlie, write a letter to the editor explaining this comment. You may use any of his actual words, phrases, or sentences from the text to help you achieve the appropriate tone. Make sure you use the appropriate format for letter writing and make it look professional. Also, be sure to reference the source of any quotations.

Name: _____

Date: _____

September 27**Figurative Language****Objective:** Identifying and interpreting similes and metaphors**Activity**

A simile is a comparison of two things that uses “like” or “as” to connect them. Common similes include “white as snow” and “cold as ice.”

A metaphor also compares two things, but it does so in a more direct way than a simile. Metaphors do *not* use “like” or “as.” Examples include “My little brother is a tornado” and “This room is a refrigerator.”

In *Flowers for Algernon*, Keyes uses similes and metaphors to create instant, vivid pictures in the readers’ minds.

To complete the **Simile and Metaphor Chart**, think about the similes and metaphors you have already encountered. When you recognize one, record it in the first column, making sure to include a page number. In the second column, label it as either a simile or metaphor. In the third column, describe the image or idea the simile or metaphor brings to your mind. One example is provided for you. Find and describe the effects of at least five similes and metaphors.