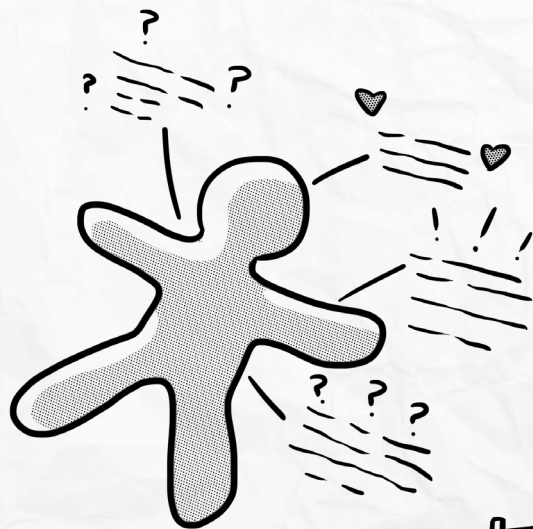
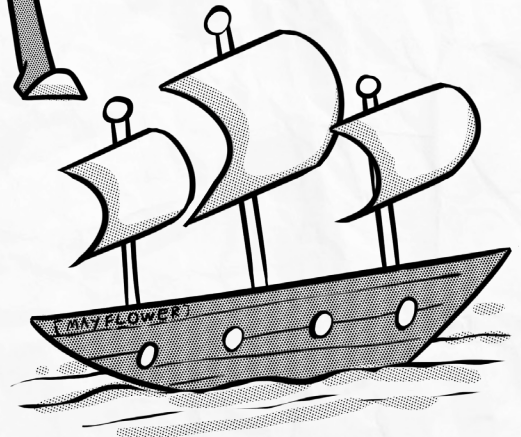


The Crucible

Arthur Miller



The Salem Witch Trials

- Do some online research into the Salem Witch Trials of 1692.
- Write ten sentences incorporating facts that you have learned about this event.
- Which characters in the play are based on real people who were involved?
- What 'behaviours' from local women were believed to be signs of witchcraft and where is this shown in the play?
- Why were the ages of some of the characters (e.g. Proctor and Abigail) changed in the play?
- Find out what happened to the following characters **after** the events described in the play: Abigail Williams; Elizabeth Proctor; Reverend Parris

The McCarthy Communist Trials

- Do some online research into the McCarthyist fervour that gripped America in the 1950s.
- Write ten sentences incorporating facts that you have learned about this event.
- Find out how Arthur Miller himself was affected by this.
- What is meant by the phrase 'Reds under the Bed'?
- Write a simple explanation of the links which Miller saw between this event and events in Salem in 1692.

The Plot

- Write a summary of what happens in Act One in no more than five sentences.
- Do the same for the other three acts.
- Now try to reduce your twenty sentences to ten without losing any valuable information. You will need to consider carefully the vocabulary you use and avoid any unnecessary repetition. **Be concise.**
- Create a **storyboard** with captions to tell the story of the play.
- Write a newspaper article describing the events in Salem, using a style which would be employed today. Include quotations, possibly from local people and/or court officials. Consider what your headline might be!

Classroom Court

- In a group: One member of your group becomes a character from the play and is placed 'in the dock' to justify their words and actions. Another member of the group should act as the prosecution, providing evidence to convict the 'defendant' and cross-questioning him/her. Another group member can provide evidence in their defence. Further members of the group (as other characters) could be called as witnesses.
- At the conclusion of the trial, a 'judge' (also chosen from the group) must decide whether the defendant is guilty as charged or not guilty.
- Alternatively, you could perform your trial for the rest of the class and get them to act as jury, deciding your defendant's fate.

Period / Culture

- What information can you find on the following?
- How do they link with the play?
- The Pilgrim Fathers; The Mayflower; Puritans: Oliver Cromwell; The Ten Commandments; The Quakers; The Lord's Prayer; the Trials in Andover.

Costume

- You are designing a costume for one (or more) of the characters in the play.
- Your costume(s) need to reflect the context of The Crucible, set in a Puritan community in the 17th century.
- You should consider
 - the **style** of the costume (indicating period/status/situation)
 - selected fabrics, colour, fit, condition, personal props/accessories
 - use of authentic colours
 - simplicity of cut
 - appropriate hairstyle/make-up
- Describe your design ideas in notes and annotated sketches.

Acting Skills

- Read the stage directions at the beginning of **Act Two**.
- **Direct** a partner through these stage directions in the role of John Proctor up until the point where Elizabeth enters.
- How much can you get across about the character (through their use of voice, face and body language) before any dialogue is spoken?
- Remember that Proctor has just finished a hard day's work ploughing his land.
- How would you create an appropriate **atmosphere** for the scene to come?

Role on the Wall

- Choose an important character from the play.
- Draw a simple outline/silhouette of the character on a large sheet of paper. (It doesn't need to be a work of art!)
- Around the **outside** of the shape, write as many **external** facts about the character as you can e.g. their age, status, build, appearance, family relationships, occupation etc.
- On the **inside** of the shape, write their **internal** thoughts, feelings, emotions, hopes fears, ambitions etc. e.g. things that people around them might not necessarily be aware of.