



 Prestwick House

Activity Pack

THE CRUCIBLE

BY ARTHUR MILLER



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Written by Kelley Stewart McConathy

Name: _____

Date: _____

Pre-Reading

Think Like a Puritan

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

Activity

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

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

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

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

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

Name: _____

Date: _____

Act I**Analysis of Writing**

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

Activity

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

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

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**Characterization**

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

Activity

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

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

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

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: _____

Acts I – II**Symbolism**

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

Activity

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

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 III

Mood and Stage Directions

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

Activity

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

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

Name: _____

Date: _____

Act IV**Theme**

Objective: Analyzing quotations from a play to identify themes

Activity

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

Study this example from Act III:

Example Incident:

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

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

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

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