

PRESTWICK HOUSE

# Activity Pack

## THE CRUCIBLE

BY ARTHUR MILLER



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ISBN 1-58049-642-3 Reorder No. PA6423

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# *The Crucible*

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# *The Crucible*

## **Activity Pack Teacher's Edition**

All references come from the Penguin Plays edition of *The Crucible*, copyright 1982.

### **Pre-Reading**

#### **Anticipation Guide**

**Objectives:** Analyzing personal values.  
Anticipating events in a drama.

#### **Activity**

**Directions:** Answer the following true/false questions. Don't worry. There are no right or wrong answers. These are all concepts that you will encounter when reading *The Crucible*. You will find it helpful to know where you stand on these issues. Next, choose three of the statements to explain. For example, you might think that a particular statement is true most of the time, but note that there can be exceptions.

- \_\_\_\_\_ 1. Ministers commit fewer sins than everyone else.
- \_\_\_\_\_ 2. Secrets are private information between people that should never be told.
- \_\_\_\_\_ 3. It is better to keep silent than to tell a lie.
- \_\_\_\_\_ 4. In most cases, the court will find the truth concerning someone's guilt or innocence.
- \_\_\_\_\_ 5. It is not a sin to let someone else take the blame for something you have done.
- \_\_\_\_\_ 6. Most people are courageous.
- \_\_\_\_\_ 7. Even bad people have some good in them.
- \_\_\_\_\_ 8. It's okay to cheat on your spouse if you are not in love.
- \_\_\_\_\_ 9. White lies, or small lies, don't really matter. It is the big lies that are the most sinful.
- \_\_\_\_\_ 10. Women should obey their husbands at all times.
- \_\_\_\_\_ 11. People who commit adultery should be put in jail or punished.
- \_\_\_\_\_ 12. If our justice system used public embarrassment as punishments, such as whippings or public ridicule, people would be less likely to commit crimes.
- \_\_\_\_\_ 13. When put on the witness stand in court, most people tell the truth.
- \_\_\_\_\_ 14. People who admit they desire someone else's husband or wife should be punished.
- \_\_\_\_\_ 15. Dancing is sinful, and those who practice it should be punished.

# *The Crucible*

## **Activity Pack Student Edition**

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### **Pre-Reading**

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Anticipating events in a drama.

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- \_\_\_\_\_ 14. People who admit they desire someone else's husband or wife should be punished.
- \_\_\_\_\_ 15. Dancing is sinful, and those who practice it should be punished.

Explanation #1

Explanation #2

Explanation #3:

*Note to teacher: After students are finished with the quiz, it will be helpful to conduct a class discussion about all or some of the questions. Tell students that these are just some of the issues that they will encounter when reading the play. When students are judging each others' explanations, look for concrete reasoning and relevant examples.*

Explanation #1

Explanation #2

Explanation #3:

## Pre-Reading

### Research/Presentation

**Objectives:** Identifying Puritan beliefs and customs.  
Researching and analyzing historical events and writings.  
Working cooperatively in a group.  
Presenting findings to a real audience.

### Activity

**Directions:** To understand *The Crucible* and to be able to fully enjoy reading it, you must understand some aspects of Puritan life as well as other concepts. You will be assigned one of the topics below to research. You will also find some of the important ideas that you should include in your report. Suggested sources for research include reference books, periodicals, and the Internet.

- Salem witchcraft trials:
  - timeline of trials
  - punishments of accused witches
  - map of 18<sup>th</sup> century Salem
  - actual court proceedings
- Famous writers of the Puritan era:
  - writings of Jonathan Edwards
  - Anne Bradstreet
  - Cotton Mather
  - William Bradford
- Arthur Miller, the playwright:
  - his life
  - writings
  - motivations
- Puritan life:
  - dress
  - daily life
  - education
- Theocracy, Puritan government:
  - laws
  - beliefs
  - religion
- Mass hysteria:
  - modern examples



## Pre-Reading

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- Theocracy, Puritan government:
  - laws
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- Mass hysteria:
  - modern examples

You will then present your findings to a real audience—your class. Within each group, assign yourself one of the following roles:

- A. **Writer:** You are responsible for locating materials and combining everyone's information to submit the group's written report, which will be about 2 typed pages in length.
- B. **Designer:** You are responsible for creating a visual aid for the presentation. This may be a collage of pictures and writings on a poster, a map, PowerPoint presentation, or a brief outline of your presentation.
- C. **Motivator:** You are responsible for getting every member of the class involved in the presentation. For example, give a quiz, bring a Puritan recipe for everyone to sample, dress in Puritan costume and demonstrate a typical Puritan skill, or lead the class in writing a poem. Be inventive!
- D. **Presenter:** You are responsible for leading the presentation, which will be 5-10 minutes in length. Schedule and conduct a rehearsal when all group members can be present. Discuss each aspect of the presentation, who will do what, and the order of things.

Here are the things that EVERYONE will do:

- Research. Turn in your findings to your group's writer.
- Revise and proofread the final group's report. This will improve your grades.
- Participate in the rehearsal of the presentation.
- Help each other in any way possible. This will ensure that your presentation is a success.

*Note to teacher: Close supervision is necessary when students are working in groups. It is recommended that the teacher assigns the topics to the groups and chooses students for each group if necessary. With groups of less than four, the motivator and/or designer can be omitted or roles can be modified. Some work can be done as homework, but this Activity should still take at least three class periods. It is vital, however, that students understand the fundamentals of the Puritan belief system in order to comprehend and enjoy the drama.*

*We have deliberately omitted references to the McCarthy hearings in this Activity Pack, choosing to focus on the play itself instead. If you wish to deal with this historical basis for the play, feel free to do so. Potential activities could include staging a trial, doing research on the HUAC hearings, looking up information on Joseph McCarthy, examining Ann Coulter's book, Treason, making a list of people who were affected directly and indirectly by the hearings, or take an analytical approach, discussing societal differences between the 1950's and now, etc.*

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## Pre-Reading

### Think Like a Puritan

**Objectives:** Identifying Puritan beliefs/customs.  
Using context clues to identify correct terminology.

#### Activity

**Directions:** Understanding Puritanism will help you to understand how mass hysteria and the Salem witch trials occurred. Read the following information about Puritan life. Fill in the blanks with appropriate terms using context clues. Some answers are provided for you. They are crossed out below.

<del>church</del>	<del>carpentry</del>	<del>enforce</del>	<del>help</del>	<del>prayer</del>	Puritan
different	sleeping	Garden	opinions	women	services
girls	chores	obey	gambling	sickness	fish
Scriptures	theocracy	will	vote	Devil	sins
misfortune	emotions	men	plainness	drunkenness	smart
frowned	adults	Sabbath	hunt	Bible	sew
pray	cook	play	adultery	Salem	clothing
winters	wash	twice	hanged	witchcraft	

Pretend you live in America in the 1600's. As a 17<sup>th</sup> century *Puritan*, your life centers around the **church**, as it serves as the center of town and the place where news is received. Everyone must attend church on the *Sabbath* because it is against the law not to attend. Men and *women* sit on opposite sides of the church and endure long *services* on hard pews. In addition to church on Sundays, family **prayer** is also important. It is recommended that your family hear the *Bible* read *twice* daily. Every family member should also *pray* everyday, and parents teach the *Scriptures* to their children.

You believe just as much in the *Devil* as you do in God. All *sins* must be punished no matter how big or small, such as stealing food or *sleeping* in church. When crops fail or someone is sick, you do not **help** because you believe that it is God's *will* and that *misfortune* is punishment for bad behavior.

## Pre-Reading

### Think Like a Puritan

**Objectives:** Identifying Puritan beliefs/customs.  
Using context clues to identify correct terminology.

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Your government is a theocracy, meaning that the government centers around the church. It is the government's duty to **enforce** obedience to God. Only church members can vote in elections. Punishable offences include: theft, breaches of the Sabbath, blasphemy, murder, gambling, drunkenness, adultery, and participation in theatrical performances.

You are dressed in dark, somber clothing because it is dictated by the church. Plainness and simplicity are valued in religious worship, writing, and lifestyle. Individual differences are frowned upon.

Men are stronger than women and children because Eve was the first to sin in the Garden of Eden. Women obey their husbands and do not voice their opinions because they are not regarded as smart.

Children follow the same rules as the adults. They too attend long church services, do chores, and try not to show their emotions, such as anger, excitement, or fear. Children rarely play because toys and games are scarce and are considered sinful distractions. Young girls help their mothers tend the house, cook, wash, and sew. Boys, on the other hand, work as apprentices to learn **carpentry**, for example. They also are allowed to explore the outdoors, hunt, and fish.

As you can see, your life as a Puritan would have been very different. Along with strict religion, you would endure harsh winters, droughts, failed crops, invasions, and sickness. In the midst of these difficulties, the Salem witchcraft trials occurred. At least 150 people were accused of witchcraft, and 20 people were hanged.

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As you can see, your life as a Puritan would have been very \_\_\_\_\_. Along with strict religion, you would endure harsh \_\_\_\_\_, droughts, failed crops, invasions, and \_\_\_\_\_. In the midst of these difficulties, the \_\_\_\_\_ witchcraft trials occurred. At least 150 people were accused of \_\_\_\_\_, and 20 people were \_\_\_\_\_.

## Act I

### Vocabulary: Context Clues

**Objectives:** Using context clues to determine the meaning of words.

#### Activity

**Directions:** Read each quotation and explain what each underlined word means using context clues. The first one has been done for you.

1. “This predilection for minding other people’s business was time-honored among the people of Salem, and it undoubtedly created many of the suspicions which were to feed the coming madness.” (Pg. 5)

**predilection:** tendency

2. “The parochial snobbery of these people was partly responsible for their failure to convert the Indians.” (Pg. 5)

**parochial:** *narrow-minded*

3. “It is still impossible for man to organize his social life without repressions, and the balance has yet to be struck between order and freedom.” (Pg. 7)

**repressions:** *cruelties; tyrannies*

4. “Long-held hatreds of neighbors could now be openly expressed, and vengeance taken, despite the Bible’s charitable injunctions.” (Pg. 7)

**vengeance:** *revenge*

**injunctions:** *rules; orders*

5. “Now then, in the midst of such disruption, my own household is discovered to be the very center of some obscene practice. Abominations are done in the forest—” (Pg. 11)

**obscene:** *indecent; disgusting*

**abominations:** *evil conduct*



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**parochial:**

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**repressions:**

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**vengeance:**

**injunctions:**

5. “Now then, in the midst of such disruption, my own household is discovered to be the very center of some obscene practice. Abominations are done in the forest—” (Pg. 11)

**obscene:**

**abominations:**

6. “And I heard a screeching and **gibberish** coming from her mouth.” (Pg. 11)  
**gibberish**: *nonsense words*
7. “They will howl me out of Salem for such **corruption** in my house.” (Pg. 14)  
**corruption**: *dishonesty; a scandal*
8. “His **vindictive** nature was demonstrated long before the witchcraft began.” (Pg. 14)  
**vindictive**: *malicious; spiteful; mean*
9. “So it is not surprising to find that so many accusations against people are in the handwriting of Thomas Putnam, or that his name is so often found as a witness **corroborating** the supernatural testimony, or that his daughter led the crying-out at the most **opportune** junctures of the trials, especially when—But we’ll speak of that when we come to it.” (Pg. 15)  
**corroborating**: *confirming; backing up*  
**opportune**: *appropriate; fitting*
10. “He knows Tituba **conjured** Ruth’s sisters to come out of the grave.” (Pg. 18)  
**conjured**: *practiced magic; brought into the mind; summoned*
11. “That is a **notorious** sign of witchcraft afoot, Goody Nurse, a **prodigious** sign!” (Pg. 25)  
**notorious**: *widely known; infamous*  
**prodigious**: *remarkable; extraordinary*
12. “He was called upon to **arbitrate** disputes as though he were an unofficial judge, and Rebecca also enjoyed the high opinion that most people had for him.” (Pg. 25)  
**arbitrate**: *judge; decide*

6. “And I heard a screeching and **gibberish** coming from her mouth.” (Pg. 11)

**gibberish:**

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**corruption:**

8. “His **vindictive** nature was demonstrated long before the witchcraft began.” (Pg. 14)

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**corroborating:**

**opportune:**

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11. “That is a **notorious** sign of witchcraft afoot, Goody Nurse, a **prodigious** sign!” (Pg. 25)

**notorious:**

**prodigious:**

12. “He was called upon to **arbitrate** disputes as though he were an unofficial judge, and Rebecca also enjoyed the high opinion that most people had for him.” (Pg. 25)

**arbitrate:**

13. “That woman, however, turned into a mere pest under his searching **scrutiny**, and the child she had **allegedly** been **afflicting** recovered her normal behavior after Hale had given her his kindness and a few days of rest in his own house.” (Pg. 33)

**scrutiny:** *inspection; study*

**allegedly:** *supposedly*

**afflicting:** *causing suffering; bothering*

14. “Why would he choose my house to strike? We have all manner of **licentious** people in the village!” (Pg. 41)

**licentious:** *immoral*

15. “Why are you **concealing**?” (Pg. 43)

**concealing:** *hiding*

13. “That woman, however, turned into a mere pest under his searching **scrutiny**, and the child she had **allegedly** been **afflicting** recovered her normal behavior after Hale had given her his kindness and a few days of rest in his own house.” (Pg. 33)

**scrutiny:**

**allegedly:**

**afflicting:**

14. “Why would he choose my house to strike? We have all manner of **licentious** people in the village!” (Pg. 41)

**licentious:**

15. “Why are you **concealing**?” (Pg. 43)

**concealing:**

## Act I

### Reading Check

**Objectives:** Understanding the events in a drama.

#### Activity

**Directions:** Answer the following questions using complete sentences. The first question is completed for you.

1. What happens in the woods before Act I that causes Betty's mysterious illness?

Betty, Abigail, and the other girls are dancing in the woods around a fire when Reverend Parris discovers them. Tituba is singing, one of the girls is naked, and there is soup with a frog in it. Betty is now lying in bed and has done nothing but sleep since the incident.

2. What are Dr. Griggs' findings?

*The doctor can find no medical cause for Betty's illness. He claims that "unnatural causes" must be to blame. (Pg. 9)*

3. What is the real reason that Abigail cannot find work?

*While working for the Proctors, Goody Proctor discovers that Abigail has had an affair with her husband John. Abigail still fancies him. Nobody else in the town wants her stealing their husbands either.*

4. Why is Ann Putnam convinced that her daughter is bewitched?

*Her other seven children all died mysteriously in infancy. Ruth was also found dancing in the woods by Reverend Parris and is now unable to speak. Goody Putnam is sure the Devil is involved and that he wants her last child.*

5. What shocking thing does Betty try to do when she awakes, and of what does she accuse Abigail?

*She tries to jump out of the window and accuses Abigail of drinking blood as a charm to kill John Proctor's wife.*

6. Describe Rebecca Nurse's thoughts about the sick children.

*She cautions everyone to "go to God for the cause" of the illnesses. (Pg. 28) She believes that both girls are suffering from a normal illness.*

## Act I

### Reading Check

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Betty, Abigail, and the other girls are dancing in the woods around a fire when Reverend Parris discovers them. Tituba is singing, one of the girls is naked, and there is soup with a frog in it. Betty is now lying in bed and has done nothing but sleep since the incident.

2. What are Dr. Griggs' findings?
3. What is the real reason that Abigail cannot find work?
4. Why is Ann Putnam convinced that her daughter is bewitched?
5. What shocking thing does Betty try to do when she awakes, and of what does she accuse Abigail?
6. Describe Rebecca Nurse's thoughts about the sick children.

7. What three things does Abigail say that Tituba has done to her?

*Abigail says that Tituba has made her drink blood, laugh at prayer, and dream corruptions.*

8. What does Tituba say to avoid being whipped and hanged?

*Tituba says that the Devil told her to kill Reverend Parris but that she refused. She accuses Goody Good and Goody Osburn of working with the Devil.*



7. What three things does Abigail say that Tituba has done to her?

8. What does Tituba say to avoid being whipped and hanged?

## Act I

### Writing an Essay

**Objectives:** Composing an informative essay.  
Writing in third-person point of view.  
Organizing an essay using a main idea, topic sentences, and supporting details.  
Composing formal Standard English using correct grammar, mechanics, and usage.

### Activity

**Directions:** This historical drama creates an accurate view of life in the Puritan era, including material possessions as well as values and attitudes. Write an essay that shows how Act I of *The Crucible* illustrates the conditions and values of Salem in the 1600's. Cite specific examples from the play as evidence for your points.

Follow these guidelines when writing your essay:

1. Each essay should include 5 well-organized paragraphs.
2. Include a title for your essay.
3. Each essay should have a thesis statement stated in the introductory paragraph.
4. Each paragraph must begin with a topic sentence.
5. Each paragraph must contain supporting details and cited examples from the play.
6. Provide transitions between paragraphs and ideas.
7. Reword your thesis statement and topic sentences in the conclusion.
8. Write using third person (*they* and *the Puritans*).

If you need more help, consider following this outline:

- I. Introduction: Name the play and playwright. Give some background information about the play or time period. Give a thesis statement.
- II. Body Paragraph #1: State topic sentence. Describe conditions and material possessions of Puritans. Cite examples.
- III. Body Paragraph #2: State topic sentence. Identify a value of the Puritans. Cite examples.
- IV. Body Paragraph #3: State topic sentence. Identify a second value of the Puritans. Cite examples.
- V. Conclusion: Restate thesis statement and topic sentences using different words. Describe what would have been good or bad about living in this time period. How does the title of the play reflect the nature of the time period?

*Note to teacher: To further this Activity have the students create a first person essay of their own personal thoughts about the time period.*

## Act I

### Writing an Essay

**Objectives:** Composing an informative essay.  
Writing in third-person point of view.  
Organizing an essay using a main idea, topic sentences, and supporting details.  
Composing formal Standard English using correct grammar, mechanics, and usage.

### Activity

**Directions:** This historical drama creates an accurate view of life in the Puritan era, including material possessions as well as values and attitudes. Write an essay that shows how Act I of *The Crucible* illustrates the conditions and values of Salem in the 1600's. Cite specific examples from the play as evidence for your points.

Follow these guidelines when writing your essay:

1. Each essay should include 5 well-organized paragraphs.
2. Include a title for your essay.
3. Each essay should have a thesis statement stated in the introductory paragraph.
4. Each paragraph must begin with a topic sentence.
5. Each paragraph must contain supporting details and cited examples from the play.
6. Provide transitions between paragraphs and ideas.
7. Reword your thesis statement and topic sentences in the conclusion.
8. Write using third person (*they* and *the Puritans*).

If you need more help, consider following this outline:

- I. Introduction: Name the play and playwright. Give some background information about the play or time period. Give a thesis statement.
- II. Body Paragraph #1: State topic sentence. Describe conditions and material possessions of Puritans. Cite examples.
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## Act I

### Analysis of Writing

**Objectives:** Analyzing another student's writing.  
Administering constructive criticism to peers.  
Identifying topic sentences, main ideas, and supporting details.  
Evaluating effectiveness of cited material.

### Activity

**Directions:** When you are finished with your essays, exchange papers with a partner and complete the following peer review. Circle YES or NO for each question and provide a sentence or other information from the essay that is related to the question. Remember to offer only constructive criticism. Praise the author for parts that are well written, and offer positive suggestions to improve weak areas.

1. Does the author provide a clear view of the conditions and values of the Puritans?  
YES or NO
2. Has the author used ONLY third person pronouns and terminology, such as *the Puritans* and *they*? YES or NO
3. Does the essay include five well-organized paragraphs? YES or NO
4. Does the essay have a title? YES or NO
5. Does the essay have a clear thesis statement in the introduction? YES or NO
6. Does each paragraph begin with a topic sentence? YES or NO

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4. Does the essay have a title? YES or NO
  
5. Does the essay have a clear thesis statement in the introduction? YES or NO
  
6. Does each paragraph begin with a topic sentence? YES or NO

7. Does each paragraph contain adequate supporting details? YES or NO
9. Are quotations cited correctly and used to support the author's ideas? YES or NO
10. Are transitions used to improve flow between paragraphs and ideas? YES or NO
11. Is the main idea restated clearly in the conclusion? YES or NO
12. Does the author include personal thoughts written in first person in the conclusion?  
YES or NO

7. Does each paragraph contain adequate supporting details? YES or NO
9. Are quotations cited correctly and used to support the author's ideas? YES or NO
10. Are transitions used to improve flow between paragraphs and ideas? YES or NO
11. Is the main idea restated clearly in the conclusion? YES or NO
12. Does the author include personal thoughts written in first person in the conclusion?  
YES or NO

## Act I

### Characterization

**Objectives:** Inferring character traits based on the action of the play.

#### Activity

**Directions:** Identify the traits that you think the following characters possess by placing the first letter of the character's name in any blanks that apply. Then pick one trait for one individual character and write a short paragraph explaining how that trait is portrayed in the play. Use these characters: (A) Abigail, (P) Parris, (B) Betty, (H) Hale, (R) Rebecca, (M) Mrs. Putnam, (G) Giles, (T) Tituba, and (J) John. We have supplied some examples.

*Answers will vary. Some sample answers are provided.*

<u>A,B</u> 1. youthful	<u>A</u> 11. clever	<u>A,P,H,R</u> 21. smart
<u>H</u> 2. expert	<u>R,J</u> 12. honest	<u>A,J</u> 22. immoral
<u>A,B,M,J</u> 3. guilty	<u>P,H,R</u> 13. religious	<u>R,J</u> 23. practical
<u>R,G,M</u> 4. innocent	<u>P,M</u> 14. insecure	<u>A,J</u> 24. attractive
<u>R</u> 5. wise	<u>G</u> 15. inquisitive	<u>M</u> 25. irrational
<u>P</u> 6. arrogant	<u>P,B</u> 16. frightened	<u>M,G</u> 26. gullible
<u>R</u> 7. dignified	<u>A</u> 17. bully	<u>A,G,R,J</u> 27. confident
<u>P</u> 8. greedy	<u>H,R,G</u> 18. authoritative	<u>R,J</u> 28. reasonable
<u>R,J</u> 9. hard-working	<u>R</u> 19. respectful	<u>P,M</u> 29. weak
<u>A</u> 10. devious	<u>J,G</u> 20. stubborn	<u>P,H</u> 30. educated



## Act I

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- |                        |                          |                           |
|------------------------|--------------------------|---------------------------|
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| _____ 5. wise          | <u>G</u> 15. inquisitive | <u>M</u> 25. irrational   |
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| _____ 10. devious      | _____ 20. stubborn       | _____ 30. educated        |

## Act I

### Writing Diary Entries

**Objectives:** Composing a series of diary entries for a character.  
Inferring character traits through dialogue and stage directions.

### Activity

**Directions:** In the 1600's, the journal or diary was a popular method of recording thoughts, observations, and fears on town events. Your assignment is to create a journal or diary for one of the main characters such as: Abigail, Proctor, Hale, or Elizabeth. (Even though Elizabeth does not appear in Act I, she has a very important role in the play as John Proctor's wife.) You will compose at least eight dated entries based on the events in the play. Pretend you are the character and use first person. You will comment on the major events of the plot and **MUST** comment on the following:

- The first time your character appears in the play
- Any meeting your character has with other characters
- Any changes in your character, especially psychological changes
- Any important event in the play
- His or her relationship with other characters
- When your character leaves the play

Begin creating your dates in the spring of 1692, as is indicated in the play. Through the events in the play, your character will be involved in the witch trials. Be sure to mention other characters in each journal entry.

Remember to pretend you are your character and are living in Salem under the Puritan theocracy in 1692. Here is a sample journal entry for Hale:

April 5, 1692

I was called to the Reverend Parris' house today to care for his daughter. It was a trying day, and my heart is still soaring from ridding Tituba from the Devil's grasp. Amen. I will be staying a good while in the town because many were accused today, and there is much work to be done to rid the townspeople of the evil spirits. I will ask God for help in my prayers this evening and will thank him as always for his mercy and good deeds.

Use a formal writing style without modern slang. You will write 1-2 entries (unless you are Elizabeth) for Act I and will continue adding entries with each of the four acts. Revise for grammatical errors. Be creative!

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Use a formal writing style without modern slang. You will write 1-2 entries (unless you are Elizabeth) for Act I and will continue adding entries with each of the four acts. Revise for grammatical errors. Be creative!

## Act I

### Language: Dialect vs. Formal Writing

**Objectives:** Interpreting dialect and informal terminology.  
Rewriting informal language/dialects to create formal language.  
Writing in complete sentences using correct grammar, usage, and mechanics.

### Activity

**Directions:** When people are having a conversation, they often speak using incorrect grammar. Likewise, some of the dialogue in *The Crucible* is written informally or is dated to make it seem more realistic to the reader. This is acceptable much of the time, but it is best to use formal Standard English when writing for school or in the workplace. Rewrite the quotations on the **FORMAL WRITING WORKSHEET** to make them more formal.

As an example, read the following quotation and think how it can be rewritten more formally:

“Abby, we’ve got to tell. Witchery’s a hangin’ error, a hangin’ like they done in Boston two year ago! We must tell the truth, Abby! You’ll only be whipped for dancin’, and the other things!” (Pg. 18-19)

Now examine the same quotation that has been rewritten to be much more formal:

Abigail, we have to tell because witchcraft is a sin for which we can be hanged; witches were hanged two years ago in Boston. If you tell the truth, you will only be whipped for dancing and the other activities!

Do you see the difference? Remember these guidelines for formal writing:

- Omit contractions. For example, replace “we’ve” with “we have.”
- Omit any dialect, dated, or slang terminology, such as “dancin’.”
- Write in complete sentences. Sometimes we do not speak in complete sentences, but it is best to write using formal language for academic purposes.
- Omit any unnecessary words.
- Add words for clarity if necessary.
- Do not begin sentences with “and” or “but,” simply begin the sentence with the next word in the sentence.
- Fix all grammatical errors.
- Improve vocabulary as much as possible.
- Combine multiple short sentences into longer, more complex sentences.

