

Critical Thinking Skills

The Miracle Worker

Skills For Critical Thinking		Chapter Questions										Writing Tasks	Graphic Organizers	Bonus Worksheets
		A1, S1	A1, S2	A1, S3	A1, S4	A2, S1	A2, S2	A2, S3	A2, S4	A3, S1	A3, S2			
LEVEL 1 Knowledge	<ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence Events 	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
LEVEL 2 Comprehension	<ul style="list-style-type: none"> Compare and Contrast Summarize State Main Idea Describe Classify 	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
LEVEL 3 Application	<ul style="list-style-type: none"> Plan Interview Infer Outcomes 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysis	<ul style="list-style-type: none"> Draw Conclusions Identify Supporting Evidence Motivations Identify Cause and Effect 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Synthesis	<ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Evaluation	<ul style="list-style-type: none"> State & Defend An Opinion Make Judgements 	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓

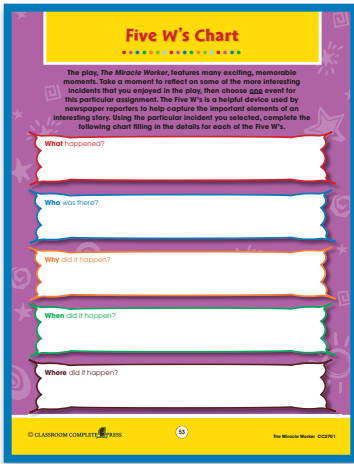
Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **The Miracle Worker**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



FIVE W'S CHART

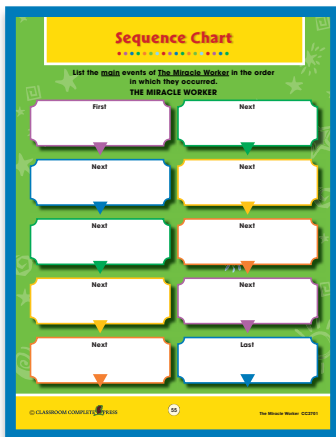
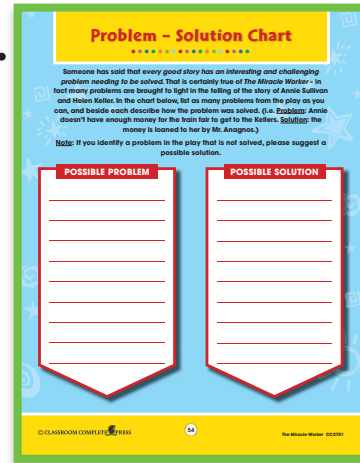
The play, **The Miracle Worker**, features many exciting moments. In this activity, students are asked to isolate one such event that they particularly enjoyed. Using the chosen event, the student is asked to complete the **Five W's Chart**, providing the relevant details for the 5 W's – **who, what when, why and where**. The five W's have been used as a helpful device by newspaper reporters when compiling the main elements of a story.

Found on Page 53.

PROBLEM – SOLUTION CHART

The Miracle Worker deals with several interesting problems. Highlighted, of course is the struggle undertaken by Annie Sullivan to teach Helen to communicate. Other problems also arise as the story unfolds – problems that are tied-in with Annie's determined goal; and problems involving relationships within the Keller family. Students are asked to list as many problems from the play as they can. These are entered in the left-hand column. In the right-hand column, possible solutions to these problems are suggested.

Found on Page 54.



SEQUENCE CHART

The plot of **The Miracle Worker** is filled with memorable events – so much so that it is a tall order to isolate the “main events” of the play, as this assignment expects. In assigning the **Sequence Chart** activity, it might be helpful for the teacher to remind the students that each event selected should be a key component in moving the plot toward the climax of the play (the scene at the water pump featuring Annie and Helen, where Helen makes the connection between water and the word “water”).

Found on Page 55.



Act Two, Scene 2

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

- T F** a) Annie insisted that Helen eat with a fork.
- T F** b) The only "Sullivan" that Aunt Ev heard of was the boxer, John L. Sullivan.
- T F** c) Viney surprisingly referred to Helen as "the angel of the family".
- T F** d) After Annie releases Helen from the dining room, the girl took refuge with her mother.
- T F** e) Viney's two children were disinterested in what was going on between Annie and Helen in this scene.
- T F** f) Helen seems quite concerned when her mother begins weeping at the end of this scene.

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

- a) For her second plate of food, Annie insists that Helen eat with a proper utensil.
- b) Annie insists that Helen remain seated.
- c) Annie removes the plates from the table.
- d) Helen spits a mouthful of food at Annie.
- e) Annie slaps Helen after being pinched.
- f) Helen finds her plate and wolfs down her first plate of food.



Act Two, Scene 2

Answer each question with a complete sentence.

1. Do you think Annie should have slapped Helen? Explain your answer.

2. Why do you think Annie persists in keeping Helen in her chair?

3. Why do you think Annie considered it so important that Helen eat with a proper utensil?

4. Who was Kate proud to claim as a cousin of the Kellers?

5. What three accomplishments did Annie report that Helen had done?

6. Why do you think Kate was overcome with emotion at the end of this scene?

SAMPLE

Journaling Prompt



Annie and Helen engage in a ferocious battle of wills in this scene. Think of a time when you (or someone you know) was involved in a battle of wills. Describe what happened.



Act Two, Scene 3

The first paragraph in this scene begins, *Upstairs Annie enters the room, closes the door, and stands back against it...* It ends with the paragraph beginning, *(Kate squeezes her fist, squeezes it hard, and hastens out after Keller.)*

1. Annie makes the statement "All's fair in love and war." Do you agree with this statement? Support your answer.

2. Annie's childhood was filled with hardship. Which of the following do you think would be the most difficult to be deprived of: material goods (other than essentials), parents and friends, a nice home, or security? Explain the reason for your selection.

Vocabulary

Circle the correct word that matches the meaning of the underlined word.

- She found the police report to be quite factual.
a) unnecessary b) accurate c) sympathetic d) objectionable
- Susan was most ineffectual as a crossing guard.
a) unsuccessful b) effective c) expensive d) playful
- My niece was a most impertinent little girl.
a) deceitful b) patient c) generous d) sassy
- I won't even contemplate performing the task until I am paid.
a) start b) sanction c) consider d) benefit
- My great aunt is a very frivolous person.
a) flighty b) generous c) talented d) obedient
- The teacher often presented his lessons in parables.
a) auditoriums b) audio c) visual d) stories