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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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Jason Scott, CEO  
Teacher's Pet Publications  
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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Crucible

based on the play by  
Arthur Miller

Written by  
Mary B. Collins

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## A FEW NOTES ABOUT THE AUTHOR

### ARTHUR MILLER

Mr. Miller was born in Harlem (New York) on October 17, 1915. He attended public schools, but quit before graduation. He held odd jobs such as farmhand, laborer, etc. Later, he got into The University of Michigan where he wrote and attended classes. In 1938 he graduated from The University of Michigan.

In 1949 Mr. Miller won the Pulitzer Prize for *Death of a Salesman*. In 1953 *The Crucible* was produced on Broadway. Other notable works by Arthur Miller include *All My Sons*, *After The Fall*, *A View From The Bridge*, *The Price*, *Incident at Vichy*, and *The Misfits* (a movie starring Marilyn Monroe, to whom he was once married.)

--- Courtesy of Compton's Learning Company

## INTRODUCTION - *The Crucible*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Crucible* by Arthur Miller. It includes nineteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the Puritans and witchcraft via a student-reporting and bulletin board-making activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are done orally for this play. The parts to be spoken during each class session are listed on each lesson page. The teacher only needs to assign students to each part. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

The **group activity** which follows the vocabulary review has students working in small groups to discuss several important aspects of the play. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to five specific aspects of the play.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about their topics with the entire class; thus, the entire class is exposed to information about all of the topics and the entire class can discuss each topic based on the nucleus of information brought forth by each of the groups.

Two lessons are devoted to **creating and performing a scene** in which Abigail is on trial for being the cause of death for those who died during the witch trials.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the play.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students write a composition based upon their theme topics. The second assignment is to persuade: students are given a choice of letters to write from one character to another, persuading him or her of something. (The topic is given in the letter assignment.) The third assignment is to give students a chance to simply express their own opinions: following the unit test, students write a composition explaining who, in their opinion, is responsible for the Salem witch trials.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Crucible* (articles about witchcraft, Puritanism, theocracies, our judicial system, trial transcripts, etc.). After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, multiple choice, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **extra activities packet** includes suggestions for an in-class library, crossword and word search puzzles related to the play, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES - *The Crucible*

1. Through reading Miller's *The Crucible*, students will gain a better understanding of the Salem witch trials and the Puritans.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will consider the themes of crime and punishment, individual vs. authority, and revenge.
4. Students will be exposed to a different era of American life, showing many of today's conflicts are not new; they are rooted in our American past.
5. As they are exposed to the path of John Proctor's personal development, students will learn about a citizen's responsibility to become involved in his world.
6. Students will be given the opportunity to practice reading aloud to improve their oral reading skills.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Crucible* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the play through the vocabulary lessons prepared for use in conjunction with the play.
9. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the play
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.



READING ASSIGNMENT SHEET - *The Crucible*

Date Assigned	Reading Assignment	Completion Date
	Act One to Hale's Entrance	
	Hale's Entrance to End of Act One	
	Act Two to Giles's Entrance	
	Giles's Entrance to End of Act Two	
	Act Three to the Girls' Entrance	
	The Girls' Entrance to End of Act Three	
	Act Four	

UNIT OUTLINE - *The Crucible*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Introduction PV Act I	Read Act I Orally	Finish Act I Study ?s Act I	PV Act II Read Act II Orally	Finish Act II Study ?s Act II PV Act III
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Read Act III Orally	Finish Act III Study ?s Act III PV Act IV	Read Act IV Orally	Study ?s Act IV Vocabulary Review	Group Activity
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Reports & Discussion	Writing Assignment 1	Project	Project	Writing Assignment 2 Writing Conf.
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Extra Discussion ?s	Nonfiction Reports	Writing Assignment 3	Review	Test

KEY: P = preview study questions    V = vocabulary work    R = Read

## LESSON ONE

### Objectives

1. To introduce the *Crucible* unit
2. To distribute plays and other related materials
3. To preview the study questions for Act One
4. To familiarize students with the vocabulary for Act One

NOTES: Prior to this lesson you need to assign students to bring in one article about or related to either witchcraft or Puritanism. Prepare a bulletin board with background paper and the title: THE CRUCIBLE: A PURITAN WITCH HUNT.

The reading of *The Crucible* is all done orally because it is a play. If you wish to make a complete production of this play, insert several days of preparation for part assignments, practice, staging, and set creation at the beginning of the unit. This makes a good class project; little scenery and few props are necessary.

### Activity #1

Have students each stand up and give a summary of the articles they have brought relating to witchcraft or Puritanism. It would probably be best to have all reports on one topic and then all the reports on the other. Have students post their articles on the bulletin board you have prepared. Use these article reports as a springboard for discussion about the Puritans and witchcraft.

Transition: The play you are about to read, *The Crucible*, is the story of the witch hunt that took place in the Puritan village of Salem, Massachusetts in the early 1600's.

### Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the play. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the play they are about to read. Following the completion of the reading of the play, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

## WRITING ASSIGNMENT #1 - *The Crucible*

### PROMPT

Your assignment is to take the information about one of the ideas we've discussed and form it into a written paper. Your research has been done through group work, reports and discussion. Now, take that information and shape it into an essay.

### PREWRITING

One way to start is to decide which of the five topics we have discussed most interests you. Take a look at your notes and give the topic some more thought. Jot down ideas relevant to your topic. Then, on your scratch paper, pick out your three best points. Organize any other thoughts you've put down to see if they can be used as supporting examples or statements for any of your three main points. Scratch out anything that's left. Now go back and jot down any more ideas you have which will support your three ideas.

### DRAFTING

A diagram of a basic, five-paragraph essay might look like this:

- ¶1. Introduce essay topic
- ¶2. Main Idea (topic sentence) followed by examples or details supporting main idea
- ¶3. Main idea (topic sentence) followed by examples or details supporting main idea
- ¶4. Main idea (topic sentence) followed by examples or details supporting main idea
- ¶5. Summary/Closing

Once you have mastered the basic skills of making a main topic, supporting that main topic with main ideas of substance and explaining those main ideas with examples or details, a whole new world of creativity in writing opens up for you. It is then you can perfect your style of writing, choosing a way of delivering your ideas.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

### PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.