*Note to teacher: Answers will vary. Sample answers are provided. The goal is for students to write formally, omit contractions, improve vocabulary, and combine sentences and ideas.*

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- Combine multiple short sentences into longer, more complex sentences.

## FORMAL WRITING WORKSHEET

**Directions:** Rewrite the following quotations to create formal, Standard English.

1. “He bid me come and tell you, reverend sir, that he cannot discover no medicine for it in his books.” (Pg. 9)

*He asked me to tell you, reverend, that he cannot discover a remedy for it in his books.*

2. “She ails as she must—she never waked this morning, but her eyes open and she walks, and hears naught, sees naught, and cannot eat. Her soul is taken, surely.” (Pg. 13)

*She is sick, and she did not awake this morning. Her eyes are open, and she walks; however, she cannot hear, see, or eat. Her soul has surely been taken.*

3. “It’s weirdish, I know not—she seems to walk like a dead one since last night.” (Pg. 18)

*It is very strange. Since last night, she seems to walk like the dead.*

4. “No, he’ll be comin’ up. Listen, now; if they be questioning us, tell them we danced—I told him as much already.” (Pg. 18)

*No, he will be coming soon. Listen, if they question us, tell them we danced; I have already admitted to dancing.*

5. “I’ll show you a great doin’ on your arse one of these days. Now get you home; my wife is waitin’ with your work!” (Pg. 21)

*One day, I’ll whip you. Go home; my wife is waiting with your work!*

6. “I cannot sleep for dreamin’; I cannot dream but I wake and walk about the house as though I’d find you comin’ through some door.” (Pg. 23)

*I cannot sleep because I dream about you. I wake and walk through the house looking for you.*

7. “She is blackening my name in the village! She is telling lies about me! She is a cold, snivelling woman, and you bend to her! Let her turn you like a—” (Pg. 23-24)

*She is damaging my reputation in the village by telling lies about me! She is a cold, snivelling woman who controls you.*

8. “She heard you singin’ and suddenly she’s up and screamin’.” (Pg. 24)

*She heard everyone singing, and she started screaming.*

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7. "She is blackening my name in the village! She is telling lies about me! She is a cold, snivelling woman, and you bend to her! Let her turn you like a—" (Pg. 23-24)
8. "She heard you singin' and suddenly she's up and screamin'." (Pg. 24)

9. “I never heard you worried so on this society, Mr. Proctor. I do not think I saw you at Sabbath meeting since snow flew.” (Pg. 28)

*I have never heard you worry about this town, Mr. Proctor. I do not remember seeing you at church since last winter.*

10. “Think on it. Wherefore is everybody suing everybody else? Think on it now, it’s a deep thing, and dark as a pit. I have been six time in court this year—” (Pg. 31)

*Why is everyone suing each other? Think about it—lawsuits damage relationships in the village. I have already been in court six times this year.*

11. “Pray you, someone take these!” (Pg. 36)

*Would someone please take these books?*

12. “No—no, John, I think not. I have some few queer questions of my own to ask this fellow.” (Pg. 37)

*I do not think so, John. I have some questions to ask Mr. Hale.*

13. “I know it, sir. I sent my child—she should learn from Tituba who murdered her sisters.” (Pg. 38)

*I know, sir. I sent my child Ruth to Tituba to find out who murdered her sisters.*

14. “Last night—mark this—I tried and tried and could not say my prayers. And then she close her books and walks out of the house, and suddenly—mark this—I could pray again!” (Pg. 40)

*Last night, I was unable to say my prayers, but when my wife closed her books and went outside, I could pray again!*

15. “He say Mr. Parris must be kill! Mr. Parris no goodly man, Mr. Parris mean man and no gentle man, and he bid me rise out of my bed and cut your throat! But I tell him ‘No! I don’t hate that man. I don’t want to kill that man.’” (Pg. 47)

*The Devil said that Mr. Parris must be killed because he is not a good man. He told me to cut your throat, but I told him that I would not kill Mr. Parris.*



9. "I never heard you worried so on this society, Mr. Proctor. I do not think I saw you at Sabbath meeting since snow flew." (Pg. 28)
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## Act I

### Set Design

**Objectives:** Constructing a basic set design.

#### Activity

**Directions:** As *The Crucible* is a play, it is meant to be performed on stage. Choose a scene in Act I and create a basic set design using the **STAGE WORKSHEET**. Here are ideas that you will need to consider:

Furniture: You must add furniture and accessories to the stage, such as a bed, table, chest, chair, candlestick, and/or table. Remember to remain true to the time period. Like everything else in the Puritan culture, furniture would be ordinary, plain, and undecorated.

Characters: Include all characters on the stage that are in your scene. Think carefully about their positions and gestures to make the set look realistic. A character might throw his or her arms up in panic, for example, or kneel at Beth's bed. Also, draw appropriate facial expressions on the characters, and consider their ages and dress.

After you are finished with your set design, share it with the class. Class members are to guess what scene you have designed.

## Act I

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#### Activity

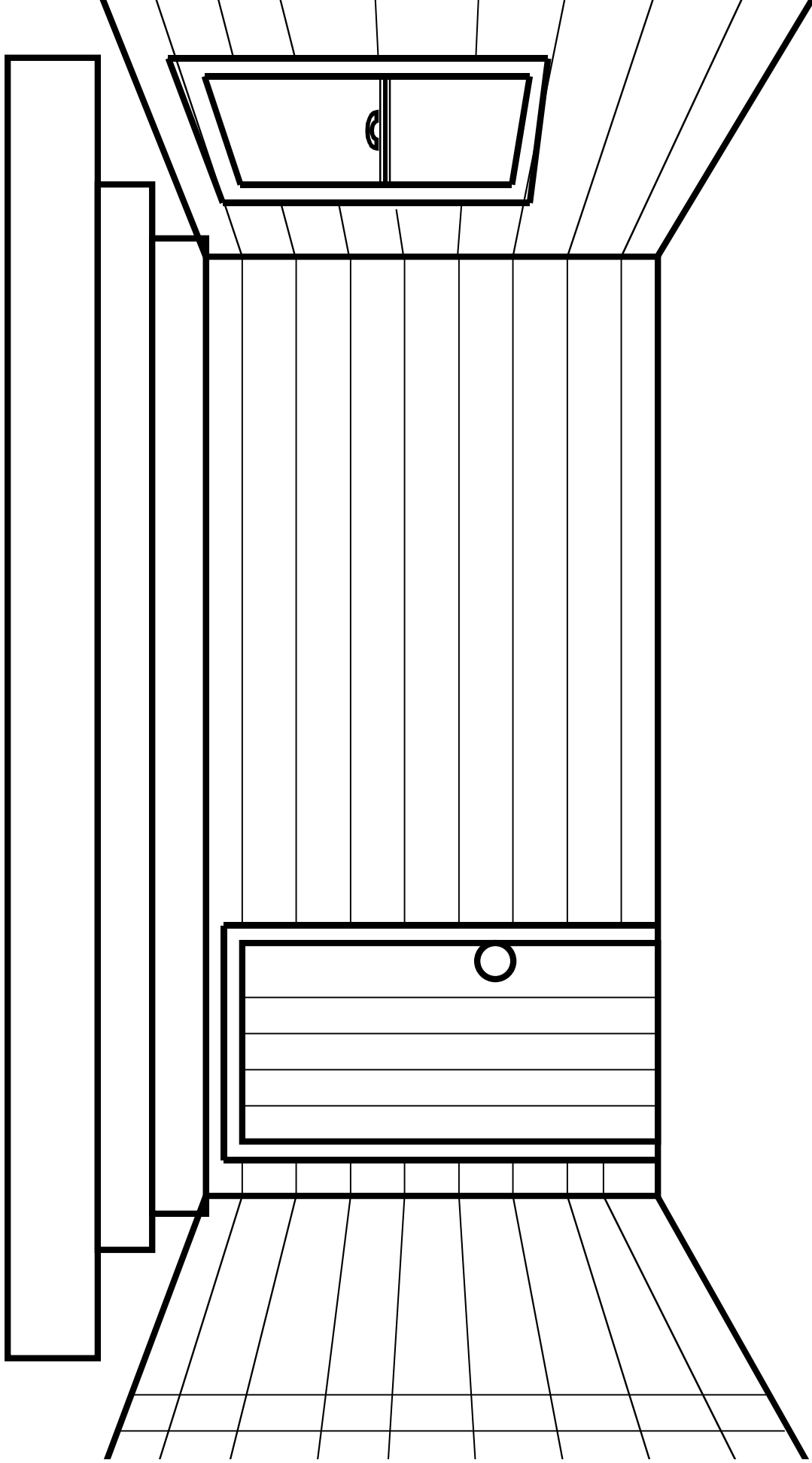
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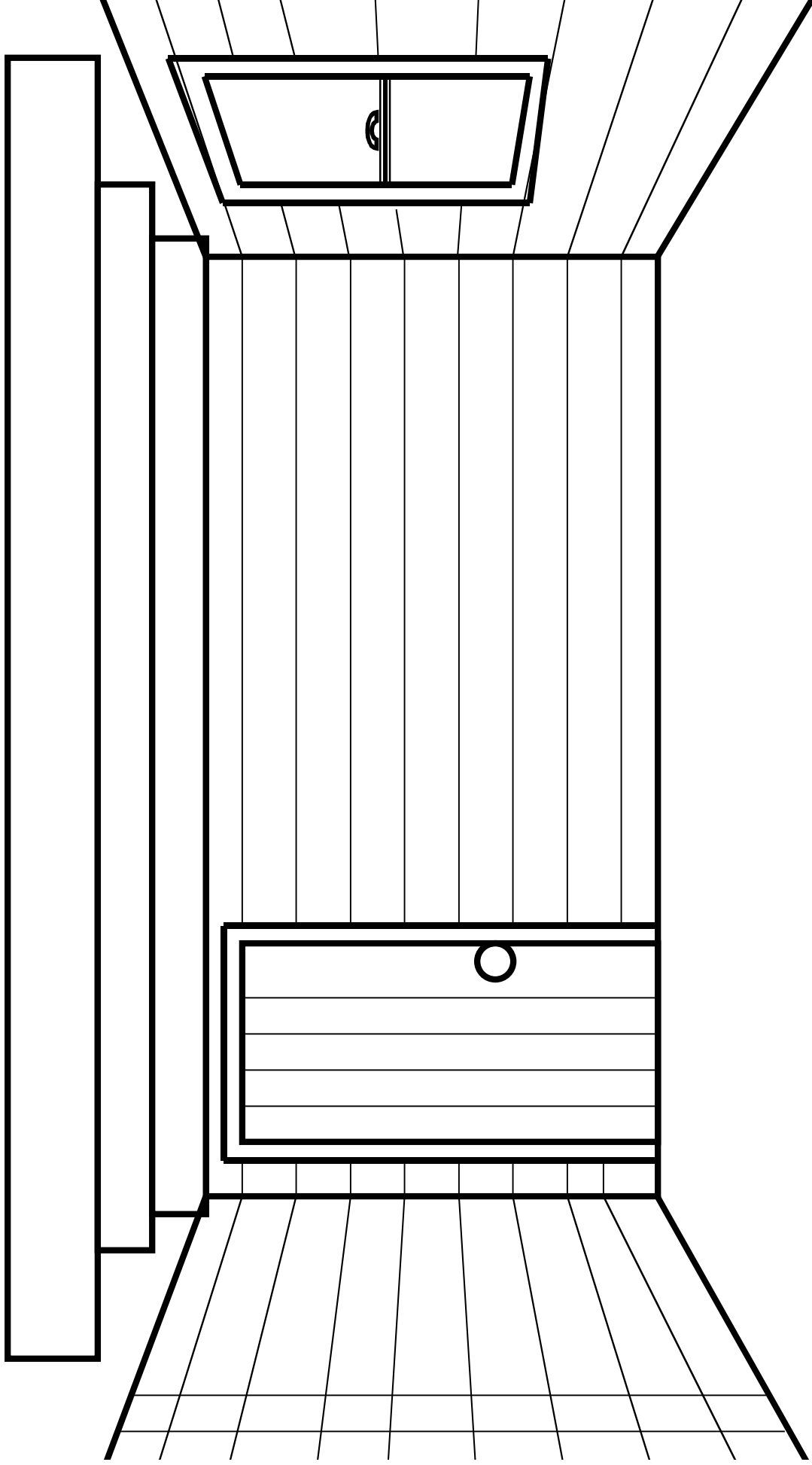
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STAGE WORKSHEET



STAGE WORKSHEET



## Act I

### Subjects of the Play

**Objectives:** Analyzing dialogue to determine subjects explored in a drama.

#### Activity

**Directions:** Upon reading *The Crucible*, you will discover that many subjects are explored, such as guilt, hypocrisy, authority, courage, justice, and hysteria. In Act I, you have already been introduced to some of these subjects. Your group's task is to cite examples of each subject and explain how each incident illustrates the subject on SUBJECT charts. Note that one incident may illustrate more than one subject. You may summarize the incident or cite a specific quotation from the text. Don't forget corresponding page numbers. Ideally, you should have a mix of summarized and quoted examples. A sample answer is provided for subject of authority.

*Note to teacher: Answers will vary for this Activity. One sample answer is provided for each subject. After each group has completed the Activity, ask groups to share their citations for different subjects. Class members should guess which subject the incident illustrates. These and other subjects, such as courage and justice, continue throughout the play. Consider having students add to these charts after reading the following acts.*

## Act I

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**SUBJECT: Authority**

Summarized or quoted incident	How does this illustrate the subject?
<p>“No—no. There be no unnatural cause here. Tell him I have sent for Reverend Hale of Beverly, and Mr. Hale will surely confirm that. Let him look to medicine and put out all thought of unnatural causes here. There be none.” (Pg. 9)</p>	<p>Unsure if the townspeople will agree with his findings, Parris has sent for another authority figure, Reverend Hale. He believes that Mr. Hale will come and use his authority to dismiss the nonsense about “unnatural causes” for Betty’s illness and that the townspeople will believe him. (Pg. 9)</p>



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**SUBJECT: Guilt**

Summarized or quoted incident	How does this illustrate the subject?
<i>On pages 18-20, the girls discuss what happened in the forest. They argue with one another about whether to tell the truth or to remain silent. Abigail threatens the other girls and convinces them to remain silent.</i>	<i>Some of the girls, especially Mary Warren, feel guilty about the incident in the forest and want to confess their actions.</i>

**SUBJECT: Guilt**

Summarized or quoted incident	How does this illustrate the subject?

**SUBJECT: Hypocrisy**

Summarized or quoted incident	How does this illustrate the subject?
<i>“Betty. Child. Dear child. Will you wake, will you open up your eyes! Betty, little one...” (Pg. 8)</i>	<i>Hypocrisy is illustrated when Parris is so upset over Betty’s illness. After the doctor determines that her illness may be due to “unnatural causes,” Parris’ first thought is to conceal the doctor’s diagnosis. (Pg. 9) Instead of being concerned solely for Betty, he tries to cover up the diagnosis to protect his position in society.</i>

**SUBJECT: Hypocrisy**

Summarized or quoted incident	How does this illustrate the subject?

**SUBJECT: Hysteria**

Summarized or quoted incident	How does this illustrate the subject?
<i>In the last scene on page 48, the girls hysterically accuse the townspeople of working for the Devil.</i>	<i>The girls cry out and chant the names of people in the village, which illustrates hysteria. Even Betty joins the chant. Parris hysterically shouts a prayer.</i>

**SUBJECT: Hysteria**

Summarized or quoted incident	How does this illustrate the subject?

## Act II

### Reading Check

**Objectives:** Understanding events in a drama.  
Identifying speakers of various quotations.  
Interpreting importance of specific quotations from a drama.

### Activity

**Directions:** Many important quotations from the drama are listed in this Activity. For each of the following quotations, your task is to determine:

1. Who is speaking?
2. To whom?
3. About what?
4. What importance does the quotation have in the play? For example, what do you learn about a character, the plot, or a theme?

The first question has been done for you.

1. “Spare me! You forget nothin’ and forgive nothin’.” (Pg. 54)

Proctor is speaking to Elizabeth. She has not forgiven him for his affair with Abigail. From this, we learn that Proctor and Elizabeth have a strained relationship and that she does not trust him.

2. “I do not judge you. The magistrate sits in your heart that judges you.” (Pg. 55)

*Elizabeth is speaking to Proctor. She is trying to convince him that she does not judge him for his adultery. This quotation tells readers about both Proctor’s and Elizabeth’s characters. Proctor still feels guilty for committing adultery, and Elizabeth holds a grudge and has lost faith in him.*

3. “I must tell you, sir, I will be gone every day now. I am amazed you do not see what weighty work we do.” (Pg. 58)

*Mary Warren speaks to Proctor to tell him that she is required to be in court every day due to the witch trials. She is rather naïve and embraces the sudden value to her words; she likes feeling important.*

4. “It is her dearest hope, John, I know it. There be a thousand names; why does she call mine?” (Pg. 61)

*Elizabeth tells Proctor that she believes Abigail wants her dead. Readers learn that this is indeed true and are beginning to see that Proctor is Abigail’s prize.*



## Act II

### Reading Check

**Objectives:** Understanding events in a drama.  
Identifying speakers of various quotations.  
Interpreting importance of specific quotations from a drama.

### Activity

**Directions:** Many important quotations from the drama are listed in this Activity. For each of the following quotations, your task is to determine:

1. Who is speaking?
2. To whom?
3. About what?
4. What importance does the quotation have in the play? For example, what do you learn about a character, the plot, or a theme?

The first question has been done for you.

1. “Spare me! You forget nothin’ and forgive nothin’.” (Pg. 54)

Proctor is speaking to Elizabeth. She has not forgiven him for his affair with Abigail. From this, we learn that Proctor and Elizabeth have a strained relationship and that she does not trust him.

2. “I do not judge you. The magistrate sits in your heart that judges you.” (Pg. 55)
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4. “It is her dearest hope, John, I know it. There be a thousand names; why does she call mine?” (Pg. 61)

5. “It does, sir, it does; and it tells me that a minister may pray to God without he have golden candlesticks upon the altar.” (Pg. 65)

*Here Proctor is speaking to Hale about his disapproval of Parris’ requirement of golden candlesticks. Readers have further evidence that Parris, who is supposedly a man of God, values money too much.*

6. “I nailed the roof upon the church, I hung the door—” (Pg. 66)

*Proctor is trying to convince Hale that he is a religious man. Hale’s doubts about Proctor’s religious beliefs foreshadow future events in the drama.*

7. “Adultery, John.” (Pg. 67)

*Elizabeth informs Proctor that he has forgotten the commandment about adultery. This irony illustrates Proctor’s continuing guilt about his affair with Abigail.*

8. “Why, I meant no harm by it, sir.” (Pg. 75)

*Mary Warren tells Proctor, Elizabeth, Hale, and Cheever that she did not mean to cause trouble for Elizabeth by sticking a needle in the poppet she made for Elizabeth. Although naïve and gullible, Mary Warren admits her honest mistake to protect Elizabeth.*

9. “Why—! The girl is murder! She must be ripped out of the world!” (Pg. 76)

*Stunned by the facts, Elizabeth blurts out to Proctor, Hale, Mary Warren, and Cheever that Abigail is a danger and threatens Abigail’s life in desperation. This is a crucial error on Elizabeth’s part because the officials see the admission as a sign of witchery.*

10. “She’ll kill me for sayin’ that! Abby’ll charge lechery on you, Mr. Proctor!” (Pg. 80)

*Mary Warren tells Proctor that she simply cannot tell the court that she put the needle in the poppet because she is scared of Abigail. Readers learn that Abigail has told the girls about her desire for Proctor.*

5. "It does, sir, it does; and it tells me that a minister may pray to God without he have golden candlesticks upon the altar." (Pg. 65)
6. "I nailed the roof upon the church, I hung the door—" (Pg. 66)
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8. "Why, I meant no harm by it, sir." (Pg. 75)
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## Act II

### Characterization

**Objectives:** Inferring character traits from text.  
Analyzing characters' thoughts, motivations, and values.

### Activity

**Directions:** To help you understand each character's thoughts, values, and motivations, fill in the **SPIDERGRAM WORKSHEET**. Include:

- your first impressions of each character
- the character's problems or concerns
- what the character thinks of others
- what others think of the character
- the character's background
- the character's development throughout the play
- the character's background
- how the character's view him-or herself

One example is the first study on Reverend Parris. Complete your character studies by completing spidergrams for Proctor, Elizabeth, Abigail, Hale, and a character of your choice, such as Mary Warren, Rebecca, Giles, Tituba, or Mr. or Mrs. Putnam.

*Note to teacher: Answers may vary. Sample character studies are provided. This Activity may be updated throughout the drama.*

