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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

The Miracle Worker

based on the play by
William Gibson

Written by
Janine H. Sherman

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A FEW NOTES ABOUT THE AUTHOR

William Gibson

GIBSON, William (1914-). Playwright and poet, William Gibson, was born on November 13, 1914 in New York, New York. He attended the College of City of New York (now City College of the City University of New York) from 1930-1932. The former piano teacher married his second wife, Margaret Brenaman, a psychoanalyst, on September 6, 1940. During the late 1940's he and his wife Margaret spent time in Kansas; she doing post-graduate work at Menniger; he doing research for his writing at Kansas University. While there he served on the Board and acted with the Topeka Civic Theatre. He was known to play jazz piano in East Topeka.

William Gibson also wrote under the pseudonym, William Mass. His awards and honors include: The Harriet Monroe Memorial Prize 1945, for a group of poems published in *Poetry*, The Topeka Civic Theatre award, 1947, for *A Cry of Players*, and the Sylvania Award, 1957 for the television play, "The Miracle Worker." While he has written over twenty-five plays and a variety of poetry, fiction, and criticisms; he is best known for his 1957 play, *The Miracle Worker*. Originally written and performed as a television drama, it was later adapted for the stage, screen, and again for television in 1979. It has been deemed "one of the most assuredly affirmative dramatic works to come out of the optimistic 50's."

In 1982 Gibson returned to the characters of *The Miracle Worker* with the play *Monday After the Miracle*. Helen, now 21 years old, has entered college, with Annie Sullivan accompanying her as translator and tutor. It did not receive the acclaim of its predecessor, but has been called "At the very least a well-made play." He has been president and co-founder of the Berkshire Theatre Festival in Stockbridge and makes Stockbridge, Massachusetts his home. He has two sons, Thomas and Daniel.

INTRODUCTION - *The Miracle Worker*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Miracle Worker* by William Gibson. It includes twenty lessons supported by extra resource materials.

The **introductory lesson** introduces students to background information about places, people, and events mentioned throughout this novel. It also doubles as the first writing assignment for the unit. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. The next lesson following the transition, students are given the materials they will be using during the unit.

The **reading assignments** are approximately twenty-five 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 the 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. 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 the 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 extra discussion questions, 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.

Following the reading of the book, two lessons are 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 novel. These questions are done as a **group activity**. 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 novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

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 will write a composition about one of the background topics assigned in Lesson One. The second assignment is to give students a chance to persuade: students pretend to be a frustrated Annie writing to Mr. Anagnos of The Perkins Institute asking him to allow her to return and give her a teaching job there. The third assignment gives students the opportunity to express their personal ideas: students will share a time they taught someone something meaningful.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Miracle Worker*. 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**.

There is an optional **class project** (Seeing and Hearing Through Your Hands) through which students gain first-hand knowledge of and utilize Braille and sign language.

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: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit resource section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, 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.

UNIT OBJECTIVES - *The Miracle Worker*

1. Through reading William Gibson's, *The Miracle Worker*, students will gain a better understanding of the themes of courage, patience, and perseverance.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will define their own viewpoints on the aforementioned themes.
4. Students will be exposed to the post-Civil War era in the South.
5. Students will become familiar with and use Braille and Sign Language.
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 *The Miracle Worker* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
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 novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *The Miracle Worker*

Date Assigned	Reading Assignment	Completion Date
	Act I (pages 1- <i>top</i> 23)	
	Act I (pages <i>mid</i> 23 - 47)	
	Act II (pages 48 - <i>top</i> 71)	
	Act II (pages <i>mid</i> 71 -91)	
	Act III (pages 92 - <i>top</i> 107)	
	Act III (pages <i>mid</i> 107-122)	

Note: Since *The Miracle Worker* is a play, it is really meant to be acted-out on the stage. If you and your students are so inclined and interested, a production with minimal props is possible. This unit is not planned for complete production. However, it is planned to have the parts spoken by various students during in-class reading. A list of characters needed for reading is provided, and a group reading practice is allowed for in Lesson Three.

