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The Crucible
BY ARTHUR MILLER



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

Name: _____

Date: _____

Pre-Reading

Anticipation Guide

Objectives: Analyzing personal values
Anticipating events in a drama

Activity

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

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

Name: _____

Date: _____

Act I

Vocabulary: Context Clues

Objective: Using context clues to determine the meaning of words

Activity

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

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

predilection: tendency

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

parochial: _____

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

repressions: _____

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

vengeance: _____

injunctions: _____

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

obscene: _____

abominations: _____

6. “And I heard a screeching and gibberish coming from her mouth.”

gibberish: _____

7. “They will howl me out of Salem for such corruption in my house.”

corruption: _____

Name: _____

Date: _____

Act I**Set Design**

Objective: Constructing a basic set design

Activity

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

- **Furniture:** You must add furniture and accessories to the stage, such as a bed, table, chest, chair, candlestick, and/or table. Remember to remain true to the time period. Like everything else in the Puritan culture, furniture would be ordinary, plain, and undecorated.
- **Characters:** Include all characters on the stage that are in your scene. Think carefully about their positions and gestures to make the set look realistic. A character might throw his or her arms up in panic, for example, or kneel at Beth's bed. Also, draw appropriate facial expressions on the characters, and consider their ages and dress.

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

Name: _____

Date: _____

Act II**Vocabulary/Language**

Objective: Interpreting the meaning of dialect and other terms from the text

Activity

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

Here is a sample clue:

“I’ll have my men on you, Corey! I’ll clap a writ on you!”

The correct answer is “lawsuit.”

Name: _____

Date: _____

Act III

Plot Review: Round-Robin Reading Check

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

Activity

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

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

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

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

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

Name: _____

Date: _____

Act I – III**Drama**

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

Activity

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

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

Scenes for 2 people:

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

Scenes for 3 people:

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

Scenes for 4 or more people:

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