## Act II

### Characterization

**Objectives:** Inferring character traits from text.  
Analyzing characters' thoughts, motivations, and values.

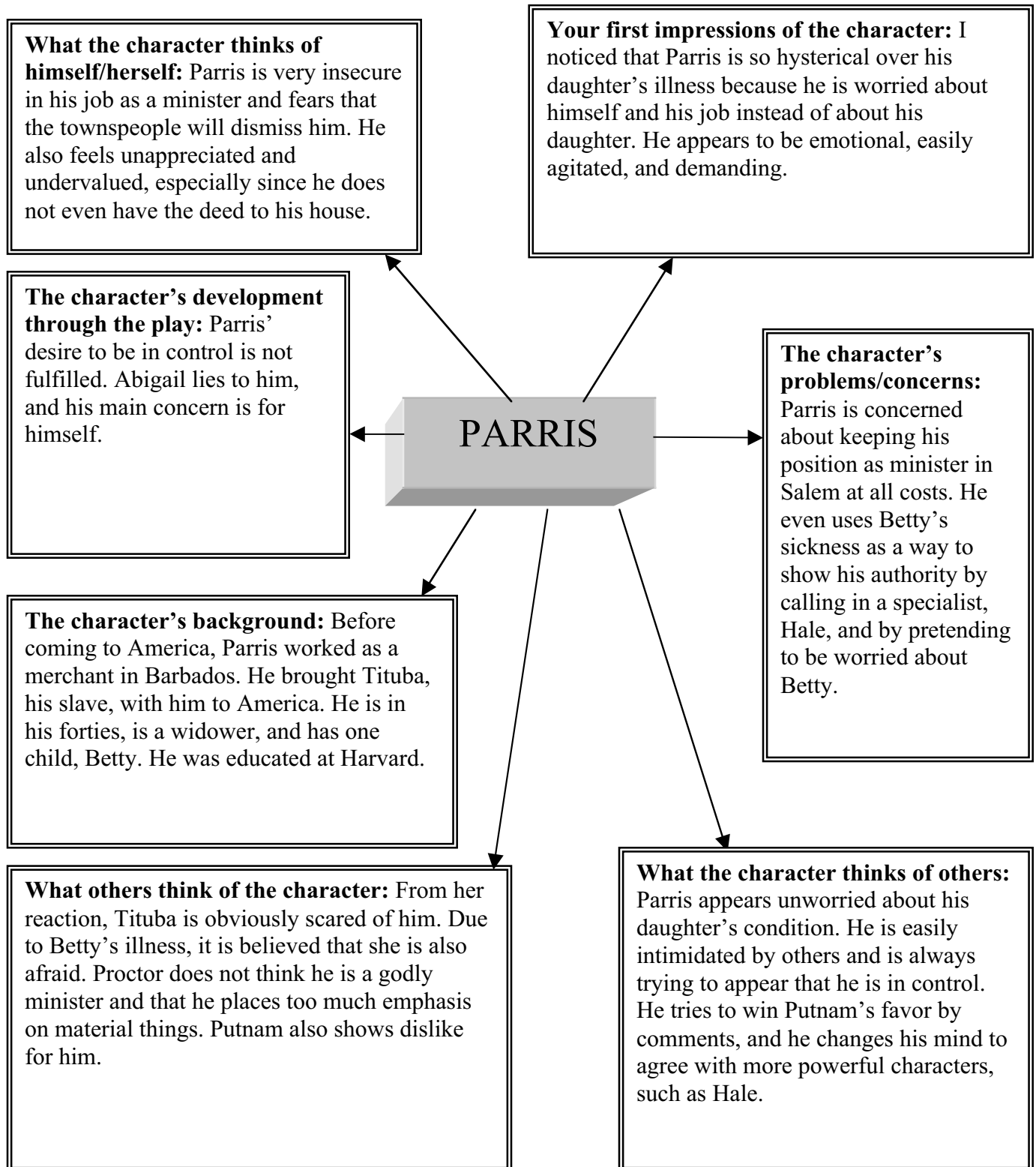
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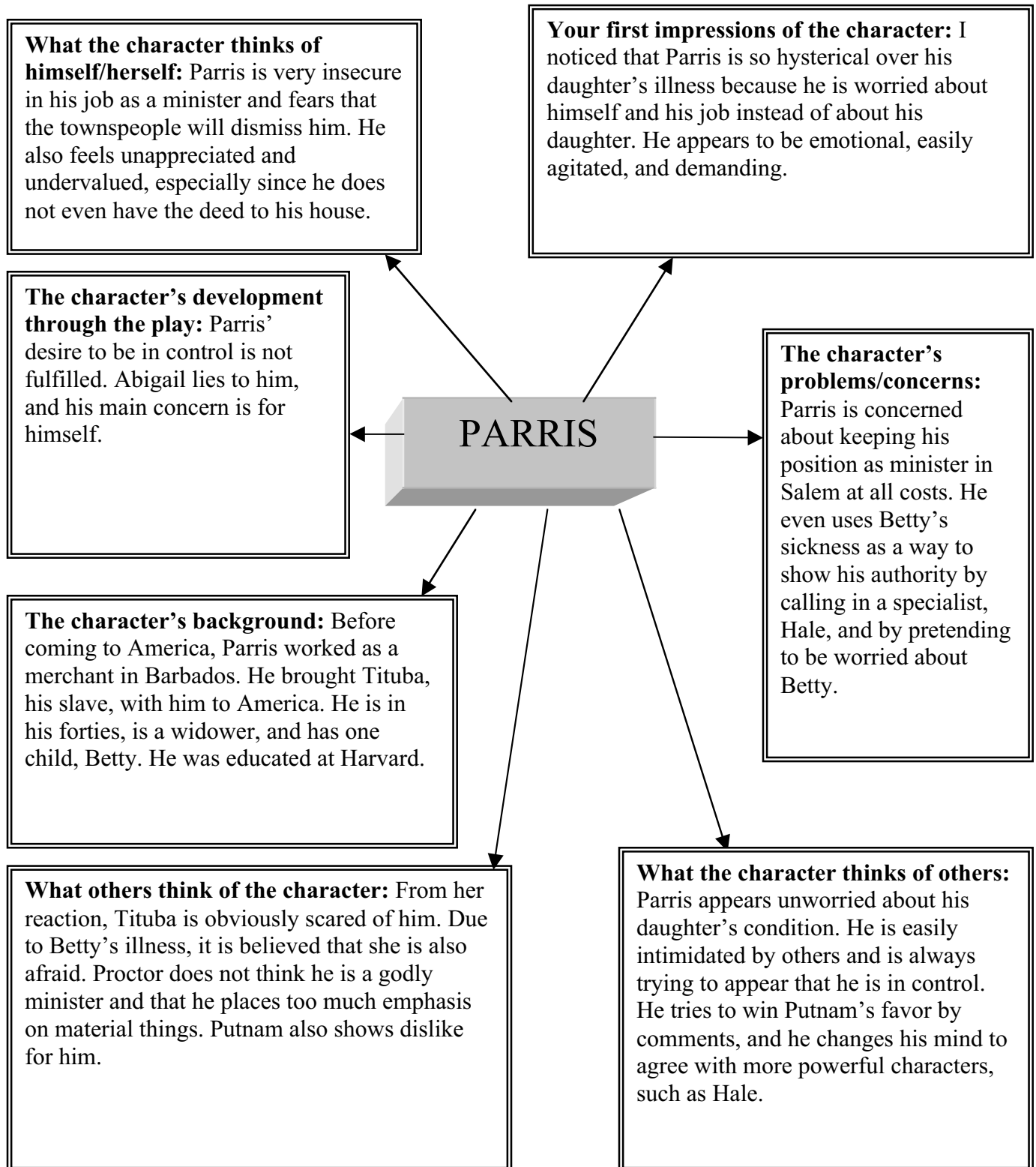
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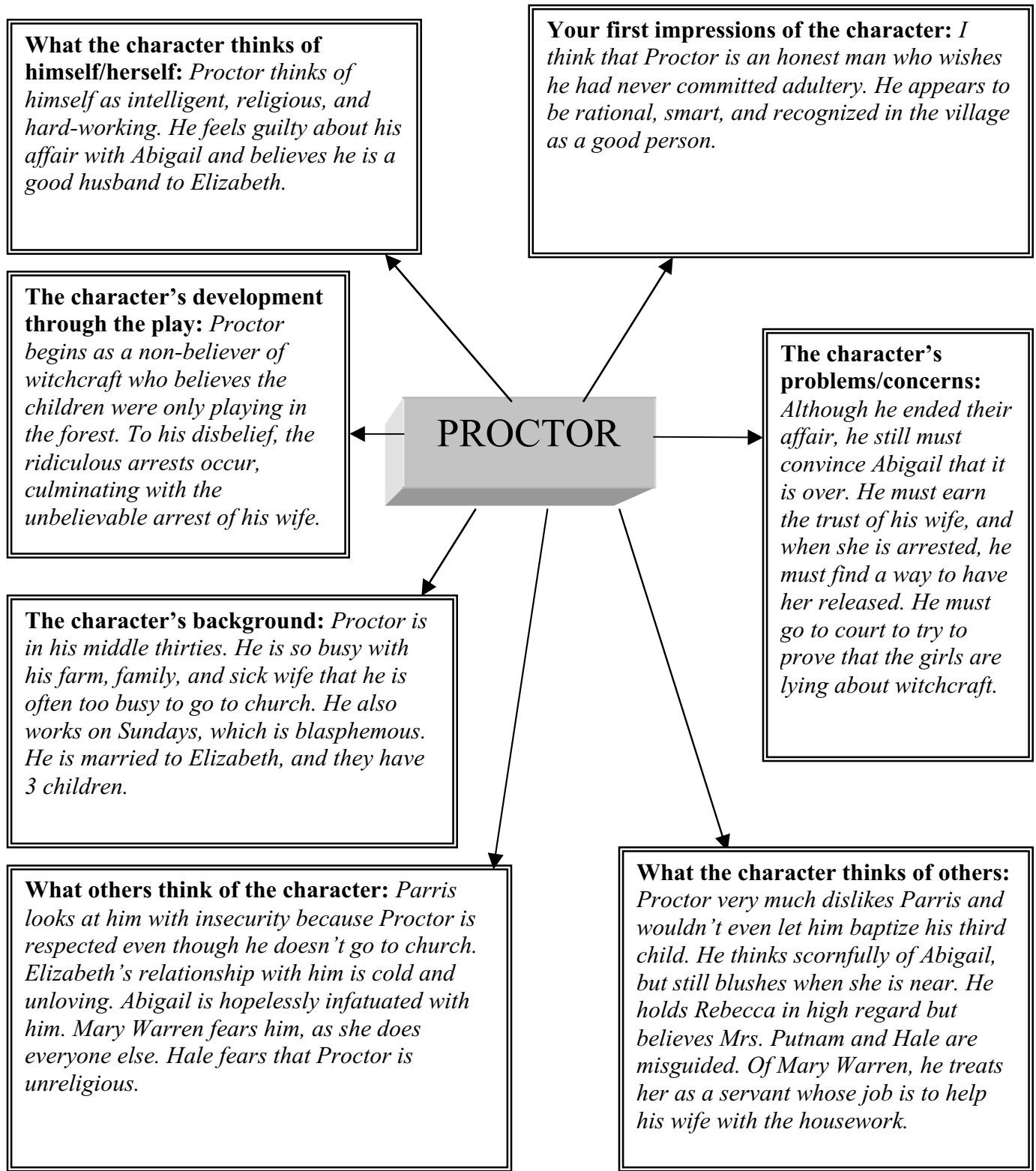
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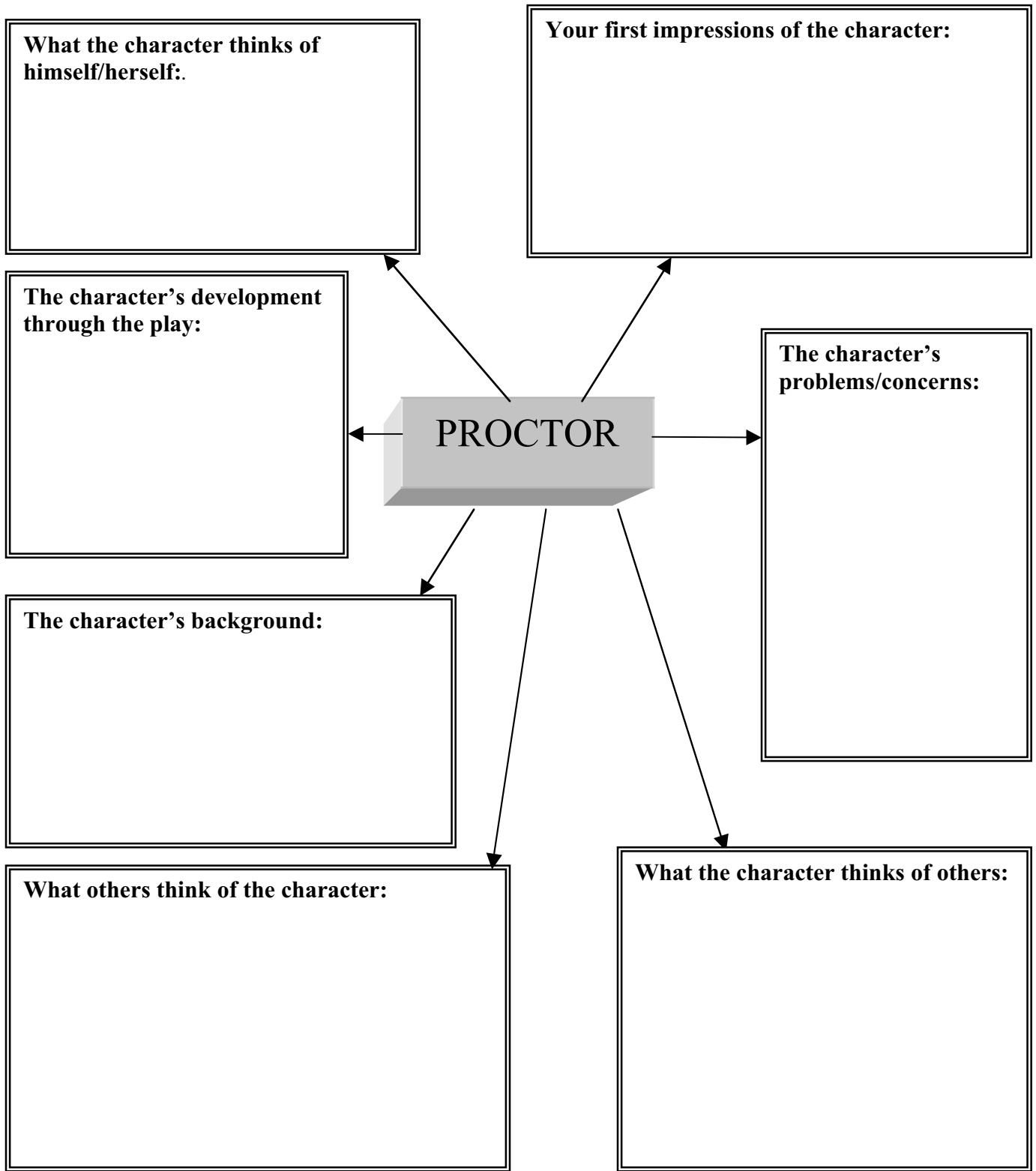


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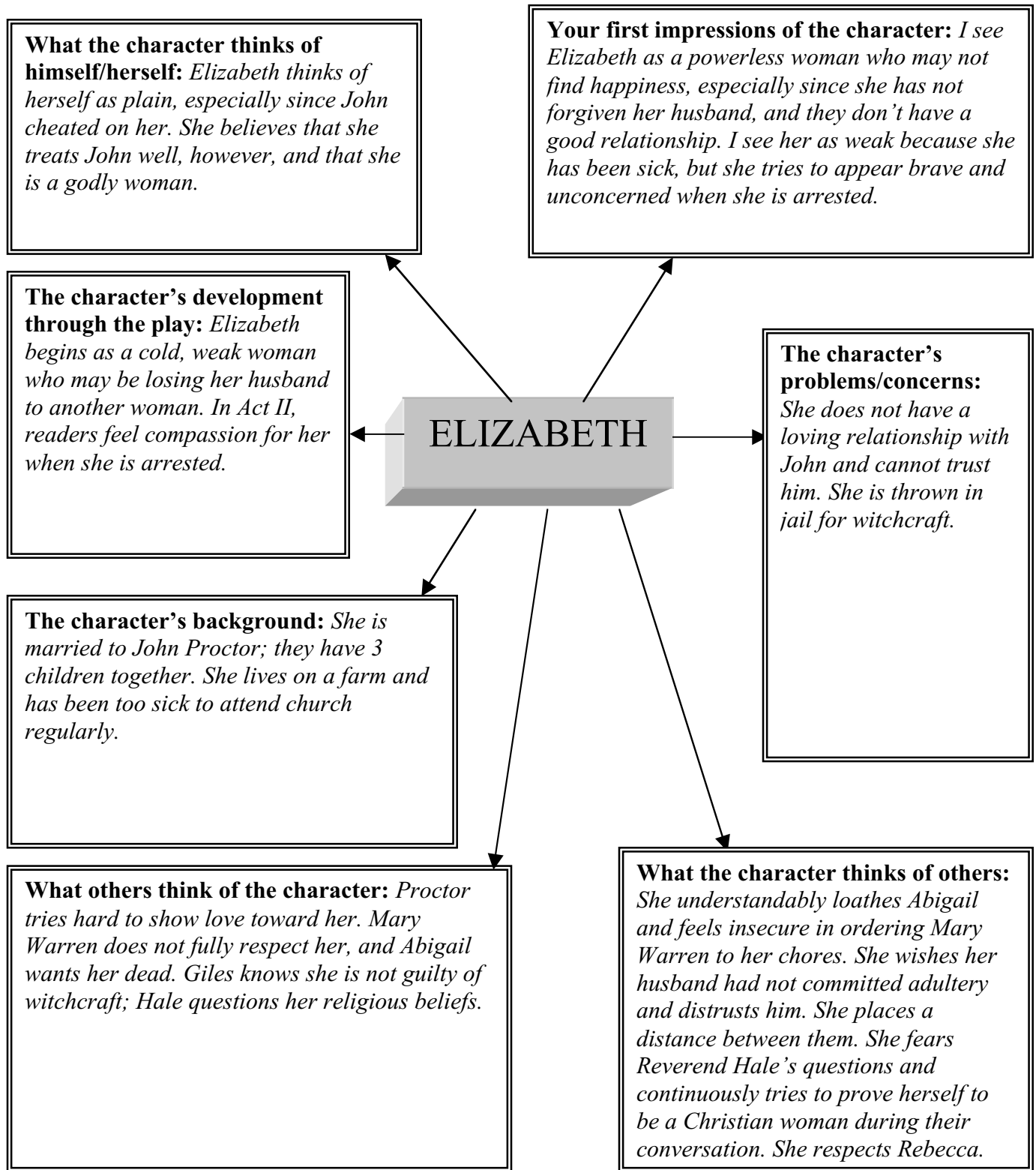




## SPIDERGRAM WORKSHEET



## SPIDERGRAM WORKSHEET



## SPIDERGRAM WORKSHEET

**What the character thinks of himself/herself:**

**Your first impressions of the character:**

**The character's development through the play:**

**ELIZABETH**

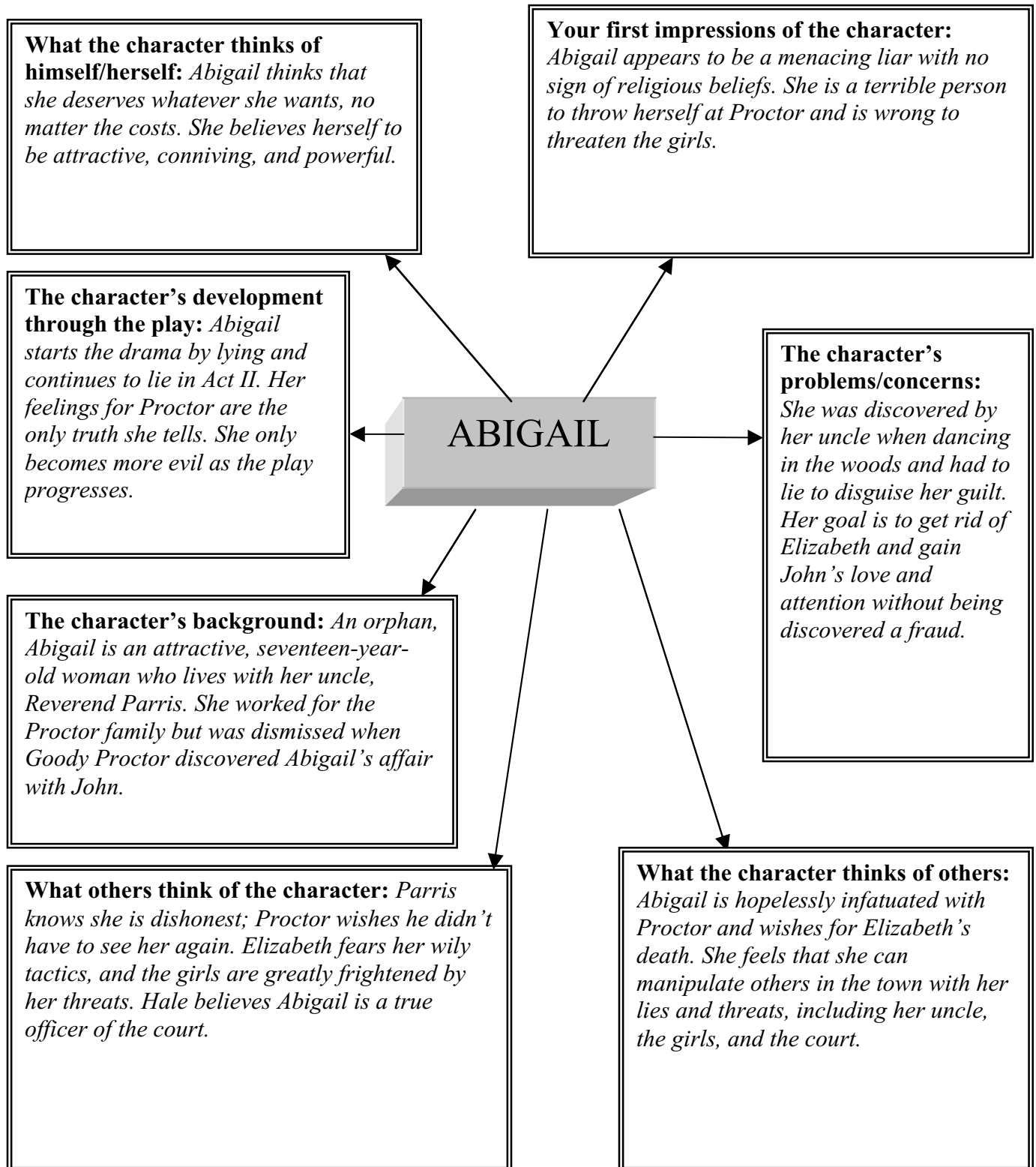
**The character's problems/concerns:**

**The character's background:**

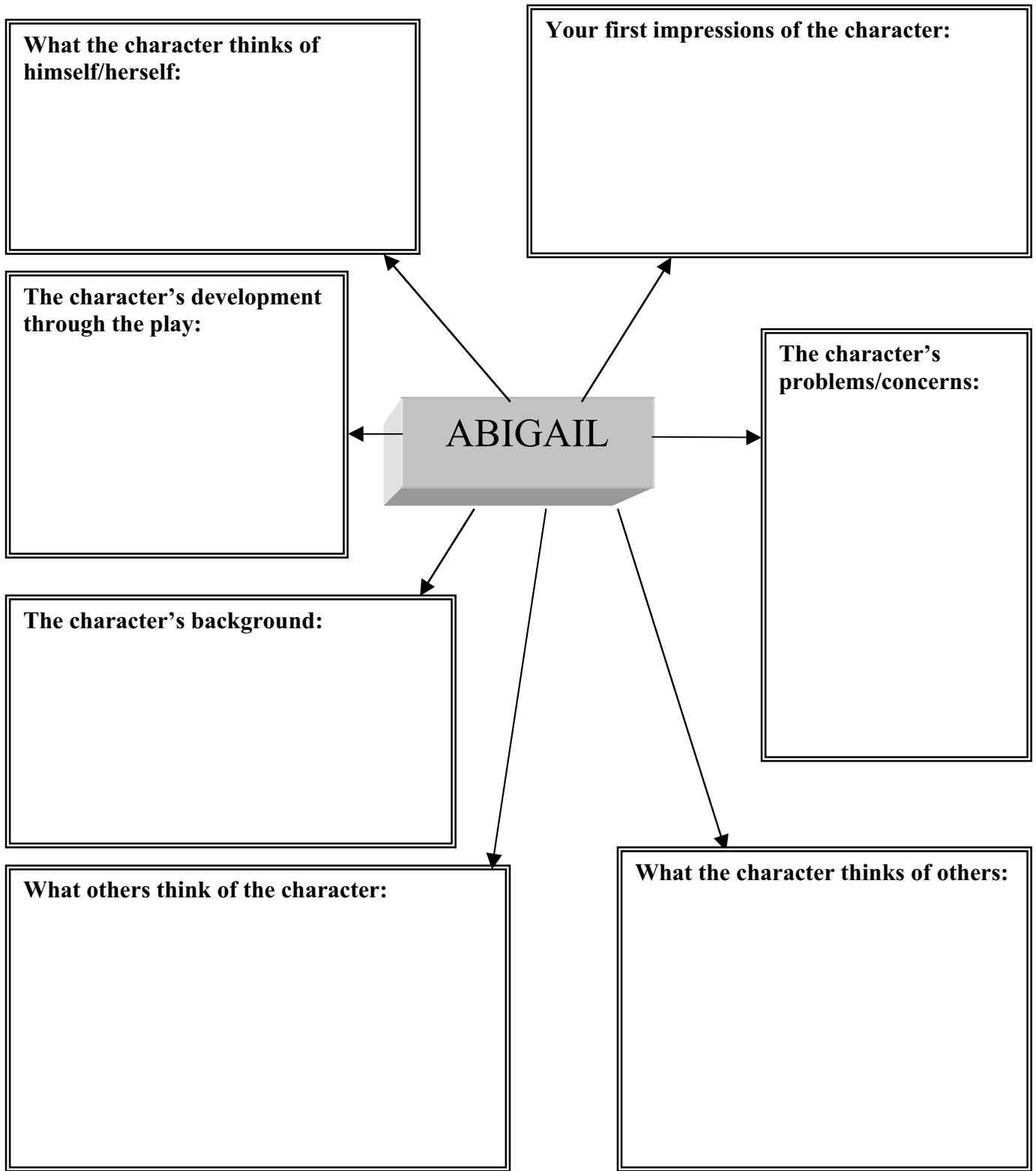
**What others think of the character:.**

