

The Crucible



The Puritans of the 1600s

- ⦿ Religious group who broke from England and came to the U.S.
- ⦿ Strict in matters of dress and morality

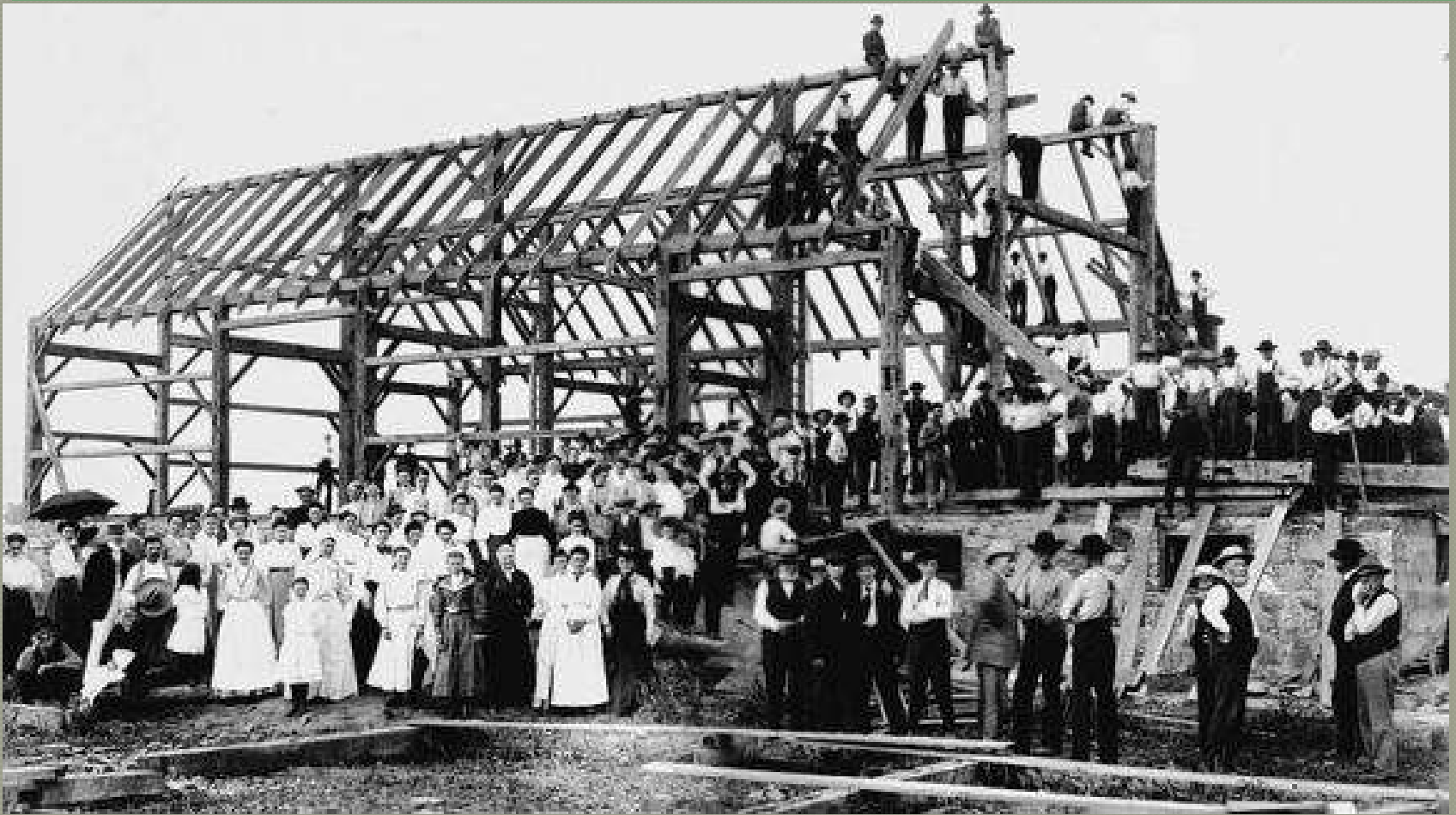
The Puritans of the 1600s



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- ⦿ Believed in discipline and hard work

