

The Crucible

Arthur Miller

Novel Guide



Teacher's Discovery®

Note

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The Crucible



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Instructions... *Just for YOU!*

Overview

Novel guides help you navigate through great literature. This teacher-created guide frees up your day, giving you more time to motivate your students to appreciate *The Crucible*. This guide increases your students' understanding of literary techniques, such as characterization, theme, symbolism, plot, and more. Creative, innovative, and fun activities improve reading comprehension and strengthen critical thinking skills. Student sections include journal writing, research skills, expository writing techniques, and pre-reading questions. Each act has key questions to be used as your students' novel road map to success. Teacher sections contain background information, act summaries, discussion questions, writing topics, a grading rubric, and a final test.

How to Use this Guide

Follow this basic sequence of steps to ensure the smoothest course through the play:

1. Prepare your students to read by working through the *Before We Start* handouts.
 - a. Read through the background information to familiarize yourself with the play.
 - b. Print and hand out the Character List, Synopsis, Vocabulary Definition List, Novel Road Map to Success, and Overall Grading Rubric to your students before they start reading.
 - c. Have your students complete the pre-reading questions to provide a firm foundation for entering the text.
2. *Target on Text* contains everything you need as the students read. We have divided the activities into four sections of roughly the same length. This provides the necessary stopping places for review as students work their way through the text.
 - a. Read through the act summaries, target objectives, and lesson plan details located on the Teaching Essentials page at the start of each section.
 - b. Print and hand out the activities provided in each section to your students as they read through the play.
 - c. Hold a class discussion at the end of each section to review what your students just read.

The Crucible

3. *Reflect on Reading* contains activities for students to complete after reading the play. In this section, the students synthesize their learning
 - a. Hold a final class discussion with the 20 discussion questions.
 - b. Assign the activities.
 - c. Return to the pre-reading questions for an interesting debate on whether or not students' original ideas and assumptions have changed.
 - d. Administer the final test.
4. For your convenience a *disk* is provided which includes:
 - a. all reproducibles
 - b. bonus handouts that supplement the handouts in the book
 - c. specially designed exercises for struggling readers
 - d. the entire Novel Guide

Timeline

The entire unit lasts six weeks. Below are suggested time frames (based on a 50-minute class period) for each stage of your study. The lesson plan details located on the *Before We Start*, *Reflect on Reading*, and Teaching Essentials pages list approximate completion times for each activity.

1. *Before We Start*: two class periods
2. *Target on Text*: five class periods per section
3. *Reflect on Reading*: ten class periods

Before We Start

←—————→

This section contains preparatory information and activities for both you and your students. You receive background information on the play. Students get a character list, synopsis, vocabulary definition list, pre-reading questions, novel road map to success, and overall grading rubric.

LESSON PLAN DETAILS

1. Character List—hand out for student reference
2. Synopsis—hand out and discuss in class (20 minutes)
3. Vocabulary Definition List—hand out for student reference
4. Pre-Reading Questions—hand out and have students complete in class (20 minutes)
5. Novel Road Map to Success—hand out for students to complete as they read
6. Overall Grading Rubric—hand out and discuss (20 minutes)

Background... *Just for YOU!*

Author Biography

Arthur Miller was born in New York in 1915. His father was in the clothing business, and, like many businessmen of his time, lost everything during the Depression. The Millers moved to Brooklyn. This sudden change in social status and his young life in Brooklyn became the basis for many of his most famous works.

After high school, Miller worked as a singer on the radio, as a truck driver, and in an automobile-parts warehouse to save money for college. Miller did not become interested in writing until after he graduated from high school in 1932. *The Brothers Karamazov* by the Russian novelist Dostoevsky sparked his interest in literature.

He studied journalism at the University of Michigan and won several awards for playwriting. After graduation, he joined the Federal Theatre Project (created by President Franklin Delano Roosevelt to employ theatre artists during the Depression) and wrote scripts for radio.

Because of a football injury, he was not drafted in World War II. He married and continued his life in the theatre. In 1949, he wrote *Death of a Salesman*, which established him as a major American playwright.

Miller was still writing plays up to the time of his death in February 2005.

Sources: <http://www.kirjasto.sci.fi/amiller.htm>,
<http://www.neh.gov/whoweare/miller/biography.html>

Book Summary

Background

The Crucible (1953) was not received well by critics, and its first Broadway production was a flop. However, it became Miller's most-produced play. The play concerns a fictional account of the Salem witch trials, but it is also an allegory for the House Un-American Activities Committee of the 1950s, which Miller clearly saw as a "witch hunt." Miller himself was convicted of contempt for refusing to name other writers who were suspected of Communist activities. Like the events in Salem, the accused had few options. They could either confess to a crime they often didn't commit or be punished for contempt of court by not confessing.

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Novel Setting

The story takes place in Salem, Massachusetts, in the year 1692. In this time period, Salem is predominantly Puritan. Puritans fled England to escape religious persecution and to establish their own colony where they would be free to worship as they pleased. Growing numbers of non-Puritan English merchants also populate the village, however, and this leads to tension and insecurity. Puritans do not believe in recreation for amusement and are rather strict in their belief. Wilderness borders Salem on the west. Fear of Indian attacks, wild animals, and the other unknown evils that the Puritans believe inhabit the forest lead to a climate of unrest and fear. Students may notice the seemingly grammatically incorrect speech in the play. Forms of the verb *be* were used differently in the 1600s than today. In addition to grammatical changes, the title “Goody” may seem odd to students. Point out that “Goody” is equal to our modern day title of “Mrs.” and does not indicate the moral integrity of the character mentioned.

Character List

Below is a list of the major characters.

Reverend

Samuel Parris: The Reverend is the controversial and insecure minister of Salem.

Betty Parris: Betty is the 10-year-old daughter of Rev. Parris. She is one of the first girls to be “afflicted.”

Tituba: Tituba is a slave brought from Barbados by Parris. She is first accused of witchcraft, and calls out the names of others in an attempt to save herself.

Abigail Williams: Abigail is the 17-year-old niece of Parris. An orphan, she lives with her uncle. She leads the girls in their accusations.

Susanna Walcott: Susanna is Abigail’s friend, although slightly younger. She is one of the “afflicted” girls.

Mrs. Ann Putnam: Ann Putnam is the wife of Thomas Putnam.

Thomas Putnam: Thomas Putnam is the wealthy husband of Ann Putnam.

Mercy Lewis: Mercy is the Putnams’ servant. She is friends with Abigail and is “afflicted.”

Mary Warren: Mary is the Proctors’ meek and insecure servant. She is friends with Abigail and “afflicted.”

John Proctor: John is a farmer and the protagonist in the play. He is a tragic hero and the first to expose the girls as frauds.

Rebecca Nurse: Rebecca is an elderly, sweet, respected figure of 72 years. She seems to be the voice of reason and calm in the community.

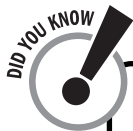
Giles Corey: Giles is a cantankerous, elderly gentleman of 83 years who often sues his neighbors. He is a man of principles.

The Crucible

Before We Start
Handout 1, continued

Character List

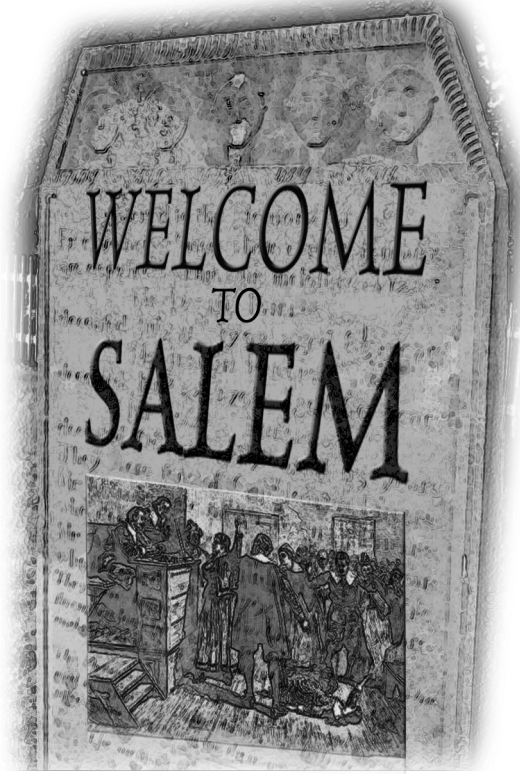
- Reverend John Hale:** John Hale is an expert on witches called in from neighboring Beverly by Parris.
- Elizabeth Proctor:** Elizabeth is the dutiful, faithful, though often chilly, wife of John Proctor.
- Francis Nurse:** Francis is the husband of Rebecca. A sweet, elderly man.
- Ezekiel Cheever:** Ezekiel is the clerk of the court who serves arrest warrants.
- Marshal Herrick:** Marshal is the constable of the jail who is often drunk.
- Judge Hathorne:** Judge Hathorne presides over the trials.
- Deputy Governor Danforth:** Danforth is the Deputy Governor of Massachusetts. He presides over the hearings and is more interested in order than justice.
- Sarah Good:** Sarah is a homeless woman, one of the first accused. She confesses in a hope to save herself.
- Hopkins:** Hopkins is the jail guard.



Miller's daughter Rebecca married Daniel Day-Lewis, who starred in the 1996 movie *The Crucible*.

Synopsis

The Crucible, by Arthur Miller, was written in 1953. The events in the play are based on real-life situations that occurred in the 1600s in Salem, Massachusetts. The story is about how a town can be thrown into hysteria because of the actions of a few young girls. The story details how serious events are fueled by superstition and false accusations. *The Crucible* is an allegory, where characters and events are symbols for something else. In the story, some of the characters are accused of witchcraft. The idea of witchcraft was so frightening to people in the 17th century that the only way to deal with it was to put those accused to death. In the 1950s, Communism was perceived in the same way by American society. Those who believed in Communism were accused of treason. Arthur Miller uses the Salem witch trials as a commentary on modern day events.



The Crucible

Before We Start
Handout 3

Name _____

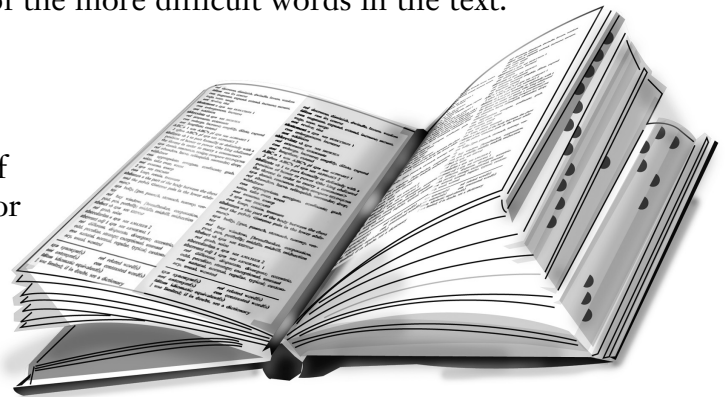
Date _____ Hour _____

Vocabulary Definition List

The following list provides definitions for some of the more difficult words in the text.

Act One

inert:	motionless; non-reactive
persecute:	to oppress a race or group of people because of ethnicity or religion
creed:	a statement of beliefs or set of principles
potent:	very strong, effective, or powerful; exerting persuasion, influence, or force
citadel:	a fortress or strongly fortified building in or near a city, used as a place of refuge
paradox:	something which has qualities that seem to contradict each other
vengeance:	punishment that is inflicted in return for a wrong
apprehension:	dread
resentment:	ill feeling toward something or toward somebody, usually as a result of ill-usage or insult, or an instance of these
contention:	an opinion or claim stated in the course of an argument
formidable:	difficult to deal with or overcome
conjure:	to invoke supposed supernatural forces; to influence with spells
subservient:	too eager to obey
pretense:	insincere or feigned behavior
prodigious:	great in amount, size, or extent
faction:	dissenting minority within a larger group
afflict:	to cause severe mental or physical distress to somebody
trepidation:	fear or uneasiness about the future or a future event



Act Two

reprimand:	to rebuke somebody for a wrongdoing
condemnation:	disapproval, criticism, denunciation
scoff:	to express derision or scorn about somebody or something

conviction:	a firmly held belief or firmness of opinion
falter:	to lose confidence
solemn:	demonstrating sincerity and gravity
puppet:	Middle English — a doll or a puppet
indignant:	angry at unfairness
condemned:	pronounced something or somebody as bad
dote:	to show extreme fondness, or pay a lot of attention to someone
base:	lacking morals
pious:	religious; devout; holy or sacred; virtuous and moral
theology:	religious theory
daft:	lacking common sense, irrational
tainted:	polluted, spoiled, or corrupted
calamity:	a disastrous situation or event
menacingly:	in a threatening and dangerous manner
lechery:	lustful behavior, especially by a man, that is regarded as distasteful

Act Three

vestry:	a room in a church where meetings or classes are held
remorseless:	without compassion; relentless
wrath:	fury often marked by a desire for vengeance
contentious:	causing or likely to cause disagreement and disputes between people with differing views
deposition:	witness's testimony
befuddled:	confused or perplexed
immaculate:	clean and free from blemishes; showing faultless perfection
qualm:	a misgiving, doubt, or bad feeling
callously:	in away that shows no concern if other people are hurt or upset
apparition:	an unexpected sight; a ghost
contemplation:	long and attentive consideration or observation of something
afflicted:	distressed
dumbfounded:	temporarily speechless with astonishment
slovenly:	not concerned about conventional standards of personal hygiene and tidiness
transfixed:	made immobile from shock

The Crucible

Before We Start
Handout 3, continued

Vocabulary Definition List

befouled:	dirty or impure
quail:	to show fear or apprehension
denounce:	to express harsh criticism or condemnation of something or somebody, usually in public

Act Four

flask:	a small flat container for alcohol
rile:	to irritate somebody enough that it provokes anger
stench:	a horrible smell
gaunt:	thin and bony in appearance
providence:	the wisdom, care, and guidance believed to be provided by God; good judgment and foresight in the management of affairs or resources
summon:	to call into court; to send for somebody
gibbet:	a hanging post
excommunication:	exclusion from the Christian community
quavering:	trembling
beguile:	to charm, deceive, or cheat
floundering:	hesitating in confusion
reprieve:	the postponement of a punishment; to stop or postpone a punishment
retaliation:	deliberate harm against somebody in response or revenge for a harm done
statute:	law enacted by legislature or an established rule
adamant:	very determined and not influenced by appeals to reconsider
belie:	to disguise the true nature of something
boundless:	limitless
penitence:	regret for sins

Pre-Reading Questions

Pre-reading questions help you explore your views in order to uncover important themes in the play.

Directions: Write down your response to each of the questions below. *Keep this handout.* You will need it after you finish the play.

1. Have you ever been accused of something that you didn't do? How did the accusation make you feel? What were your reactions? Anger? Indignation? Sadness?
2. What is a "witch hunt"? Do all witch hunts have to do with witches? Would you like to be the subject of a witch hunt? Explain.
3. What does it mean to be "guilty until proven innocent"? Is this the way our court system works? Should it? Explain.
4. What is peer pressure? What does it mean to "go along with the crowd"? Have you ever felt obligated to do or say something because those around you wanted you to?
5. You have been wrongfully accused of cheating on an exam. If you admit to cheating, you will serve a lunch detention, have the chance to take the test again, and have the incident recorded in your permanent school record. If you maintain your innocence, you will receive a zero on the exam and an after-school detention. You will not, however, be labeled a cheater on your school records. What are the plusses and minuses of each choice? Would you rather be labeled a cheater and receive less punishment, or defend your innocence and receive a larger punishment?



In 1999, Arthur Miller was awarded the Tony Award for Lifetime Achievement.

The Crucible

Before We Start
Handout 5

Name _____

Date _____ Hour _____

Novel Road Map to Success

These questions help you stay on track with the plot as well as build your reading comprehension.