**What the character thinks of others:**

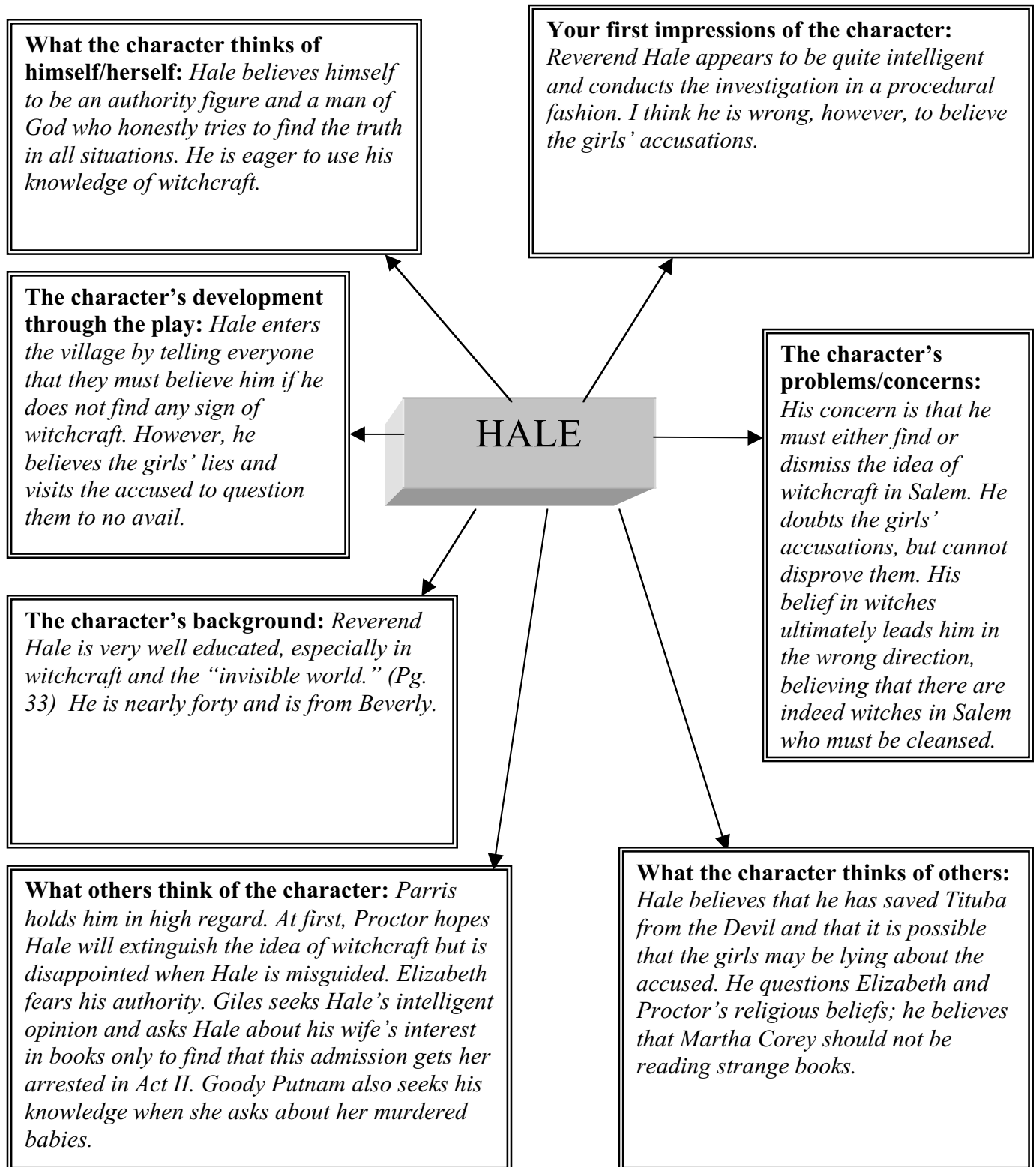
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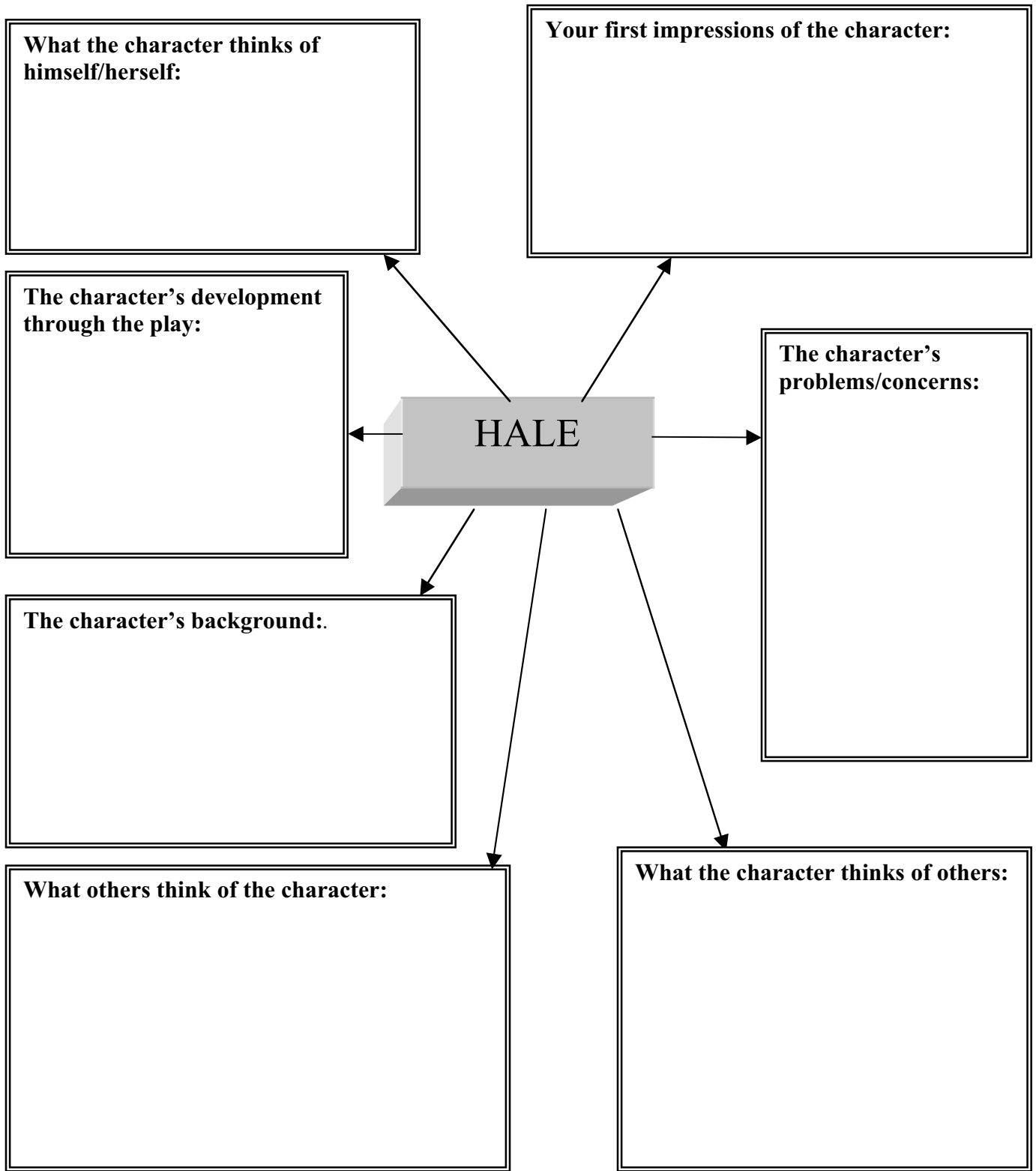
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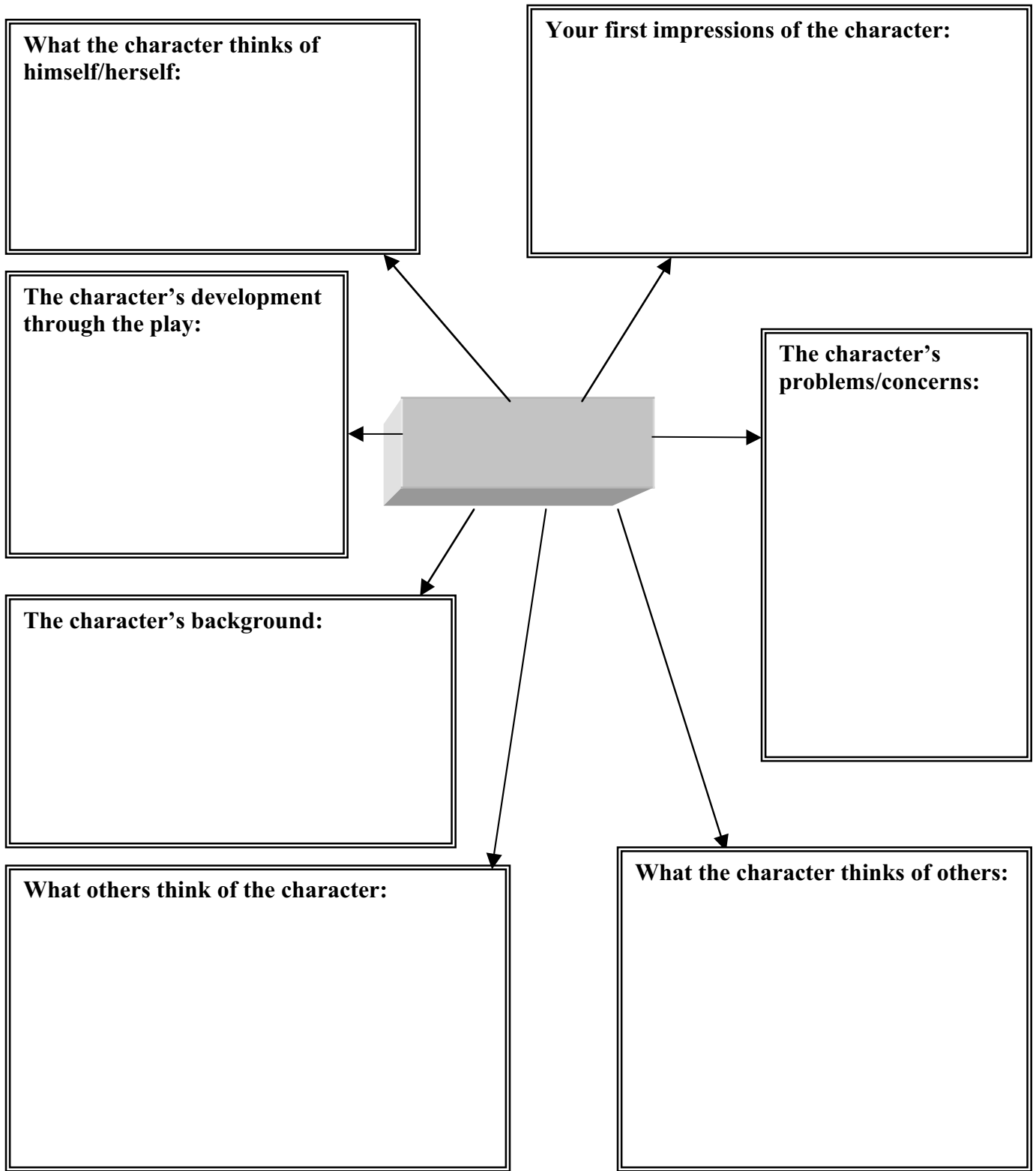
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## SPIDERGRAM WORKSHEET



## ***SPIDERGRAM WORKSHEET***





## ***SPIDERGRAM WORKSHEET***

A central gray 3D rectangular box with arrows pointing to six surrounding rectangular boxes, each containing a prompt for character analysis.

**What the character thinks of himself/herself:**

**Your first impressions of the character:**

**The character's development through the play:**

**The character's problems/concerns:**

**The character's background:**

**What others think of the character:**

**What the character thinks of others:**

## Act II

### Vocabulary/Language

**Objectives:** Interpreting the meaning of dialect and other terms from the text.

#### Activity

**Directions:** Complete the following **CROSSWORD** involving dialect and other terms from the text. Read each quotation from *The Crucible*. Then think of a synonym (a word with the same meaning) to replace the underlined word or phrase in the clue. The page number for the clue is included; you can look it up if you need more context clues to understand the meaning of the underlined terms.

Here is a sample clue:

“I’ll have my men on you, Corey! I’ll clap a writ on you!” (Pg. 32)

The correct answer is “lawsuit.”

## Act II

### Vocabulary/Language

**Objectives:** Interpreting the meaning of dialect and other terms from the text.

#### Activity

**Directions:** Complete the following **CROSSWORD** involving dialect and other terms from the text. Read each quotation from *The Crucible*. Then think of a synonym (a word with the same meaning) to replace the underlined word or phrase in the clue. The page number for the clue is included; you can look it up if you need more context clues to understand the meaning of the underlined terms.

Here is a sample clue:

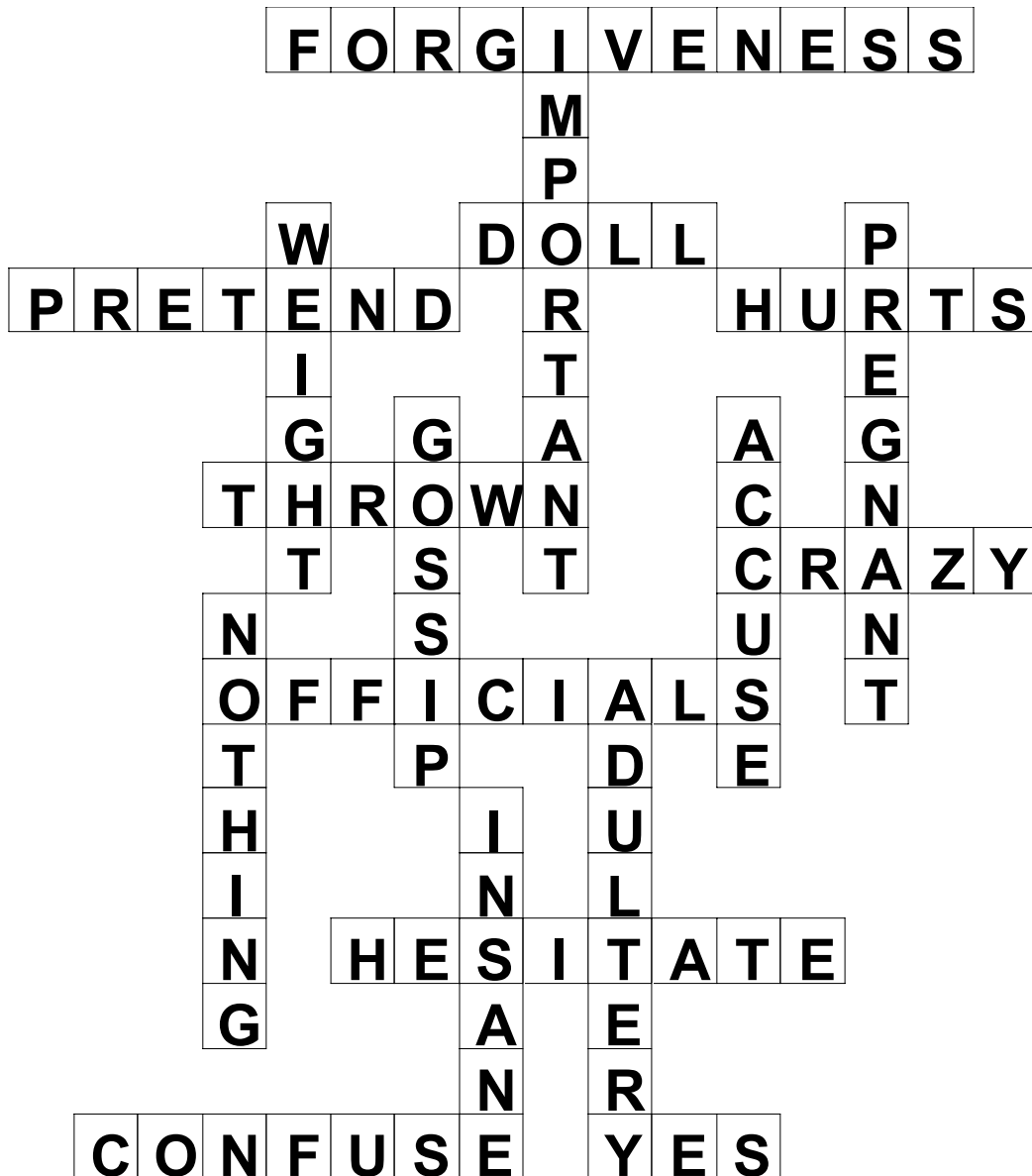
“I’ll have my men on you, Corey! I’ll clap a writ on you!” (Pg. 32)

The correct answer is “lawsuit.”

## Act II

### Vocabulary/Language

#### Crossword

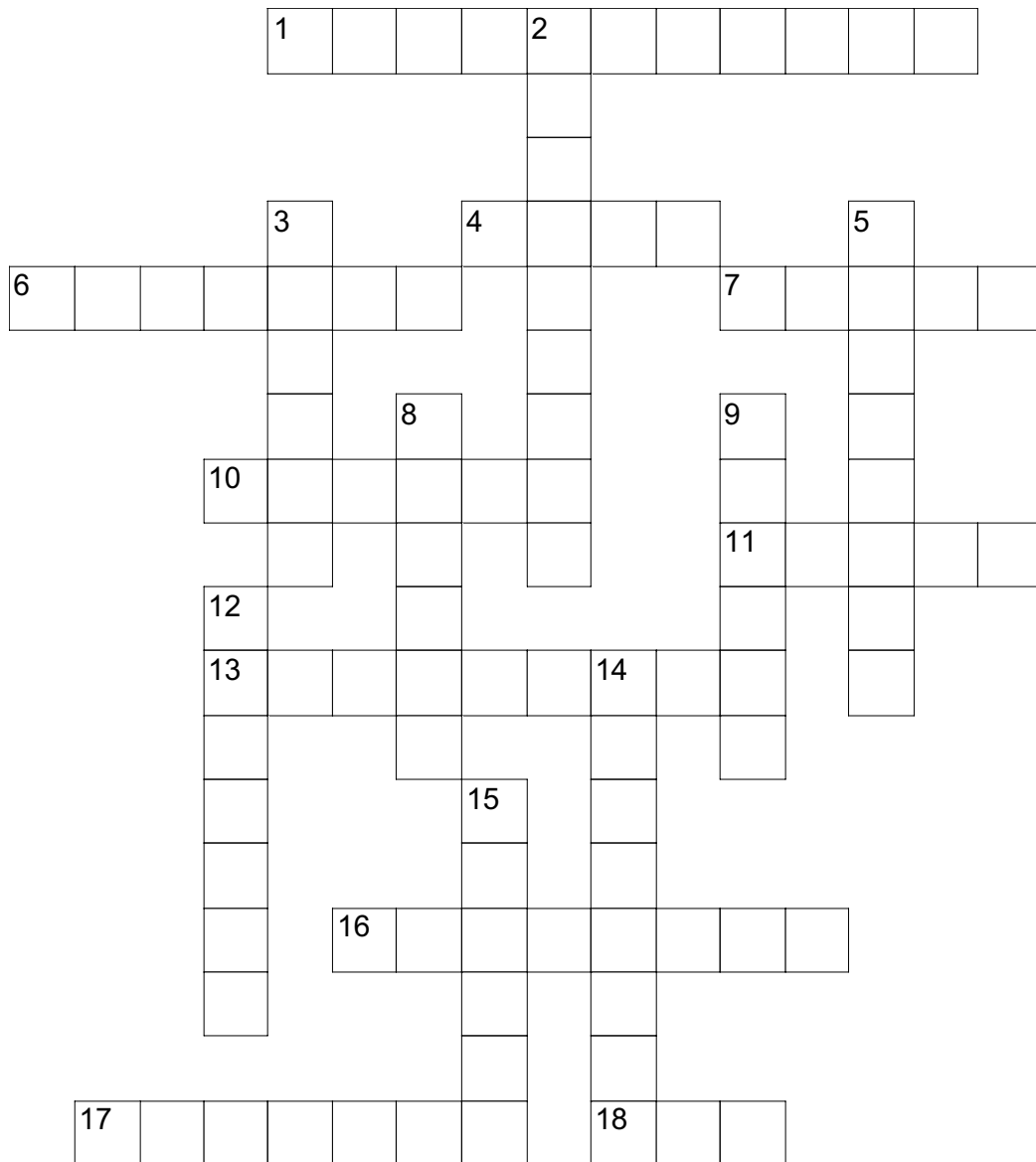


Answers: Across—1. forgiveness; 4. doll; 6. pretend; 7. hurts; 10. thrown; 11. crazy; 13. officials; 16. hesitate; 17. confuse; 18. yes.  
Down—2. important; 3. weight; 5. pregnant; 8. gossip; 9. accuse; 12. nothing; 14. adultery 15. insane.

## Act II

### Vocabulary/Language

### Crossword



## CROSSWORD CLUES

### ACROSS

1. "Spare me! You forget nothin' and forgive nothin'. Learn **charity**, woman." (Pg. 54)
4. "Why, thank you, it's a fair **poppet**." (Pg. 56)
6. "Fear nothing. I'll find Ezekiel Cheever. I'll tell him she said it were all **sport**." (Pg. 61)
7. "No, it **rebels** my stomach; I have further traveling yet tonight." (Pg. 63)
10. "And folks are brought before them, and if they scream and howl and fall to the floor—the person's **clapped** in the jail for bewitchin' them." (Pg. 53)
11. "There be a certain danger in calling such a name—I am no Goody Good that sleeps in ditches, nor Osburn, drunk and **half-witted**." (Pg. 61)
13. "They've sent four judges out of Boston, she says, weighty **magistrates** of the General Court, and at the head sits the Deputy Governor of the Province." (Pg. 52)
16. "John, if it were not Abigail that you must go to hurt, would you **falter** now?" (Pg. 54)
17. "Elizabeth, you **bewilder** him!" (Pg. 70)
18. "**Aye**, it is." (Pg. 51)

### DOWN

2. "I must tell you, sir, I will be gone every day now. I am amazed you do not see what **weighty** work we do." (Pg. 58)
3. "Now believe me, Proctor, how heavy be the law, all its **tonnage** I do carry on my back tonight." (Pg. 72)
5. "They had Doctor Griggs examine her, and she's **full to the brim**." (Pg. 59)
8. "But—surely you know what a **jabberer** she is. Did you tell them that?" (Pg. 57)
9. "And what of tomorrow? She will **cry me out** until they take me!" (Pg. 60)
12. "Abigail Williams told you it had **naught** to do with witchcraft!" (Pg. 68)
14. "She'll kill me for sayin' that! Abby'll charge **lechery** on you, Mr. Proctor!" (Pg. 80)
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## Act II

### An Illustrated Summary

**Objectives:** Illustrating scenes from a play.  
Interpreting scenes and set design.  
Analyzing the setting in a drama.  
Summarizing an act from a play.

### Activity

**Directions:** Working in small groups, write a summary of the events in Act II. Then choose a different scene for each group member to illustrate and assign parts of your summary to each drawing.

Here is an example from Act I. Important illustrated scenes could include the girls dancing in the forest, Betty lying in bed or attempting to jump out the window, or the scene where Tituba is forced to confess.

Each group member will turn in a drawing and a portion of the summary.

Be creative! Try to complete your illustrations in different ways, such as paintings, sketches, collages, or even a multimedia presentation with computer graphics. Share your illustrated summaries with the class.

*Note to teacher: This Activity can be adapted in various ways. For example, you may wish to assign each group a different act to compile an illustrated summary for the entire play. Another possibility would be to have students complete the assignment individually, creating simple drawings. A third idea would be to have groups create simple comic books to summarize the play or specific acts or scenes.*



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## Act II

### Irony

**Objectives:** Identifying irony in a play.

#### Activity

**Directions:** Arthur Miller uses various forms of irony—verbal, situational, and dramatic—in *The Crucible*. Working in your group, locate examples of irony in Act II, and paraphrase or quotation the incidents as evidence on the **IRONY WORKSHEET**. Then identify the type of irony the incident illustrates and explain how the incident is an example of that type of irony.

Here are some examples of the three types of irony from Act I:

1. **Verbal irony:** In the very beginning of Act I, Parris is almost hysterical over Betty's condition: "Oh, my God! God help me! Betty. Child. Dear child. Will you wake, will you open up your eyes! Betty, little one..." (Pg. 8) A caring father would be worried for her health; however, Parris' main concern is about his job security and maintaining his authority in the town.
2. **Situational irony:** Reverend Hale enters with a rational attitude and feels he must convince the others that, "We cannot look to superstition in this. The Devil is precise; the marks of his presence are definite as stone, and I must tell you all that I shall not proceed unless you are prepared to believe me if I should find no bruise of hell upon her." (Pg. 38) This becomes ironic when Hale becomes the primary person who makes Tituba confess to witchcraft, which she has not committed.
3. **Dramatic irony:** An example of dramatic irony is when Parris asks, "Your Ruth is sick?" (Pg. 13) Readers know that Ruth is not really sick, but the characters do not.

*Note to teacher: There are many examples of irony in Act II. Answers will vary. Some sample answers are provided.*

## Act II

### Irony

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## IRONY WORKSHEET

Incident	Type of Irony	Explanation
<i>Elizabeth reminds John of the one commandment that he cannot remember: "Adultery, John." (Pg. 67)</i>	<i>verbal</i>	<i>It is quite ironic that John forgets the one commandment that he has broken and that his wife, the victim of his adultery, is the one who reminds him.</i>
<i>Rebecca Nurse is arrested for witchcraft: "Rebecca's in the jail!" (Pg. 70)</i>	<i>situational</i>	<i>Rebecca is the most respected, religious, moral, and wise character in the play. Her imprisonment is most unexpected and ridiculous.</i>
<i>Abigail is stabbed by a needle in the stomach: "And demandin' of her how she come to be so stabbed, she testify it were your wife's familiar spirit pushed it in." (Pg. 74)</i>	<i>dramatic</i>	<i>Unlike the characters in the play, readers know that it is impossible for Elizabeth's spirit to have stabbed Abigail and that it is Abigail who has stabbed herself.</i>

## IRONY WORKSHEET

Incident	Type of Irony	Explanation

## Act II

### Writing Dialogue

**Objectives:** Writing dialogue based on facts from a drama.  
Writing in appropriate dialect.  
Punctuating dialogue and dialect.  
Creating character traits for created characters.

### Activity

**Directions:** Write a dialogue between two residents of Salem who are not portrayed in the play. The dialogue should focus on the events that have occurred and the growing hysteria in the village. Write in the appropriate dialect to make the dialogue seem realistic. Begin by listing the incidents you wish to discuss from Acts I and II, such as Betty's sickness, Tituba's confession, or the arrests. Then identify the character traits that you want your characters to possess. Consider their gender, age, job, and family when choosing traits. After you have written your dialogue make revisions to ensure that each character's traits are revealed through the play's dialogue. Use the following lists to get started:

*Note to teacher: Dialogues will vary. If your students work in groups, you may have students perform their dialogues for the class.*

**Incidents to include in your dialogue:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Character's name:**  
\_\_\_\_\_

**Character's traits:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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\_\_\_\_\_

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- \_\_\_\_\_
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## Act II

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\_\_\_\_\_

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- \_\_\_\_\_
- \_\_\_\_\_
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\_\_\_\_\_

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Act II

### Superstitions Essay

**Objectives:** Identifying superstitions of the past and present.  
Composing an essay using correct grammar, usage, and mechanics.  
Writing in third person.  
Organizing an essay using a thesis statement, topic sentences, and supporting details.

#### Activity I

**Directions:** Record examples of the superstitious nature of the Puritans from incidents in Acts I and II on the **SUPERSTITION CHART**. Then use the examples to create a short, one or two page essay.

Be sure your essay follows these guidelines:

- Include a thesis statement about the superstitious nature of the Puritans.
- Each paragraph must begin with a topic sentence.
- Each paragraph contains supporting details.
- At the conclusion of your essay, emphasize your points by restating your thesis statement and/or topic sentences (using different words) and provide a good concluding sentence.
- Incorporate transitions between ideas and paragraphs.
- Write in third person (*they*; *the Puritans*).
- Include a title for your essay.

Most people in Salem were poor and uneducated, and superstitions flourished. An example can be found in Act II when Hale comes to visit the Proctor's. Proctor tells Hale: "We are not used to visitors after dark, but you're welcome here." (Pg. 63) The Puritans associated many natural and supernatural dangers with darkness, so they usually avoided travelling at night. Similarly, black cats were considered to be witches' servants, or familiars.

*Note to teacher: There are many examples of superstitions in the first two acts. Answers will vary. Some sample answers are provided.*



## Act II

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## SUPERSTITION CHART

Page	Evidence of Superstitious Nature	Explanation
63	"We are not used to visitors after dark, but you're welcome here."	The Puritans associated many natural and supernatural dangers with darkness, so they usually avoided traveling at night.
71	<i>Rebecca Nurse is arrested "For the marvellous and supernatural murder of Goody Putnam's babies."</i>	<i>Rebecca Nurse obviously had nothing to do with the murder of Goody Putnam's infants at their births.</i>
41	<i>"I'm not sayin' she's touched the Devil, now, but I'd admire to know what books she reads and why she hides them."</i>	<i>Reading strange books would be suspicious to the Puritans, since the Bible was the book of choice. Reading for mere pleasure, such as novels, was not permitted.</i>
75	<i>"I have found it, sir. And in the belly of the poppet a needle's stuck. I tell you true, Proctor, I never warranted to see such proof of Hell,..."</i>	<i>The Puritans believed that it was possible for a witch to inflict harm on someone by injuring a doll representing the victim.</i>
72	<i>"Walcott, if you haven't the wit to feed a pig properly, you'll not live to own many."</i>	<i>Mr. Walcott thinks Martha has cursed him. She meant no witchcraft by the comment and only said it because Walcott unreasonably asked for his money back after she sold him a pig that later died.</i>

## SUPERSTITION CHART

Page	Evidence of Superstitious Nature	Explanation
63	“We are not used to visitors after dark, but you’re welcome here.”	The Puritans associated many natural and supernatural dangers with darkness, so they usually avoided traveling at night.