UNIT OUTLINE - *The Miracle Worker*

1 Library Nonfiction Rdg Assignment Writing Assignment #1	2 Introduction Role Play Materials	3 Part Assignments PV Act I Pages 1-23	4 Read Act I Pages 1-23 PV Act I Pages 23-47	5 Read Act I Pages 23-47 Characterization
6 Act I Study ?'s & Vocabulary Practice PV Act II Pages 48-71	7 Read Act II Pages 48-71 Oral Rdg Evaluation	8 Writing Assignment #2 PV Act II Pages 71-91	9 Read Act II Pages 71-91	10 Act II Study ?'s and Vocabulary Practice
11 Writing Evaluation PV Act III Pages 92-107	12 Read Act III Pages 92-107 PV Act III Pages 107- 122	13 Read Act III Pages 107-122	14 Act III Study ?'s and Vocabulary Review and Practice	15 Writing Assignment #3
16 Extra Discussion Questions	17 Extra Discussion Questions	18 Vocabulary Review	19 Unit Review	20 Test
21 Seeing and Hearing Through Your Hands	22 Seeing and Hearing Through Your Hands	23 Seeing and Hearing Through Your Hands		

Key: **P** = Preview Study Questions **V** = Vocabulary Work **R** = Reading

LESSON ONE

Objectives

1. To give students background information for *The Miracle Worker*
2. To give students the opportunity to fulfill their nonfiction reading assignment that goes along with this unit
3. To give students practice using library resources
4. To prepare students for the introductory activity in Lesson Two.
5. To give students the opportunity to write to inform by developing and organizing facts to convey information.

Activity

Assign one of each of the following topics to a small group of your students. Distribute Writing Assignment #1. Discuss the directions in detail. Take your students to the library so they may work on the assignment. Students should fill out a "Nonfiction Assignment Sheet" for at least one of the sources they used, and students should submit these sheets with their compositions.

Topics:

1. What is braille? How is it used? How did it come into use?
2. When and who developed sign language?
3. Demonstrate the major symbols used in signing.
4. Who is Helen Keller?
5. During what years did the Civil War take place?
6. What were the main issues of the Civil War?
7. Which side won the Civil War and what did it signify?
8. List the significant battles of the Civil War and their outcomes.
9. Name the most prominent generals for the South and the North in the Civil War.
10. What and where is the Perkin's Institute?
11. How are blind and deaf children able to learn ?
12. What did Alexander Graham Bell have to do with deaf education?
13. Where and what is The Perkins Institute?
14. Where is Radcliffe College? What caliber of educational institution is it?
15. Where is Tuscumbia, Alabama?
16. Of what significance was the Battle of Vicksburg?
17. What would living in a state asylum (almshouse) be like in the 1880's?
18. How has the treatment of and the effects of diseases such as acute congestion changed since the 1880's?
19. What accomplishments did Helen Keller achieve in her lifetime?
20. Who was Robert E. Lee? What did he represent to the South?
21. Who was Polly Thompson?
22. What is the Horace Mann School and where is it located?
23. Who is Dr. Samuel Gridley Howe?
24. Who was Annie Sullivan?

WRITING ASSIGNMENT #1 - *The Miracle Worker*

PROMPT

You are going to read a remarkable play about a blind and deaf five-year-old girl that takes place in the post-Civil War South in the United States during the 1880's. Before you read it, however, it would be beneficial for you to have some background information about some of the people, places, and things mentioned in the story.

You have been assigned one topic about which you must find information. You are to read as much as you can about that topic and write a composition in which you relate what you have learned from your reading. Note that this is a *composition*, not just a sentence or two.

PREWRITING

You will go to the library. When you get there, use the library's resources to find information about your topic. Look for books, encyclopedias, articles in magazines- anything that will give you the information you require. Take a few notes as you read to help you remember important dates, names, places, or other details that will be important in your composition.

After you have gathered information and become well-read on the subject of your report, make a little outline, putting your facts in order.

DRAFTING

You will need an introductory paragraph in which you introduce your topic.

In the body of your composition, put the "meat" of your research- the facts you found- in paragraph form. Each paragraph should have a topic sentence (a sentence letting the reader know what the paragraph will be about) followed by an explanation, examples, or details.

Write a concluding paragraph in which you summarize the information you found and conclude your report.

PROMPT

After you have finished a rough draft of your paper, revise it yourself until you are happy with your work. Then, ask a student who sits near you to tell you what he/she likes best about your work, and what things he/she thinks can be improved. Take another look at your composition, keeping in mind your critic's suggestions, and make the revisions you feel are necessary.

PROOFREADING

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