Directions: Answer these questions on a separate piece of paper as you read.

Act One

1. Why is Reverend Parris praying at the beginning of Act One? Might he have more than one reason?
2. What did Reverend Parris do before coming to Salem?
3. Who is Tituba?
4. What is the relationship between Abigail and Reverend Parris? Why does she live with him?
5. What rumors are circulating in the village?
6. Describe what Reverend Parris encountered in the woods. Why would this be an especially upsetting sight for a Puritan minister?
7. What happened to Abigail seven months before Act One?
8. What reason does Abigail give for being dismissed from the Proctor residence?
9. What similarity exists between Ruth Putnam and Betty Parris? What difference do the Putnams notice?
10. What tragedy occurred in Mrs. Putnam's life?
11. Why did Mrs. Putnam contact Tituba?
12. In what way does Abigail's behavior change when she is alone with the girls? What does this reveal about her character?
13. In what way does Abigail's behavior change when she is alone with Proctor? What do we learn about Abigail and Proctor in this scene?
14. Who is Rebecca Nurse? What effect does her presence have on Betty?
15. How does Mrs. Putnam feel about Rebecca? Why?
16. Who is Giles Corey? How does John Proctor seem to feel about Giles?
17. Proctor is not a fan of Parris' preaching. What reasons does he give for his dislike?
18. Explain the argument regarding Reverend Parris' salary. What does this reveal about Reverend Parris?
19. Explain the land dispute between Putnam and Proctor. What does Proctor tell us about Putnam?
20. Who is Reverend Hale? For what reason is he called to Salem?
21. What question does Giles Corey have for Reverend Hale?
22. Why does Abigail blame Tituba for the incident in the woods? What effect does this accusation have on Reverend Hale's questioning of Abigail?

23. Why does Tituba confess to seeing the devil? Which women does she claim to have seen with the devil? What effect do these accusations have on Reverend Hale's questioning of Tituba?
24. Why does Abigail join Tituba in the calling of names? What effect does this have on the other girls in the room?
25. Act One ends with the following stage direction: "On their ecstatic cries." What does this direction imply?

Act Two

1. How much time has elapsed between Acts One and Two?
2. What has happened in this time period? What role does Abigail play in the proceedings?
3. Describe the relationship between John and Elizabeth.
4. Why does John hesitate in exposing Abigail as a fraud?
5. Upon returning from town, Mary Warren is visibly upset. What, in the day's events, may have caused such distress in Mary?
6. What does Mary give to Elizabeth? Why?
7. Why does the court decide to hang Goody Osburn but not Sarah Good?
8. On what evidence does the court convict Goody Osburn?
9. Describe Mary's reaction when Proctor forbids her to return to court. What news does she share?
10. Who accused Elizabeth of witchcraft?
11. What does Abigail stand to gain if Elizabeth is found guilty of witchcraft?
12. Why does Reverend Hale visit the Proctor household?
13. What "softness" does Reverend Hale find in the church records regarding the Proctors? What explanation does John give?
14. When asked to recite the commandments, John remembers all but one. What is the significance of the forgotten commandment?
15. What are John and Elizabeth's feelings on the existence of witches? How does Reverend Hale react to this?
16. Why do Giles Corey and Francis Nurse arrive at the Proctor house?
17. What charge has been brought against Rebecca Nurse?
18. On what charge is Martha Corey arrested?
19. Who is Ezekiel Cheever? For what reason does he arrive at the Proctor household?
20. Why is the presence of a poppet in the Proctor house an important piece of "evidence"?
21. Who watched Mary sew the poppet? What does this reveal?
22. Describe Reverend Hale's reaction to the evening's arrests.
23. Why doesn't Mary willingly go to court and tell what she knows?
24. Does Mary know about the affair between Proctor and Abigail? How do we know?
25. How does Proctor plan to bring Elizabeth home? Does he think this will be easy? Explain your inference.

The Crucible

Before We Start
Handout 5, continued

Novel Road Map to Success

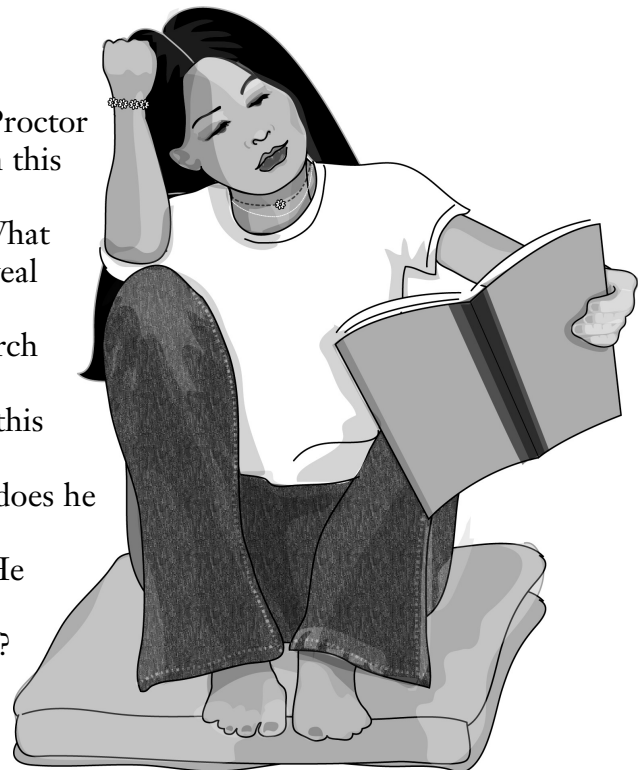
Act Three

1. Describe the questioning of Martha Corey. Does this seem like a fair process? Explain.
2. Why do Giles and Francis interrupt the court?
3. Explain the reactions of each of the following people to the interruption: Danforth, Hathorne, Parris, and Hale.
4. What does Danforth tell Proctor about Elizabeth? Why does he choose this point to share this piece of information? How does John react to the news?
5. What document does Proctor present to Danforth? Why?
6. What about Danforth's reaction to the document upsets Francis?
7. What claim does Giles present through his deposition?
8. How does Mr. Putnam react to Giles' claim?
9. Why won't Giles give the name of the person referred to in the deposition? What does this show about Giles' character?
10. Describe Reverend Hale's reaction to these events. In what ways has his opinion changed since Act Two? How do we know?
11. In your opinion, why is Mary unable to "faint" on command?
12. How does Danforth react to the news of Abigail's dancing? Does his opinion of her seem changed? How can we tell?
13. Why does Abigail claim a cold wind has struck her? What is she trying to achieve by this diversion?
14. Why does Danforth have Elizabeth brought into the courtroom?
15. Why does Elizabeth lie?
16. What is Hale's reaction to these events? Why does he believe Proctor?
17. Abigail claims that Mary is threatening her in the form of a bird. Why does Abigail make this claim? What does she hope to achieve by such a scene? Does she succeed? Explain.
18. Why does Mary change her story and accuse Proctor?
19. At what point does Proctor give up? How can we tell?
20. What is Reverend Hale's reaction?
21. With which character do you most sympathize in this Act? Why?
22. Do you think Parris really believes the girls' accusations? Explain your answer with support from the text.
23. Do you think Giles Corey will eventually give the name of his deposition informant? Explain your answer with support from the text.
24. Why might Danforth and Hathorne be reluctant to accept that the girls are frauds?
25. If you were Reverend Hale, would you have quit the court? Does it matter if Hale quits or stays? Explain.

Act Four

1. In the beginning of Act Four, how does the author indicate the passage of time?
2. Summarize the conversation between Herrick, Good, and Tituba. What does this show about the mental state of the prisoners?
3. For what purpose does Reverend Hale return?

4. How do Danforth and Hathorne feel about Hale's return?
5. What explanation does Cheever give for Parris' nervous behavior? Do you think this is the cause? What else could cause Parris to act nervous?
6. What news of Abigail does Parris share with Danforth?
7. Why is the news regarding Abigail of particular concern to the court?
8. Rumors of rebellion in nearby Andover have worried Parris. Why? Of what is he afraid? In your opinion, are his fears well founded?
9. Compare the previously executed prisoners with those remaining to be executed. How do they differ?
10. Does Parris care about the souls of Rebecca, Martha, and John? Why does he want them spared?
11. It has been said that Danforth is more concerned with upholding the court than uncovering the truth. What evidence supports that statement?
12. Describe Salem as it exists in Act Four. What impact have the executions had on this village?
13. For what reason is Elizabeth brought in to talk to John?
14. What news of Giles does Elizabeth share with John?
15. In addition to integrity, what other purpose did Giles have in not revealing his source of information?
16. Proctor tells Elizabeth that he is considering confessing because, "Nothing's spoiled by giving them this lie that were not rotten before." To what is he referring? Do you agree with his logic? Explain.
17. For what does Elizabeth apologize?
18. Why does Proctor decide to confess?
19. At first, Danforth is not satisfied with Proctor's confession. What other information does he want Proctor to give? Why does Proctor refuse to cooperate with this wish?
20. Describe Rebecca's reaction to John's confession. What keeps Rebecca from confessing? What does this reveal about her character?
21. John doesn't want his confession posted on the church door. Why?
22. Why does Proctor tear the confession? What does this act signify?
23. Why is Parris frantic in the end of the play? What does he fear?
24. Elizabeth closes the play with the following line: "He have his goodness now. God forbid I take it from him." What does she mean? Do you agree with her?
25. Hale, like Parris, is visibly upset in the closing scene. In what way does his sadness differ with that of Parris?



The Crucible

Before We Start
Handout 6

Name _____

Date _____ Hour _____

Overall Grading Rubric

Excellent 90%–100%	Good 80%–89%	Competent 70%–79%	Needs Improvement 60%–69%	Weak 50%–59%
Demonstrates an accurate understanding of the characters and plot, almost completely error-free.	Demonstrates a generally accurate understanding of the characters and plot with minor errors.	Demonstrates a basic understanding of the characters and plot with minor, but more frequent, errors.	Frequently confuses the characters or misinterprets the plot.	Demonstrates little or no understanding of the characters or plot.
Displays a strong understanding of all the play's themes, discussing them easily and using them in activities and writing assignments.	Displays a good understanding of all of the play's themes, mentioning them in activities and writing assignments.	Displays some understanding of most of the play's themes and touches on them, at least briefly, in activities and writing assignments.	Understands one or two themes; may concentrate on these ideas while excluding all others.	Uncertain of the play's themes.
Shows an understanding of literary devices by clearly explaining their use in the play and by applying this knowledge to other assignments.	Shows an understanding of literary devices and how they are used in the play; attempts to apply this knowledge to other assignments.	Shows some understanding of most literary devices and how they are used in the play.	Understands one or two literary devices and how they are used in the play.	May understand one or two literary devices, but cannot describe how they are used in the play.
Excels in spoken, written, and visual language.	Performs well with spoken, written, and visual language.	Attempts assignments in a variety of ways, including spoken, written, and visual language.	Chooses only one or two ways to complete assignments, including spoken, written, and visual language.	Repeatedly uses the same medium: spoken, written, or visual language.
Correctly uses higher-level language rules in assignments.	Correctly uses common language rules in assignments with some higher-level examples.	Correctly uses common language rules in assignments.	Misuses common language rules in assignments.	Does not understand common language rules in assignments.

20%
25%
25%
30%

Class Discussion
Group Projects
Individual Assignments/Projects/Activities
Final Test

Target on Text



Now it's time to start reading. *Target on Text* contains an act-by-act progression of activities to enhance your students' understanding and enjoyment of *The Crucible*. This guide divides the play into four sections of roughly the same length. Each section has individual act summaries, target objectives, and a variety of activities to highlight key story and literary elements.

While some of the activities are designed to be done individually, working with peers provides students with the opportunity to practice cooperation and creates richer results as the students build on one another's ideas.

Teaching Essentials... *Just for YOU!*

Act One

Act One Summary

Reverend Parris of Salem saw a group of young girls dancing in the woods at night. Among the girls were his daughter, Betty, and his niece, Abigail. Betty and another girl, Ruth Putnam, are in trance-like states. Parris is alarmed by the village rumors of witchcraft for fear that it will hurt his already shaky position in the community. Parris has called Reverend John Hale, an expert on witchcraft, to review the situation. When questioned by adults, Abigail denies witchcraft, but her conversation with the girls alone shows another side. Abigail had worked as a servant for the Proctor family but was dismissed after Elizabeth Proctor discovered that Abigail was having an affair with her husband, John Proctor. Abigail still desires John, although he now rejects her. The Putnams hope to establish a case for witchcraft for various motives, but the Proctor and Nurse families seem reluctant to believe witchcraft is the cause of the problems. After intense questioning from Reverend Hale, Abigail admits to conjuring but quickly diverts the attention away from herself by blaming Tituba, Reverend Parris' Negro slave. Tituba denies the allegations at first but then begins accusing others in an effort to save herself. Abigail and the other girls pick up on this and a frenzy of accusations ends the act.

Target Objectives

At the end of this section, students are able to:

- identify characters based on brief descriptions
- recognize cause and effect
- identify key elements in plot
- recognize key vocabulary terms from in-context definitions
- relate personal ideals and experiences to issues found in a piece of literature
- use nouns and adjectives to describe and interpret film photographs
- demonstrate comprehension of text by answering higher level thinking questions
- distinguish between fact and opinion
- research related topics and record findings in graphic organizer form

LESSON PLAN DETAILS ACT ONE

- ♦ 1. Character Identification—hand out and have students complete in class (25 minutes)
- 2. Plot Analysis: Cause and Effect—hand out and have students complete in class (15 minutes)
- 3. Act One Vocabulary—hand out and have students complete in class (45 minutes)
- ♦ 4. Photo Description: Grammar Application—hand out and have students complete in class (20 minutes)
- 5. Fact or Opinion?—hand out and have students complete in class (10 minutes)
- 6. Research Topics—hand out and have students complete in class (1 class period)
- ♦ 7. Anticipation and Reaction Guide—hand out and have students complete in class (10 minutes)

Discussion Questions: Act One (1 class period)

♦ = Corresponding remedial activity located on the disk

Character Identification

Characterization is the method used by a writer to develop how the character looks, acts and thinks. Many characters are introduced in Act One. Understanding the play requires a solid knowledge of “who’s who.”

Directions: Test your knowledge by matching each character below to the appropriate description. Each character is used once.

- | | | |
|----------------|------------------|------------------|
| A. Parris | E. Thomas Putnam | I. Rebecca Nurse |
| B. Hale | F. Ruth | J. Ann Putnam |
| C. Mary Warren | G. Betty | K. Mercy Lewis |
| D. Giles Corey | H. Abigail | L. Tituba |

1. ____ Sent her daughter to conjure spirits after losing seven children in childbirth.
2. ____ Orphaned niece of Parris. Had an affair with Proctor and was dismissed from the household.
3. ____ Negro slave from Barbados who claims the devil told her to kill Parris.
4. ____ Reverend of Salem and former businessman in Barbados. He feels his salary is too low.
5. ____ Sues his neighbors over trivial matters and wonders why his wife reads “strange” books.
6. ____ Expert from Beverly on witchcraft.
7. ____ Daughter of Reverend Parris.
8. ____ Her presence has a calming effect on Betty.
9. ____ Current servant for the Proctors.
10. ____ Parris saw this girl naked in the woods.
11. ____ Daughter of the Putnams.
12. ____ His grandfather had a habit of willing away land that didn’t belong to him, according to Proctor.



The Crucible

Act One
Handout 2

Name _____

Date _____ Hour _____

Plot Analysis: Cause and Effect

It is important to understand that for all events there is a cause and an effect. It is these causes and effects that propel a plot forward in a play and help develop its structure. Many events and actions take place in Act One as a result of an earlier event or action.

Directions: Listed below are several causes and effects. For a given cause, list the effect. For each given effect, list the cause.