Barn Raising



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- ⦿ Believed in discipline and hard work
- ⦿ Practiced introspection
- ⦿ Skeptical of anything frivolous or fun



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- Skeptical of anything frivolous or fun
- Believed in demonism



Factors Leading to Witch Trials

- Life in Massachusetts Bay Colony was difficult

Harsh winters



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- ① Recent smallpox epidemic
- ① Threats from warring tribes



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- Strong belief in the devil



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= **Environment of Fear and Suspicion**

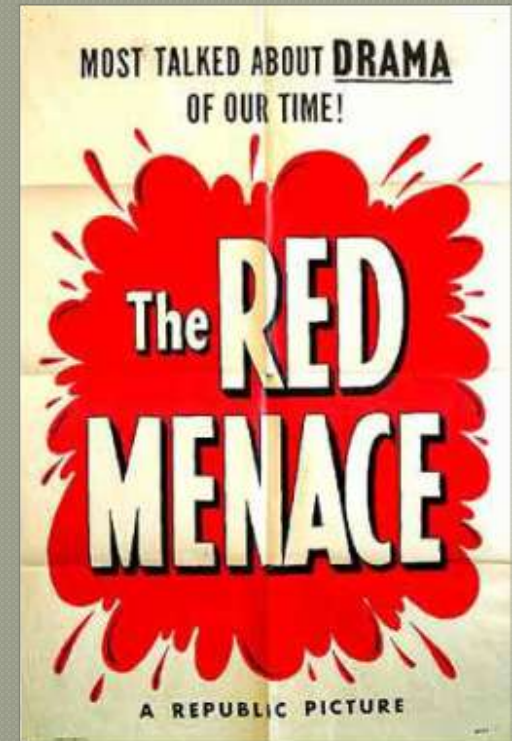
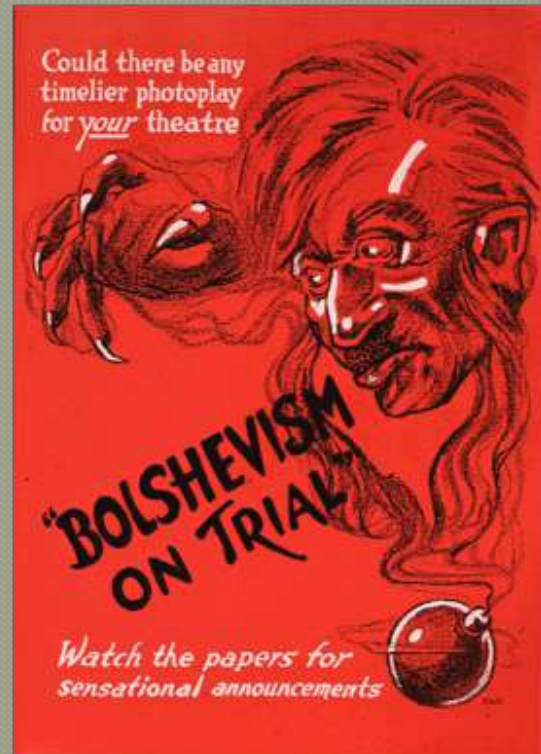
The Salem Witch Trials of 1692

- 20 people were put to death



- 7 others died in prison

Red Scare—Fear of Communists



McCarthy Trials

- 1940s-1950s growing communism in Eastern Europe and China
- Political tension
- Senator Joseph McCarthy accused more than 200 of communism
- Hunt for communists affected many writers and entertainers
- 320 were blacklisted



The Title's Significance

- ① a container made of a substance that can resist great heat, for melting, fusing, or calcining ores, metals, and the like



CRUCIBLE

- ① a severe test or trial; here, meaning a test designed to bring about change or reveal an individual's true character.

Something to Consider...

⦿ Who is being tested here?



The Crucible

*You should annotate in your book to trace the development of characters, theme, symbolism, and plot.