## Act II

### Superstitions

**Objectives:** Composing a list in a timed setting.  
Identifying superstitions.

#### Activity II

**Directions:** This is the question—How many superstitions can you think of in (unlucky) 13 minutes? Race against your classmates to see who can remember the most superstitions, either past or present. Your group will earn 1 point for each superstition. Here’s the catch—you will only receive credit for the superstition if it is not recorded on any other group’s list. Use the numbered lines on this page to begin, and turn the page over or use additional sheets of paper to make your list. At your teacher’s command, get ready, get set—begin!

Consider these early superstitions:

In early times, salt was too valuable to be used as a seasoning and was used primarily to preserve meat. Since salt slows down the process of decay, it came to be symbolic of never-dying life, so witches, devils, and demons supposedly feared it. Have you ever seen someone spill salt and then quickly toss some over a shoulder? This superstition continues today, but you may not know the reasoning behind it. The spilling of salt leaves one unprotected against demons and other supernatural figures. Tossing it over one’s shoulder was said to fight off any demons that may be lurking.

Early people had a great fear of demons and imagined they were waiting amongst them to invade their churches and souls. Where did the tradition of ringing bells to signal the start of church services begin? Initially, the loud ringing of the bells was thought to scare away demons so that they couldn’t enter the church. Similarly, one should cover one’s mouth when yawning not because of good manners or the possible escape of germs. A yawn is just enough time for demons to enter through the mouth. Covering the mouth, stops the demons from getting in. The same goes for sneezes. To prevent the soul from temporarily escaping the body during the sneeze and to prevent demons from entering, cover the mouth. A quick “God bless you” will also prevent the demons from stealing the escaped soul.

*Note to teacher: Use a timer with some type of bell or sound to signal the end of the race. The time limit of 13 minutes can be adjusted to meet your pacing needs. It is recommended that students be placed in groups before handing out this page. Students should also have pen and paper handy with only one recorder for each group. Of course, a small prize always increases the stakes.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Act II

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Early people had a great fear of demons and imagined they were waiting amongst them to invade their churches and souls. Where did the tradition of ringing bells to signal the start of church services begin? Initially, the loud ringing of the bells was thought to scare away demons so that they couldn’t enter the church. Similarly, one should cover one’s mouth when yawning not because of good manners or the possible escape of germs. A yawn is just enough time for demons to enter through the mouth. Covering the mouth, stops the demons from getting in. The same goes for sneezes. To prevent the soul from temporarily escaping the body during the sneeze and to prevent demons from entering, cover the mouth. A quick “God bless you” will also prevent the demons from stealing the escaped soul.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Act II

### Setting

**Objectives:** Examining the various settings in a drama.  
Comparing and contrasting two settings.

### Activity

**Directions:** Think about how the settings of Act I and Act II differ. How are they similar? Use the **VENN DIAGRAM** to plot similarities and differences between the two acts. A Venn Diagram consists of two overlapping circles. Each circle represents a different act of the play. In the area of the diagram that IS overlapping include the similarities, the differences will go in the area of the diagram that is NOT overlapping. Consider location, time, and symbolism. Moreover, consider these specific questions:

- Where is the location of each of the two settings? Describe the physical nature of each setting, such as a room or home and furnishings.
- What is the symbolism of each setting? For example, an open field on a spring day might suggest carefree, happy lives.

When you have finished your diagram, write a short paragraph to explain the symbolism of the setting. You may cite examples from the play or paraphrase incidents. Be sure to include a topic sentence and adequate reasons and evidence for your explanations.

A sample answer has been provided to get you started.

*Note to teacher: Answers may vary, especially when interpreting symbolism of setting elements.*

## Act II

### Setting

**Objectives:** Examining the various settings in a drama.  
Comparing and contrasting two settings.

### Activity

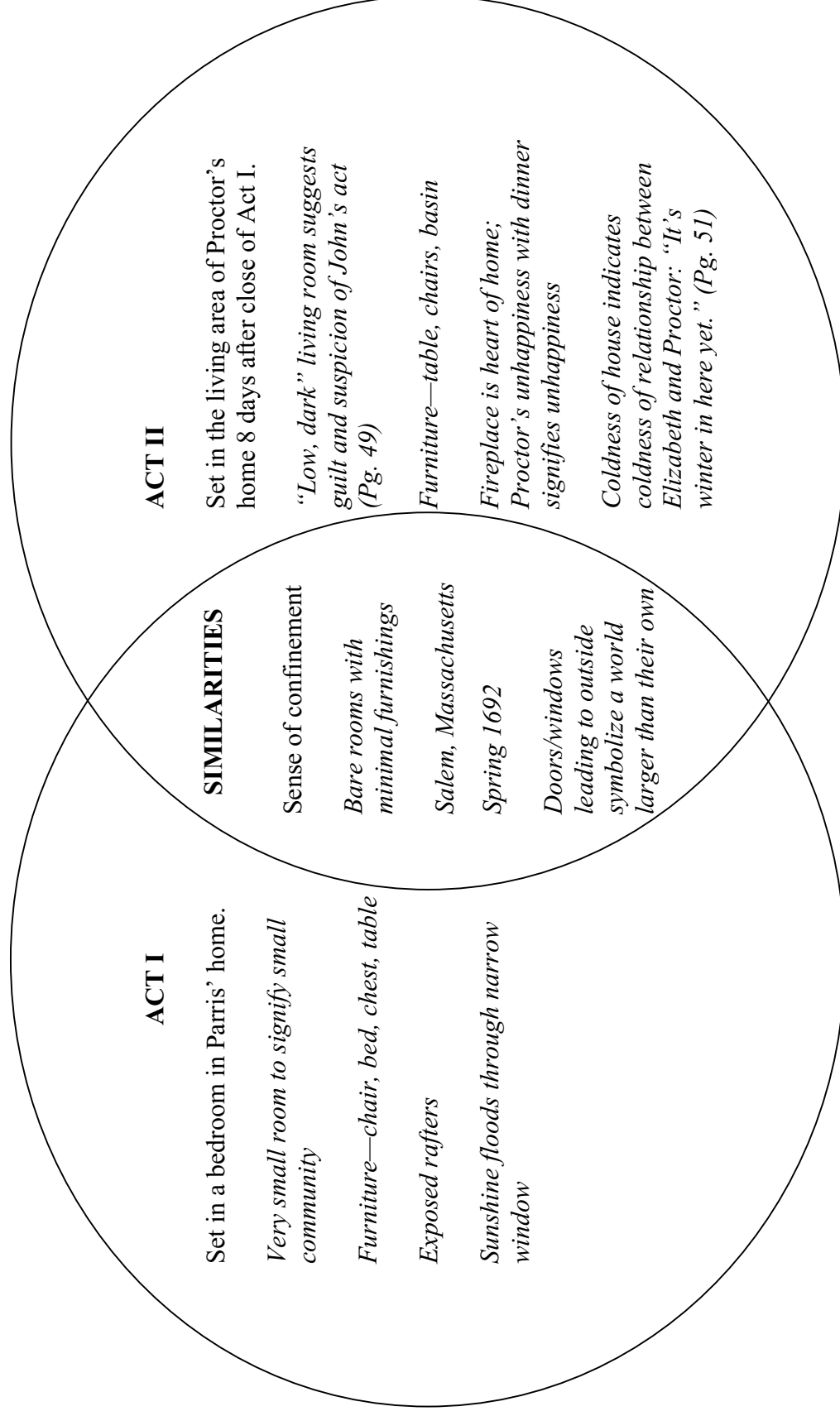
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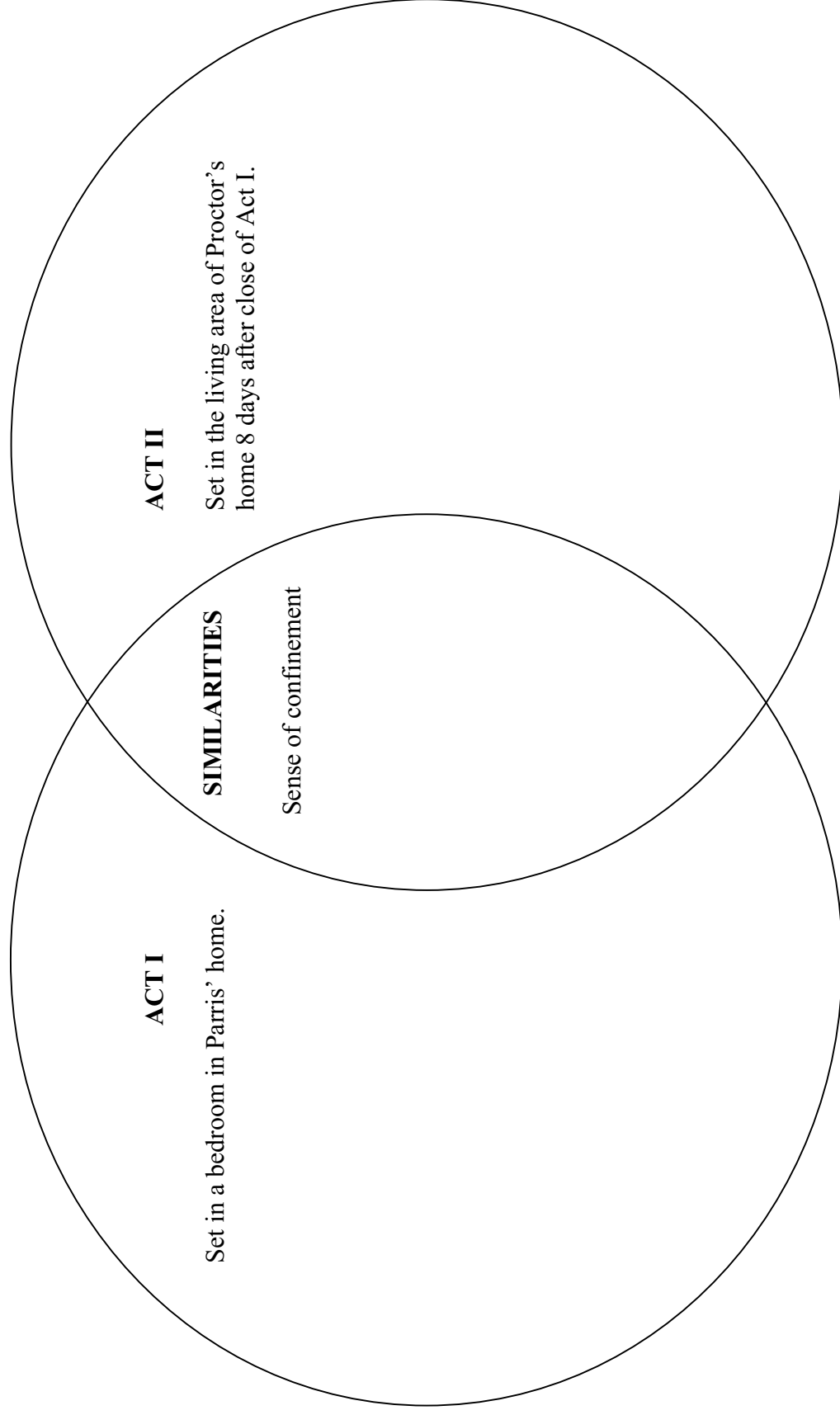
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## VENN DIAGRAM





## VENN DIAGRAM



## Act III

### Reading Check

**Objectives:** Understanding events in a play.

#### Activity

**Directions:** Answer the following questions about Act III of *The Crucible* by circling the letter of the correct answer.

1. Why does Proctor bring Mary to court?
  - A. to discredit Reverend Parris
  - B. to free his wife
  - C. to strengthen Mary's character
  - D. to prove the illegality of the court proceedings.
2. John Proctor is often absent from church because he
  - A. dislikes Reverend Parris.
  - B. lives too far from the church.
  - C. helps his wife with the housework.
  - D. is an atheist.
3. Elizabeth Proctor condemns herself by
  - A. keeping poppets in her house.
  - B. denying her husband's affair with Abigail.
  - C. confessing to witchcraft.
  - D. threatening Abigail in court.
4. When Mary Warren gives her deposition and says that she has not worked for the Devil, the other girls
  - A. confess with her and ask for forgiveness.
  - B. turn on Abigail and accuse her of controlling them.
  - C. leave the courtroom.
  - D. mimic Mary Warren and claim she has taken the form of a bird.
5. Mary Warren withdraws her testimony against the investigations because
  - A. she is in love with Proctor.
  - B. the other girls accuse her of witchcraft.
  - C. she knows she is admitting to perjury.
  - D. she is controlled by a spell.

*Answer key: 1. B 2. A 3. B 4. D 5. B*

## Act III

### Reading Check

**Objectives:** Understanding events in a play.

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  - B. the other girls accuse her of witchcraft.
  - C. she knows she is admitting to perjury.
  - D. she is controlled by a spell.

## Act III

### Plot Review: Round-Robin Reading Check

**Objectives:** Understanding plot events in a play.  
Paraphrasing and sequencing plot events in a play.

#### Activity

**Directions:** You are now going to be involved in a round-robin review of Acts I, II, and III. Half of your classmates are assigned to Team A; the other half are Team B. Beginning with Team A, the first member will identify one incident from Act I. You can include any information about the plot, setting, or characters. Here's the hard part—all events must be stated in the order that they occur in the play. You earn one point for your team for each correctly sequenced answer.

Next, the first member of Team B will identify a second incident from Act I. The idea is to include something that happened close to the first event of the play.

Team A and B will continue to alternate after each team member has stated an incident. Your team will lose two points anytime a team member states an incident that occurs in a different act and when an incident is repeated or is given out of order.

When you are finished with Act I, your teacher will instruct you to begin with Act II and then Act III.

While the round-robin review is happening, you must keep a **CHRONOLOG** that includes 7-10 events from each act. You can use this as a review to remember what events have occurred in each act. The first incident in each act has been provided for you.

*Note to teacher: Assist students when splitting the class into teams. Students may wish to create names for their teams other than Team A and Team B. Encourage teams to create names that relate to The Crucible.*

*This Activity can be modified to take as much or as little time as you wish. For example, you may have students focus on a single act or the entire play. To minimize confusion, you may instruct students to focus on setting, then characters, then plot, or only on plot events.*

*Inform students before beginning the review if they are allowed to use their books and/or notes. The CHRONOLOG can be an excellent reference to find quotations for writing a paper or in studying for a test. Sample events are listed.*

## Act III

### Plot Review: Round-Robin Reading Check

**Objectives:** Understanding plot events in a play.  
Paraphrasing and sequencing plot events in a play.

#### Activity

**Directions:** You are now going to be involved in a round-robin review of Acts I, II, and III. Half of your classmates are assigned to Team A; the other half are Team B. Beginning with Team A, the first member will identify one incident from Act I. You can include any information about the plot, setting, or characters. Here's the hard part—all events must be stated in the order that they occur in the play. You earn one point for your team for each correctly sequenced answer.

Next, the first member of Team B will identify a second incident from Act I. The idea is to include something that happened close to the first event of the play.

Team A and B will continue to alternate after each team member has stated an incident. Your team will lose two points anytime a team member states an incident that occurs in a different act and when an incident is repeated or is given out of order.

When you are finished with Act I, your teacher will instruct you to begin with Act II and then Act III.

While the round-robin review is happening, you must keep a **CHRONOLOG** that includes 7-10 events from each act. You can use this as a review to remember what events have occurred in each act. The first incident in each act has been provided for you.

### ACT I

- |   |   |
|---|---|
| 1. Betty lies sick in her bed.                    | 6. Proctor and Abby discuss the affair. |
| 2. Betty is sick from “unnatural causes” (Pg. 9). | 7. Parris wants the deed to the house.  |
| 3. Parris questions Abigail about dancing.        | 8. Hale arrives.                        |
| 4. Ruth is sick as well.                          | 9. Tituba confesses.                    |
| 5. Betty tries to leap from the window.           | 10. The girls accuse several people.    |

### ACT II

- |  |  |
|--|--|
| 1. Proctor has been planting the farm.                     | 6. Elizabeth is mentioned in court.      |
| 2. Mary Warren has been in court.                          | 7. Hale questions the Proctors.          |
| 3. Elizabeth tells John to go to court to tell about Abby. | 8. Elizabeth is charged with witchcraft. |
| 4. Sarah Good confesses to witchcraft.                     | 9. Poppet is found.                      |
| 5. Goody Good is pregnant.                                 | 10. Elizabeth is arrested.               |

### ACT III

- |   |                                   |
|---|-----------------------------------|
| 1. Martha Corey is questioned offstage. | 6. Testament with 91 signatures.  |
| 2. Giles brings evidence to court.      | 7. Hale questions girls’ honesty. |
| 3. Proctor brings Mary to court.        | 8. Mary’s deposition is read.     |
| 4. She says the girls are pretending.   | 9. Girls see bird on rafter.      |
| 5. Elizabeth is pregnant.               | 10. Proctor is arrested.          |

## **ACT I**

1. Betty lies sick in her bed.

## **ACT II**

1. Proctor has been planting the farm.

## **ACT III**

1. Martha Corey is questioned offstage.

## Act III

### Symbolism

**Objectives:** Interpreting symbolism from a play.

#### Activity I

**Directions:** In literature, authors regularly use items to represent larger ideas. Using the clues, unscramble the following common literary symbols on the **LITERARY SYMBOLS** worksheet. Look for colors, seasons, animals, and other common literary symbols. The first has been done for you.

*Not to teacher: This Activity could be used with stronger students by eliminating columns one and three and having students determine symbols for each clue.*



## **Act III**

### **Symbolism**

**Objectives:** Interpreting symbolism from a play.

#### **Activity I**

**Directions:** In literature, authors regularly use items to represent larger ideas. Using the clues, unscramble the following common literary symbols on the **LITERARY SYMBOLS** worksheet. Look for colors, seasons, animals, and other common literary symbols. The first has been done for you.

## LITERARY SYMBOLS

Scrambled Symbols	Clues	Answers
1. KLBAC	evil, villains	black
2. HIETW	good, innocence	<i>white</i>
3. PPLUER	royalty	<i>purple</i>
4. DLOG	wealth, power	<i>gold</i>
5. LAFL	middle-age; growth slows down	<i>fall</i>
6. NOLI	bravery, courage	<i>lion</i>
7. ITNHG	death	<i>night</i>
8. EDR	passion, anger, danger, love	<i>red</i>
9. MMRUSE	young adult years (growth and Activity)	<i>summer</i>
10. RIEF	cleansing, purification; damnation, hell	<i>fire</i>
11. EVDO	peace	<i>dove</i>
12. TREIWN	old age (no growth)	<i>winter</i>
13. RSEUNRI	new beginning	<i>sunrise</i>
14. NERGE	new growth, hope	<i>green</i>
15. PSGNIR	new life	<i>spring</i>
16. DWIN	change	<i>wind</i>
17. LLWOEY SERO	friendship	<i>yellow rose</i>
18. DRE OERS	passion, love	<i>red rose</i>
19. HIEWT RESO	unending, eternal love	<i>white rose</i>

## LITERARY SYMBOLS

Scrambled Symbols		Clues	Answers
1.	KL BAC	evil, villains	black
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19.	HIEWT RESO	unending, eternal love	

## Acts I-II

**Objectives:** Identifying symbolism within the play.  
Determining symbolism from clues within the play.

### Activity II

**Directions:** After you have had some practice with common literary symbols, determine specific symbols for each clue from *The Crucible* on the **CRUCIBLE SYMBOLISM** worksheet. Symbols may be characters, objects, or places in the play. Then explain the reasoning for each symbol, and cite an incident from the play as evidence for your reasoning. The answer to the first clue has been provided.

*Note to teacher: Answers may vary for the CRUCIBLE SYMBOLISM worksheet. Look for sound reasoning to determine the correctness of each symbol.*

## Acts I-II

**Objectives:** Identifying symbolism within the play.  
Determining symbolism from clues within the play.

### Activity II

**Directions:** After you have had some practice with common literary symbols, determine specific symbols for each clue from *The Crucible* on the **CRUCIBLE SYMBOLISM** worksheet. Symbols may be characters, objects, or places in the play. Then explain the reasoning for each symbol, and cite an incident from the play as evidence for your reasoning. The answer to the first clue has been provided.

## CRUCIBLE SYMBOLISM

1. untouchable authority: Judge Hathorne

Reasoning: Hathorne is described as "...a bitter, remorseless Salem judge." (Pg. 85) The townspeople fear his authority.

2. goodness and godliness: *Rebecca Nurse*

Reasoning: *Rebecca is known and respected for her moral, religious character. Hale even knows of her good deeds: "We have all heard of your great charities in Beverly." (Pg. 37)*

3. symbol of bondage, imprisonment: *chains*

Reasoning: *Proctor becomes panicked when he sees his wife being chained: "Damn you, man, you will not chain her! Off with them! I'll not have it! I will not have her chained!" (Pg. 78)*

4. Parris' materialism: *golden candlesticks*

Reasoning: *Proctor explains, "Since we built the church there were pewter candlesticks upon the altar; Francis Nurse made them...But Parris came, and for twenty week he preach nothin' but golden candlesticks until he had them." (Pg. 65) Proctor believes that an honest leader would not need such material things.*

5. forbidden pastime: *dancing*

Reasoning: *The Puritans associated dancing with evil. Mary Warren states, "...Abby! You'll only be whipped for dancin', and the other things!" (Pg. 19) Another forbidden pastime is reading books. The fact that Martha Corey read strange books helped lead to her arrest.*

6. plaything made evil by association: *poppet*

Reasoning: *Cheever exclaims, "'Tis hard proof!" when he discovers the needle stuck in the poppet. (Pg. 75)*

7. evil and trickery: *Abigail Williams*

Reasoning: *Abigail serves as an evil force throughout the play. For example, Abigail threatens the other girls when they suggest telling the truth: "Let either of you breathe a word,...and I will bring a pointy reckoning that will shudder you." (Pg. 20)*

## CRUCIBLE SYMBOLISM

1. untouchable authority: Judge Hathorne

Reasoning: Hathorne is described as "...a bitter, remorseless Salem judge." (Pg. 85) The townspeople fear his authority.

2. goodness and godliness:

Reasoning:

3. symbol of bondage, imprisonment:

Reasoning:

4. Parris' materialism:

Reasoning:

5. forbidden pastime:

Reasoning:

6. plaything made evil by association:

Reasoning:

7. evil and trickery:

Reasoning:

8. place where evil frequently occurs: *forest*

Reasoning: *The Puritans associated the forest with evil. Parris tells Abigail, "Abominations are done in the forest—" (Pg. 11)*

9. voice of reason: *Proctor*

Reasoning: *Proctor is portrayed as the voice of reason throughout the play. When Parris suggests that there could be poppets hidden in his house where Proctor cannot find them, Proctor answers a ridiculous question with a ridiculous answer: "There might also be a dragon with five legs in my house, but no one has ever seen it." (Pg. 104)*

10. theocratic leader: *Reverend Parris*

Reasoning: *Like other Puritan leaders, Parris preaches hellfire and damnation. Rebecca Nurse states, "...there are many that quail to bring their children—" because parents are afraid that Parris' sermons will frighten their children. (Pg. 29)*



8. place where evil frequently occurs:

Reasoning:

9. voice of reason:

Reasoning:

10. theocratic leader:

Reasoning:

## Act I-III

### Drama

**Objectives:** Performing scenes from a play.  
Understanding major events and characters in a play.  
Performing for a real audience.

### Activity

**Directions:** Working in your groups, choose a scene to perform for the class. Memorize your lines and practice your scene before performing for your class. Be sure to say your lines with feeling and really try to become the character you are portraying. If possible, it would be beneficial for your audience if you could use a few props.

Approve your selected scene with your teacher. Although there are many scenes in the play, here are some suggestions:

#### Scenes for 2 people:

- Bottom of Page 9-12, Act I: Parris and Abigail discuss what happened in the forest.
- Pages 21-24, Act I: Proctor tells Abigail that their affair is over.
- Pages 49-55, Act II: Elizabeth tries to convince Proctor that he must go to court because he knows the girls are lying.

#### Scenes for 3 people:

- Pages 55-62, Act II: Proctor and Elizabeth question Mary Warren about her involvement in the trials and learn that Elizabeth's name has been mentioned.
- Pages 63-70, Act II: Hale questions Proctor and Elizabeth about their Christian character. Proctor forgets the Commandment about adultery.

#### Scenes for 4 or more people:

- Pages 18-20, Act I: Abigail, Mercy, Mary, and Betty discuss their events in the forest. Abigail threatens the girls to only say they danced.
- Pages 41-48, Act I: Tituba confesses to witchcraft.
- Pages 72-78, Act II: Elizabeth is arrested.
- Pages 106-114, Act III: Proctor admits to lechery; Elizabeth condemns herself by denying it.
- Pages 114-120, Act III: Abigail pretends to see a yellow bird in the courtroom, the girls mimic Mary's words, and Mary denies her deposition to save herself.

*Note to teacher: Some scenes are longer than others. Assist students in editing scenes for length. In addition, be sure students choose at least one scene from each act that has been read in the play so that scenes can be acted out in the order they occur in the play. This will also serve as an excellent review for students before the shocking events in Act IV.*

## Act I-III

### Drama

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Understanding major events and characters in a play.  
Performing for a real audience.

### Activity

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## Act III

### Character Casting

**Objectives:** Understanding the importance of casting.  
Identifying physical and psychological traits of a character.  
Identifying appropriate modern day actors/actresses for characters.