<i>Cause</i>	<i>Effect</i>
Reverend Parris startles the girls in the woods.	
	Abigail is dismissed from the Proctor household.
	Reverend John Hale is called from Beverly.
Goody Putnam lost seven children in childbirth.	
	John Proctor doesn't go to church very often.
Reverend Hale begins questioning Abigail.	
	Tituba accuses Goody Good and Goody Osburn of witchcraft.

Act One Vocabulary

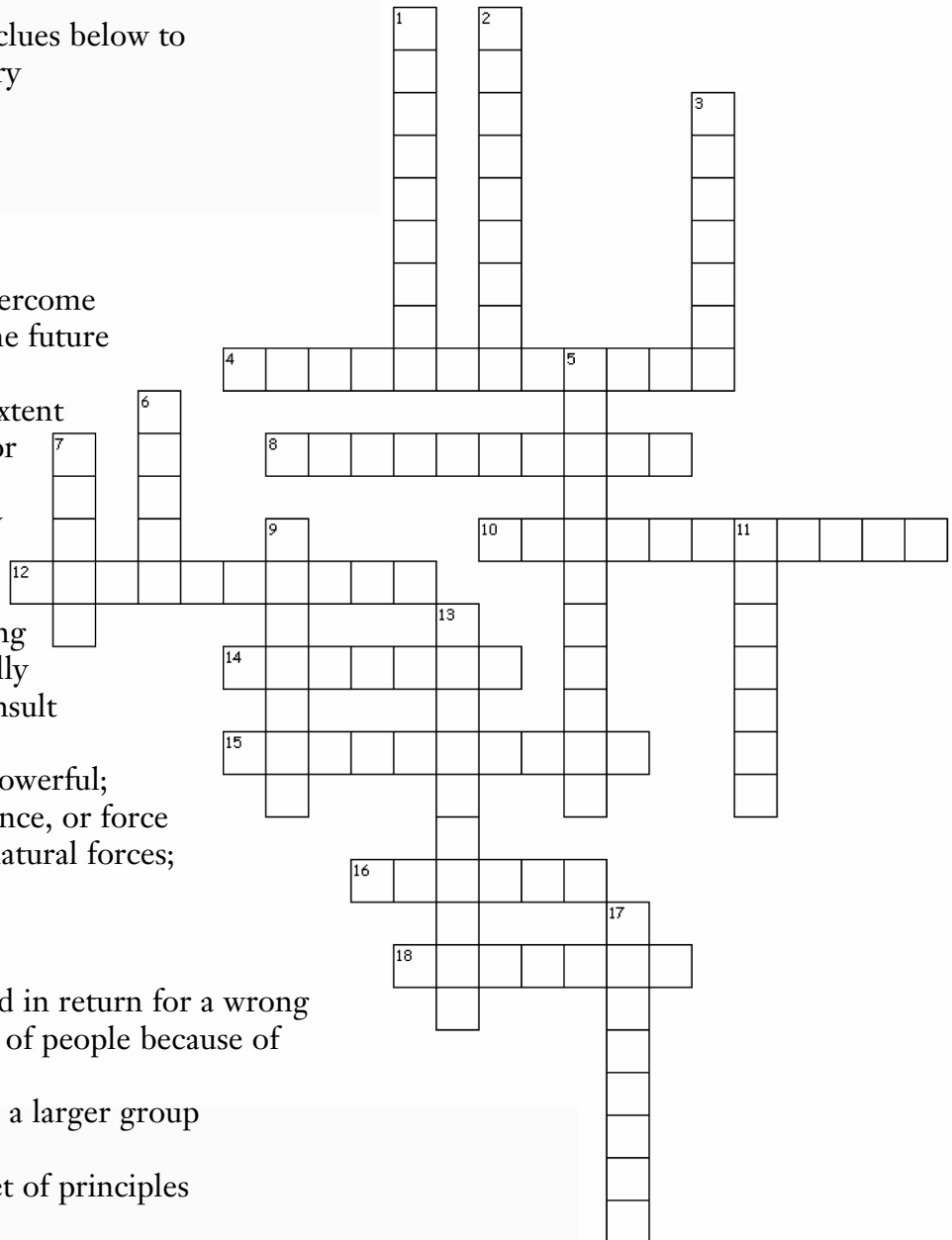
Directions: Use the definition clues below to fill in the appropriate vocabulary words in the puzzle.

Across

4. dread
8. difficult to deal with or overcome
10. fear or uneasiness about the future or a future event
12. great in amount, size, or extent
14. a statement, proposition, or situation that seems to be absurd or contradictory but in fact is or may be true
15. ill-feeling toward something or toward somebody, usually as a result of ill-usage or insult or an instance of these
16. very strong, effective, or powerful; exerting persuasion, influence, or force
18. to invoke supposed supernatural forces; to influence with spells

Down

1. punishment that is inflicted in return for a wrong
2. to oppress a race or group of people because of ethnicity or religion
3. dissenting minority within a larger group
5. too eager to obey
6. a statement of beliefs or set of principles
7. motionless; non-reactive
9. a fortress or strongly fortified building in or near a city, used as a place of refuge
11. to cause severe mental or physical distress to somebody
13. an opinion or claim stated in the course of an argument
17. insincere or feigned behavior



The Crucible

Act One
Handout 4

Name _____

Date _____ Hour _____

Photo Description: Grammar Application

A picture tells a thousand words. We infer a lot about a situation from a simple snapshot of the moment.

Directions: List twelve **nouns** that reflect the mood of this scene between Abigail and Proctor. Remember that a **noun** is a person, place, thing, or idea. The first noun has been completed for you as an example.



Nouns

<i>Example: anger</i>		

The picture below focuses solely on Abigail and lacks action. Careful examination of her expression, however, reveals that this photo tells much about her character.

Directions:

Use nine **adjectives** to describe Abigail as seen in this photo. Remember that an **adjective** is a descriptive word that modifies a noun. The first adjective has been completed for you as an example.



Adjectives

<i>Example: hopeful</i>		

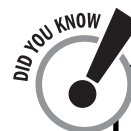
Write About It! Select one of the pictures above as the subject for a paragraph. Be certain to use your nouns or adjectives that you listed. Use the back of this sheet for your photo paragraph.

Fact or Opinion?

Remember that a fact is a proven truth. An opinion is a person's own personal thoughts on a subject. Sometimes an opinion is mistakenly given as a fact, so be careful!

Directions: Determine whether each statement is a fact or an opinion. Label each fact with an "F" and each opinion with an "O."

1. ____ Abigail is asked to leave her job in the Proctor household.
2. ____ Elizabeth is a cold, sniveling woman that treats Abigail as a slave.
3. ____ Reverend Parris is the minister of Salem Village.
4. ____ As Act One opens, Betty Parris is staying in bed and not moving.
5. ____ Betty Parris is faking her condition.
6. ____ Reverend Parris is a greedy, selfish person.
7. ____ Rebecca Nurse is a kind, sweet lady.
8. ____ Rebecca's presence calms Betty's hysteria.
9. ____ The girls are dancing in the woods.
10. ____ Ann Putnam lost seven children in childbirth.
11. ____ Witches killed Ann Putnam's children.
12. ____ Giles Corey is often in disputes with his neighbors.
13. ____ Reverend Parris demands the deed to the parish house.
14. ____ John Proctor still loves Abigail.
15. ____ Mercy Lewis dances naked in the woods.
16. ____ Reverend Parris preaches too much about hell.
17. ____ Reverend Hale comes to Salem from a nearby town called Beverly.
18. ____ Reverend Hale is a sensible man.
19. ____ John Proctor is a farmer.
20. ____ John Proctor is not a very good Puritan.



Although its first Broadway production flopped, *The Crucible* became one of Miller's most-produced plays.

The Crucible

Act One
Handout 6

Name _____

Date _____ Hour _____

Research Topics

Directions: Select one of the following research topics pertaining to Act One. Use Internet resources to help you complete the activity. Use the chart at the bottom of this page to record your findings.

- We learn in Act One that Reverend Hale comes from Beverly, a nearby community. Similar to Salem, Beverly experienced accusations of witchcraft at one point in time. Research this community and record your findings in the Research Chart on the bottom of this page.
- The characters in this play are Puritans. Research this religion and record your findings in the Research Chart on the bottom of this page.
- Most of the characters in this play were real people who actually existed. Arthur Miller once indicated that he felt Thomas Putnam was one of the main villains in the play. Research the real life Thomas Putnam. What role did he play in the Salem trials? Record your findings in the Research Chart on the bottom of this page.

Research Chart

Topic		
What?	Why?	How?
Details	Details	Details

Anticipation and Reaction Guide

It's interesting to chart how our opinions and perceptions of events change over time. This chart helps you do just that! *Keep this handout.* You will need it after you finish reading the play.

Directions: Respond to each of the following statements two times: once before reading the play and then again after reading. Write **Y** if you agree with the statement. Write **N** if you disagree with the statement.

Before Reading	Topic: Salem Witch Trials	After Reading
	The play <i>The Crucible</i> is an exact account of the events that happened in Salem.	
	Nobody really died as a result of the trials.	
	Several women were actually practicing witchcraft in an attempt to overthrow the Puritan religion.	
	People were considered guilty until proven innocent in these trials.	
	The witch hunt hysteria was started by a group of young girls.	
	A common way to "press" the truth from people was to place heavy stones on their chests until they agreed to talk.	
	Witch hunts could not happen in modern day society.	

Reflection Questions

1. Which items changed from "y" to "n" or vice versa? What caused that change in your perception or opinion?
2. Which change surprised you the most? How could this new knowledge impact your future perception of other life events?
3. Did any responses stay the same? Does this surprise you? Explain.

Discussion Questions: Act One

Directions: Use the following questions to review what's happened in Act One. Use these questions to generate discussion about the author's ideas and techniques.

1. Why is Reverend Parris praying at the beginning of Act One? Might he have more than one reason?
Example: He seems to be praying for the recovery of his daughter Betty. We also can infer that he is praying for his own reputation and good name in the community.
2. Who is Tituba?
Example: She is the Negro slave that Parris brought with him from Barbados.
3. What is the relationship between Abigail and Reverend Parris? Why does she live with him?
Example: She is his niece. Her parents were killed by Indians, and so, an orphan, she lives with her uncle.
4. Describe what Reverend Parris encountered in the woods. Why would this be an upsetting sight for a Puritan minister?
Example: He saw his niece, daughter, and several other girls dancing around a fire and chanting in a wild manner in the woods with Tituba. He also saw a naked girl. Puritans forbade dancing, and it appeared to be satanic in nature.
5. What reason does Abigail give for being dismissed from the Proctor residence?
Example: She said that Elizabeth Proctor wanted to treat her like a slave rather than a servant and Abigail refused to be treated this way.
6. What tragedy occurred in Mrs. Putnam's life?
Example: She lost seven children in childbirth. She contacted Tituba to try and raise the spirits of her dead babies to find out why they died. She believed Tituba had knowledge of conjuring.
7. How does Abigail's behavior change when alone with Proctor? What do we learn about Abigail and Proctor in this scene?
Example: When she is alone with Proctor, she is a lustful young woman. Proctor and Abigail have been lovers.
8. Who is Rebecca Nurse? What effect does her presence have on Betty? How does Mrs. Putnam feel about Rebecca?
Example: Rebecca is an elderly lady in town who is well-respected. She has a calming effect on Betty's hysteria. Ann Putnam is jealous because Rebecca's children and grandchildren are healthy.
9. Who is Reverend Hale? For what reason is he called to Salem?
Example: He is an expert on witchcraft. He is brought in from neighboring Beverly to examine the situation and see if it has anything to do with witchery.
10. Why does Abigail blame Tituba for the incident in the woods? How does Tituba react?
Example: She does so to remove suspicion from herself, and it works. Tituba uses the same tactic and starts naming names of alleged witches in order to keep herself from being examined.

Teaching Essentials... *Just for YOU!*

Act Two

Act Two Summary

Eight days after the events in Act One, Salem is in an uproar. A court in Salem is convicting townspeople of witchcraft based on the accusations of the girls. Judge Danforth and Judge Hathorne are in charge of the court, but the girls and their hysterical antics are really running the show. Elizabeth is worried that Abigail will charge her with witchcraft in order to be with John forever. By the end of this act, Abigail does just that. The relationship is strained between John and Elizabeth, and at the height of a disagreement between them, Reverend Hale visits to question the Proctors. Through Mary Warren, we learn that Elizabeth's name has been mentioned in court. Martha Corey, Rebecca Nurse, and Elizabeth Proctor are all charged with witchcraft and are taken away from their homes in the middle of the night. John vows to bring Elizabeth home again, even if it means exposing his adulterous behavior with Abigail. He threatens Mary Warren and insists that she go to court the following day with him to confess that the girls are frauds.

Target Objectives

At the end of this section, students are able to:

- identify characters by key quotes from the text
- compare and contrast two key characters
- evaluate character traits
- demonstrate comprehension of text by answering higher level thinking questions
- recognize key vocabulary terms from in-context definitions
- comprehend written directions while following a colonial recipe
- relate personal ideals and experiences to issues found in a piece of literature
- identify and classify conflicts

LESSON PLAN DETAILS ACT TWO

- ♦ 1. Act Two: Countless Conflicts—hand out and have students complete in class (20 minutes)
- ♦ 2. Journal Topics—hand out and have students complete in class (15 minutes)
- ♦ 3. Wheels in Motion—hand out and have students complete in class (10 minutes)
- 4. Puritan Provisions—hand out and have students complete in class (1 class period)
- 5. Vocabulary: Word Search!—hand out and have students complete in class (30 minutes)
- 6. Who Said It?—hand out and have students complete in class (30 minutes)
- 7. Compare and Contrast—hand out and have students complete in class (10 minutes)

Discussion Questions: Act Two (1 class period)

♦ = Corresponding remedial activity located on the disk

Act Two: Countless Conflicts

A conflict is a struggle between two forces. In literature, several different types of conflicts often serve to enhance a story's plot. Certainly, conflicts abound in *The Crucible*.

Directions: Fill in the blanks below to identify the different types of conflicts within this drama.

- **Person vs. Person** conflicts refer to the struggle between two people. Keep in mind that this doesn't have to be a physical struggle.

Person	vs.	Person
	vs.	
	vs.	
	vs.	

- **Person vs. Self** conflicts highlight struggles within characters. Often the struggle revolves around a crucial decision or shameful secret.

Person	vs.	Self
	vs.	
	vs.	
	vs.	

- **Person vs. Society** conflicts represent struggles between an individual and a larger group. In this novel, Puritan society is viewed as the church. A group of people such as the accusing girls are also considered society.

Person	vs.	Society
	vs.	
	vs.	
	vs.	

The Crucible

Act Two
Handout 2

Name _____

Date _____ Hour _____

Journal Topics

Each of the following journal topics relates in some way to Act Two. The topics also deal with real world issues, decisions, and applications that reflect your response to various situations. These prompts are as much about you and your responses as they are about the text of the play, so don't hesitate to express your personal insight on the topics.

Directions: Answer the questions below.

- John committed the sin of adultery with Abigail. Does he seem truly sorry for his error? Does Elizabeth sincerely forgive him? In your opinion, can someone in Elizabeth's position ever truly trust a spouse that cheats? Explain. Reread for clues on the impact this mistake has had on their marriage. Would you give a cheater a second chance? Explain.
- We are told in Act Two that Marshal Herrick is "somewhat shamefaced" upon entering the Proctor household. When chaining Elizabeth, he explains to John, "The law binds me, John, I cannot budge." Clearly, he is a man uncomfortable with his assigned duty. Yet, he still performs the act out of respect for the chain of command. Is this the right thing to do? Is it more important to follow orders or to follow your own sense of right and wrong? Explain your answer with examples.
- The Puritans believe that bad luck can come to an entire community if just one member of the congregation sins. This explains, perhaps, their personal turmoil over their neighbors' affairs. Is it true that "one bad apple can spoil the barrel"? Do the actions of your neighbors or classmates dictate or foreshadow your own choices and future? Explain.