Characters



Symbols

HOT/COLD (EMOTION)

BIRDS (SPIRITS)

DARK/LIGHT (TRUTH)

RELIGION/PRAYER (CRITIQUE)

BOOKS (KNOWLEDGE/POWER)



Themes

HYSTERIA

Exaggerated or uncontrollable emotion or excitement.

INTOLERANCE

Unwillingness to accept beliefs or behaviour that differ.

REPUTATION

The way in which a person is viewed by the public.

JUSTICE/LAW

The system of rules in society with penalties when they are broken.

REVENGE

Inflict hurt or harm on someone for an injury or wrong doing.

RELIGION

A particular system of faith & worship followed with devotion.

Language

ARCHAIC

To reflect C17th ,
Inverted grammar.
Adds to drama and atmosphere.
Authenticity.
Miller researched the real Salem paperwork.

BIBLICAL/LATIN

To show how central religion was in culture,
The 'good' characters refer to God a lot.
The 'bad' use devil as a threat.
Hale and Danforth use some Latin - educated.

CHARACTERISATION

Miller shapes character through individual speech patterns: i.e. - less-educated/young often drop 'g' at end.
More important, rich or powerful use richer vocabulary & metaphor.

PACING THE PLAY

Miller changes tone throughout the scenes:
A1- fast pace questions
A2-slow conversations.
A3-hysteria, shouting.
A4-calm. resigned

Characterization Methods

- ◎ **S**ays- What the character says
- ◎ **A**pppearance- The character's appearance and environment
- ◎ **T**houghts- What the character thinks/feels
- ◎ **D**oes- What the character does
- ◎ **O**thers- What others say about the character

Act 1: Characterization in Drama

- ◎ **Dialogue** (**S**ays and **O**thers)
- ◎ **Stage directions** (**A**pppearance, **T**houghts, **D**oes)

Reading Strategy:

Question the characters' motives

READ BETWEEN THE LINES

Notes-Act 1 of The Crucible

- Use your SATDO acronym to take notes on characterization. Highlight the SATDO evidence. Write interpretation & rationale in the margin.

SATDO Evidence	Interpretation	Rationale
----------------	----------------	-----------

- **Evidence**=Quotations from the play; dialogue and stage directions/exposition
- **Interpretation**=What it means
- **Rationale**=Why it is significant

January 1692

- Reverend Parris' daughter and niece became ill
- The doctor's diagnosis was bewitchment

Fear + Trigger = Scapegoat

Act 1 Characters: Period 1

- Abigail-Marisa
- Parris (Reverend)-Emily Huerta
- Susanna-Gracie
- Tituba-Connor
- Mrs. Putnam-Gabe
- Putnam (Mr.)-Ian
- Mercy-Avery
- Mary Warren-Emily Garcia
- Narrator(s)-Noah Rosario, Kaitlyn
- Proctor-Noah Stevens
- Rebecca-Valerie
- Betty-Kurtis
- Hale (Reverend)-Isaac
- Giles Corey-Layla

Sample Annotations on Act 1: Comments About Society

QUOTATIONS (PAGE)

MEANING/SIGNIFICANCE

“Their creed forbade anything resembling a theater or ‘vain enjoyment’” (1235).

Their strict moral code did not permit acting or anything done solely for the sake of fun.

“This predilection for minding other people’s business was time-honored among the people of Salem...” (1235).

The Puritans were nosy and like to meddle in others’ business. Miller’s diction critiques this habit. The word “time-honored” is sarcastic.

Act 1

- Arthur Miller states that “the Salem tragedy... developed from a paradox” (7).
- Explain.
- Note: A paradox is a contradictory statement that, on closer examination, may be true.

Notes on *The Crucible*, Act 1

QUOTATIONS (PAGE)

ANALYSIS/EXPLANATION

“trouble in this house
eventually lands on her
back” (8).

Tituba is a slave and probably
not treated well in this
society

“endless capacity for
dissembling” (9).

Abigail is a very good liar.
Why?

“always marked for calumny”
(21)

What is calumny??