### Activity

**Directions:** You are a Hollywood producer and plan to produce a version of Arthur Miller's classic drama, *The Crucible*. As you are very concerned about the success of your new film version, you wish to oversee the casting of the actors yourself. Using the **CASTING CHART**, your job is to identify physical and psychological traits for the main characters in the play. Then assign a modern actor to each role. Try to imagine the actors working together in a specific scene to judge if they will be able to interact appropriately with each other. The traits for Parris have been determined for you. After you are through, write a sentence explaining why you chose a specific actor

*Note to teacher: Answers may vary, especially with actors assigned. Sample traits are provided. Inform students that they can infer some physical traits, such as gray hair and height for Parris.*

## Act III

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## CASTING CHART

Character	Physical Traits	Psychological Traits	Actor
Reverend Parris	Gray hair, in his forties, medium to tall height	Insecure, greedy, easily influenced and intimidated, likes material things, prideful, emotional, demanding, feels unappreciated, weak, educated	
John Proctor	<i>Attractive; in his middle thirties; dark, somewhat shaggy hair; medium to tall height</i>	<i>Rational, feels guilty for committing adultery, well-respected, busy, hard-working, honest, smart</i>	
Abigail Williams	<i>Beautiful; about seventeen years old; long, dark hair; medium height</i>	<i>Evil, sneaky, mischievous, deadly, dishonest, manipulative, conniving, powerful, menacing, unreligious</i>	
Elizabeth Proctor	<i>Plain-looking; medium height; dark blonde or light brown hair; in her thirties; pale, sickly complexion</i>	<i>Passive, honest, religious, distrustful, loathes Abigail</i>	
Reverend Hale	<i>Nearly forty, medium height, lightly gray hair</i>	<i>Intelligent, educated, kind, honest, religious, assertive, outspoken</i>	
Mary Warren	<i>Seventeen, short to medium height, long hair</i>	<i>Naïve, weak, frightened, lonely</i>	
Judge Danforth	<i>Strong, rough voice; white hair; in his sixties</i>	<i>Bitter, authoritative, remorseless, outspoken, demanding, powerful, stern</i>	

## CASTING CHART

Character	Physical Traits	Psychological Traits	Actor
Reverend Parris	Gray hair, in his forties, medium to tall height	Insecure, greedy, easily influenced and intimidated, likes material things, prideful, emotional, demanding, feels unappreciated, weak, educated	
John Proctor			
Abigail Williams			
Elizabeth Proctor			
Reverend Hale			
Mary Warren			
Judge Danforth			

## Act III

### Writing a Newspaper Article

**Objectives:** Composing newspaper headlines based on events in a play.  
Writing a newspaper article based on facts from a play.  
Writing in formal Standard English using correct grammar, mechanics, and usage.

#### Activity

**Directions:** Pretend you are a newspaper reporter for the *Salem Times*. You have been following the Salem witch trials from the very start. As a reporter, your goal is to sell as many newspapers as possible; striking headlines will cause more readers, thereby selling more papers. You always try to be creative in your headlines. Here is a possible headline from your first story from Act I:

**DANCING CAUSES**

**DEADLY ILLNESS!**

Your editor asks you to provide a chronological list of ten stories you have written concerning the trials from Acts I, II, and III on the **HEADLINE LIST**.

Then choose one headline write a few paragraphs for your editor. When writing your short article, remember that newspaper articles follow these rules of writing:

- The first paragraph of the article answers the 5 W's: who, what, when, where, why and how.
- Feelings and emotions are omitted.
- Only the facts are provided.
- Information is presented simply and without excess words.
- As in essays, paragraphs are organized into clear paragraphs with topic sentences and supporting details.
- Don't forget the shocking headline.

*Note to teacher: Headlines will vary wildly, as they should. Look for creativity and that they accurately represent events in the play. While creating headlines is conducive to cooperative group learning, it is recommended that each student submit their own article for grading.*



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**DANCING CAUSES**

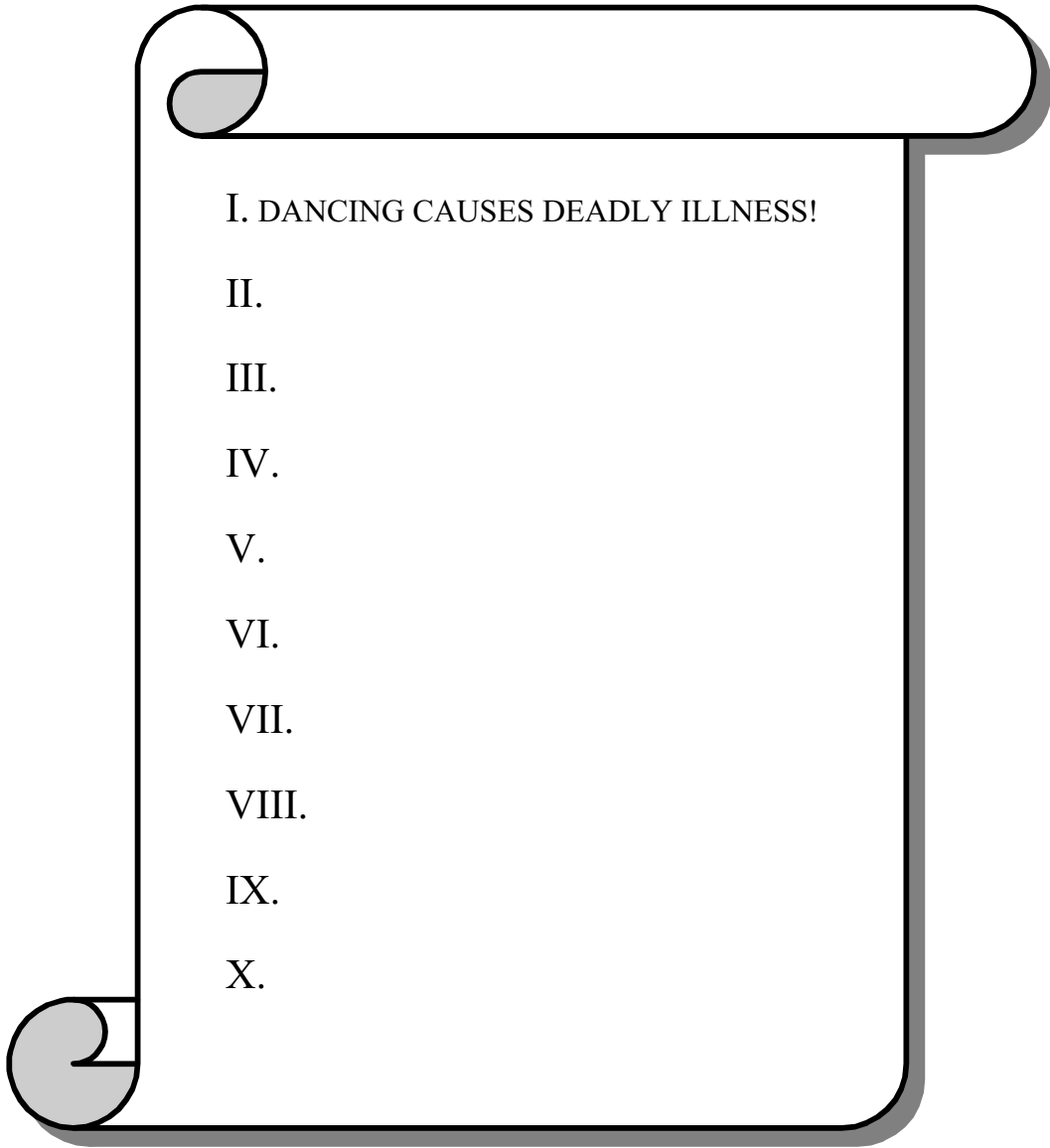
**DEADLY ILLNESS!**

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Then choose one headline write a few paragraphs for your editor. When writing your short article, remember that newspaper articles follow these rules of writing:

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## HEADLINE LIST



I. DANCING CAUSES DEADLY ILLNESS!

II.

III.

IV.

V.

VI.

VII.

VIII.

IX.

X.

Notes for your newspaper article:

Who? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

Where? \_\_\_\_\_

Why? \_\_\_\_\_

How? \_\_\_\_\_

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## Act III

### Mood and Stage Directions

**Objectives:** Identifying stage directions that help to establish mood.  
Practicing writing paragraphs that convey identifiable moods.

#### Activity I

**Directions:** Tension builds in Act III of *The Crucible*. The events are exciting to read, partly due to the words and phrases Miller uses to describe the action. These words and phrases convey to the reader the mood of the action, which is frequently fast, intense, or even hysterical. Examine this quotation from Act I where Tituba is “*suddenly bursting out*: “Oh, how many times he bid me kill you, Mr. Parris!” (Pg. 47) Tituba is obviously distraught; the stage directions confirm her frantic mood.

Match each stage direction, which indicates mood, with the appropriate quotation from the play. The characters’ names are provided to help you remember the scene.

*Note to teacher: It is suggested that students not be allowed to use their books during this Activity since the page numbers allow students to locate the answers without having to match mood to quotations.*

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Match each stage direction, which indicates mood, with the appropriate quotation from the play. The characters’ names are provided to help you remember the scene.

**Stage Directions:**

- |                                |  |
|--------------------------------|--|
| A. apologetically              | F. hysterically                        |
| B. furious, his fists clenched | G. beginning to plead                  |
| C. shocked                     | H. laughs insanely                     |
| D. restrained—he is curious    | I. gentle but with firm protectiveness |
| E. roaring                     | J. still standing, horrified           |

**Quotations:**

- \_\_\_ *E* \_\_\_ 1. Giles' Voice to the court: "I have evidence for the court!" (Pg. 84)
- \_\_\_ *G* \_\_\_ 2. Giles to the court: "They be tellin' lies about my wife, sir, I—" (Pg. 85)
- \_\_\_ *I* \_\_\_ 3. Proctor tells the court: "She would speak with the Deputy Governor." (Pg. 87)
- \_\_\_ *D* \_\_\_ 4. Danforth to Proctor: "Not come to church?" (Pg. 90)
- \_\_\_ *A* \_\_\_ 5. Cheever tells John: "I think it be evidence, John, I am an official of the court, I cannot keep it." (Pg. 91)
- \_\_\_ *J* \_\_\_ 6. Francis tells the court: "I have brought trouble on these people; I have—" (Pg. 94)
- \_\_\_ *B* \_\_\_ 7. Giles says to Danforth and the court: "A fart on Thomas Putnam, that is what I say to that!" (Pg. 96)
- \_\_\_ *C* \_\_\_ 8. Danforth asks Abigail: "What's this? Laughter during—!" (Pg. 104)
- \_\_\_ *F* \_\_\_ 9. Mary Warren tells the court: "He come at me by night and every day to sign, to sign, to—" (Pg. 118)
- \_\_\_ *H* \_\_\_ 10. Proctor tells the court: "A fire, a fire is burning! I hear the boot of Lucifer, I see his filthy face! And it is my face, and yours, Danforth!...God damns our kind especially, and we will burn, we will burn together!" (Pgs. 119-120)

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## **Act III**

### **Mood Depiction**

**Objectives:** Identifying specific moods.

#### **Activity II**

**Directions:** Write a short paragraph or poem of your own using words and phrases to convey one of these moods or a mood of your own:

- Apologetic
- Furious
- Shocked
- Restrained
- Curious
- Hysterical
- Pleading
- Gentle
- Protective
- Horrified
- Respectful
- Carefree
- Foreboding, unsettling
- Humorous, amusing
- Happiness
- Sadness

If you choose to write a paragraph, try to use as many descriptive terms as you can to convey your mood. If you choose to write a poem, use rhyming words if you wish, or use free verse. Include any figurative language you can, including similes, metaphors, personifications, alliterations, onomatopoeias, or hyperboles, for example. When finished, students may share paragraphs or poems with the class.



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## Act III

### Art: Creating a Collage

**Objectives:** Creating a collage to illustrate a subject of the play.  
Presenting artwork to a real audience.

#### Activity

**Directions:** Choose one of the following subjects that pertains to *The Crucible* and create a collage to illustrate that concept. Use a wide variety of materials to make your collage interesting. Some suggested items are: magazine clippings, drawings, photographs, symbolic items, art supplies, and any other appropriate materials. When you are finished, present your collage to your class, and explain how each item on your collage is related to your subject.

- Revenge
- Courage
- Hysteria
- Guilt
- Hypocrisy
- Authority
- Integrity
- Justice

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- Courage
- Hysteria
- Guilt
- Hypocrisy
- Authority
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- Justice

## Act IV

### Reading Check

**Objectives:** Understanding the events in a drama.

### Activity

**Directions:** Answer true or false for the following statements about Act IV of *The Crucible*. Then rewrite each false statement on the back of this sheet to make it true.

- \_\_\_\_\_ 1. Act IV opens in the Salem jail.
- \_\_\_\_\_ 2. Parris finds a dagger in his door.
- \_\_\_\_\_ 3. Giles Corey's last words are: "God help you."
- \_\_\_\_\_ 4. Danforth wants to post Proctor's confession on the courtroom door.
- \_\_\_\_\_ 5. Parris tells the judges that Proctor and Abigail have stolen his money.
- \_\_\_\_\_ 6. Hale asks Elizabeth to encourage Proctor to confess.
- \_\_\_\_\_ 7. Proctor does not want his good name destroyed.
- \_\_\_\_\_ 8. Proctor refuses to sign his name on the confession.
- \_\_\_\_\_ 9. Hale wants Proctor to confess to prevent a rebellion.
- \_\_\_\_\_ 10. Abigail asks Proctor to run away with her to Canada.
- \_\_\_\_\_ 11. Rebecca Nurse confesses to witchcraft.
- \_\_\_\_\_ 12. Hale is a devoted supporter of the trials throughout the drama.
- \_\_\_\_\_ 13. Elizabeth's prosecution is postponed because Mary Warren testifies for her.
- \_\_\_\_\_ 14. Parris wants Proctor to confess because Parris knows that Proctor is innocent.
- \_\_\_\_\_ 15. Danforth is unable to pardon Proctor because Danforth doesn't have the power.

*Answer key:*

1. True
2. True
3. False; Giles' last words are: "More weight."
4. False; Danforth wants to post Proctor's confession on the church door.
5. False; Parris tells the judges that Abigail and Mercy have stolen his money.
6. True
7. True
8. False; Proctor signs the confession but then rips it.
9. True
10. False; Abigail and Mercy run away together, probably onboard a ship.
11. False; Rebecca refuses to confess.
12. False; Hale believes there are witches in Salem in the beginning of the play, but believes the accused are innocent at the end of the play.
13. False; Elizabeth's prosecution is postponed because she is pregnant.
14. True
15. False; Danforth is unable to pardon Proctor because it would cast doubt on the guilt of those already executed.

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## Act IV

### Writing a Will

**Objectives:** Writing a will to express a character's wishes.  
Writing using formal Standard English using correct grammar, mechanics, and usage.

### Activity

**Directions:** In Act IV of *The Crucible*, Giles Corey is pressed to death, and many characters are sentenced to their deaths. In addition, Rebecca Nurse and John Proctor are led to execution as the curtain falls.

Your task is to write a will for Giles, Proctor, or Rebecca. It will be read aloud to the town a few days after your character's death. The purpose of a will is to distribute personal belongings, like money or material possessions, and to express one's final wishes and thoughts. Here are some ideas that might be appropriate for your character's will:

- What do you want to tell your children? The town? The world? Your spouse? Your friends?
- Why did you choose to die the way you did? Why didn't you confess to live the rest of your life?
- Would your character leave any advice for anyone?
- Would your character divide his or her possessions? You can assume certain possessions that are not mentioned in the play as long as they are consistent with the time period.

Write in first person, from your character's point of view. Wills should be about one page in length. Do not forget to revise and/or proofread to reduce grammatical errors. Use the following line as your beginning:

"I, \_\_\_\_\_, declare this to be my last will and testament...."

*Note to teacher: Wills may be very different from each other. Wills are correct if they remain true to the chosen character. Be sure that wills are written in Standard English, have few grammatical errors, and are an appropriate length.*

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## Act I-IV

### Static/Dynamic Characters

**Objectives:** Analyzing the complexity of specific characters to determine whether they are static or dynamic.  
Writing an essay in third person point of view.  
Organizing an essay using a thesis statement, topic sentences, supporting details, and parenthetical citations.  
Composing formal Standard English using correct grammar, mechanics, and usage.

### Activity I

**Directions:** Act IV concludes your study of the characters in *The Crucible*. Throughout the play, you have learned each character's motivations, thoughts, actions, and desires. By Act IV, some of Miller's characters have undergone many changes, while others have remained basically the same. Determine whether the following characters from *The Crucible* are dynamic (round) or static (flat) by circling either DYNAMIC or STATIC and providing a reason for your choice. In your reason, you will want to paraphrase relevant incidents from the play. The first character, Reverend Parris, has been done for you.

1. Reverend Parris                      STATIC          DYNAMIC

Static: In the beginning, his concern is not for his daughter Betty's health, but for his reputation and position in the town. At the end of the play, he is still a guilty coward, whose only concern is for himself.

2. John Proctor                      STATIC          DYNAMIC

*Dynamic: Throughout the first three acts, Proctor lives with the shame and guilt associated with his adultery. In Act IV, however, he admits to his crime and is no longer ashamed. In addition, he signs his name to his confession admitting to the crime of witchcraft to save his life, but changes his mind to salvage his self-respect.*

3. Abigail Williams                      STATIC          DYNAMIC

*Static: Abigail begins and ends the play as an evil character who tries to steal Proctor's love at any cost.*

4. Elizabeth Proctor                      STATIC          DYNAMIC

*Dynamic: Elizabeth's relationship with Proctor changes greatly, especially in Act IV. She changes from a cold, unfeeling wife to a woman in love with her husband. She deeply regrets the time she wasted when she did not appreciate her husband and their marriage.*



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Static: In the beginning, his concern is not for his daughter Betty's health, but for his reputation and position in the town. At the end of the play, he is still a guilty coward, whose only concern is for himself.

2. John Proctor                      STATIC              DYNAMIC

3. Abigail Williams                      STATIC              DYNAMIC

4. Elizabeth Proctor                      STATIC              DYNAMIC

5.        Giles Corey                                STATIC        DYNAMIC

*Dynamic: Giles is curious as to why his wife reads strange books in the beginning of the play and wonders if witchcraft may be to blame. At the end of the play, he knows she is innocent, is desperate to free her, and admits that as his third wife, he did not realize her value.*

6.        John Hale                                    STATIC        DYNAMIC

*Dynamic: In Act I, Hale is certain that there are witches in Salem. As the play progresses, however, he doubts this judgement. By Act IV, he is certain that the accused are innocent and even tries to get them to confess to a lie to save their lives.*

7.        Mary Warren                                STATIC        DYNAMIC

*Dynamic: Mary Warren lies with the other girls in the beginning; she realizes this is wrong and tries to confess, but she again joins the accusers to save herself.*

8.        Deputy Governor Danforth        STATIC        DYNAMIC

*Static: Danforth never changes his views about the guilt of the accused. Despite pleas from Hale and others, his character remains the same throughout the play.*

9.        Tituba    STATIC        DYNAMIC

*Static: Tituba is a victim throughout the play. She cannot change her situation.*

10.      Rebecca Nurse                                STATIC        DYNAMIC

*Static: Throughout the play, Rebecca maintains her innocence and speaks rationally. She does not consider confessing to the false charges of witchcraft. She is also well respected even when she is condemned.*

5.	Giles Corey	STATIC	DYNAMIC
6.	John Hale	STATIC	DYNAMIC
7.	Mary Warren	STATIC	DYNAMIC
8.	Deputy Governor Danforth	STATIC	DYNAMIC
9.	Tituba	STATIC	DYNAMIC
10.	Rebecca Nurse	STATIC	DYNAMIC

## Acts I-IV

### Character Traits

**Objectives:** Identifying specific character traits.  
Creating an essay using correct grammar, usage, and mechanics  
Organizing an essay using a thesis statement, topic sentences, and specific supporting details.  
Writing in third person

### Activity II

**Directions:** Choose one of the dynamic characters from the first Activity, and write a character sketch in which you describe 3-5 of that character's traits and explain why that character is a dynamic. Provide evidence from *The Crucible* in the form of paraphrased and quoted incidents. Construct a basic outline of your essay before you begin writing, including the introduction, body paragraph(s), and conclusion.

Although this essay could be organized in a variety of ways, here is a sample organizational pattern: Consider having the introduction provide background information on the play and the character you have chosen. Insert your thesis statement as the last sentence in the introduction. Try to organize each body paragraph so that it focuses on a specific character trait. For example, the main idea for three body paragraphs could focus on three separate traits of the character. In the conclusion, explain why this is a dynamic character, and restate your thesis statement and topic sentences.

Be sure to follow these guidelines:

Prepare a basic outline.  
Each essay should include 4-6 well organized paragraphs.  
Include a compelling title that indicates which character you have chosen.  
Write in third person point of view, using he, she, and other third person terminology.  
Describe 3-5 of the character's traits.  
Each paragraph must begin with a topic sentence.  
Each paragraph must contain supporting details.  
Include evidence from the play in the form of quotations and paraphrased material.  
Quotations should not stand alone; incorporate them into your own sentences.  
Provide parenthetical citations for direct quotations.  
In the conclusion, restate the main ideas of the essay.  
Incorporate transitional words and phrases between paragraphs and ideas.  
Have a classmate help revise and proofread your essay before submitting it for grading.

After you are finished with your character sketch, use this as a checklist, placing checks by each guideline that you have followed.

*Note to teacher: You are to provide a specific length for the students. A length of 4-6 paragraphs is suggested; however, this assignment can be shortened or lengthened. This checklist can also be used by students when they are assessing their partners' papers during the revision process.*

## Acts I-IV

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## Act IV

### Theme

**Objectives:** Analyzing quotations from a play to identify themes.

#### Activity

**Directions:** Working in your groups, read the quotation from Act IV of *The Crucible*. First, decide the topic of the quotation. Then, write a statement of theme based on the incident. Page numbers of the quotations are provided if you need more information about the scene. While topic answers should be consistent, there may be more than one correct answer for each theme. When finished, each group will share its themes with the class.

*Note to teacher: While topics should be consistent, themes will vary for this Activity. One sample theme is provided for each incident. An alternative to these exercises would be to simply provide a list of themes and have students find incidents that illustrate each theme.*

Study this example from Act III:

#### EXAMPLE INCIDENT

Giles: “Your Excellency, I only said she were readin’ books, sir, and they come and take her out of my house for—” (Pg. 86)

**Topic:** Giles tries to convince the court that his suspicions about his wife are incorrect.

**Theme:** Suspicion is infectious and can produce a state of hysteria.

**Explanation of Theme:** The events in this play depend on the fears and suspicions of the townspeople, which create hysteria. Anything suspicious, such as the alarming number of infant deaths that the Putnams experience, produces fear and ultimately hysteria in the play.

## Act IV

### Theme

**Objectives:** Analyzing quotations from a play to identify themes.

### Activity

**Directions:** Working in your groups, read the quotation from Act IV of *The Crucible*. First, decide the topic of the quotation. Then, write a statement of theme based on the incident. Page numbers of the quotations are provided if you need more information about the scene. While topic answers should be consistent, there may be more than one correct answer for each theme. When finished, each group will share its themes with the class.

Study this example from Act III:

### EXAMPLE INCIDENT

Giles: “Your Excellency, I only said she were readin’ books, sir, and they come and take her out of my house for—” (Pg. 86)

**Topic:** Giles tries to convince the court that his suspicions about his wife are incorrect.

**Theme:** Suspicion is infectious and can produce a state of hysteria.

**Explanation of Theme:** The events in this play depend on the fears and suspicions of the townspeople, which create hysteria. Anything suspicious, such as the alarming number of infant deaths that the Putnams experience, produces fear and ultimately hysteria in the play.