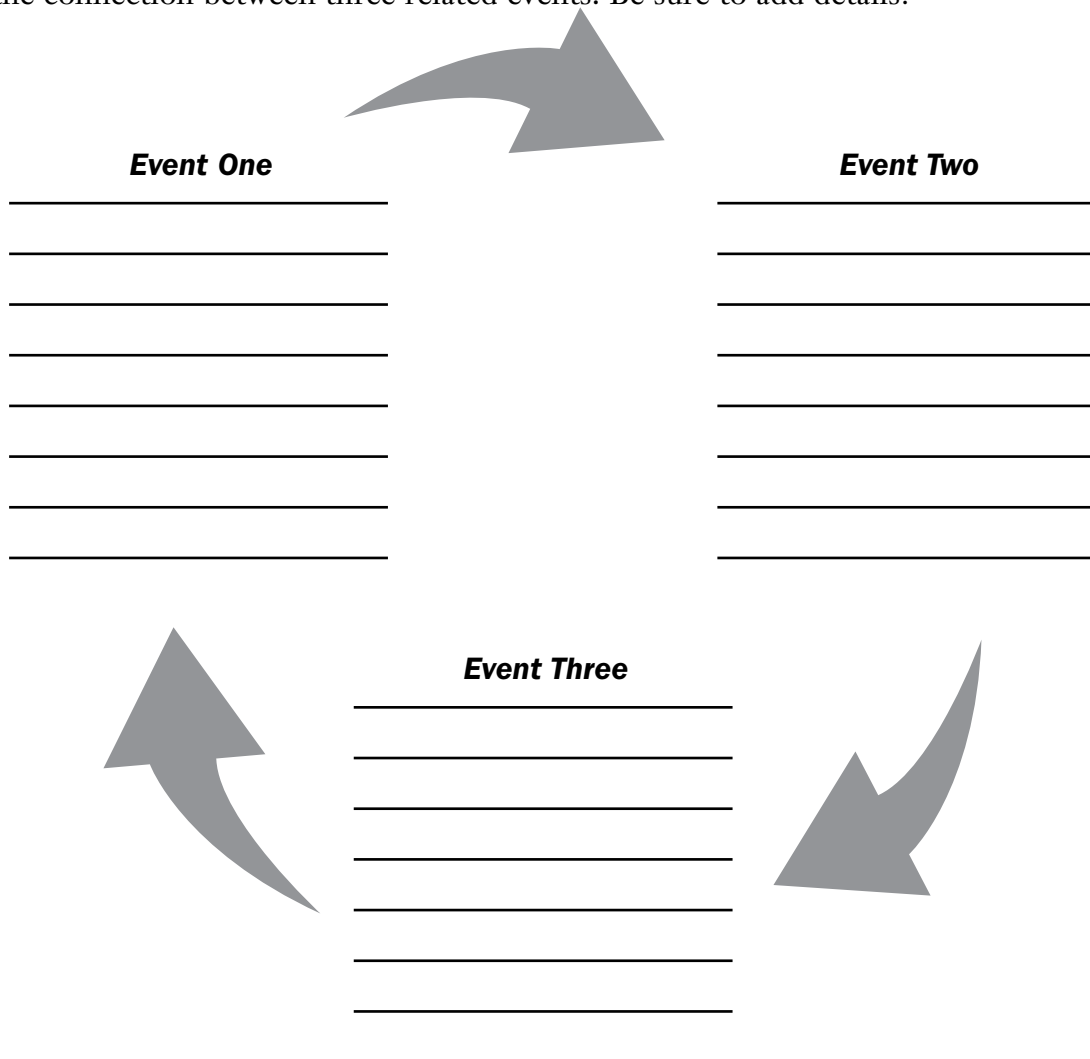


Arthur Miller married film star Marilyn Monroe in 1956.

Wheels in Motion

In Act One, Ann Putnam comments, “There are wheels within wheels in this village and fires within fires.” She is implying that things are not as simple as they seem on the surface. The reference to a wheel, however, takes on special significance as the play progresses. Events seem to act as catalysts, setting in motion additional, worsening scenarios.

Directions: Think of a situation that fits this pattern and complete the diagram below to show the connection between three related events. Be sure to add details!



The Crucible

Act Two
Handout 4

Name _____

Date _____ Hour _____

Puritan Provisions

Act Two opens with John Proctor sneaking a pinch of salt into his wife's rabbit stew. Certainly, the urge to add a spice or two is quite strong in Puritan households. Most foods are basic, bland, and lacking in flavor.

Directions: Try your hand, or taste buds, at a few colonial mainstays! Below are two common Puritan-era recipes.

Shawnee Cake

Utensils: Large mixing bowl; mixing spoon; measuring cups and spoons; 8 inch baking dish; small bowl and spoon for beating eggs

1 cup cornmeal 1/2 teaspoon salt vegetable oil 1 cup flour 1/2 tsp. salt 1/2 tsp. baking soda
2 cups milk 2 tbsp. molasses 2 eggs

Preheat oven to 325 degrees F. Mix cornmeal, flour, salt and baking soda in large bowl. Beat eggs and add with molasses and milk to dry mix. Stir until completely combined. Grease pan with vegetable oil and pour in batter. Bake for about 20 minutes.

Hoe Cakes (also called Corn Cakes or Johnny Cakes)

These cakes were once cooked over an open fire, but this recipe calls for an oven.

Utensils: measuring cup/spoons; mixing bowl/spoons; cookie sheet; oven and small pot to boil water 1 cup corn meal 1 1/2 teaspoon salt 1/2 teaspoon baking powder 1/2 cup milk 1 tbsp. butter

Preheat oven to 325 degrees F. Grease cookie sheet lightly. Mix ingredients in bowl and stir. Stir in boiling water a little at a time to make a stiff batter. Roll in small balls. Place on cookie sheet and flatten slightly. Bake for 30 minutes and allow to cool before eating.

Point to Ponder: Why do you think Puritan meals were often tasteless and bland? Consider availability and Puritan belief in your response.

The above recipes were taken from the following website: <http://www.libsci.sc.edu/miller/Colony.htm>

Vocabulary: Word Search!

Directions: For each definition listed below, the matching vocabulary word is hidden in this letter grid. Find and circle the word and then write it on the line beside the definition. Cross out all of the letters that you used in the grid to reveal a secret message hidden in the puzzle! Answers are found vertically, horizontally, diagonally, and backwards.

T	T	D	H	E	G	I	S	R	L	S	D	F	S	A
R	N	E	O	F	R	C	A	U	D	E	A	O	S	P
D	A	G	I	T	O	C	P	E	N	L	L	M	O	O
J	N	C	T	F	E	O	F	M	T	E	E	P	D	U
J	G	O	F	S	T	N	E	E	M	N	P	Y	D	A
H	I	N	B	Y	S	D	R	N	A	E	G	L	F	U
N	D	V	F	H	N	E	N	C	T	O	W	H	C	Q
J	N	I	S	O	A	M	I	Y	R	E	H	C	E	L
L	I	C	C	M	A	N	Y	G	O	L	O	E	H	T
I	Y	T	D	Y	G	A	Y	T	I	M	A	L	A	C
G	K	I	H	L	T	T	C	E	S	T	Z	A	T	B
F	M	O	Y	F	L	I	F	Y	W	U	O	E	A	K
W	X	N	A	J	J	O	S	G	U	U	O	S	O	U
G	J	D	D	E	T	N	I	A	T	W	E	I	O	X
X	I	G	Z	R	E	P	R	I	M	A	N	D	P	K

- _____ lacking morals
- _____ to rebuke somebody for a wrongdoing
- _____ disapproval, criticism, denunciation
- _____ lustful behavior especially by a man that is regarded as distasteful
- _____ to express derision or scorn about somebody or something
- _____ a firmly held belief or firmness of opinion
- _____ lose confidence
- _____ demonstrating sincerity and gravity
- _____ Middle English — a doll or a puppet
- _____ angry at unfairness
- _____ pronounced something or somebody as bad
- _____ religious theory
- _____ religious; devout; holy or sacred; virtuous and moral
- _____ to show extreme fondness
- _____ lacking common sense, irrational
- _____ polluted, spoiled, or corrupted
- _____ a disastrous situation or event
- _____ in a threatening and dangerous manner

The Crucible

Act Two
Handout 6

Name _____

Date _____ Hour _____

Who Said It?

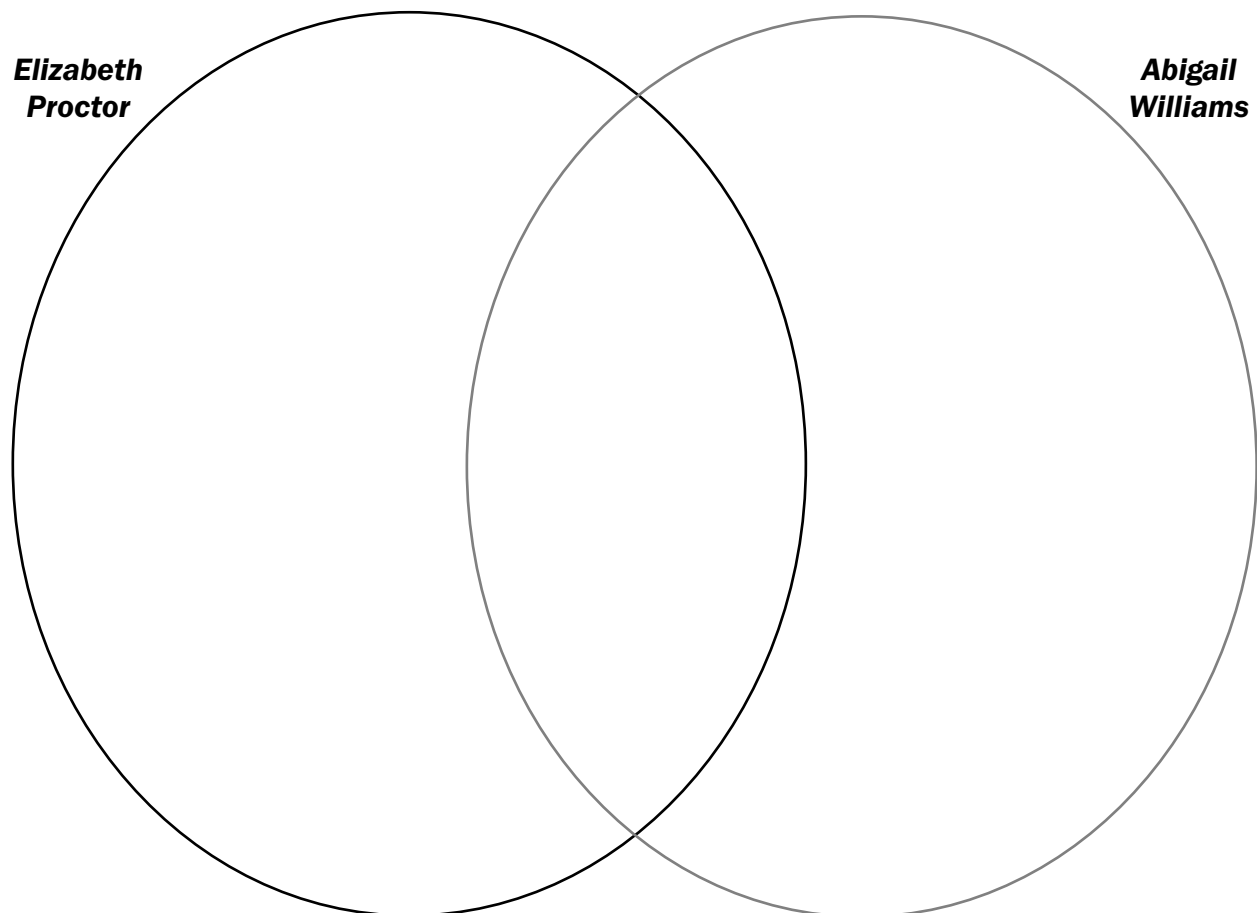
Directions: How well do you remember what was said in Act Two? Test your character knowledge by selecting the character that matches the quotation. On the back of this sheet, select five of the quotations, and explain the scene surrounding the comment.

- | | |
|--|--|
| 1. _____ "I think you must go to Salem, John...I think so. You must tell them it is a fraud."
a. Mary Warren c. Abigail Williams
b. Elizabeth Proctor d. Rebecca Nurse | 7. _____ "Now believe me, Proctor, how heavy be the law, all its tonnage I do carry on my back tonight."
a. Marshal Herrick c. Ezekiel Cheever
b. Reverend Hale d. Francis Nurse |
| 2. _____ "Woman...I'll not have your suspicion any more."
a. John Proctor c. Ezekiel Cheever
b. Reverend Hale d. Reverend Parris | 8. _____ "Theology, sir, is a fortress; no crack in a fortress may be accounted small."
a. John Proctor c. Elizabeth Proctor
b. Reverend Hale d. Ezekiel Cheever |
| 3. _____ "I made a gift for you today, Goody Proctor."
a. Mercy Lewis c. Abigail Williams
b. Ruth Putnam d. Mary Warren | 9. _____ "I never knew until tonight that the world is gone daft with this nonsense."
a. John Proctor c. Elizabeth Proctor
b. Giles Corey d. Francis Nurse |
| 4. _____ "Abby'll charge lechery on you, Mr. Proctor."
a. Elizabeth Proctor c. Mary Warren
b. Marshall Herrick d. Reverend Hale | 10. _____ "I'll not stand whipping any more."
a. Elizabeth Proctor c. Mary Warren
b. John Proctor d. Martha Corey |
| 5. _____ "Now Hell and Heaven grapple on our backs, and all our old pretense is ripped away..."
a. Reverend Parris c. John Proctor
b. Reverend Hale d. Giles Corey | 11. _____ "I never kept no poppets, not since I were a girl."
a. Mary Warren c. Abigail Williams
b. Susanna Walcott d. Elizabeth Proctor |
| 6. _____ "I never said my wife were a witch...I only said she were reading books!"
a. John Proctor c. Francis Nurse
b. Thomas Putnam d. Giles Corey | 12. _____ "The girl is murder! She must be ripped out of the world!"
a. John Proctor c. Elizabeth Proctor
b. Reverend Hale d. Mary Warren |

Compare and Contrast

Comparing characters and events helps you identify specific developments in the story and whether or not you feel they are important.

Directions: The women in John's life have two very different personalities. Use the Venn Diagram below to compare and contrast Elizabeth Proctor with Abigail Williams.



With which character do you most sympathize? Why?

Discussion Questions: Act Two

Directions: Use the following questions to review what's happened in Act Two. Use these questions to generate discussion about the author's ideas and techniques.

1. How much time has elapsed between Acts One and Two? What has happened in this time period?
Example: 8 days. The witch accusations are growing, and Abigail is running things. It's an official court.
2. Describe the relationship between John and Elizabeth.
Example: Tense. John's guilt is obvious and Elizabeth seems aloof and hesitant to trust.
3. Why does John hesitate in exposing Abigail as a fraud?
Example: He can't prove it, and it may expose his lechery. It also speaks deceit.
4. What does Mary give to Elizabeth? Why?
Example: A poppet or small doll. She was bored in court and sewed it. She is trying to express kindness to Elizabeth because she knows that Elizabeth may be charged.
5. Who accuses Elizabeth of witchcraft? What does this person stand to gain if Elizabeth is found guilty of witchcraft?
Example: Abigail. She wants to take her place and be with John.
6. Why does Reverend Hale visit the Proctor household?
Example: He wants to check into the Puritan character of the inhabitants.
7. When asked to recite the commandments, John remembers all but one. What is the significance of the forgotten commandment?
Example: He forgets the adultery commandment. It's ironic because he forgot that one in more ways than one through his affair.
8. What charge has been brought against Rebecca Nurse? On what charge is Martha Corey arrested?
Example: Rebecca is said to have supernaturally murdered the Putnam babies. Corey supposedly cursed a pig.
9. Why is the presence of a poppet in the Proctor house an important piece of "evidence"? Who watched Mary sew the poppet? What does this reveal?
Example: Abigail pulled a needle out of her belly and claimed Elizabeth's spirit pushed it in her. The poppet had a needle in its belly as Mary put it there for safe keeping. Abigail saw Mary do this. We know, then, that Abigail stabbed herself to frame Elizabeth.
10. How does Proctor plan to bring Elizabeth home? Will this be easy? Why does Mary resist telling the court the truth?
Example: He will drag Mary to court and make her tell the truth about the poppet and admit that the girls are frauds. It won't be easy because he could expose his own secret. In addition, Mary is reluctant because she knows Abigail's power and is afraid she'll turn on her.