Act 1 Characters: Period 2

- Abigail-Corina
- Parris (Reverend)-Jacob Smith
- Susanna-Victoria
- Tituba-Nick
- Mrs. Putnam-Viviana
- Putnam (Mr.)-Diego
- Mercy-Amaya
- Mary Warren-Carlos
- Narrator(s)-Jacob Wolfe, Anthony LaFrance
- Proctor-Noah Centeno
- Rebecca-Kayla
- Betty-Amanda
- Hale (Reverend)-Kenny
- Giles Corey-Dillon

Act 1 Characters: Period 3

- Abigail-Darlene
- Parris (Reverend)-Kenli
- Susanna-Kayla
- Tituba-Diego
- Mrs. Putnam-Kirsten
- Putnam (Mr.)-Kim
- Mercy-Laura
- Mary Warren-Mia
- Narrator(s)-Alex, Jordan, Kyle
- Proctor-Shane
- Rebecca-Gianna
- Betty-Dylan
- Hale (Reverend)-Leo
- Giles Corey-Matthew

Act 1 Characters: Period 4

- Abigail-Sayen
- Parris (Reverend)-Britney
- Susanna-Gerardo
- Tituba-Colin
- Mrs. Putnam-Basia
- Putnam (Mr.)-Eric
- Mercy-Curtis
- Mary Warren-Mery
- Narrator(s)-Jacob J. , Mikel, Alex
- Proctor- Hailey
- Rebecca-Reese
- Betty-Alissa
- Hale (Reverend)-Eddie
- Giles Corey-Richard

Act 1, Characters Period 6

- Abigail-Bri
- Parris (Reverend)-Allison C.
- Susanna-Isabel
- Tituba-Bryan
- Mrs. Putnam-Sarah
- Putnam (Mr.)-Matthew
- Mercy-Vivian
- Mary Warren-Jennifer
- Narrator(s)-Nathan C. , Andre T.
- Proctor-Andre
- Rebecca-Amaya
- Betty-Mihkaela
- Hale (Reverend)-Taylor
- Giles Corey-Nathan N.

How to Fill Out the SATDO Chart

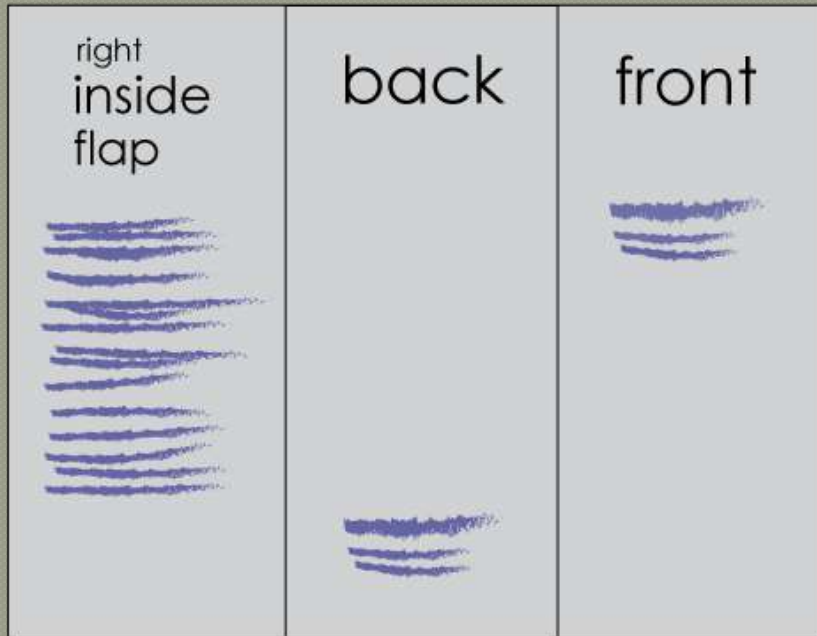
- **Evidence**=Quotations from the play; dialogue and stage directions/exposition. Place in quotation marks and include the page number in parenthesis
- **Interpretation**=What it means. Read between the lines. Think of character's motives, consider the time period, beliefs, etc.
- **Rationale**=Why it is significant (to the concept of alienation, to the plot, to the theme, to the play as a whole)

The Crucible Pamphlet

- With your table group, make a pamphlet with facts that will help us understand *The Crucible*.
- Use bullet points
- **Synthesize** information from your notes, textbook, the film we watched and the internet.