## INCIDENT ONE

Proctor: “I have confessed myself! Is there no good penitence but it be public? Good does not need my name nailed upon the church! God sees my name; God knows how black my sins are! It is enough!” (Pg. 142)

### Topic:

*Proctor has reluctantly signed his confession but does not want his confession posted on the church door.*

### Theme:

*Excessive pride can lead to one’s downfall.*

### Explanation of Theme:

*Many characters are prideful throughout the play. Here, Proctor wishes to maintain the last remnant of his pride—his name.*

## INCIDENT TWO

Danforth: “I will not receive a single plea for pardon or postponement. Them that will not confess will hang. Twelve are already executed; the names of these seven are given out, and the village expects to see them die this morning. Postponement now speaks a floundering on my part; reprieve or pardon must cast doubt upon the guilt of them that died till now. While I speak God’s law, I will not crack its voice with whimpering. If retaliation is your fear, know this—I should hang ten thousand that dared to rise against the law, and an ocean of salt tears could not melt the resolution of the statutes.” (Pg. 129)

### Topic:

*There has been fear of rebellion and innocence of the accused. Danforth assures Hale, Herrick, and Parris that the law will be followed exactly as it is written. No exceptions will be made.*

### Theme:

*People often think in terms of black and white or right and wrong.*

### Explanation of Theme

*There are few gray areas in the play. Characters are either with the Devil or not. As people’s lives are at stake, there is no room for doubt of an individual’s guilt or innocence. Danforth refuses to admit the possibility that the court has been deceived.*



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**Topic:**

**Theme:**

**Explanation of Theme:**

## **INCIDENT TWO**

Danforth: “I will not receive a single plea for pardon or postponement. Them that will not confess will hang. Twelve are already executed; the names of these seven are given out, and the village expects to see them die this morning. Postponement now speaks a floundering on my part; reprieve or pardon must cast doubt upon the guilt of them that died till now. While I speak God’s law, I will not crack its voice with whimpering. If retaliation is your fear, know this—I should hang ten thousand that dared to rise against the law, and an ocean of salt tears could not melt the resolution of the statutes.” (Pg. 129)

**Topic:**

**Theme:**

**Explanation of Theme**

### INCIDENT THREE

Hale: “Excellency, there are orphans wandering from house to house; abandoned cattle bellow on the highroads, the stink of rotting crops hangs everywhere, and no man knows when the harlots’ cry will end his life—and you wonder yet if rebellion’s spoke? Better you should marvel how they do not burn your province!” (Pg. 130)

**Topic:**

*The townspeople have become afraid of the government and the court. Animals and children wander because there are so many people in jail.*

**Theme:**

*Hysteria leads to the destruction of public order and rational behavior.*

**Explanation of Theme**

*In such a state of hysteria, rational thinking is lost, and the truth becomes lost in the panic. In these situations, it is difficult to return to a state of order and normalcy.*

### INCIDENT FOUR

Parris: “Hear me. Rebecca have not given me a word this three month since she came. Now she sits with him, and her sister and Martha Corey and two or three others, and he pleads with them, confess their crimes and save their lives.” (Pg. 125)

**Topic:**

*Parris tells the judges that Hale has come to pray with the accused.*

**Theme:**

*People who claim to be virtuous may be hypocrites.*

**Explanation of Theme**

*Parris is a hypocrite throughout the play and is too cowardly and afraid for himself to tell the truth. He feels guilty because he knows all of the prisoners are innocent, but he falsely tries to appear sincere and caring.*

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**Topic:**

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**Explanation of Theme**

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**Topic:**

**Theme:**

**Explanation of Theme**

## **INCIDENT FIVE**

Elizabeth: “He have his goodness now. God forbid I take it from him!” (Pg. 145)

### **Topic:**

*Proctor has decided to hang instead of confessing to witchcraft.*

### **Theme:**

*It is better to die with integrity than to compromise one's principles and live a lie.*

### **Explanation of Theme:**

*Like Rebecca Nurse, Proctor decides to die an honest man rather than regretfully living a life of sin. He cannot bear the thought of living every day remembering how many innocent people had the courage and integrity to hang for their beliefs. Further, Elizabeth refuses to influence her husband's decision because she, too, does not want to live a guilt-ridden life as a liar.*

## **INCIDENT FIVE**

Elizabeth: "He have his goodness now. God forbid I take it from him!" (Pg. 145)

**Topic:**

**Theme:**

**Explanation of Theme:**

## Act IV

### Setting Review

**Objectives:** Understanding the importance of setting.  
Recognizing elements of setting in a drama.

### Activity

**Directions:** Setting is very important in *The Crucible*. In the following summary, fill in the blanks with appropriate adjectives or nouns to describe the setting in each act. The first blank has been filled in for you.

*Note to teacher: Answers may vary slightly. Sample answers are provided.*

Act I begins in Salem, Massachusetts, in 1692. Salem was located on the edge of (1)\_\_\_\_\_ territory. The season at the start of the play is (2)\_\_\_\_\_, a season usually associated with (3)\_\_\_\_\_. Act I is set in a (4)\_\_\_\_\_ in Reverend Parris' home. The furniture in the room can be described as (5)\_\_\_\_\_, typical of the Puritan lifestyle. In addition to the characters in the room, the (6)\_\_\_\_\_ hears voices of people downstairs. Parris is unnerved and feels (7)\_\_\_\_\_ by the townspeople who have come to find out about Betty's condition.

Act II is set in the (8)\_\_\_\_\_ room of John and Elizabeth (9)\_\_\_\_\_. The (10)\_\_\_\_\_ relationship between the husband and wife is represented by the (11)\_\_\_\_\_ room. As in other acts, there is a (12)\_\_\_\_\_ that leads outside. Despite John's wishes, there are no (13)\_\_\_\_\_ in the room.

In the beginning of Act III, the stage is nearly (14)\_\_\_\_\_ as the audience hears (15)\_\_\_\_\_ trial. Set in the Salem (16)\_\_\_\_\_, (17)\_\_\_\_\_ streams in through (18)\_\_\_\_\_ windows. This is perhaps a symbol showing that (19)\_\_\_\_\_ in Salem is receding. As in other rooms, the furniture is (20)\_\_\_\_\_ and heavy. The overall atmosphere or mood of this scene is (21)\_\_\_\_\_.

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Act IV occurs in the (22)\_\_\_\_\_ Salem (23)\_\_\_\_\_. The season is now (24)\_\_\_\_\_, and the temperature is very (25) \_\_\_\_\_. Instead of sunlight as in the other three acts, (26)\_\_\_\_\_ streams in through a barred window. Other than a lantern and benches, no (27)\_\_\_\_\_ is mentioned; this sparse room represents the lives of the (28)\_\_\_\_\_, which have been stripped to the bare minimum. (29)\_\_\_\_\_ noises outside represent the (30)\_\_\_\_\_ conditions in Salem, as (31)\_\_\_\_\_ are no longer managed because the owners are imprisoned. In this setting, (32)\_\_\_\_\_ makes the decision to die an honest man.

In conclusion, all four acts are set in (33)\_\_\_\_\_ spaces to symbolize the (34)\_\_\_\_\_ nature of the community of Salem and the (35)\_\_\_\_\_ of its inhabitants. In addition, references to the (36)\_\_\_\_\_ world are made in each act to show the isolated nature of the community.

*Possible Answers:*

1. *unknown and/or hostile*
2. *spring*
3. *growth*
4. *bedroom*
5. *plain*
6. *audience*
7. *threatened*
8. *living*
9. *Proctor*
10. *cold and/or unloving*
11. *low and/or dark*
12. *door*
13. *flowers*
14. *empty*
15. *Martha Corey's*
16. *Meeting House/church*
17. *sunlight*
18. *high*

19. *goodness/light*
20. *plain*
21. *forbidding/sinister*
22. *dirty*
23. *jail*
24. *autumn*
25. *cold*
26. *moonlight*
27. *furniture*
28. *accused*
29. *cow*
30. *chaotic/confused*
31. *farms*
32. *Proctor*
33. *confined*
34. *closed/repressed*
35. *narrow-mindedness, outside*
36. *outside*



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## Act IV

### Character Interviews

**Objectives:** Understanding and imitating a character's motivations, desires, speech, mannerisms, and other character traits.  
Working cooperatively in a group.  
Conducting an interview.

### Activity

**Directions:** How well do you know the characters in *The Crucible*? Do you think you understand why each character behaves in the way that he/she does? Are there certain questions that you would like to ask each character about the reasons for his or her actions? To find out, work in small groups to become an expert on one of the following characters from *The Crucible*: Parris, Abigail Williams, John Proctor, Elizabeth, Hale, Danforth, Mary Warren, or Rebecca Nurse. Your group should consider the following issues when researching your assigned character:

1. Identify the motivations of your character. What is the ultimate goal the character has, for example?
2. Consider the events in the play through your character's point of view. Proctor's view of the trials is very different from Danforth's.
3. Re-read your character's dialogue in Act IV (and in other acts if necessary) to focus on your character's dialect, speech, and conflicts in each scene. As an example, Abigail runs away and does not appear in Act IV. Naturally, the group studying Abigail must focus on the first three acts.
4. Study the stage directions for your character. They tell much about mannerisms, gestures, and feelings.
5. Ask each other questions to form appropriate responses to potential questions.

When each group has thoroughly investigated its assigned character, choose an individual from your group to take on the role of the character in an interview. Class members are to ask each character questions that take the form of:

- "What did you mean when you said...?"
- "Why did you...?"
- "What was your reaction to...?"
- "Is it true that...?"
- "Why did you...?"
- "Are you proud of...?"
- "Did you think about...?"
- "Do you regret...?"
- "When did you...?"

During the interview, each student should remain in the role of the character being imitated.

*Note to teacher: Have an interview chair at the front of the classroom. It may be helpful for the students to remain in character if they have a prop or a piece of costuming. Students can write out interview questions prior to each interview if desired. An alternative to having only one group member be interviewed is to interview the entire group.*

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## Act IV

### Mock Trial

**Objectives:** Creating and performing a mock trial.  
Examining the facts of the play using a different perspective.  
Judging a character for guilt or innocence.  
Working cooperatively in a group.

### Activity

**Directions:** What if Abigail had not run away in Act IV? What does this fact say about Abigail's character? Does her absence make her appear guilty or innocent? Pretend that the events in Act IV have changed since Abigail and Mercy have run away. Without Abigail, the court does not know how to proceed with the trials of the accused because they do not have her testimony as evidence. They become suspicious of Abigail's honesty and catch her before she boards a ship headed toward England. The court has finally listened to reasons from the townspeople and they bring Abigail back to Salem to put her on trial. Danforth's goal, of course, is to prove that Abigail is doing God's work so that the witch trials can continue. However, it is up to your class to conduct her trial to find Abigail innocent or guilty.

You will be assigned to one of the following roles:

- Prosecution team
- Defense team
- Jury
- Characters
  - Abigail Williams
  - John Proctor
  - Elizabeth Proctor
  - Judge Hathorne
  - Deputy Governor Danforth
  - Mary Warren
  - Rebecca Nurse
  - Giles Corey
  - Reverend Parris
  - Reverend Hale
  - Marshal Herrick
- Additional witnesses

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  - Reverend Hale
  - Marshal Herrick
- Additional witnesses

Putting Abigail on trial involves three stages of work:

1. Preparation: Decide what characters are needed to take part in the trial.
2. Writing: Think about the basic arguments for both sides of the case. Write out your opening statement and questions to be used for the defense and prosecution teams. Prepare witnesses for both sides.
3. Perform the trial: Perform opening statements, call witnesses to the stand to testify, and the jury should reach a verdict.

*Note to teacher: Allow students to decide which characters are necessary for the trial. They may wish to use fewer characters than those listed or include additional witnesses. The writing and basic arguments can first be brainstormed by the entire class before splitting students into groups. Allow students to role-play the trial; every detail need not be scripted.*

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## Post-Reading

### Writing a Speech

**Objectives:** Writing and delivering a speech.

#### Activity

**Directions:** Your task is to write a speech that is to be delivered in Salem on one of these topics:

- Imagine that you are one of Deputy Governor Danforth's successors. Twenty years have passed since the witch trials; it is now 1712. The government has decided the trials were a mistake and is awarding compensation to the families that are still living. Your task is to publicly announce the order to repeal the excommunications of those who were hanged twenty years ago.
- Prepare Reverend Parris' sermon for the Sunday after the hangings. Imagine and present the subject matter he would have chosen.
- Samuel Sewall was the only presiding judge to publicly admit that the trials had been a dreadful mistake. Write his public apology.
- Pretend that you are Proctor, Rebecca Nurse, or even Giles, and are allowed to give a speech before you are sentenced to death. What would you want to tell the townspeople? Would you plead for someone else to confess?

Note that writing a speech is different from writing an essay. Since your audience will only be hearing the words, repetition of main points may be necessary as well as verbal organization tactics, such as first, second, etc. When delivering your speech, follow these guidelines of effective public speaking:

- Do not read your speech. Use prepared note cards.
- Be sure your speech has a beginning, middle, and an end.
- Be familiar with your notes and practice timing your speech.
- Speak slowly and clearly.
- Try not to gesture or move too much. Use proper body language.
- Establish eye contact with several people in your audience.
- Vary the pitch of your voice as to not sound monotone.

*Note to teacher: Ask for volunteers to deliver their speeches. Set a time limit, such as two to four minutes if students present their speeches or a written length if they are to be graded on paper.*



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## Post-Reading

### Extra Scene in Act II

**Objectives:** Examining a scene to determine its purpose.

#### Activity

**Directions:** After the first performance of *The Crucible*, Arthur Miller wrote an additional scene to respond to critics' reviews. Set in the woods, Abigail and Proctor secretly meet to discuss their motives. Abigail's madness is emphasized, as she is determined to get rid of Elizabeth. Proctor, on the other hand, only meets with her to inform her that he plans to discredit her in court. As you can see, this scene is added in the Appendix, so Miller decided not to include it in the play after all. Analyze the extra scene by answering these questions:

*Note to teacher: Sample answers are provided for factual questions. Some questions ask for the students' opinions.*

1. How has your opinion of Abigail changed because of this scene?

Sample Answer: I did not realize the level of Abigail's madness. In this scene, she appears to be insane and does not seem to understand Proctor's reasoning.

2. Why do you think Miller decided not to include this scene?

*I believe that Miller did not include the scene because he realized that it was unnecessary and really did not add any extra excitement to the play. In addition, the events in Act III seem more realistic if Abigail is not openly portrayed as mad.*

3. What do readers learn about Proctor in this scene?

*Proctor tells Abigail that he plans to prove Abigail is a fraud. In doing so, Proctor will admit to adultery. Readers learn that his relationship with Abigail really is over and that he wishes to live an honorable life with his wife. In addition, he tries to give Abigail a chance to "save herself." (Pg. 151)*

4. What does the reader learn that will occur in Act III?

*Proctor plans to bring Mary Warren to court to prove that Abigail stuck the needle in the poppet and to admit to adultery to prove Abigail is a fraud. In response, Abigail plans to "save [Proctor] tomorrow," meaning that she will do whatever it takes to appear honest. (Pg. 152)*

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1. How has your opinion of Abigail changed because of this scene?

Sample Answer: I did not realize the level of Abigail's madness. In this scene, she appears to be insane and does not seem to understand Proctor's reasoning.

2. Why do you think Miller decided not to include this scene?
3. What do readers learn about Proctor in this scene?
4. What does the reader learn that will occur in Act III?

5. Does this knowledge make the play more or less suspenseful? Why?

*I think this subtracts from the play's suspense. Readers know too many details about the events in Act III, making the act less shocking.*

6. Do you think the scene should have been included? Why or why not?

*I agree with Miller in that the scene is unnecessary. Although it is interesting to see an encounter between Proctor and Abigail, I do not believe that the play is better with the scene.*

7. When asked if she will accuse others, Abigail says, "If I live, if I am not murdered, I surely will, until the last hypocrite is dead." (Pg. 150) Explain the irony in her answer.

*This quotation by Abigail is ironic because she seeks to rid the town of hypocrites when she is the biggest hypocrite of them all.*

8. What subjects, or themes, are discussed in this scene? Explain.

*Hypocrisy is mentioned several times, and Abigail is only creating more hypocrisy. Hysteria will continue because Abigail plans to continue accusing townspeople of witchcraft. In addition, Abigail seeks revenge because she cannot have John's love.*

9. Identify and explain the figurative language in these quotations:

- a. "As bare as some December tree I saw them all—walking like saints to church, running to feed the sick, and hypocrites in their hearts!" (Pg. 150)

*Simile—Abigail is comparing the accused to saints. She claims they are hypocrites because they are really witches who pretend to be Christians by going to church and helping the sick.*

- b. "And God gave me strength to call them liars, and God made men to listen to me, and by God I will scrub the world clean for the love of Him!" (Pg. 150)

*Parallelism or repetition—Miller repeats "and God" for effect. (Pg. 150)*

- c. "You will be amazed to see me every day, a light of heaven in your house..." (Pg. 150)

*Metaphor—In her madness, Abigail compares herself to "a light of heaven." (Pg. 150)*

5. Does this knowledge make the play more or less suspenseful? Why?
6. Do you think the scene should have been included? Why or why not?
7. When asked if she will accuse others, Abigail says, “If I live, if I am not murdered, I surely will, until the last hypocrite is dead.” (Pg. 150) Explain the irony in her answer.
8. What subjects, or themes, are discussed in this scene? Explain.
9. Identify and explain the figurative language in these quotations:
  - a. “As bare as some December tree I saw them all—walking like saints to church, running to feed the sick, and hypocrites in their hearts!” (Pg. 150)
  - b. “And God gave me strength to call them liars, and God made men to listen to me, and by God I will scrub the world clean for the love of Him!” (Pg. 150)
  - c. “You will be amazed to see me every day, a light of heaven in your house...” (Pg. 150)

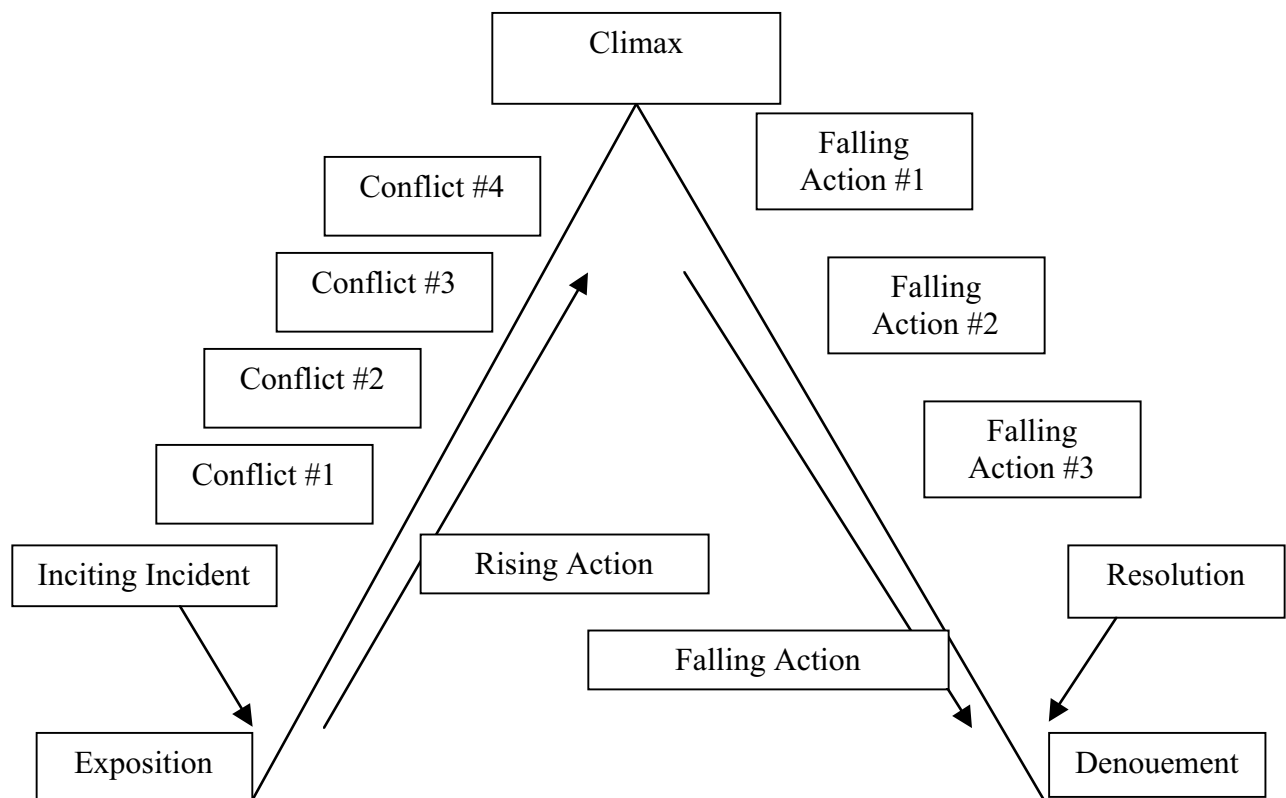
## Post-Reading

### Plot Diagram

**Objectives:** Identifying key points in a plot, such as exposition, inciting incident, conflicts, climax, resolution, and denouement.

### Activity

**Directions:** Complete the following plot diagram for *The Crucible*. The exposition has been diagrammed for you. Add the rest of the plot elements. You will choose four conflicts for the rising action and two events for the falling action.



*Note to teacher: Answers for conflicts and falling actions may be very different as long as events are presented in order. The exposition, inciting incident, climax, resolution, and denouement may vary slightly. Some student may argue, for example, that the inciting incident is the accusing scene at the end of Act I. Another possible difference of opinion is that the climax would be Proctor's arrest or when Elizabeth refuses to admit in court that Proctor is guilty of adultery. Sample answers are provided. Specific act numbers are optional.*

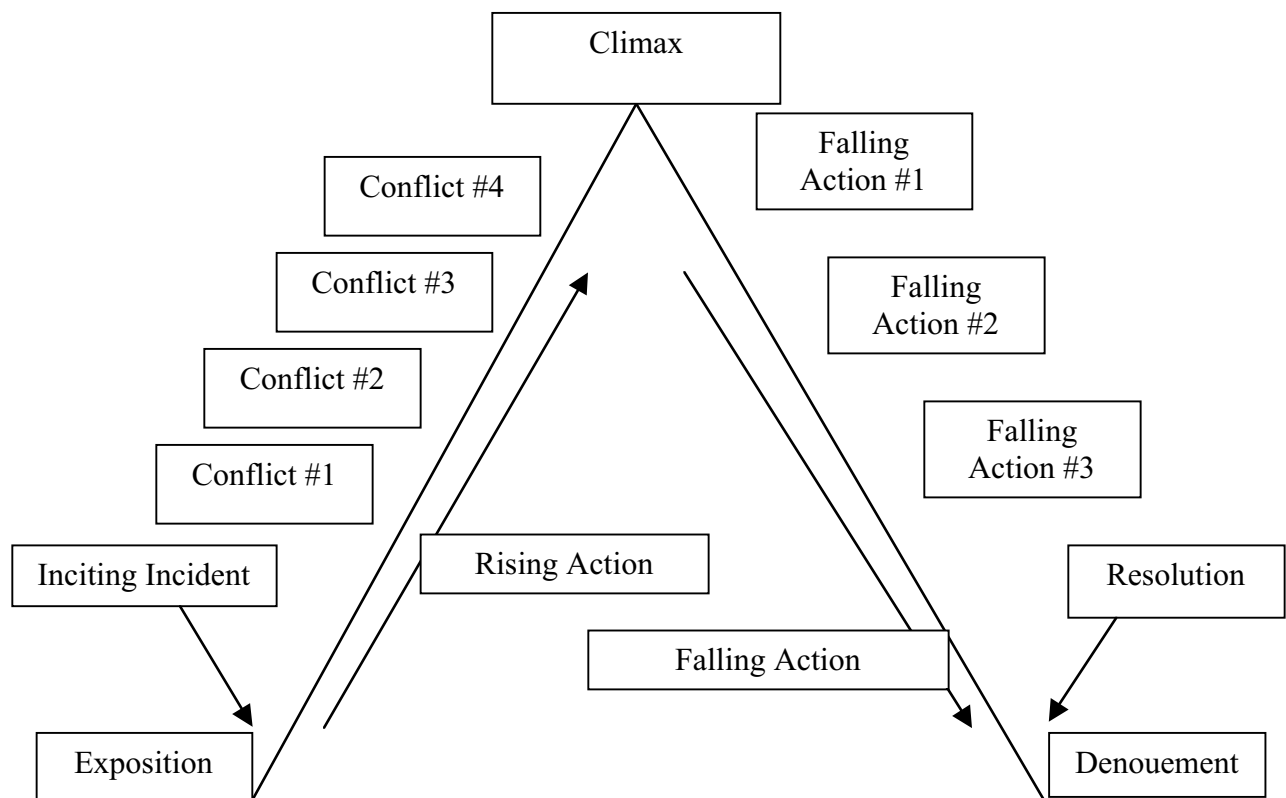
## Post-Reading

### Plot Diagram

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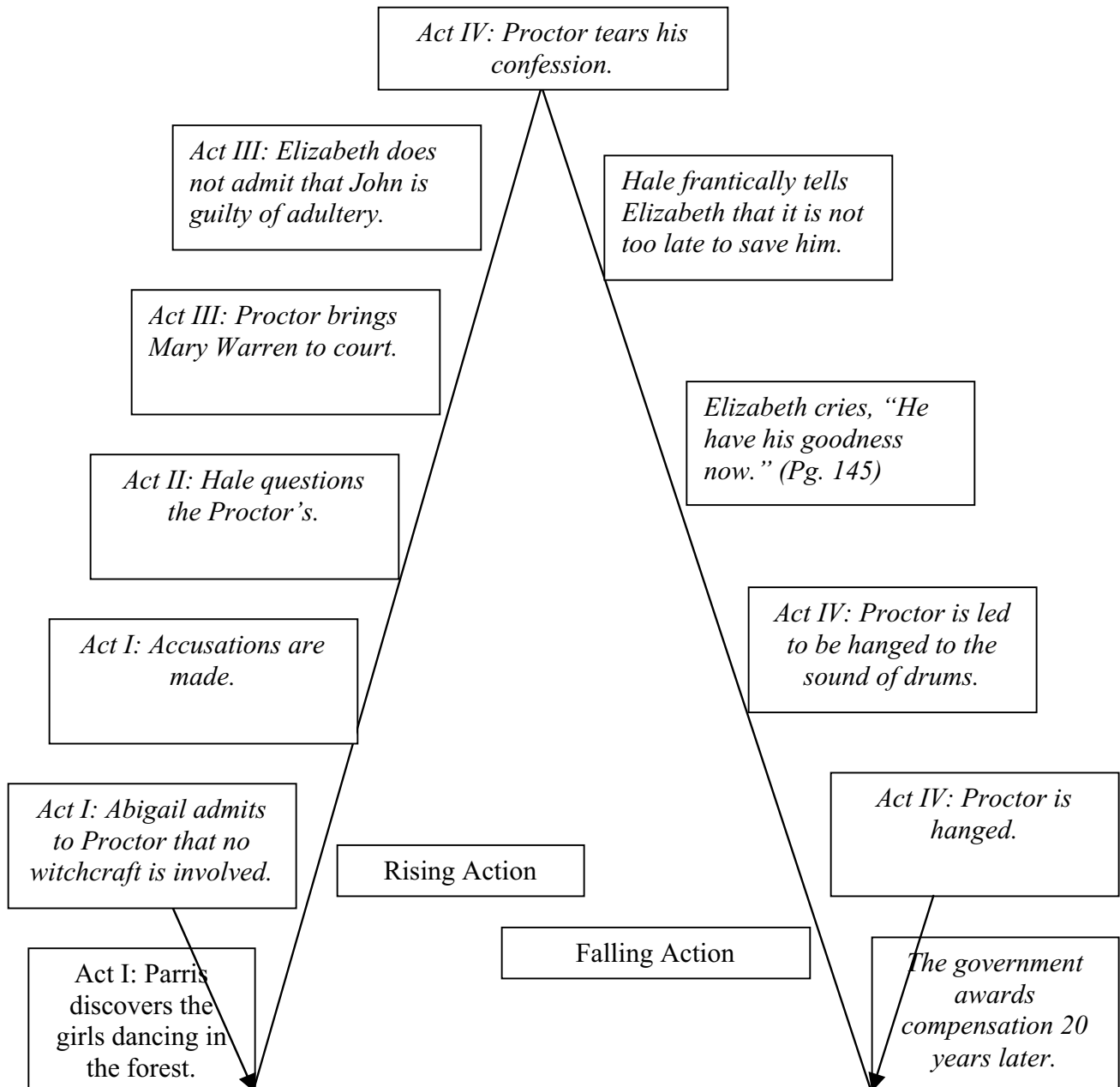
#### Activity

**Directions:** Complete the following plot diagram for *The Crucible*. The exposition has been diagrammed for you. Add the rest of the plot elements. You will choose four conflicts for the rising action and two events for the falling action.