Teaching Essentials... *Just for YOU!*

Act Three

Act Three Summary

Court is now in session. John, Giles, and Francis interrupt the proceedings in an attempt to prove the girls are frauds. John forces Mary to tell the truth, which she does at first. Danforth seems a little swayed by this new information, and when Abigail senses this, she, with full support of the other girls, accuses Mary. This causes Mary to back down and accuse Proctor in order to protect herself from Abigail's pointing finger. Proctor admits his lechery in open court in hopes of proving what Abigail is, but when Elizabeth is called in to corroborate the story, she lies, thinking she is protecting John. Hale, to no avail, sides with John and ends up quitting the court as Proctor is led away to jail. We also learn in this act that Elizabeth is pregnant and will not be executed until the unborn child is safe.

Target Objectives:

At the end of this section, students are able to:

- demonstrate comprehension of the text by answering higher level thinking questions
- recognize key vocabulary terms from in-context definitions
- determine the correct usage of given vocabulary words
- evaluate photos in relation to characterization
- respond to a creative writing prompt that examines character
- write in and recognize defining elements of first-person point of view
- sequence key events in an act
- identify and place missing events within an existing sequence
- select vivid verbs to capture the essence of an act

LESSON PLAN DETAILS ACT THREE

1. Act Three: Vocabulary Scramble—hand out and have students complete in class (25 minutes)
2. Photo Analysis—hand out and have students complete in class (20 minutes)
- ♦ 3. Character Flaws—hand out and have students complete in class (15 minutes)
4. Creative Writing: Point of View—hand out and have students complete in class (20 minutes)
5. Fill in the Blanks—hand out and have students complete in class (45 minutes)
- ♦ 6. Plot: Act Three—hand out and have students complete in class (20 minutes)
7. Grammar Review—hand out and have students complete in class (10 minutes)

Discussion Questions: Act Three (1 class period)

♦ = Corresponding remedial activity located on the disk

Act Three: Vocabulary Scramble

Directions: The vocabulary words for the following definitions are found in the box at the bottom of the page. The words are even in the same order as the definitions! Be careful, though, because the words are scrambled. Unscramble the vocabulary word, and write it on the line next to its definition. The starting letter of each word is the first letter in the scramble.

1. _____ a room in a church where meetings or classes are held
2. _____ without compassion; relentless
3. _____ fury often marked by a desire for vengeance
4. _____ causing disagreement between people with differing views
5. _____ witness's testimony
6. _____ confused or perplexed
7. _____ clean and free from blemishes; showing faultless perfection
8. _____ a misgiving, doubt, or bad feeling
9. _____ in a way that shows no concern if other people are hurt or upset
10. _____ an unexpected sight; a ghost
11. _____ long and attentive consideration or observation of something
12. _____ distressed
13. _____ to make somebody temporarily speechless with astonishment
14. _____ not concerned about personal hygiene and tidiness
15. _____ made immobile from shock
16. _____ dirty or impure
17. _____ to show fear or apprehension
18. _____ to express harsh criticism or condemnation of something

- | | | |
|----------------|-------------------|----------------|
| 1. vesrty | 7. imamclutae | 13. dfuonudbm |
| 2. romelsserse | 8. qulam | 14. sloenvyl |
| 3. wraht | 9. clllaousy | 15. tsxrafnied |
| 4. cotneniuost | 10. apaprtinoi | 16. bfuoleed |
| 5. dostnoiepi | 11. cnomtepltoani | 17. quial |
| 6. bfdduelde | 12. affilcedt | 18. dnuocnee |

The Crucible

Act Three
Handout 2

Name _____

Date _____ Hour _____

Photo Analysis

Have you ever heard someone say “the book was better than the movie”? This is a common complaint. It’s true for many people because when we read, we form our own images of a character’s looks, behaviors, and voices. Often, the film actors don’t match up to our own imaginations.

Directions: View the following photographs from the 1996 film version of *The Crucible* and answer the following questions.



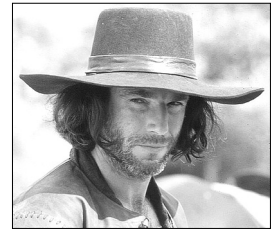
Judge Danforth



Elizabeth Proctor



Abigail Williams



John Proctor

1. Which character portrayed above most fits your visual image of the character as described in the play? What about this actor/actress captures the essence of that character for you? Explain.
2. Which character portrayed above is the least like you pictured him/her to be based on the play text? What about this actor/actress seems different than expected? Explain.
3. Pretend that you will be making a new film version of *The Crucible*. What modern actors would you select to play each of the following roles? Provide an explanation that justifies your choice.

Character	Actor/Actress I'd Pick	Reasons For My Choice
Judge Danforth		
Elizabeth Proctor		
Abigail Williams		
John Proctor		

Source: www.movieweb.com

Character Flaws

Characterization is the method used by a writer to develop how the character looks, acts, and thinks. Many of the characters in this play blame their problems on external forces. The true source of their troubles, however, lies within themselves. It's human nature to have personal strengths and weaknesses. Sometimes those weaknesses wield too much power, as is the case with many of the townspeople in Salem.

Directions: For each character, select two weaknesses from the following list. Demonstrate how each character displays the chosen weaknesses by using examples from the text. Some of the same weaknesses apply to more than one character, while some may not be used at all.

envy	lust
dishonesty	immaturity
guilt	greed
suspicion	grief
quick-tempered behavior	self-doubt

Character	Flaw	Example
John Proctor	1. 2.	1. 2.
Elizabeth Proctor	1. 2.	1. 2.
Abigail Williams	1. 2.	1. 2.
Reverend Parris	1. 2.	1. 2.
Ann Putnam	1. 2.	1. 2.

The Crucible

Act Three
Handout 4

Name _____

Date _____ Hour _____

Creative Writing: Point of View

The point of view is the way that the narrator sees the events in the story. In first-person point of view the narrator is a character in the story and is referred to as "I."

Directions: Select one of the following characters and write a diary entry from his or her point of view. Focus primarily on the events in Act Three and your feelings about them, but refer to earlier events as well. Remember **YOU ARE THE CHARACTER**, so you'll need to write in first-person point of view. You are the voice of the character, and you are seeing things through his or her eyes. Obviously, you can't truly be in the head of another person. You can, however, examine his or her decision-making patterns, reactions to other people, and general traits in order to get an idea of how this person thinks and behaves. Try to stay true to your character to make your entry as authentic as possible.

In this diary entry, I am the voice of: (circle your choice)

John Proctor Elizabeth Proctor Abigail Williams Reverend Hale Mary Warren

Dear Diary,

Fill in the Blanks Group Activity

Directions: How well do you remember Act Three? Fill in the blanks in the following summary. For some questions more than one answer is correct. Also, at times, more than one word fits in a blank. Upon completion, share your sheet with a partner, and compare answers. Discuss any differences, and explore other possible answers together.



1. Act Three opens with the interrogation of _____. She is _____ with the nonsensical logic that the judges are using in her case.
2. Giles Corey and _____ interrupt the proceedings to expose the girls as _____. The judges do not appreciate the _____.
3. Judge Danforth tells John Proctor that Elizabeth is _____ and will not be harmed for a year.
4. In spite of this new information, John Proctor does not back down because he has a sense of duty to _____.
5. Giles Corey refuses to _____ and is, therefore, labeled in contempt of court.
6. Elizabeth doesn't know that John _____ to lechery and, therefore, she _____ in order to protect him.
7. At Proctor's intense urging, _____ tries to do the right thing but is _____ by Abigail and the other girls.
8. Reverend Hale is _____ by the turn of events and _____ the court.
9. Francis Nurse is upset because he feels he brought _____ to the people named on the list.
10. Judge Danforth seems more concerned with _____ in this act than with uncovering _____.

The Crucible

Act Three
Handout 6

Name _____

Date _____ Hour _____

Plot: Act Three

Plot is the series of events that make up the story. A lot happens in Act Three, and it is easy to get the order of things confused.

Directions: Test your ability to keep the story straight by correcting the following sequence of events. Number the events from 1 to 10 with 1 being the first thing that happens and 10 being the final event. If you get stuck, try beginning at the ending and working your way back. The first and last events have been labeled for you.

- ____ John Proctor learns that his wife, Elizabeth, is pregnant.
- 1 Francis and Giles burst into the courtroom.
- ____ Abigail claims that Mary's form is coming to her in the shape of an evil bird.
- ____ Abigail claims that a cold wind has enveloped her.
- ____ The girls repeat Mary's words in an annoying chant.
- ____ John Proctor admits to the crime of lechery.
- 10 Reverend Hale quits the court.
- ____ Elizabeth Proctor denies any knowledge of John's adultery.
- ____ John tells Elizabeth that he confessed to adultery.
- ____ Mary Warren attempts to tell the truth.

The above events do not encompass all of the details revealed in Act Three. List two additional details that take place in this act. Identify where the details would fit in the above sequence of events.

Additional Detail	Where it fits in the sequence of events

Grammar Review

The verb is the part of speech that shows action. A lot of action takes place in Act Three. Use the map below to list verbs that capture the mood of this act. Avoid “to be” verbs such, as *is*, *are*, *were*, *be*, *am*, and *was*. In addition, instead of general, overused verbs, choose vivid verbs.

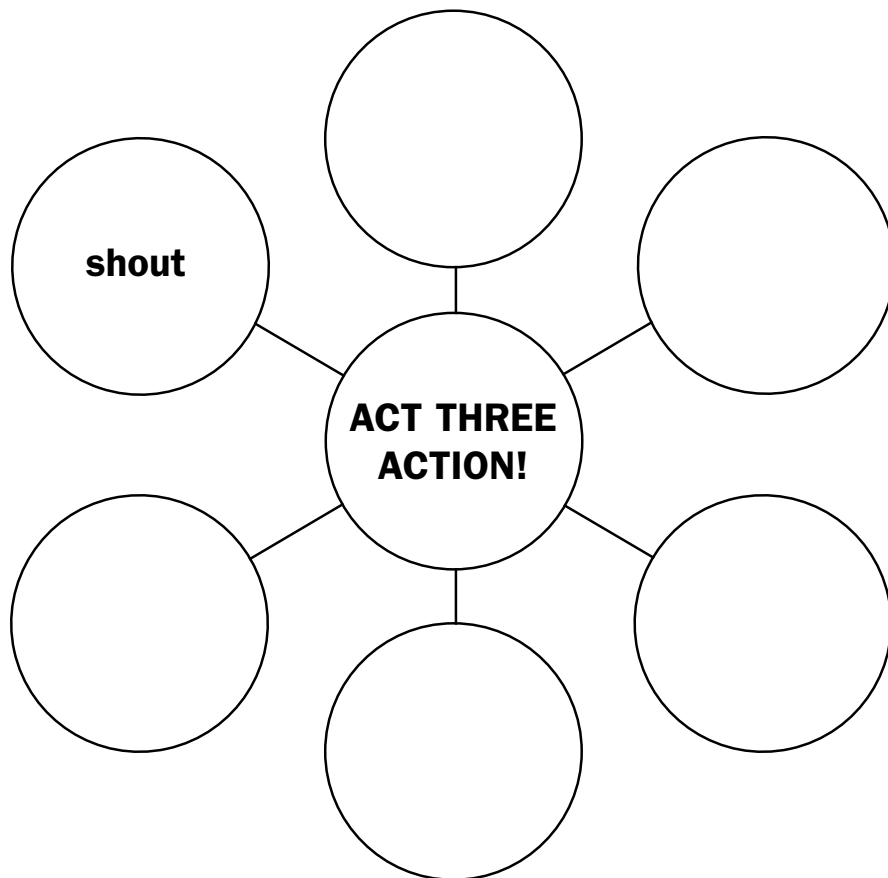
For example:

Instead of: walked
Instead of: cried

Use: trotted
Use: whimpered

Do you hear the difference? Vivid verbs can mean the difference between shouting and whispering, tapping and banging.

Directions: Review Act Three and then fill in each circle with a vivid verb that reflects the action of the act. One circle is filled in for you.



Discussion Questions: Act Three

Directions: Use the following questions to review what's happened in Act Three. Use these questions to generate discussion about the author's ideas and techniques.

1. Why do Giles and Francis interrupt the court?
Example: They hope to prove the girls as false and, thereby, free their wives.
2. What does Danforth tell Proctor about Elizabeth? Why does he choose this point to share this piece of information? How does John react to the news?
Example: Elizabeth is pregnant, and this means she is safe for a year. He hopes that John will back down in his challenge to the court. John is shocked but will not back down because he cares about the others who are falsely accused as well.
3. What document does Proctor present to Danforth? Why? What about Danforth's reaction to the document upsets Francis?
Example: A list of people who will attest to the goodness of those accused. He is hoping to establish character credibility. Danforth calls all of the listed people in for questioning and examination. Francis is upset because he has brought trouble on these people.
4. What claim does Giles present through his deposition? How does Mr. Putnam react to Giles' claim?
Example: A neighbor overheard Putnam bragging that his daughter had given him a fair gift of land with her last accusation. This implies that Putnam is having people named, and eventually killed, so that he can cheaply acquire their land. Putnam denies it.
5. Why won't Giles give the name of the person referred to in the deposition? What does this show about Giles' character?
Example: Giles knows that to reveal the source is to condemn the person. He is a man of morals and honor.
6. Why does Abigail claim a cold wind has struck her? What is she trying to achieve by this diversion?
Example: She senses that Danforth is swayed by this new evidence. Her antics create commotion and cause people to stop thinking rationally.
7. Why does Danforth have Elizabeth brought into the courtroom? Why does Elizabeth lie?
Example: To see if she can verify John's claim of lechery with Abigail. Unaware that John already confessed it, she lies in order to protect him.
8. Why does Mary change her story and accuse Proctor?
Example: Abigail says Mary is witching her, so Mary switches stories to save herself.
9. At what point does Proctor give up? How can we tell? What is Reverend Hale's reaction to this?
Example: When Mary accuses him. He says "God is dead" and is laughing insanely. Hale quits the court.
10. Why might Danforth and Hathorne be reluctant to accept that the girls are frauds?
Example: If they accept that the girls are frauds, then they are admitting that they were mistaken. They are more concerned with order than justice.

Teaching Essentials... *Just for YOU!*

Act Four

Act Four Summary

Three months and many executions have come to pass since the end of Act Three. John Proctor, Rebecca Nurse, and Martha Corey are scheduled to hang as the act opens. The townspeople are tiring of the witch hunt hysteria and endless executions. Orphans wander the streets and crops lie rotting in the fields. Parris senses a turn in the opinion of the town and fears for his safety. In anticipation of rebellion, Abigail and Mercy Lewis have stolen Parris' money and skipped town. With this information, Parris asks Danforth to postpone the executions, but Danforth feels postponement indicates weakness. Reverend Hale has returned, not as a representative of the court, but of his own accord to plead with the prisoners to confess and "give them their lie." He suggests that God is kinder to a liar than to one who throws a life away for pride or ideals. Danforth permits Elizabeth to speak with Proctor in hopes of generating a confession. She will not lead John toward or against a confession but assures him that he is a good man and will make the right decision. John decides to confess to save his life but later rescinds the confession when he learns it would be nailed to the church door, thus condemning his friends. The play ends as Rebecca, Martha, and John are taken away to be executed. Hale is deeply saddened, Parris is frantic for his own safety, and Danforth remains steely cool in his resolve to uphold the courts.