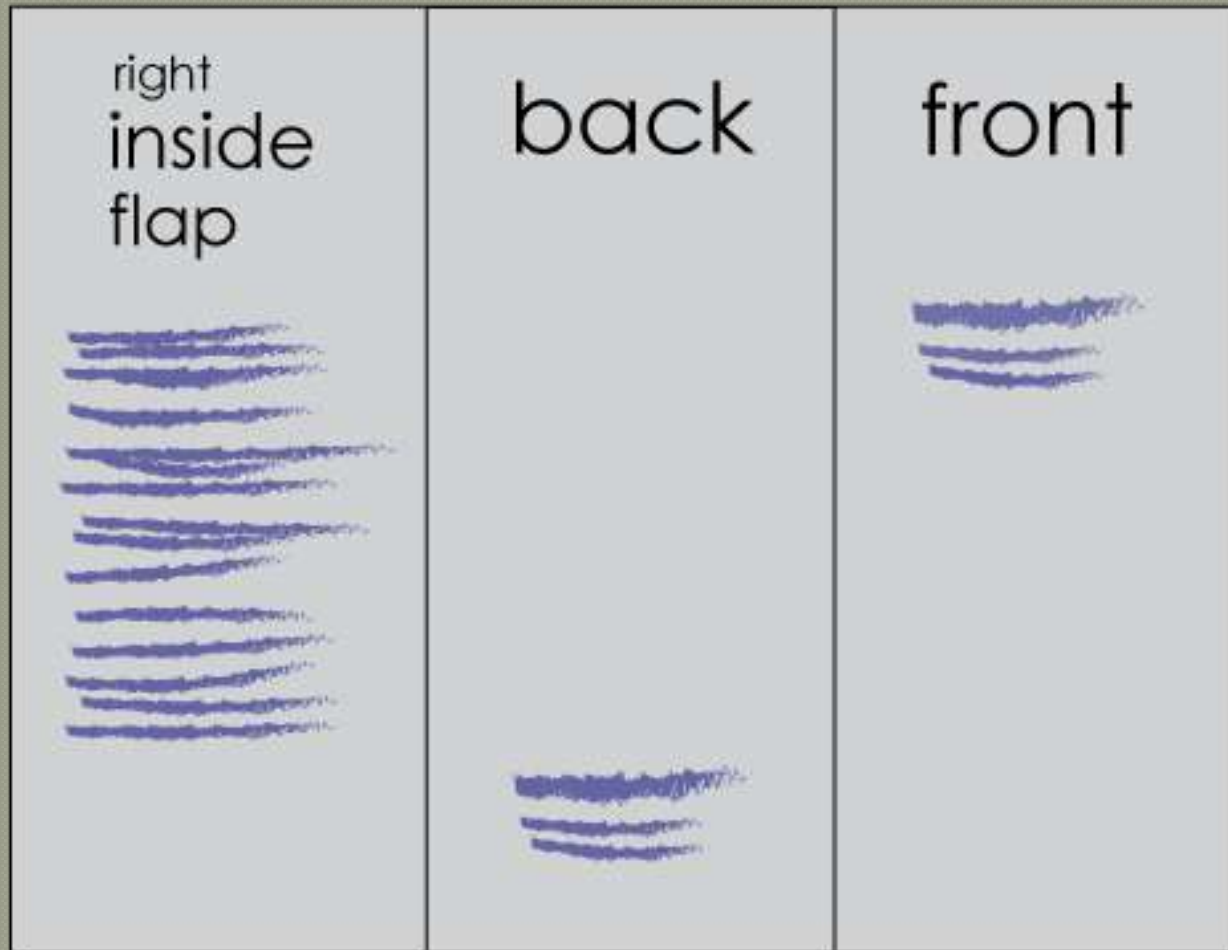
Use 2 pieces of paper

page 1



page 2





The Puritans
of 1600



About the
Author:
Arthur
Miller



Background
Information:
The Crucible

Names
Date
Period

Image

inside
left



inside
middle



inside
right



The Salem Witch Trials



Connections between The Salem Witch Trials & The McCarthy Trials



The McCarthy Trials



The Puritans
of 1600

About the
Author:
Arthur
Miller

Background
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*The
Crucible*

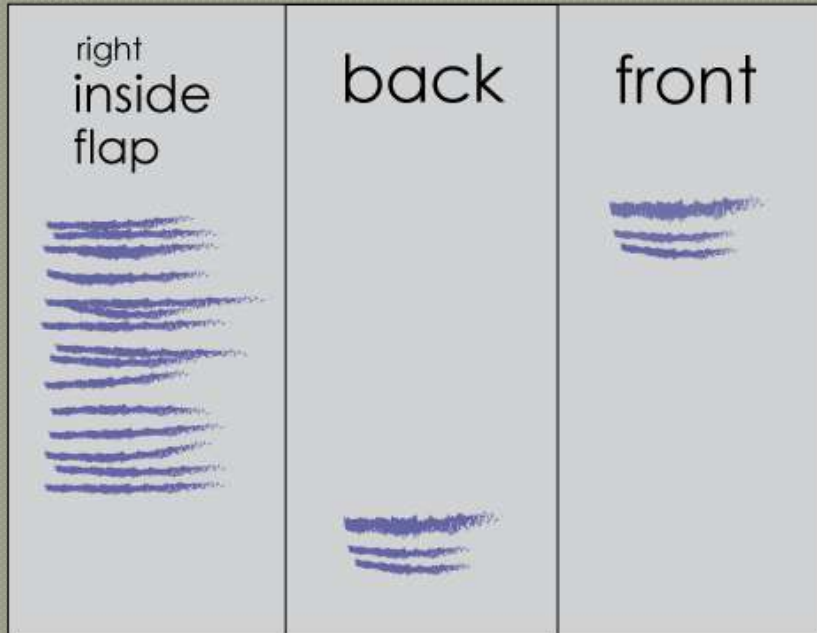
Names
Date
Period
Image

The Salem
Witch
Trials

→ Connections
between
these two ←

The
McCarthy
Trials

page 1



page 2



Act 1

- What is your impression of Reverend Parris? Cite evidence from the play to support your opinion.

Act 1

- Identify Mr. Putnam's motives in Act 1.

Activity

- In your notebook, copy down your quote.
- Locate the page number in Act 1 of *The Crucible*.
- Identify:
 1. Who said it?
 2. Who/what is it about?
 3. What does it reveal about society and/or a character?

Review Questions/Cornell Notes

● Cornell Notes 2pgs (or just Front and Back):

- Left side – Study Questions
- Right side – Answers to Questions
- Bottom – Commentary Paragraph

Act 1 Review Questions

PAGE 1

- 1. Explain what Abigail says to her uncle about what she and Betty were doing in the forest.
- 2. Evaluate Reverend Paris' main reason for finding out what the girls were doing in the forest.
- 3. Summarize the conversation between Abigail and the other girls once Rev. Paris leaves the room.
- 4. Identify Reverend Hale and the reason why he was brought to town.

PAGE 2

- 5. Hypothesize Abigail's feelings towards Goody Proctor.
- 6. Identify the cause(s) of sharp divisions that exist among the people of Salem Village.
- 7. Explain the motivation for (and content of) Tituba's confession.
- 8. Theorize why the girls 'name' the people they do at the end of Act I.