## PLOT DIAGRAM

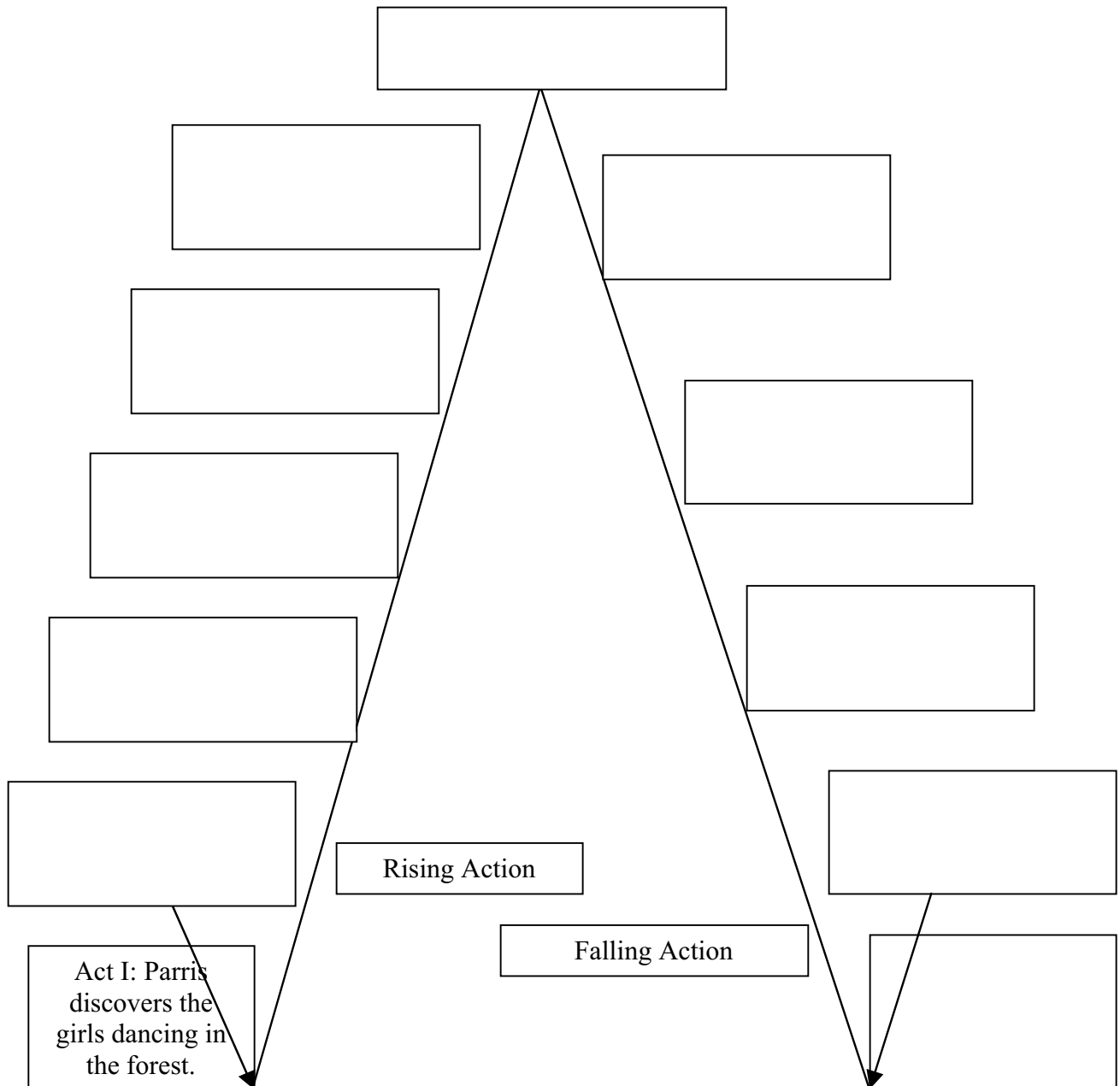
### *The Crucible*





# PLOT DIAGRAM

*The Crucible*



## Post-Reading

### Evaluation

**Objectives:** Analyzing events in a drama.  
Writing using formal Standard English using correct grammar, mechanics, and usage.

### Activity

**Directions:** Write a response to each of the following questions:

1. The word “crucible” means a “severe test.” Write a paragraph in which you discuss the various ways in which the characters are tested throughout the play. Paraphrase or cite specific examples from the drama.
2. Imagine that you are Abigail. Why did you run away from Salem? What do you think now about the events that took place in the trials? Describe your current life. Where do you live? What is your occupation? Have you kept in contact with Mercy?
3. Some argue that John Proctor is a tragic hero. Begin a short essay by defining “tragic hero.” Then explain whether or not Proctor meets these requirements. Support your argument by paraphrasing or citing specific examples from the drama. At the end of your essay, compare Proctor with other heroes of plays, novels, or films with which you are familiar.
4. Though the play is set three hundred years ago, what meaning does it carry for our lives today? Write your answer in paragraph form.

*Note to teacher: You can decide whether or not students are permitted to use their books and assign all or some questions for students to respond.*

## **Post-Reading**

### **Evaluation**

**Objectives:** Analyzing events in a drama.  
Writing using formal Standard English using correct grammar, mechanics, and usage.

### **Activity**

**Directions:** Write a response to each of the following questions:

1. The word “crucible” means a “severe test.” Write a paragraph in which you discuss the various ways in which the characters are tested throughout the play. Paraphrase or cite specific examples from the drama.
2. Imagine that you are Abigail. Why did you run away from Salem? What do you think now about the events that took place in the trials? Describe your current life. Where do you live? What is your occupation? Have you kept in contact with Mercy?
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4. Though the play is set three hundred years ago, what meaning does it carry for our lives today? Write your answer in paragraph form.

# *The Crucible*

## Appendix I

### Literary Terms and Definitions

*Alliteration* - the repetition of sounds at the beginning of words. **Example:** More Mischief and Merriment.

*Atmosphere* – see *Mood*

*Characterization* - the methods, incidents, speech, etc., an author uses to reveal the people in the book. Characterization is depicted by what the person says, what others say, and by his or her actions.

*Climax* - the point of greatest dramatic tension or excitement in a story. **Examples:** Othello's murder of Desdemona. In *To Kill a Mockingbird*, the person chasing Scout is killed.

*Conflict* - the struggle that moves the action forward in a work of literature. There are three types of conflict, and most books include all three: *man versus man* (**Example:** a typical Western, in which the sheriff confronts the outlaw); *man versus nature* (**Example:** a story about someone surviving in a small boat on the ocean); *man versus himself* (**Example:** a character in a story fighting his or her own drug abuse). Some authorities consider *man versus society* a fourth category of conflict (**Example:** a character in a book fighting against the Nazis).

*Denouement* - the portion of a literary work that follows the climax and resolves the plot's loose ends. **Example:** After Sherlock Holmes solves the crime (the climax), the last few pages are left for him to explain how he did it and to clear up any remaining mysteries.

*Dialect* - a particular kind of speech used by members of one specific group because of its geographical location or class. **Example:** Jim, in *Huckleberry Finn* says, "Shet de do." ["Shut the door".]

*Dialogue* - conversation between two or more characters.

*Drama* – plays intended to be acted; performances of plays. **Example:** Arthur Miller's *All My Sons*.

*Dynamic Characters* - people in the book that evolve, change, or surprise the reader. **Example:** Helen Keller in *The Miracle Worker*.

*Exposition* - the background information that the reader has to know and/or understand before reading the play or novel. The information is usually dealt with at the beginning of the book. Sometimes, exposition reveals things that occurred before the actual *plot* begins. **Example:** The chorus in *Romeo and Juliet* explains the *setting*, the feud between the families, and the future deaths of the main characters in fourteen lines of *poetry*.

*Figurative Language*- words and phrases that have meanings different from their usual ones in order to create a poetic and/or literary effect. **Examples:** Love certainly has its own seasons; crumbling cities made of matches.

*Flat or Static character* - a one-dimensional character who lacks diversity and complexity; a character who is either all good or all bad and does not change. Because the character behaves in just one way, he or she is easy to comprehend. **Example:** Sherlock Holmes seems to be calm, deliberative, and in complete charge, regardless of the situation.

*Free Verse* – poetry that has no formal rhyme or meter and depends on the rhythms of speech. **Example:** Walt Whitman's *Leaves of Grass*.

*Hyperbole*- exaggeration for emphasis; overstatement. **Example:** I've told you a million times to...

*Irony* - a perception of inconsistency, sometimes humorous, in which the significance and understanding of a statement or event is changed by its context. **Example:** The firehouse burned down.

- *Dramatic Irony* - the audience or reader knows more about a character's situation than the character does and knows that the character's understanding is incorrect. **Example:** In *Medea*, Creon asks, "What atrocities could she commit in one day?" The reader, however, knows Medea will destroy her family and Creon's by day's end.
- *Structural Irony* – the use of a naïve hero, whose incorrect perceptions differ from the reader's correct ones. **Example:** Huck Finn.
- *Verbal Irony* - a discrepancy between what is said and what is really meant; sarcasm. **Example:** A large man whose nickname is "Tiny."

*Metaphor* - a comparison of two things that are basically dissimilar in which one is described in terms of the other. **Example:** The moon, a haunting lantern, shone through the clouds.

*Mood* - the emotional aspect of the work, which contributes to the feeling the reader gets from the book. **Example:** Gothic novels like *Frankenstein* have a gloomy, dark quality to them, which the author reflects through the depiction of nature, character, and plot.

*Onomatopoeia* - a word whose sound (the way it is pronounced) imitates its meaning. **Examples:** "roar," "murmur," "tintinnabulation."

*Parallelism* - the repetition of similarly constructed phrases, clauses, or sentences within a short section. **Examples:** “Government of the people, by the people, and for the people...”; “When I was a child, I spake as child, I understood as a child, I thought as a child...” I Corinthians 13:11

*Personification* - a figure of speech in which an object, abstract idea, or animal is given human characteristics. **Examples:** The wall did its best to keep out the invaders.  
“Because I could not stop for Death,  
He kindly stopped for me.”  
–Emily Dickinson

*Plot* - the pattern of events in a literary work; what happens.

*Resolution* - the part of the story in which all the problems are solved and/or the secrets revealed.

*Setting* - when and where the short story, play, or novel takes place. **Examples:** *Macbeth* takes place in the eleventh century in Scotland. *The Old Man and the Sea* has its main setting on the ocean outside Havana, Cuba, in an unspecified time in the middle-to-late 20<sup>th</sup>-century.

*Simile* - a comparison between two different things using either *like* or *as*. **Examples:** I am as hungry as a horse. The huge trees broke like twigs during the hurricane.

*Stage Directions* - the information given for the reader to visualize the setting, position of props, etc., in a play. Stage directions may give additional impressions of the characters through short descriptions and through what they do. **Examples:** “Exit”; “She reads from the newspaper.”

*Superstition* - any belief or attitude based on fear or ignorance that is inconsistent with the known laws of science. **Example:** Breaking a mirror brings seven years bad luck.

*Symbol* - an object, person, or place that has a meaning in itself and that also stands for something larger than itself, usually an idea or concept; some concrete thing which represents an abstraction. **Example:** The sea could be symbolic for “the unknown.” Since the sea is something that is physical and can be seen by the reader, and also has elements that cannot be understood, it can be used symbolically to stand for the abstraction of “mystery,” “obscurity,” or “the unknown.”

*Theme* - the central or dominant idea behind the story; the most important aspect that emerges from how the book treats its subject. Sometimes theme is easy to see, but, at other times, it may be more difficult. Theme is usually expressed indirectly, as an element the reader must figure out. It is a universal statement about humanity, rather than a simple statement dealing with plot or characters in the story. Themes are generally hinted at through different methods: a phrase or quotation that introduces the novel, a recurring element in the book, or an observation made that is reinforced through plot, dialogue, or characters. It must be emphasized that not all works of literature have themes in them. **Example:** In a story about a man who is diagnosed with cancer and, through medicine and will-power, returns to his former occupation, the theme might be: "Real courage is demonstrated through internal bravery and perseverance." In a poem about a flower that grows, blooms, and dies, the theme might be: "Youth fades, and death comes to all."

*Tragic hero* - the main character in a tragedy; in order to fit the definition, the hero must have a tragic flaw, which causes his or her downfall. **Examples:** Hamlet's main character weakness is his indecision; Lear's is his pride.

## Appendix II

### SMALL GROUP LEARNING

*Small Group Learning is defined as two to five students working together for a common goal. For it to be successful, three basic elements must be present.*

1. **SOCIAL SKILLS IN GROUP WORK:** Most students, unless they are taught the appropriate skills, do not participate as effectively as they might in small group work. Like any other skill, those needed for group work must be identified, practiced, and reinforced. To this end, we have included a Social Skills Behavior Checklist which we will ask you to use to rate your group. At this time, please read the related objectives listed below.

#### *Social-Behavioral Objectives*

1. Everyone is addressed by his or her first name.
2. Everyone speaks quietly in order not to disturb other groups.
3. No one ever uses put-downs or name calling.
4. Everyone is always physically and mentally part of the group. The following are prohibited and may result in the group's grade being lowered:
  - A. Putting one's head down on the desk.
  - B. Reading or working on unrelated items.
  - C. Moving about the room or talking to members of other groups.
5. Everyone is encouraged to participate and does participate.
6. Everyone offers praise and encouragement.
7. Everyone recognizes that on some points of opinion two equally valid points of view can be supported.
8. Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.

#### *Social-Intellectual Objectives*

9. Ideas are discussed aloud.
10. Ideas are summarized.
11. Clarification is asked for and received.
12. Explanations are given until everyone understands.
13. Ideas, not people, are criticized.
14. Difficult ideas are paraphrased.
15. Multiple points of view are examined.
16. Work is organized within available time and available resources.
17. Questions are asked and answered satisfactorily.
18. Ideas are examined, elaborated on, and pulled together.
19. Reasons and rationale are asked for and provided.
20. Conclusions are challenged with new information.
21. Ideas are created in brainstorming.



2. **POSITIVE INTERDEPENDENCE:** Critical to successful *group work* is the realization on the part of the students “that we are all in this together; we either sink or swim as a group.” In terms of this unit, it may mean that everyone in the group will share the group grade on the project, whether it is an “A” or an “F.”
3. **INDIVIDUAL ACCOUNTABILITY:** The bottom line of any teaching method is, of course, how well the students have mastered the objectives being taught. Therefore, you must understand that the small group process, while it is more fun than other methods, is serious business. At the conclusion of this unit, a test may be used to evaluate how well each individual has mastered the objectives. As a consequence, the student who slacks off in the group or in his homework not only lets the group down, but also hurts him or herself.

## PROCEDURES FOR SMALL GROUP WORK

*As well as mastery of content and concepts, grades will be based on the demonstration of the following skills.*

1. **Linguistic-Intellectual Skills** – These skills are fostered when students examine ideas from multiple points of view and critically probe for strengths and weaknesses.
2. **Group Social Skills** – Before anything else can be mastered, the small group must function effectively as a learning unit, which makes the mastery of these skills the first priority.

### **Linguistic-Intellectual Skills to be Demonstrated**

### **Examples of these skills in action**

#### ***Explaining***

It seems to me...  
One way of looking at it...  
How does everyone feel about...  
The idea that...

#### ***Encouraging***

What's your idea?  
I didn't think of that.  
Good idea!  
That helps.  
Good; go on with that thought.

#### ***Clarifying*** Let's put it this way...

Perhaps if we draw a chart...  
It may mean that....  
How does this sound...  
Where does this lead us?

#### ***Elaborating***

That's right and it also may include...  
Another instance of that is when...  
A point we might also include...

#### ***Qualifying***

I agree with your premise, but...  
I see it leading somewhere else...  
That is one reason, but it may also...  
I agree with the examples, but I come to a different conclusion.  
Does that conclusion hold up in every instance?

#### ***Questioning***

Why do you say that?  
What is the proof for that conclusion?  
Is that a valid generalization?  
How did you reach that point?

#### ***Disagreeing***

It seems to me there could be a different reason.  
But looking at it from his point of view...  
We may be jumping to a conclusion without looking at all the facts.  
Here's another way of looking at it...

## SMALL GROUP EVALUATION SHEET

Social-Behavioral Skills in our group		Poor			Good		
1.	Everyone is addressed by his or her first name.	1	2	3	4	5	
2.	Everyone speaks quietly. (If one group gets loud, other groups get louder to hear each other.)	1	2	3	4	5	
3.	No one ever uses put-downs or name calling.	1	2	3	4	5	
4.	Everyone is always physically and mentally part of the group.	1	2	3	4	5	
5.	Everyone is encouraged to and does participate.	1	2	3	4	5	
6.	Everyone offers praise and encouragement.	1	2	3	4	5	
7.	Everyone recognizes that on some opinions, two equally valid points of view can be supported.	1	2	3	4	5	
8.	Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.	1	2	3	4	5	

### Social-Intellectual Skills in our group

9.	Ideas are examined and discussed aloud.	1	2	3	4	5	
10.	Ideas are summarized.	1	2	3	4	5	
11.	Clarification is asked for and received.	1	2	3	4	5	
12.	Explanations are given until everyone understands.	1	2	3	4	5	
13.	Ideas, not people, are criticized.	1	2	3	4	5	
14.	Difficult ideas are paraphrased.	1	2	3	4	5	
15.	Multiple points of view are examined.	1	2	3	4	5	
16.	Work is organized within available time and available resources.	1	2	3	4	5	
17.	Questions are asked and answered satisfactorily.	1	2	3	4	5	
18.	Ideas are examined, elaborated on, and pulled together.	1	2	3	4	5	
19.	Reasons and rationales are asked for and provided.	1	2	3	4	5	
20.	Conclusions are challenged with new information.	1	2	3	4	5	
21.	Ideas are created in brainstorming.	1	2	3	4	5	

---

**Total Score**

## STUDENT ROLES IN GROUP DISCUSSIONS

1. **Reader:** The reader's job is to read the questions aloud and to be sure everyone knows the meaning of unfamiliar words and understands the questions.
2. **Recorder:** The recorder takes notes and is responsible for writing down the group's final answers.
3. **Timer and Voice Monitor:** The timer and voice monitor is responsible for reminding individuals when they get too loud and for keeping track of the time. Because of a concern for finishing the project on time, the monitor will be the one to get the students back on task when they stray or get bogged down on one point.
4. **Checker and Encourager:** This person's chief responsibility is to encourage all members to contribute, to compliment when appropriate, and to remind everyone of the necessity of avoiding name calling and/or put-downs.

## **Appendix III**

### **Directions for Interviews**

#### **Planning in Small Groups**

First, discuss what you, as interviewer, want to know and the reasons you want to know it. Decide what you want to use as your specific questions.

Second, anticipate what the person being interviewed will answer. Use as many quotations from the text as possible. The answers should be consistent with things the character or narrative text says.

Finally, plan the interviewer's summary remark. Try to explain how the information in the questions/answers relates to the plot in general and thematic ideas of the novel.

## Appendix IV

### Newspaper

**News Article** - This is an accurate and objective reporting of an event. News articles should include the “Five W’s”: What, When, Where, Who, and Why. A good newspaper writer usually can include all the necessary information in the first paragraph of the article. This is done so that readers can understand what the article is about simply by reading one paragraph and then deciding if they want to read further to get more detailed information.

The next paragraphs in the news article expand on the Five W’s of the first paragraph.

Example:

Last night at 10 PM, a train from Philadelphia, PA to Pittsburgh slid off the tracks near Johnstown. No injuries were reported, but the train had been carrying flammable materials. A spokesperson for the Pennsylvania Railroad, Mr. Robert Graves, said that while there was no evidence of sabotage, “that possibility is being looked into by police.” This is the second derailling on this route in two years.

The rest of the article would expand upon and give background and further information on the accident.

**Editorial** - This is a piece in which the writer gives opinions about an issue. A possible solution may be suggested. The requirements of the Five W’s and absolute, unbiased accuracy are not adhered to as strictly as they are in a news article.

Example:

How many train wrecks will we have before the government steps in? Will it take a fatality before trains in our state are made safer? Should explosives, poisonous materials, and hazardous wastes continue to be shipped with only minor considerations to safety? This newspaper’s opinion is a firm and resounding “No!” If the Federal Transportation Commission does not recognize its own failings and correct the problems, it will be our local politicians’ job to re-route trains carrying potentially dangerous cargoes away from our communities.

**Human-Interest Story** - This type differs from the previous two because it has a different overall intent. As in a news article, the intent is to inform the reader of facts, but in the human-interest story, writers add the element of appealing to the readers' sympathies. Answering the Five W's is usually adhered to, but not as strictly as in the news article. Frequent topics of human-interest stories are animals, heroic deeds, strange occurrences of fate, money, etc.

Example:

Huddled among the broken railroad cars and destroyed contents of yesterday's train derailment near us, sat someone's lost puppy. Police found it early this morning after hearing whimpering from inside one of the cars. The poor dog's leg had been severed in the accident, and it was trapped by rubble. Had another hour elapsed, it probably would have died, says a local veterinarian, who treated the mixed-breed, black-and-white dog. According to the vet, Stumpy, as the dog is now called, has received more than twenty requests for adoption since his lucky rescue was accomplished.

**Headline** – This is a short heading over an article, which is set in large type, and which gives an indication of the subject of the article. Headlines are short and are designed to catch the readers' interest. All important words in the headline should be capitalized. Each article in a newspaper contains a headline. The wording of headlines is very important. If they say too much, readers may skip reading the article; if they are too vague, the subject may not interest the reader. Simple words such as *a*, *and*, *the* are frequently left out of headlines.

Examples:

Train Jumps Tracks; Second in Two Years

Two Train Wrecks Are Too Many

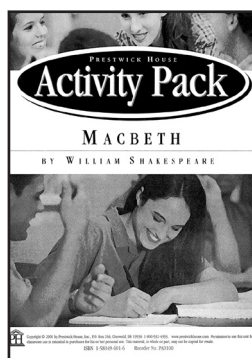
Injured Puppy Found in Train Debris

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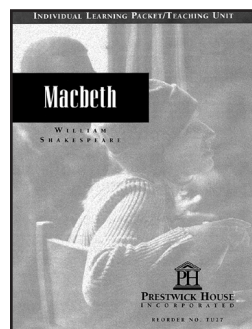
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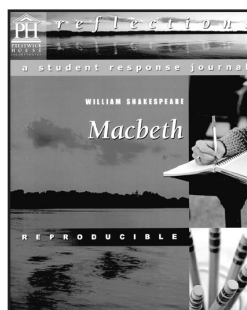
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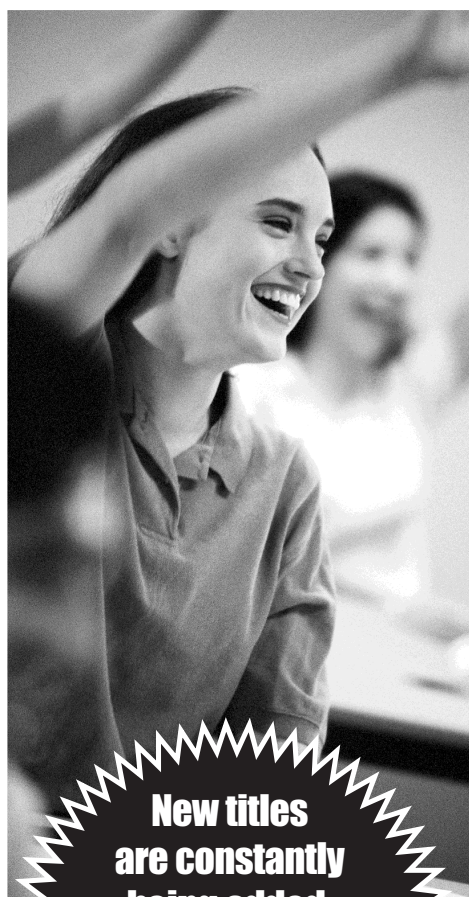




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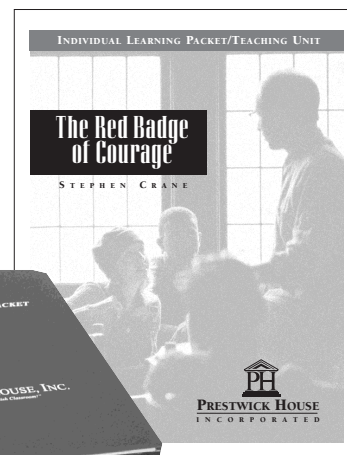
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## Drama

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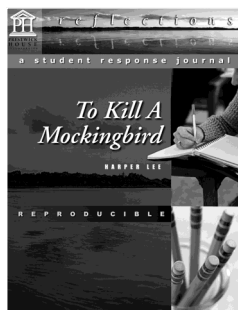
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