Target Objectives:

At the end of this section, students are able to:

- demonstrate comprehension of the text by answering higher level thinking questions
- recognize key vocabulary terms from in-context definitions
- follow a given format to create a poem (clerihew)
- explore character elements through a creative poem
- complete an "anticipation and reaction guide" focusing on opinions and facts related to the play
- select, evaluate, and interpret key quotations from the text
- form personal connections to the plot
- recognize and identify a tragic hero
- recognize elements of a tragedy

LESSON PLAN DETAILS ACT FOUR

1. Vocabulary Crossword—hand out and have students complete in class (30 minutes)
2. Creating Comic Relief with Clerihews—hand out and have students complete in class (1 class period)
- ♦ 3. Quotation Examination—hand out and have students complete in class (30 minutes)
4. Reflective Journal—hand out and have students complete in class (30 minutes)
- ♦ 5. The Tragic Hero—hand out and have students complete in class (30 minutes)
6. Anticipation and Reaction Guide—hand out and have students complete in class (20 minutes)
7. Interview With the Author—hand out and have students complete in class (1 class period)

Discussion Questions: Act Four (1 class period)

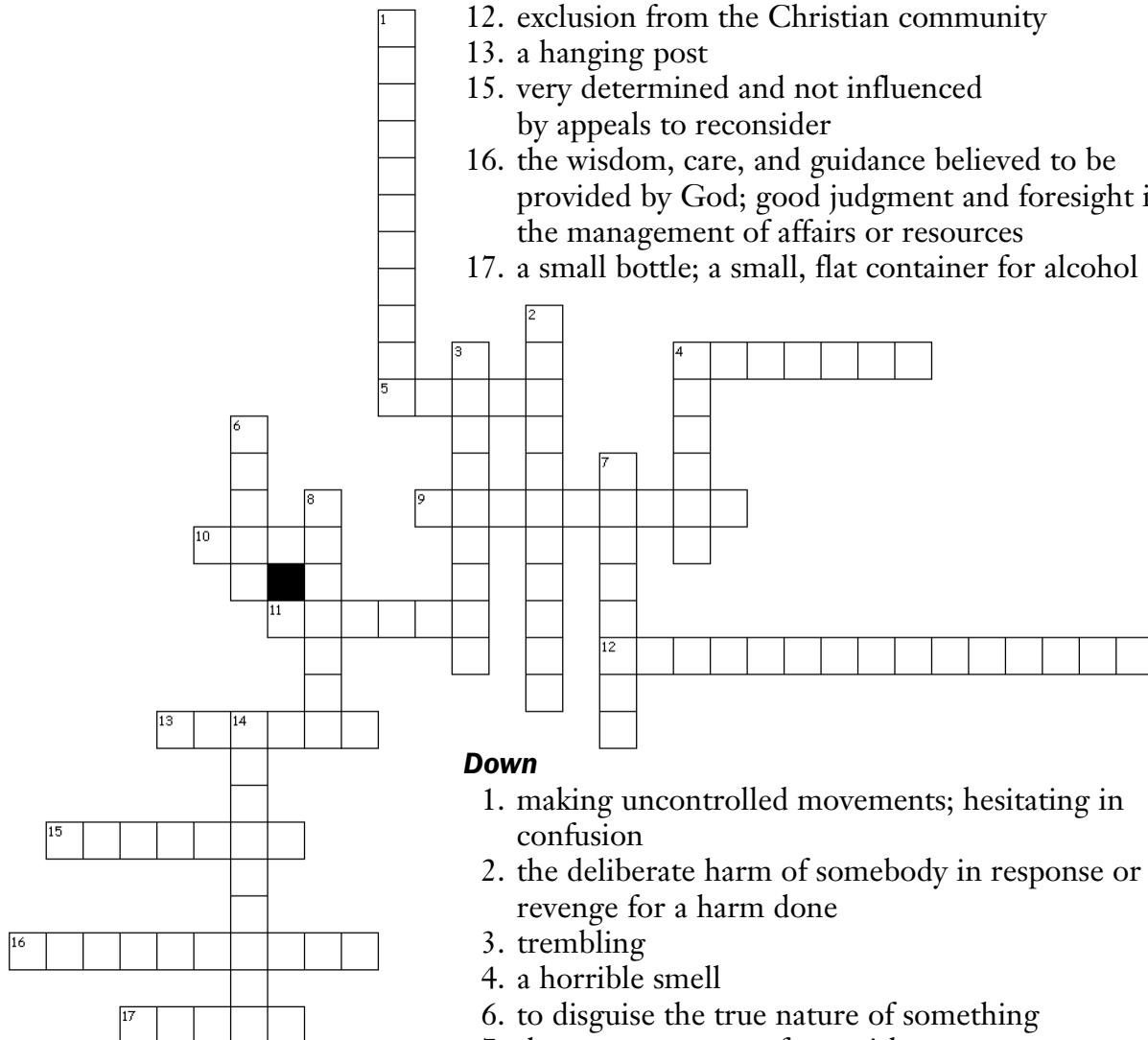
♦ = Corresponding remedial activity located on the disk

Vocabulary Crossword

Directions: Use the definition clues below to fill in the appropriate vocabulary word in the puzzle.

Across

4. law enacted by legislature or an established rule
5. thin and bony in appearance
9. regret for sins
10. to irritate somebody enough that it provokes anger
11. to call into court; to send for somebody
12. exclusion from the Christian community
13. a hanging post
15. very determined and not influenced by appeals to reconsider
16. the wisdom, care, and guidance believed to be provided by God; good judgment and foresight in the management of affairs or resources
17. a small bottle; a small, flat container for alcohol



Down

1. making uncontrolled movements; hesitating in confusion
2. the deliberate harm of somebody in response or revenge for a harm done
3. trembling
4. a horrible smell
6. to disguise the true nature of something
7. the postponement of a punishment; to stop or postpone a punishment
8. to charm, deceive, or cheat
14. limitless

The Crucible

Act Four
Handout 2

Name _____

Date _____ Hour _____

Creating Comic Relief With Clerihews

Certainly, not much is funny about a tragic play such as *The Crucible*. A common technique used by authors of tragedies is to incorporate comic relief. Comic relief is a bit of humor inserted into a serious drama primarily to break the tension. In addition, comic relief also often emphasizes key elements or the serious nature of the story.

What is a clerihew? It's a short poem about a person or character. The rules for writing a clerihew are quite simple:

1. The poem is four lines in length.
2. The first and second lines rhyme with each other.
3. The third and fourth lines rhyme with each other.
4. The first line names a person.
5. The second line usually ends with something that rhymes with the name of the person.
6. A clerihew is usually funny.

Directions: Read the two clerihew samples below to get an idea of the poetry form. Then, get creative, and write your own character clerihews. Be sure to share with your classmates, and create some comic relief of your own!

John Proctor

A Puritan farmer, this man named John.
In Abigail's game he became a pawn.
To set the court straight, he tried his best.
It cost his life to pass this test.

Thomas Putnam

Thomas tore the town apart.
Full of greed and low in heart.
Accused his neighbors to buy their land.
With deeds he sits, but on the gibbet they stand.

Try your own!

Title _____

Line 1 with the character's name _____

Line 2 rhymes with Line 1 _____

Line 3 elaborates on the character _____

Line 4 rhymes with Line 3 _____

Title _____

Line 1 with the character's name _____

Line 2 rhymes with Line 1 _____

Line 3 elaborates on the character _____

Line 4 rhymes with Line 3 _____

Quotation Examination

Act Four is full of profound, reflective statements. Emotions and events that may take years to understand can often be summarized in a single quotation. Words offer windows into worlds much deeper than those we see with our eyes. The conversations between characters in this act offer perfect examples.

Directions: Use the chart below to record five quotations that you find significant or intriguing.

Quotation	Page Number	What about this quotation interests you or is important?

The Crucible

Act Four
Handout 4

Name _____

Date _____ Hour _____

Reflective Journal

Act Four is a very emotional part of the play.

Directions: Use the organizer below to sort through your reactions to events in this act. Focus on at least two details in the act.

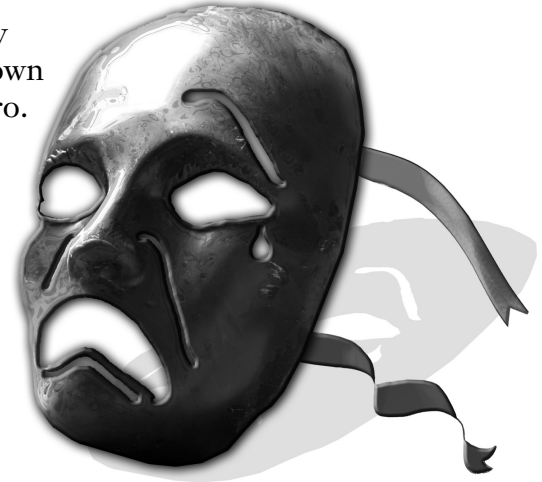
<i>What happened?</i>	<i>How do I feel about it?</i>	<i>What have I learned from this event that has relevancy to my own life?</i>

The Tragic Hero

A tragedy is a drama that has an unhappy ending, which usually involves the downfall of a main character. This character is known as the tragic hero. Several attributes serve to define a tragic hero.

Among these are the following:

- possession of admirable qualities
- sympathetic response from audience/readers
- possession of a single flaw or existence of a past mistake
- the flaw or mistake usually brings about the demise of the character



Directions: Answer the following questions using complete sentences and examples from the text.

1. In your opinion, who is the tragic hero in this play? Is there more than one? Explain your choices.
2. What mistake or flaw characterizes this hero or heroes?
3. What about this hero or heroes is admirable, in spite of the flaw or mistake?

The Crucible

Act Four
Handout 6

Name _____

Date _____ Hour _____

Anticipation and Reaction Guide

It's interesting to chart how our opinions and perceptions of events change over time. This chart helps you do just that!

Directions: Respond to each of the following statements two times: once before reading the play and then again after reading. Write **Y** if you agree with the statement. Write **N** if you disagree with the statement.

Before Reading	TOPIC: Salem Witch Trials	After Reading
	The play <i>The Crucible</i> is an exact account of the events that happened in Salem.	
	Nobody really died as a result of the trials.	
	Several women were actually practicing witchcraft in an attempt to overthrow the Puritan religion.	
	People were considered guilty until proven innocent in these trials.	
	The witch hunt hysteria were started by a group of young girls.	
	A common way to “press” the truth from people was to place heavy stones on their chests until they agree to talk.	
	Witch hunts could not happen in modern day society.	

Reflection Questions

1. Which items changed from “y” to “n” or vice versa? What caused that change in your perception or opinion?
2. Which change surprised you the most? How could this new knowledge impact your future perception of other life events?
3. Did any responses stay the same? Does this surprise you? Explain.

Act Four
Handout 7

Name _____

Date _____ Hour _____

Interview With the Author ***Group Activity***

The end of a reading experience can leave you feeling sad, satisfied, or curious. This activity gives you an opportunity to interact with the writer, Arthur Miller! Be as creative, humorous, or serious as you like, but you must ask some fundamental questions regarding *The Crucible* that only Miller could answer.

Directions: Write ten questions regarding the play that you would like to ask Arthur Miller. Use a separate piece of paper to do this assignment. After you write your questions, exchange papers with another student who will answer the questions.

Discussion Questions: Act Four

Directions: Use the following questions to review what's happened in Act Four. Use these questions to generate discussion about the author's ideas and techniques.

1. How much time has passed since Act Three? What has happened in that time period?
Example: Three months have passed. Many have been executed, and the town is tiring of death. Faith in the court seems lost, Parris is worried for his life, and Abigail has skipped town.
2. For what purpose does Reverend Hale return? How do Danforth and Hathorne feel about Hale's return?
Example: He tries to convince the remaining prisoners to give false confessions in order to save their lives. The judges don't like him being there, as he quit the court.
3. What news of Abigail does Parris share with Danforth? Why is the news of particular concern to the court?
Example: She stole his money and left town. It shows that she is probably a liar and a fraud and that they've all made a terrible mistake in trusting her.
4. Compare the previously executed prisoners with those remaining to be executed. How do they differ?
Example: Many of the others had low standing in the community, and no one really mourned their passing. The remaining prisoners to be executed are well-respected farmers with support in the community.
5. What news of Giles does Elizabeth share with John? In addition to integrity, what other purpose did Giles have in not revealing his source of information?
Example: Giles was pressed to death with stones for refusing to reveal the name of his source. He is a man of honor but also quite wise. By not sharing info either way, his land can still be turned over to his son rather than the court.
6. Proctor tells Elizabeth that he is considering confessing because, "Nothing's spoiled by giving them this lie that were not rotten before." To what is he referring? Do you agree with his logic? Explain.
Example: He is already a ruined man for his adultery, so why not lie to save his life? Student answers will vary. Those who agree will say that he is probably bound for Hell anyway, so he may as well live a little longer; those who disagree will say that we can always redeem ourselves from past sins through present goodness and perhaps he can save his soul.

Discussion Questions: Act Four

7. At first, Danforth is not satisfied with Proctor's confession. What other information does he want Proctor to give? Why does Proctor refuse to cooperate with this wish?
Example: He wants Proctor to implicate Rebecca and Martha, but he won't do that. Proctor will not damn his friends and ruin their good names.
8. Describe Rebecca's reaction to John's confession. What keeps Rebecca from confessing? What does this reveal about her character?
Example: She is disappointed and shocked. She seemed to think that he was a better man than that. She won't confess because to do so would be to lie and lying would damn her soul. She is devoted to her principles and morals.
9. Why does Proctor tear the confession? What does this act signify?
Example: He doesn't want it nailed to the church door as a public reminder of his confession because he knows by confessing he is selling out and giving the tormentors what they want. It signifies that he has found some peace and perhaps redemption may exist for him.
10. Hale, like Parris, is visibly upset in the closing scene. In what way does his sadness differ with that of Parris?
Example: Hale is truly saddened because he knows that good, innocent people are dying for pointless, petty purposes. He feels personal guilt for being associated with the courts in the beginning. Parris is upset, but only because he worries about the repercussions and the harm that may come to him.

Reflect on Reading

The following activities require students to work with the novel as a whole. This includes discussion questions, activities, a pre-reading question review, and a final test.

LESSON PLAN DETAILS

Discussion Questions (2 class periods)

1. Wanted—hand out and have students complete in class (1 class period)
2. The Trial that Never Was—hand out and have students complete in class (1 class period)
3. Newspaper Account—hand out and have students complete in class (2 class periods)
4. Pre-Reading Question Review—hand out and have students complete in class (1 class period)

Final Test—hand out and have students complete in class (1 class period)

Discussion Questions

Directions: Use the following questions to review what's happened in the play and to discuss ideas and themes.