Act 2 Characters: Period 1

- Narrator-
- Elizabeth Proctor-
- John Proctor-
- Mary Warren-
- Reverend Hale-
- Francis Nurse-
- Rebecca Nurse-
- Ezekiel Cheever-
- Giles Corey-
- Marshal Herrick-

Act 2 Characters: Period 2

- Narrator-
- Elizabeth Proctor-
- John Proctor-
- Mary Warren-
- Reverend Hale-
- Francis Nurse-
- Rebecca Nurse-
- Ezekiel Cheever-
- Giles Corey-
- Marshal Herrick-

Act 2 Characters: Period 3

- Narrator-
- Elizabeth Proctor-
- John Proctor-
- Mary Warren-
- Reverend Hale-
- Francis Nurse-
- Rebecca Nurse-
- Ezekiel Cheever-
- Giles Corey-
- Marshal Herrick-

ACT 2 Characters: Period 4

- Narrator-
- Elizabeth Proctor-
- John Proctor-
- Mary Warren-
- Reverend Hale-
- Francis Nurse-
- Rebecca Nurse-
- Ezekiel Cheever-
- Giles Corey-
- Marshal Herrick-

ACT 2 Characters: Period 5

- Narrator-
- Elizabeth Proctor-
- John Proctor-
- Mary Warren-
- Reverend Hale-
- Francis Nurse-
- Rebecca Nurse-
- Ezekiel Cheever-
- Giles Corey-
- Marshal Herrick-

Literary Concept: Allusion

- A brief reference to something outside the work
- Another literary work, often *The Bible*
- A well-known person, often biblical
- A place
- A historical event

Act 2

- Whose side do you take regarding the ongoing rift between Elizabeth and John Proctor? Explain.

Allusions in Act 2

“The crowd parted for Abigail like the sea for Israel”

- “An hour before the Devil fell, God thought him beautiful in Heaven.”
- “Pontius Pilate”

End of Act 2

1. Evaluate Mary Warren's responsibility here. Is she guilty or innocent? Give details to explain.
2. Evaluate Hale's responsibility as well. To what degree is he guilty or innocent? Why?

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Act 2 Review Questions

PAGE 1:

- 1) Describe the tension between John and Elizabeth Proctor.
- 2) Identify what Mary Warren brings home to Elizabeth and its significance.
- 3) Explain how Sarah Good saves herself from being executed.
- 4) Evaluate the general surprise of Rebecca Nurse being charged with witchcraft.

PAGE 2:

- 5) According to Proctor, what is “walking Salem” and writing the law in the community? Explain.
- 6) Identify the irony of referring to the witchcraft trials as a “black mischief.”
- 7) Explain the allusion of comparing Abigail and “Moses parting the Red Sea.”
- 8) Explain the allusion of comparing Hale (and the witch trials) to Pontius Pilate.

After Act 2

- "Mass Hysteria & Moral Panic: Definitions, Causes & Examples"
- <https://youtu.be/kGDxL3c-1dc>
- (Lead in to Hysteria Worksheet)

Act 3 Characters, Period 1

- Hathorne (and his voice)
- Martha Corey (and her voice)
- Giles (and his voice)
- Danforth (and his voice)
- Herrick
- Hale
- Parris
- Francis Nurse
- Proctor
- Mary Warren
- Cheever
- Abigail
- Susanna Walcott
- Mercy Lewis
- Elizabeth
- FYI : GIRLS = Susanna, Mercy, Abigail

Act 3 Characters, Period 2

- Hathorne (and his voice)
- Martha Corey (and her voice)
- Giles (and his voice)
- Danforth (and his voice)
- Herrick
- Hale
- Parris
- Francis Nurse
- Proctor
- Mary Warren
- Cheever
- Abigail
- Susanna Walcott
- Mercy Lewis
- Elizabeth
- FYI : GIRLS = Susanna, Mercy, Abigail

Act 3 Characters, Period 3

- Hathorne (and his voice)
- Martha Corey (and her voice)
- Giles (and his voice)
- Danforth (and his voice)
- Herrick
- Hale
- Parris
- Francis Nurse
- Proctor
- Mary Warren
- Cheever
- Abigail
- Susanna Walcott
- Mercy Lewis
- Elizabeth
- FYI : GIRLS = Susanna, Mercy, Abigail

Act 3 Characters, Period 4

- Hathorne (and his voice)
- Martha Corey (and her voice)
- Giles (and his voice)
- Danforth (and his voice)
- Herrick
- Hale
- Parris
- Francis Nurse
- Proctor
- Mary Warren
- Cheever
- Abigail
- Susanna Walcott
- Mercy Lewis
- Elizabeth
- FYI : GIRLS = Susanna, Mercy, Abigail

