




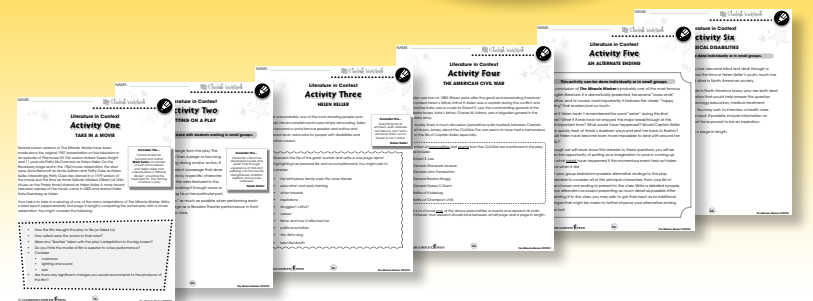
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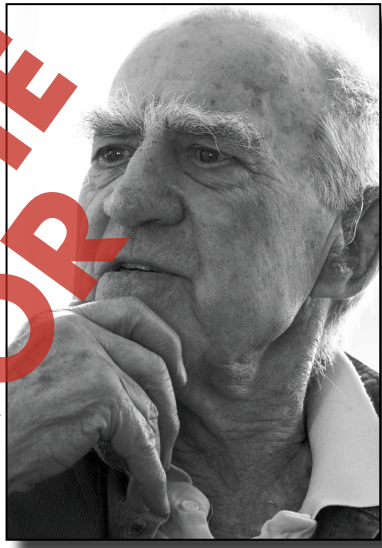
## William Gibson

William Gibson was born in the Bronx, New York, on November 13, 1914. Gibson grew up in New York City and went on to attend the City College of New York, from 1930 until 1932.

**A**s a young boy William loved to read and spent hours immersed in the lives of his favorite works of fiction. It was during his youth that he also developed an interest in writing, and saw his first work published in a school newspaper after winning a contest. William was also a talented musician, being an accomplished pianist.

After four semesters, William was expelled from college for not completing any courses but Literature, which he loved. He then decided to move to Kansas where as a piano teacher he was also able to pursue his love of the theater. In Topeka, Kansas, Gibson saw his earliest plays produced. Most of these early works were light comedies. Two of them, *A Cry of Players* (1948), and *Dinny and the Witches* (1948) were revised and restaged during his later career. It was, though, twenty long years before he was able to make a living at his writing.

In addition to plays, Gibson has written poetry, fiction, and an autobiographical family chronicle called *A Mass for the Dead*. His most famous work was the tremendously popular play, *The Miracle Worker* (1959) – the story of Helen Keller and her teacher, Anne Sullivan. Originally written and performed as a television drama, the play was later adapted for stage and film. Another play, *Two for the Seesaw* also enjoyed great success. Both were produced on Broadway and made into motion pictures. In 1982, he wrote a sequel to *The Miracle Worker*, called *Monday after the Miracle*, based on the life of Helen Keller as a college student. Gibson continues to write for television. He worked with science fiction writer Tom Maddox on an episode of *The X-Files* in 1998. Gibson now lives in Stockbridge, Massachusetts, where he co-founded the Berkshire Theater Festival.



### Did You Know..?

- Gibson's mother tutored him so that he could skip grades in school.
- Until Gibson made a living by writing, he made money by playing piano and working other part time jobs.
- In the 6th grade Gibson bought notebooks hoping to write a novel about an uncle killed in wartime.



## Act One, Scene 2

Scene Two begins with the first appearance of Anagnos. The first line in Scene Two is: *Without pause, from the dark down left we hear a man's voice with a Greek accent speaking.* The scene ends with the confrontation of Captain Keller and Viney. The last paragraph begins: *Viney beats a rapid retreat.*

1. Why might the parents of a deaf and blind child tend to spoil him/her?

\_\_\_\_\_

2. Why might this parenting approach not be a good idea in the long run?

\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

A	obstinate	A	meet
B	woebegone	B	stubborn
C	mourn	C	inconspicuous
D	fragment	D	lean
E	subtle	E	depressed
F	impersonal	F	feel
G	dismay	G	redirect
H	encounter	H	clear
I	incline	I	piece
J	grope	J	bewail
K	divert	K	unfriendly
L	intelligible	L	disappointment



## Act One, Scene 2

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Annie promises Anagnos that she will be ladylike with the Kellers.
- T F b) Annie was to be paid \$500 a month by the Kellers.
- T F c) The children of the school gave Annie a pair of smoked glasses.
- T F d) Annie and her little brother, Jimmie, came to stay at the school when they were 7 and 5 years of age.
- T F e) Viney thought it was a good idea that Helen's parents gave her candy before meals.
- T F f) All of the children who came to say goodbye to Annie were blind.

2. Number the events from 1 to 6 in the order they occurred in these chapters.

- a) Anagnos gives Annie a garnet ring.
- b) Kate guiltily gives Helen a peppermint before dinner.
- c) Anagnos offers Annie some last words of advice.
- d) Kate leaves home to meet the train.
- e) Annie says her goodbyes to the children at the school.
- f) Annie remembers first coming to the school with her brother, Jimmie.



## Act One, Scene 2

Answer each question with a complete sentence.