1. Compare and contrast society's treatment of adulterers in 1692 to that of today. How might John's fate have differed if he were alive in 2005?
Example: While adultery is still frowned upon today and considered by many to be religiously immoral, it is not the crime that it was in 1692. Today, an adulterer is not likely to be shunned by his or her church or thrown in jail.
2. In Act Four, Elizabeth asks John for forgiveness for the "cold house" that she kept. Do you feel that this is necessary? Should Elizabeth apologize for what she sees as prompting John to commit adultery? Is Elizabeth to blame, or is John responsible for his own actions? Explain. *Answers will vary.*
3. In our modern society, rather than being tried for adultery, John Proctor would more than likely have been tried for statutory rape, as Abigail was only seventeen during the time of their affair. Is John the only guilty party in this error, or was Abigail mature enough to be held responsible as well? Does her age clear her of her wrongdoing?
Answers will vary.
4. In Act Four, Reverend Hale tells Elizabeth that no principle, however glorious, is worth the taking of a human life. Do you agree with such statements? How might the actions of Revolutionary War heroes or modern day Jihad Movement members contradict such a statement? Would you give your life for a principle?
Example: Answers will vary. War heroes and Jihad Movement members would disagree with Hale because they freely give their lives for their cause.
5. After reading the play, has your opinion of a "witch hunt" changed? Could a modern day witch hunt still happen in our society, or have we learned from the lessons of the Salem witch trials and the McCarthy era? *Answers will vary.*
6. In Act Four, we learn that Abigail and Mercy escaped before the town turned on them. Do you think they ever felt guilt for their actions, or did they see themselves as justified in their behavior? Refer to the text to support your opinion. *Answers will vary.*
7. We've heard the idiom, "birds of a feather flock together." In what way is this true of the accusing girls in the play? Do you see all of the girls as equally villainous, or were some more innocent than others? Does age difference matter in determining villainy? Explain.
Answers will vary.
8. John Proctor is a tragic hero. What modern day tragic heroes exist among us? Does society recognize a tragic hero with the same respect as a traditional hero? *Answers will vary.*

The Crucible

Reflect on Reading
continued

Discussion Questions

9. Parris feared for his safety at the end of Act Four. Is this fear justified? Explain. Look ahead to one week after the hanging of Proctor, Nurse, and Corey. What is Parris' life like at this time?
Example: The dagger in his door seems to justify the fear that he feels. Answers will vary.
10. Reverend Hale is clearly distraught when Proctor tears his confession. How does his distress differ from that of Parris? Are both men equally guilty for the pending hangings?
Example: Hale feels that Proctor is throwing his life away and is seriously saddened at the thought and ashamed of his own involvement. Parris is just afraid of the town's reaction and possible revenge against him. Answers will vary.
11. Why doesn't Elizabeth plead with John to give his "lie" and confess? If you were in Elizabeth's position, what would you do? Why?
Example: Elizabeth is concerned about John's soul and feels that if he lies to live, he will condemn his soul to Hell, an eternal death. Answers will vary.
12. A crucible is a small pot that can withstand high temperatures. It is used to melt down metals to test for their purity. Why is this a fitting title for this play? What other suitable titles might Miller have applied?
Example: The characters in the play were being tested for purity and "heat" was put on many of the victims and accusers alike. Answers will vary.
13. Do you think that John Proctor made the right decision in the end? Explain. *Answers will vary.*
14. Proctor's stress on the character of his name shows a deep concern for the opinion of others. Do the opinions of those around you impact your decisions and behavior? Explain. *Answers will vary.*
15. Is Giles Corey a hero or a foolish man? Should he have named his informant to save his life? Explain. *Answers will vary.*
16. Judge Danforth seemed more concerned with maintaining order than determining truth. Has our judicial system changed since this time, or do we still have attorneys and judges who would follow through and prosecute an innocent person for the sake of order? Explain. *Answers will vary.*
17. If spectral evidence had not been admissible in court, would the events of the Salem trials have been altered? Would the end result be the same? Explain your opinion.
Example: The girls would likely have been exposed as frauds as they had no proof to back up their claims. The result would be entirely different.
18. What does Proctor mean when he cries that "God is dead!" in the end of Act Three. Has he truly stopped believing? Is this proof of a tie with Satan? Explain.
Example: Answers will vary. He most likely means that if wrongs such as those happening around him can take place, God must be dead. He hasn't stopped believing in God or made a deal with Satan. He has stopped hoping and believing in justice and human goodness.
19. Other than Abigail, which character do you view as the most despicable in this play? Why? *Answers will vary.*
20. Other than Proctor, which character do you view as the most heroic in this play? Why? *Answers will vary.*

Name _____

Date _____ Hour _____

Wanted Group Activity

Many people are accused of various crimes throughout *The Crucible*. Often the accused are not the only villains. Select a character from the play that is either accused directly of a crime or that you see as guilty of committing a crime.

Directions: In groups of three students, create a “Wanted” poster that highlights a character’s physical characteristics and cites the purpose for their capture and return to court. Refer to specific details from the play text to make your poster as accurate as possible. Sketch an image of the character for the poster or rely on Internet sources for movie photo clips. Display your posters in the classroom.



The Crucible

Reflect on Reading
Handout 2

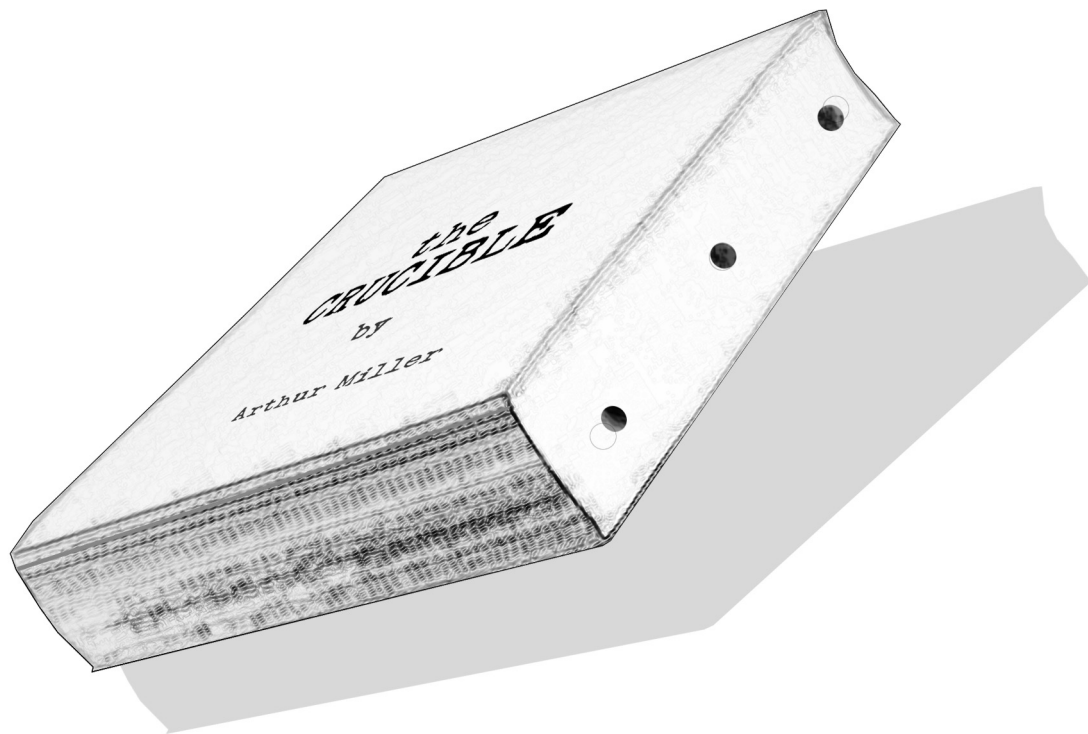
Name _____

Date _____ Hour _____

The Trial that Never Was Group Activity

Arthur Miller's play *The Crucible* is an example of historical fiction. True to history, Miller created the play as the tragedy that resulted from the Salem Witch Trials. What if we could go back and re-write history, establishing justice? In the play's final act, we learn that Abigail Williams and Mercy Lewis escape Salem and certain punishment. For purposes of this exercise, pretend that their escape was unsuccessful and they have been returned to stand trial for their wrongdoing in Salem.

Directions: In groups of four students, prepare to prosecute Abigail and Mercy. Create a list of questions similar to those posed toward the previously accused "witches" of Salem. Follow the same line of logic and "guilty until proven innocent" mode that the courts of the day adhered to. Form your questions into a script to be performed before the class. Determine which group members are to play the parts of Abigail, Mercy, and whichever witnesses and judicial figures you elect to have prosecute and judge the case. Suggested characters are Judge Hathorne, Judge Danforth, Cheever, Marshall Herrick, Tituba, Parris, Reverend Hale, John Proctor, Mary Warren, or any of the other accusing girls.



Newspaper Account Group Activity

If Salem had a newspaper, the office would have been quite busy during the time of the witch trials.

Directions: In groups of three students, create a front page for the *Salem Seer*. Use butcher paper to make your front page look as close to a real newspaper as possible. Each person in the group is a reporter and submits an article in journalistic style (including article title, byline, inverted pyramid style, written in columns). Illustrations must include captions. Refer to the play text for story ideas, and be certain to include as much detail as possible from the play to support your text.



The Crucible

Reflect on Reading
Handout 4

Name _____

Date _____ Hour _____

Pre-Reading Question Review

Take out the pre-reading questions that you filled out before you read *The Crucible*.
Determine if the play has changed your beliefs.

Directions: Complete the chart below in preparation for a discussion with your classmates.

Pre-Reading Discussion Question	Answers Before Reading	Answers After Reading	Changes? Write Yes or No
1. Have you ever been accused of something that you didn't do? How did the accusation make you feel? What were your reactions? Anger? Indignation? Sadness?			
2. What is a "witch hunt"? Do all witch hunts have to do with witches? Would you like to be the subject of a witch hunt? Explain.			
3. What does it mean to be "guilty until proven innocent"? Is this the way our court system works? Should it? Explain.			
4. What is peer pressure? What does it mean to "go along with the crowd"? Have you ever felt obligated to do or say something because those around you wanted you to?			

Pre-Reading Discussion Question	Answers Before Reading	Answers After Reading	Changes? Write Yes or No
<p>5. You have been wrongfully accused of cheating on an exam. If you admit to cheating, you will serve a lunch detention, have the chance to take the test again, and have the incident recorded in your permanent school record. If you maintain your innocence, you will receive a zero on the exam and an after-school detention. You will not, however, be labeled a cheater on your school records. What are the pluses and minuses of each choice? Would you rather be labeled a cheater and receive less punishment, or defend your innocence and receive a larger punishment?</p>			

Name _____

Date _____ Hour _____

Final Test

The following test assesses your knowledge and understanding of *The Crucible*.

Directions: Read all the directions and questions carefully.

Multiple Choice

Directions: Circle the letter of the correct answer. (1 pt. each)

1. Abigail probably accused Tituba of conjuring the Devil
 - a) because she wants to tell the truth.
 - b) to remove suspicion from herself.
 - c) because she wants to help Betty recover.
 - d) because she was envious of her beauty.
2. Abigail confides in John that the dancing was
 - a) for sport.
 - b) something she was forced to do.
 - c) a serious satanic ritual.
 - d) something that never happened.
3. The relationship between John and Elizabeth is
 - a) very affectionate.
 - b) violent and abusive.
 - c) tense and strained.
 - d) all of the above.
4. Mary Warren gives Elizabeth
 - a) a bouquet of lilacs from the field.
 - b) a poppet sewn during the trial.
 - c) a rabbit for her stew.
 - d) a needle to stab Abigail.
5. Abigail claims that
 - a) Elizabeth stole her poppet.
 - b) Mary stabbed her with a needle.
 - c) Elizabeth stabbed her with a needle.
 - d) Mary stole her poppet.
6. Which commandment does John forget?
 - a) Honor thy father and mother.
 - b) Keep the Sabbath holy.
 - c) Thou shalt not commit adultery.
 - d) He forgets them all.
7. Giles and Francis go to court to
 - a) prove the girls are frauds.
 - b) assassinate the judges.
 - c) serve as witnesses against their wives.
 - d) show support for Abigail.
8. Proctor learns that
 - a) Elizabeth is pregnant.
 - b) Elizabeth is already dead.
 - c) Abigail is pregnant.
 - d) he owes taxes.

The Crucible

Final Test, continued

Final Test

9. Giles claims that Thomas Putnam is
a) having an affair with Rebecca Nurse. c) accusing his neighbors to acquire their land.
b) afflicting the innocent children. d) bribing the judges.
10. When asked if her husband is a lecher, Elizabeth
a) asks what the term "lecher" means. c) says that he is.
b) says that he is not. d) refuses to speak.
11. In the end of Act Three
a) Reverend Hale is arrested. c) Reverend Hale quits the court.
b) Reverend Hale punches Reverend Parris. d) Reverend Hale is attacked by a bird.
12. Reverend Hale returns to talk to the prisoners because
a) he realizes that they are guilty. c) he needs the money for the job.
b) he tries to convince them to confess to live. d) he misses their company.
13. Parris tells Danforth that
a) he feels true sympathy for the Proctor family. c) Abigail stole his money and left town.
b) he can't wait to see Proctor hang. d) he is too busy to attend the hangings.
14. How does Giles die?
a) He dies of natural causes. c) They hang him.
b) They press him to death with stones. d) He is drowned.
15. Proctor's confession
a) is an honest admittance of guilt. c) is a lie to save his life.
b) is forced out of him with heavy stones. d) is a favor to Rebecca Nurse.

Matching

Directions: Choose the letter that fits the description. Make sure that you use each letter just once and that you have no letters left over. (1 pt. each)

A. persecute
B. creed
C. potent

D. paradox
E. solemn
F. scoff

G. reprimand
H. falter
I. conviction

J. dumbfound

1. ____ a statement, proposition, or situation that seems to be absurd or contradictory but, in fact, is or may be true

2. ____ very strong, effective, or powerful; exerting persuasion, influence, or force
3. ____ to oppress a race or group of people because of ethnicity or religion
4. ____ a statement of beliefs or set of principles
5. ____ to rebuke somebody for a wrongdoing
6. ____ to make somebody temporarily speechless with astonishment
7. ____ to express derision or scorn about somebody or something
8. ____ a firmly held belief or firmness of opinion
9. ____ lose confidence
10. ____ demonstrating sincerity and gravity

Event Sequencing

Directions: Order the following events chronologically from 1 to 10. (1pt. each)

- _____ a. Reverend Hale quits the court.
- _____ b. Reverend Parris discovers the girls dancing in the woods.
- _____ c. John Proctor forces Mary Warren to tell the court the truth about the poppet.
- _____ d. John Proctor confesses to save his life.
- _____ e. John Proctor tears his confession.
- _____ f. Reverend Hale visits the Proctor household.
- _____ g. Abigail Williams claims that Elizabeth Proctor's spirit stabbed her with a needle.
- _____ h. Abigail Williams and Mercy Lewis leave town.
- _____ i. Reverend Hale examines Betty.
- _____ j. John admits to adultery in open court.

Short Answer

Directions: Write your answer to each question on a separate piece of paper. Use complete sentences. (4 pts. each)

1. What events prompted Arthur Miller to write *The Crucible*?
2. Why does Ann Putnam send her daughter to Tituba? What does she hope to learn?
3. Why is Ann Putnam envious of Rebecca Nurse?
4. What impact has the relationship with Abigail had on life in the Proctor household?

5. At what point does Reverend Hale change his mind about John Proctor?
6. What does Proctor mean at the end of Act Three when he shouts, “God is dead!”? What other meaning might the townspeople see in that statement?
7. Marshall Herrick is drunk as Act Four opens and he comments that it is the proper morning to “fly into Hell.” Why might he behave and speak in this manner? Does he like his job?
8. Why does Parris want the final hangings postponed?
9. To what is John referring when he says that he is not worth “the dust on the feet on them that hang”?
10. Explain Danforth’s hesitancy to allow Hale to speak with the prisoners.

Essay Questions

Directions: Choose one of the three essay questions listed below to answer. The length needs to be approximately 350 words. Make sure your response is well-organized and grammatically correct. Use a separate piece of paper. (25 pts.)

1. John Proctor is viewed as the protagonist in the play. Who, or what, are his antagonists? Discuss at least three possible sources of conflict for Proctor.
2. Several cause and effect relationships exist in this play. Discuss at least four cause and effect situations, and explain the impact of those occurrences on the plot as a whole.
3. Is Abigail Williams a villain or just a young, confused girl? Make an argument for, or against, Abigail’s villainy. Be sure to refer to specific details from the text to support your argument. What other characters could be considered villainous? Name at least two other potential “villains,” and explain what traits or behaviors would qualify them for this infamous title.

