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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Death of a Salesman

based on the play by  
Arthur Miller

Written by  
Mary B. Collins

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TABLE OF CONTENTS - *Death of a Salesman*

Introduction	5
Unit Objectives	8
Reading Assignment Sheet	9
Unit Outline	10
Study Questions (Short Answer)	13
Quiz/Study Questions (Multiple Choice)	23
Pre-reading Vocabulary Worksheets	41
Lesson One (Introductory Lesson)	55
Nonfiction Assignment Sheet	57
Oral Reading Evaluation Form	66
Writing Assignment 1	63
Writing Assignment 2	64
Writing Assignment 3	75
Writing Evaluation Form	78
Vocabulary Review Activities	72
Extra Writing Assignments/Discussion ?s	70
Unit Review Activities	79
Unit Tests	83
Unit Resource Materials	115
Vocabulary Resource Materials	129

A FEW NOTES ABOUT THE AUTHOR  
ARTHUR MILLER

Mr. Miller was born in Harlem (New York) on October 17, 1915. He attended public schools, but quit before graduation. He held odd jobs such as farmhand, laborer, etc. Later, he got into The University of Michigan where he wrote and attended classes. In 1938 he graduated from The University of Michigan.

In 1949 Mr. Miller won the Pulitzer Prize for *Death of a Salesman*. In 1953 *The Crucible* was produced on Broadway. Other notable works by Arthur Miller include *All My Sons*, *After The Fall*, *A View From The Bridge*, *The Price*, *Incident at Vichy*, and *The Misfits* (a movie starring Marilyn Monroe, to whom he was once married.)

--- Courtesy of Compton's Learning Company

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Death of a Salesman* by Arthur Miller. It includes nineteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main idea in the play through a bulletin board activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the play.

Following the discussion, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

The **group activity** which follows the discussion questions has students working in small groups to discuss the main themes of the play. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the play.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students create a sales plan relating to the class project. The second assignment is to persuade: students write a sales speech in which they convince someone to buy their products. The third assignment is to give students a chance to express their own opinions: students evaluate the success of the class project and tell about their own experiences with it.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Death of a Salesman*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer or multiple choice. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for higher level students.

There are additional **support materials** included with this unit. The **extra activities packet** includes suggestions for an in-class library, crossword and word search puzzles related to the play, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

## UNIT OBJECTIVES - *Death of a Salesman*

1. Through reading Arthur Miller's *Death of a Salesman*, students will gain a better understanding of the importance of one's own values.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will actually become salespeople in the class project related to this unit.
4. Students will study the symbolism in the play and look at the theme of reality versus illusion.
5. Students will look at advertisements to see how they affect us in our daily lives.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Death of a Salesman* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the play through the vocabulary lessons prepared for use in conjunction with the play.
9. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the play
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
10. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.



READING ASSIGNMENT SHEET - *Death of a Salesman*

Date Assigned	RA#	Section Assigned	Completion Date
	1	Beginning of Act One to the woman's appearance	
	2	The woman's appearance to the end of Act One	
	3	Beginning of Act Two to Charley's 2nd entrance	
	4	Charley's 2nd entrance to end of the restaurant scene	
	5	End of the restaurant scene to end of the play	

UNIT OUTLINE - *Death of a Salesman*

<b>1</b>  Introduction	<b>2</b>  Speaker	<b>3</b>  Project Work	<b>4</b>  Writing Assignment #1	<b>5</b>  Writing Assignment #2 PV RA 1
<b>6</b>  Read RA 1 PV RA 2	<b>7</b>  Study ?s RA 1 Read RA 2 PV RA 3	<b>8</b>  Study ?s RA 2 Read RA 3 PV RA 4	<b>9</b>  Study ?s RA 3 Read RA 4 PV RA 5	<b>10</b>  Study ?s RA 4 Read RA 5
<b>11</b>  Study ?s RA 5 Extra Discussion ?s	<b>12</b>  Vocabulary	<b>13</b>  Group Activity	<b>14</b>  Reports & Discussion	<b>15</b>  Library
<b>16</b>  Writing Assignment #3	<b>17</b>  NFR Reports	<b>18</b>  Review & Writing Conferences	<b>19</b>  Test	

Key: P = Preview Study Questions V = Prereading Vocabulary Worksheets RA = Reading Assignment

## LESSON ONE

### Objectives

1. To introduce the *Death of a Salesman* unit.
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-3
4. To familiarize students with the vocabulary for chapters 1-3

NOTE: In this unit (Lesson Two) you are scheduled to have a guest speaker. Make sure you have looked at Lesson Two and have made the appropriate arrangements.

Prior to Lesson One, you need to have put up background paper on the bulletin board and to have assigned students each to bring in some sort of advertisements--from a magazine or the mail--anything that can be posted on your bulletin board.

Also, have the part assignments worked out so you can tell students which lines they will be responsible for reading. A part assignment sheet is included for your convenience. If you prefer, you can just assign the parts on the day that they will be read to whatever students happen to be present in your class that day.

### Activity #1

Have students show their ads (tell what they are in case everyone can't see them) and let the students post them on the bulletin board in a random fashion. Take a few minutes to look at each ad, discussing what each one is trying to persuade the reader to do.

TRANSITION: In our mail, in magazines, on television, on the radio, on billboards, even on the clothes we wear, we are constantly bombarded with advertising. Someone is always trying to persuade us to buy or to do something. That's sales. He who convinces the most people to buy wins (stays in business). The play we are about to read is about a salesman who upon coming to the end of his career looks back at the reality of his life.

### Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

## WRITING ASSIGNMENT #1 - *Death of a Salesman*

### PROMPT

You should know now what you are going to sell and why you are going to sell it. The question that is left is, "How?". That's what you have to decide next. Your assignment is to make a sales plan; a plan that gives step-by-step details about how you plan to achieve your goal.

### PREWRITING

Answer these questions:

1. How much money do you want to make?
2. How many widgets (a common name for whatever is being sold) do you need to sell to earn that much money?
3. How many people will you need to contact to sell that many widgets?
4. Who will you contact?
5. How will you contact them?
6. When will you contact them?
7. What if you haven't made enough sales by the time this supply of contacts runs out?  
Where will you go next?

### DRAFTING

Use the usual heading you put on all your papers, with your name, class, date, etc. Title your paper, "Sales Plan."

Begin with the heading, "Goal." In this section describe what your goal is; how much money you want to make and how many widgets you have to sell to make that much money.

Your next heading is, "Contacts." In this section, write down exactly who you will contact. You may use groups of people instead of individual names, if you like.

Your next heading is, "Scheduling." In this section give the schedule of when and where you will contact the people listed under "Contacts."

Your next heading is, "Plan B." In this section, explain what you will do if you haven't reached your goal by the time you have run out of people in your "Contact" section.

Your final heading is, "Summary." In this section, summarize your plan.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

### PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.