1. List two words that Annie uses to describe herself to Anagnos in this scene.

\_\_\_\_\_

2. Describe Annie's condition when she arrived at Anagnos' school.

\_\_\_\_\_

3. According to Anagnos, Annie's success at the school could be attributed to her battle for what?

\_\_\_\_\_

4. What was Annie expected to spend the money on that Anagnos loaned her?

\_\_\_\_\_

5. Who was the last person that Annie loved?

\_\_\_\_\_

6. What present did the children give to Helen?

\_\_\_\_\_



### Journaling Prompt

It would seem that Annie Sullivan had already overcome many personal and physical obstacles in her young life. Now she is leaving for the Kellers to start a new chapter in her life – as Helen's teacher. Write an imaginary entry in Annie's journal describing her innermost feelings as she sets out on this new adventure.



## Act 3, Scene 1

### The Interview

You are the editor of a newspaper in Tuscumbia, Alabama – near the Kellers' home, Ivy Green. You have heard the exciting story about how Annie Sullivan is teaching her young blind and deaf student, Helen Keller, how to communicate. You arrange to meet with Annie Sullivan to do an interview for the next edition of your weekly newspaper.

Prepare at least seven penetrating questions to ask Annie about how she was able to make such ground-breaking inroads with her young student. Annie's answers to your questions should reveal something of her extraordinary character, and perhaps details of her difficult past that helped prepare her for succeeding at such a difficult task.



## Act 3, Scene 2

### Critical Review!

Your assignment is to write a brief review of *The Miracle Worker* for posting on a website such as [www.amazon.com](http://www.amazon.com). This review can be about the play itself, or a performance of the play that you have seen (either a live theatrical performance, or a movie version). This is an opportunity to share your opinion of the play with other young people who are deciding whether to read the play or not.

Your review should be at least two paragraphs in length. One paragraph should briefly describe the plot (without giving away the ending). The second paragraph should give your impression of the play.

When writing your impression, try to include one favorable comment and one suggestion as to how the play might be improved.



## Word Search Puzzle

Find the 16 words from the Word Box in the Word Search Puzzle. The words are in a straight line, but can be forwards, backwards, or even diagonal.

appeal	dignity	lament	stethoscope
bide	dismay	obliged	stolid
compel	imp	paroxysm	wry
contempt	inarticulate	respond	



## Comprehension Quiz

Answer each question in a complete sentence.

- What caused Helen's blindness and deafness?  
\_\_\_\_\_
- According to Kate, what was the cause of Helen's rages?  
\_\_\_\_\_
- What was unusual about the school from which Annie Sullivan graduated?  
\_\_\_\_\_
- Why was Kate so concerned about hiring Annie to be Helen's teacher when they first met at the train station?  
\_\_\_\_\_
- What two members of the Keller family were not getting along very well?  
\_\_\_\_\_
- What present did the children of Annie's school give to Annie and to Helen?  
\_\_\_\_\_
- Where had Annie grown up and with what member of her family did she spend this time with?  
\_\_\_\_\_

SUBTOTAL: /14

## Five W's Chart

The play, *The Miracle Worker*, features many exciting, memorable moments. Take a moment to reflect on some of the more interesting incidents that you enjoyed in the play, then choose one event for this particular assignment. The Five W's is a helpful device used by newspaper reporters to help capture the important elements of an interesting story. Using the particular incident you selected, complete the following chart filling in the details for each of the Five W's.

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

NAME: \_\_\_\_\_

After You Read 



# Act Two, Scene 3

Answer each question with a complete sentence.

1. Why do you think Annie keeps hearing her brother Jimmie's voice?

\_\_\_\_\_  
\_\_\_\_\_

2. Who was it that told Annie about the school for the deaf and blind?

\_\_\_\_\_  
\_\_\_\_\_

3. Why didn't Jimmie accompany her to the school?

\_\_\_\_\_  
\_\_\_\_\_

4. What did Keller fear might happen to Helen because of Annie's efforts?

\_\_\_\_\_  
\_\_\_\_\_

5. Why do you think Kate refused to give Annie her notice?

# EASY MARKING

6. What change in living arrangements does Annie recommend?

\_\_\_\_\_  
\_\_\_\_\_



## Journaling Prompt

Annie's description of the asylum in which she grew up was quite horrifying. What in particular did you find disturbing? Please explain why.

1.

Answers will vary.  
Unresolved guilt?

2.

The crones.

3.

He died.

4.

She will end up in an  
asylum.

5.

She knew in her heart  
that Annie's methods  
were worth a try.

6.

That she and Helen  
go to live in the  
garden house.

31

1.

Answers will vary.

2.

Answers will vary.

## Vocabulary

Answers will vary.

5.

- o) doll
- p) mocking-bird

32

1.

- a) garden
- b) furniture
- c) appetite
- d) be
- e) two
- f) country
- g) Kate
- h) rage

3.

- i) James
- j) mother
- k) Helen
- l) pity
- m) Percy
- n) cake

2.

- a) A
- b) D

33



1.

Answers will vary.

2.

Very vulnerable and  
fearful for Helen.

3.

Answers will vary.  
(i.e. to reach Helen,  
because she liked  
Percy.)

4.

She is very upset. With  
Annie, she can't get  
her own way all the  
time.

5.

Captain Keller treats  
everyone else better  
than he does his own  
son.

6.

She has to make  
the connection  
between the word  
being spelled and the  
object of attention.

34

## The Miracle Worker

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.5** Analyze how a drama or poem's form or structure contributes to its meaning.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** 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; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.