Answer Key

This section provides answers to activities and the test in the order in which they appear in the guide.

Novel Road Map to Success

Before We Start

Handout 5

Act One

1. Worried for his daughter and worried for himself
2. Businessman
3. Parris' Negro slave from Barbados
4. She is his niece and an orphan whose parents died.
5. Witchcraft has taken hold of the children.
6. He saw the girls dancing and one was naked — dancing was not allowed in Puritan society.
7. She was fired from the Proctor household.
8. That Elizabeth wanted a slave
9. Young afflicted girls that are unable to move — Betty's eyes are open, but Ruth's are closed.
10. She lost seven children in childbirth.
11. In hopes that Tituba's conjuring knowledge would contact her dead babies' spirits and explain their deaths
12. She becomes bossy and mean — we can see that she is a fake.
13. She is love struck — they had an affair.
14. A kind, elderly lady in town — she calms Betty.
15. She is jealous because Rebecca has a healthy family.
16. A cantankerous old guy — John seems to like him in spite of his funny ways.
17. Parris is too focused on Hell and is greedy.
18. Parris says he has no money for firewood and counts that allowance as part of his salary — he is greedy.
19. Putnam claims land was willed to him by his father, but Proctor bought the land from Francis Nurse — Proctor says Putnam's grandfather willed away land that didn't belong to him in the first place.
20. An expert on witches called in from Beverly to investigate the situation
21. He wants to know why his wife reads books.
22. She tries to divert attention from herself — the tactic works.
23. She sees that she has no way out, so she says she saw Osburn and Good with the Devil to get Hale to lessen his questioning of her, and it works.
24. She sees that it worked for Tituba, and maybe she is caught up in the excitement — the other girls follow suit.
25. Many more are named, and the scene is mass hysteria.

Act Two

1. Eight days
2. Many people have been accused and an official court has been established — Abigail is the group leader for the girls.
3. It is tense and strained.
4. He knows that she could expose him and he has no proof of what she said.

The Crucible

5. She thinks that she was afflicted at one point and local women will die.
6. A poppet — a gesture of friendship
7. Osburn wouldn't confess, plus Good was pregnant.
8. Inability to say her commandments
9. She is indignant and also says she saved Elizabeth's life by saying she saw no signs of Elizabeth being a witch.
10. Abigail
11. She hopes to win John back.
12. To test their character
13. They don't go to church often enough, and their youngest child isn't baptized — Elizabeth was sick, John had to work hard on the farm, and they don't like Parris as a reverend.
14. Adultery — he committed it.
15. They don't seem to believe that they exist — Hale sees this as doubt in the Bible.
16. To warn Proctor of the arrests of their wives
17. That she supernaturally murdered Putnam's babies
18. That she cursed a neighbor's pigs
19. He is the clerk of courts and he arrives to search the house.
20. The needle in the poppet would indicate witchcraft on the part of Elizabeth since Abigail said Elizabeth's spirit pushed a needle in her belly.
21. Abigail — she framed Elizabeth.
22. He seems shaken.
23. She knows Abigail will turn on her.
24. Yes, she warns Proctor that Abby will cry lechery on him.
25. With evidence that the girls are frauds through Mary's admission, he knows it won't be easy, and he indicates that by saying "God's icy wind will blow."

Act Three

1. It is circular and nonsensical — it seems unfair in that she is guilty until proven innocent.
2. To provide evidence that the girls are frauds
3. Danforth is offended, Hathorne is offended and vindictive, Parris is nervous and worried, Hale is shocked and worried.
4. She is pregnant and can live another year — he thinks John will rescind his challenge — he is shocked, but won't back down.
5. A statement from neighbors attesting to the women's character — to show that they are good people
6. Danforth has the people listed brought in for examination.
7. That Putnam is having his daughter accuse people so that he can cheaply buy their land
8. Denies it
9. He knows it will bring trouble on the person — he is a man of honor.
10. He seems shaken and doubtful of the girls — we know by his suggestions to let Proctor get an attorney.
11. She isn't caught up in the excitement of the earlier day.
12. He is shocked and seems to suspect her a little — we can tell by his questioning of her.
13. She tries to break Danforth's concentration, and it works.
14. To test Proctor's story
15. To protect Proctor — she doesn't know he already confessed.
16. He is disgusted and believes Proctor because Proctor is putting himself on the line in his testimony.

17. She is trying to again create a diversion since Hale doesn't trust her and she also sends a message to Mary that she'll target her unless Mary backs off and rejoins Abby's side — she is successful — Mary rejoins the girls.
18. Mary sees that it's the only way to save herself.
19. When Mary backs down, he knows he is defeated — we can tell through his emotional comments.
20. Hale quits the court in disgust.
21. Answers will vary.
22. Answers will vary.
23. Answers will vary.
24. It shows that they were fooled.
25. Answers will vary.

Act Four

1. With reference to fall in the first stage direction
2. Tituba and Good think a cow is the devil coming to take them home — they seem out of their minds and ill-treated.
3. He returns to try and convince Nurse, Corey, and Proctor to give false confessions in order to save their lives.
4. They see him as a threat since he quit the court.
5. He thinks Parris is nervous because of the livestock wandering the streets and the poor state of the community — answers will vary — Parris is probably nervous because he knows when word gets out that Abigail left town people will realize she was a fraud and come after Parris.
6. She robbed him and skipped town with Mercy.
7. It shows that she was a fraud.
8. He thinks the same thing will happen in Salem and that the town will turn on him. He has already had threats so he probably has reason to be afraid.
9. The previously executed were people of low standing in the community — Proctor, Nurse, and Corey are respected.
10. Parris doesn't really care about their souls — he is just worried for his own safety.
11. His willingness to accept a confession that is obviously false as long as he can nail it to the church door.
12. Livestock and orphans wander the streets and crops are rotting — the town is in disarray.
13. They hope that she can convince him to confess.
14. He was pressed to death with heavy stones and refused to give the name of his informant.
15. By not saying yes or no, his property was able to be passed down to his son.
16. This won't be the first lie he has told in his life and he is already a sinner — answers will vary, but most will say that two wrongs don't make a right, and there is always a chance for redemption.
17. She apologizes for not knowing how to express her love and for keeping a "cold" house.
18. He wants his life.
19. He wants Proctor to name names and implicate Nurse and Corey — Proctor will not condemn his friends.
20. She is disappointed and shocked — she is a good Puritan woman who will not tell a lie — she is true to her beliefs.
21. He thinks of the shame it would bring his family if he sold out in this way.
22. He realizes that it isn't the right thing to do — it signifies that he has come to peace with the situation and knows what is right.
23. He is worried the town will turn on him.

The Crucible

24. She means that he made the right choice and God will look kindly on that — as much as she wants him living, she cares about his soul and thinks that now he has a chance for salvation.
25. Hale truly feels for the victims and knows that a terrible wrong has been committed — Parris is just scared for his own safety.

Character Identification

Act One

Handout 1

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. J | 3. L | 5. D | 7. G | 9. C | 11. F |
| 2. H | 4. A | 6. B | 8. I | 10. K | 12. E |

Plot Analysis: Cause and Effect

Act One

Handout 2

Wording may vary but should be similar to the following suggested answers:

E = Betty and Ruth go into trance-like states.

C = Abigail and John had an affair.

C = Rumors of witchcraft are circling.

E = She sends Ruth to have Tituba conjure their spirits.

C = Proctor doesn't care for Parris, and his wife had been ill.

E = Abigail turns on Tituba to avoid questioning.

C = Hale begins questioning Tituba.

Act One Vocabulary

Act One

Handout 3

Across:

- | | |
|-----------------|----------------|
| 4. apprehension | 14. paradox |
| 8. formidable | 15. resentment |
| 10. trepidation | 16. potent |
| 12. prodigious | 18. conjure |

Down:

- | | |
|----------------|----------------|
| 1. vengeance | 7. inert |
| 2. persecute | 9. citadel |
| 3. faction | 11. afflict |
| 5. subservient | 13. contention |
| 6. creed | 17. pretense |

Photo Description: Grammar Application

Act One

Handout 4

Answers will vary

Sample nouns include:

Tension	Surprise	Shock	Debate
Passion	Disappointment	Resentment	Warning
Force	Gravity	Threat	Energy
<i>Sample adjectives include:</i>			
Young	Pretty	Eager	Passionate
Female	Expectant	Attentive	Experienced

Fact or Opinion?

Act One

Handout 5

- | | | | | | | | | | |
|------|------|------|------|-------|-------|-------|-------|-------|-------|
| 1. F | 3. F | 5. O | 7. O | 9. F | 11. O | 13. F | 15. F | 17. F | 19. F |
| 2. O | 4. F | 6. O | 8. F | 10. F | 12. F | 14. O | 16. O | 18. O | 20. O |

Act Two: Countless Conflicts

Act Two

Handout 1

Answers will vary but may include the following:

Person vs. Person (Abigail/Proctor; Parris/Proctor; Ann/Rebecca) Person vs. Self (Proctor/sin; Ann/jealousy; Abigail/obsession), Person vs. Society (Parris/community; Tituba/accusers; Elizabeth/court orders)

Wheels in Motion

Act Two

Handout 3

Answers will vary based on events chosen. A sample answer might include the following: Proctor and Abigail have an affair...Elizabeth fires Abigail...Abigail seeks revenge.

Puritan Provisions

Act Two

Handout 4

Answers may vary — Sample answer may include that variety of spice and luxuries were not available or affordable to the people of Salem. In turn, if Puritans rejected entertainment for pleasure, food for enjoyment was most likely not a practice either.

Vocabulary: Word Search!

Act Two

Handout 5

- | | | | |
|-----------------|---------------|---------------|-------------------------|
| 1. base | 6. conviction | 11. condemned | 16. tainted |
| 2. reprimand | 7. falter | 12. theology | 17. calamity |
| 3. condemnation | 8. solemn | 13. pious | 18. menacingly |
| 4. lechery | 9. poppet | 14. dote | <i>Secret Message =</i> |
| 5. scoff | 10. indignant | 15. daft | The girls are frauds. |

Who Said It?

Act Two

Handout 6

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. B | 3. D | 5. C | 7. C | 9. A | 11. D |
| 2. A | 4. C | 6. D | 8. B | 10. C | 12. C |

Compare and Contrast

Act Two

Handout 7

Answers will vary. Sample responses include the following:

Elizabeth = married, mother, reserved, honest, loves John

Abigail = single, no children, passionate, liar, lustful

Both = strong-willed, involved with Proctor, won't back down from a fight. Student responses will vary on which character they sympathize with. Most will say Elizabeth because she is honest and good and her husband cheated on her. His error ruins her life. A few might say Abigail because she is young and John was an older man.

The Crucible

Act Three: Vocabulary Scramble

Act Three

Handout 1

- | | | | |
|----------------|----------------|-------------------|--------------|
| 1. vestry | 6. befuddled | 11. contemplation | 16. befouled |
| 2. remorseless | 7. immaculate | 12. afflicted | 17. quail |
| 3. wrath | 8. qualm | 13. dumbfound | 18. denounce |
| 4. contentious | 9. callously | 14. slovenly | |
| 5. deposition | 10. apparition | 15. transfixed | |

Character Flaws

Act Three

Handout 3

Answers will vary — sample traits for characters include the following:

John — dishonesty, guilt, lust, self-doubt

Elizabeth — suspicion, grief, self-doubt

Abigail — envy, dishonesty, guilt, quick-temper, lust, immaturity

Parris — dishonesty, guilt, suspicion, greed, self-doubt

Ann — envy, guilt, suspicion, grief

Fill in the Blanks

Act Three

Handout 5

Answers may vary but should be similar to the following:

- | | | |
|---|----------------------------|----------------------|
| 1. Martha — frustrated | 4. his friends and justice | 8. disgusted — quits |
| 2. Francis Nurse —
frauds — disruption | 5. reveal his source | 9. trouble |
| 3. pregnant | 6. confessed — lies | 10. order — truth |
| | 7. Mary — swayed | |

Plot: Act Three

Act Three

Handout 6

- a. 2 b. 1 c. 8 d. 4 e. 9 f. 5 g. 10 h. 6 i. 7 j. 3

Added events by students will vary.

Vocabulary Crossword

Act Four

Handout 1

Across:

- | | |
|--------------|---------------------|
| 4. statute | 12. excommunication |
| 5. gaunt | 13. gibbet |
| 9. penitence | 15. adamant |
| 10. rile | 16. providence |
| 11. summon | 17. flask |

Down:

- | | |
|----------------|---------------|
| 1. floundering | 6. belie |
| 2. retaliation | 7. reprieve |
| 3. quavering | 8. beguile |
| 4. stench | 14. boundless |

The Tragic Hero

Act Four

Handout 5

Answers will vary — sample responses include the following:

1. John Proctor is the tragic hero — some may also say Giles Corey or anyone else who died as a result of the trials. Others will argue that there can only be one tragic hero since there is only one antagonist.
2. John's mistake was his adultery — answers will vary for the others.
3. John's final decision in Act 4 is admirable and his willingness to defend his wife at all costs to himself.

Final Test

Reflect on Reading

Multiple Choice

- | | | | | | | | |
|------|------|------|------|-------|-------|-------|-------|
| 1. B | 3. C | 5. C | 7. A | 9. C | 11. C | 13. C | 15. C |
| 2. A | 4. B | 6. C | 8. A | 10. B | 12. B | 14. B | |

Matching

- | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|-------|
| 1. D | 2. C | 3. A | 4. B | 5. G | 6. J | 7. F | 8. I | 9. H | 10. E |
|------|------|------|------|------|------|------|------|------|-------|

Event Sequencing

- | | | | | | | | | | |
|------|------|------|------|-------|------|------|------|------|------|
| a. 7 | b. 1 | c. 5 | d. 9 | e. 10 | f. 3 | g. 4 | h. 8 | i. 2 | j. 6 |
|------|------|------|------|-------|------|------|------|------|------|

Short Answer Questions

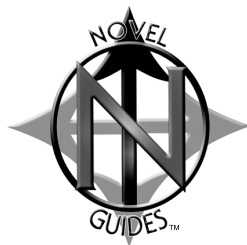
1. The McCarthy hearings and the Red Scare seemed similar to the events in Salem, and he wanted to construct a parable as an allegory to instruct.
2. She thinks Tituba can conjure the babies' spirits and tell her why they died.
3. Rebecca has healthy children, and Ann doesn't.
4. The relationship is strained and based on distrust now.
5. He sees Proctor throw away his good name to try and establish the truth.
6. He means that if things this awful can happen, God must be dead and no longer looking after the world — others probably see it as a satanic remark.
7. He knows that the day's executions are wrong, and he doesn't seem to like his job if he has to stay drunk to do it — or he could possibly believe the people are witches and are going to Hell...an argument could be made both ways.
8. Parris wants postponement to give himself time to be safe.
9. He is referring to his past sins and thoughts of confessing when others died with honor and held to the truth.
10. Hale quit the court and poses a threat to it.

The Crucible

Essay Questions

Answers will vary but should be at least three paragraphs in length and contain some of the following facts:

1. Abigail, his guilt, Parris...others may exist.
2. There are many possible answers. A few are as follows: the affair caused Abigail to be fired; Abigail's desire for John caused Elizabeth's problems; Giles' trivial remark caused Martha to be an easy target; Ann's dying babies caused her to be jealous of healthy families like Rebecca....
3. Answers will vary. To support her villainy, she does lie in order to get her way, even if it means taking innocent lives. To support her as a victim, some will say that she was just a young girl taken in by an older man. Thomas Putnam is villainous to use Ruth as a tool to gain land; Parris is villainous to push the proceedings when he knows it's not true.



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