Act 3 Characters, Period 6

- Hathorne (and his voice)
- Martha Corey (and her voice)
- Giles (and his voice)
- Danforth (and his voice)
- Herrick
- Hale
- Parris
- Francis Nurse
- Proctor
- Mary Warren
- Cheever
- Abigail
- Susanna Walcott
- Mercy Lewis
- Elizabeth
- FYI : GIRLS = Susanna, Mercy, Abigail

Act 3: Literary Concepts

- ◎ **Dramatic Irony:** there is a contradiction between what a character thinks and what the audience knows to be true
- ◎ **Verbal Irony:** a character says one thing but means something quite different
- ◎ **Logical Fallacy:** an idea or argument that appears logical but is based on a faulty premise.

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Act 3 Review Questions

PAGE 1:

- 1. Explain how the judges discourage the defenses of the accused.
- 2. Summarize the nature of John Proctor's confession and the reason for it.
- 3. Evaluate what the confession reveals about Proctor's character.
- 4. Explain the effect of Elizabeth Proctor's testimony (on behalf of her husband).

PAGE 2:

- 5. Summarize how Abigail turns Mary Warren from Proctor's side to hers.
- 6. Identify the logical fallacy inherent to the courtroom proceedings.
- 7. Explain Rev. Hale's denouncement of the court at the end of Act III.
- 8. Detail your sympathy – or lack thereof – for Betty, Sarah, and Mercy Lewis.

Review Questions/ Cornell Notes

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Act 4 Characters, Period 1

- Herrick
- Sarah Good
- Tituba
- Danforth
- Cheever
- Parris
- Hathorne
- Hale
- Elizabeth
- Proctor

Act 4 Characters, Period 2

- Herrick
- Sarah Good
- Tituba
- Danforth
- Cheever
- Parris
- Hathorne
- Hale
- Elizabeth
- Proctor

Act 4 Characters, Period 3

- Herrick
- Sarah Good
- Tituba
- Danforth
- Cheever
- Parris
- Hathorne
- Hale
- Elizabeth
- Proctor

Act 4 Characters, Period 4

- Herrick
- Sarah Good
- Tituba
- Danforth
- Cheever
- Parris
- Hathorne
- Hale
- Elizabeth
- Proctor

Act 4 Characters, Period 6

- Herrick
- Sarah Good
- Tituba
- Danforth
- Cheever
- Parris
- Hathorne
- Hale
- Elizabeth
- Proctor

Act 4 : Literary Concept

- **Theme:** a central idea or insight into life that a writer conveys through the work
- **Extended Metaphor:** a comparison between unlike things developed over the course of the literary work

Act 4 Review Questions

PAGE 1:

- 1. Identify who seeks confessions from Rebecca and the other “condemned” and his motivation.
- 2. Evaluate the belief that the Court must appear “infallible.”
- 3. Summarize the decision that torments John Proctor.
- 4. Explain the conflict Elizabeth experiences as Proctor seeks her guidance.

PAGE 2:

- 5. Summarize Rev. Hale’s final conversation with Elizabeth.
- 6. Evaluate Elizabeth’s final line – “He have his goodness now.”
- 7. Explain how fear and suspicion can lead to mass hysteria and persecution of the innocent.
- 8. Do you believe that Proctor made the right decision – why or why not?

On Demand Essay Assignment

- Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed.
- Choose a character who plays a significant role in *The Crucible* and, in a well-developed essay, show how that character's alienation reveals the surrounding society's assumptions or moral values. Use relevant facts, concrete details, examples, and/or other information to develop your essay. Give your essay a concluding statement or section.

- Informative/Explanatory Writing Checklist:

Did you...

- Read the prompt carefully and address all parts?
- Write an essay in which you discuss how a character's alienation reveals a society's assumptions or moral values?
- Introduce the topic or thesis statement?
- Use relevant facts, concrete details, and examples?
- Use a formal and clear writing style?
- Use transitions to connect ideas?
- Provide a concluding statement or section?
- Check for errors in grammar, spelling, and punctuation?