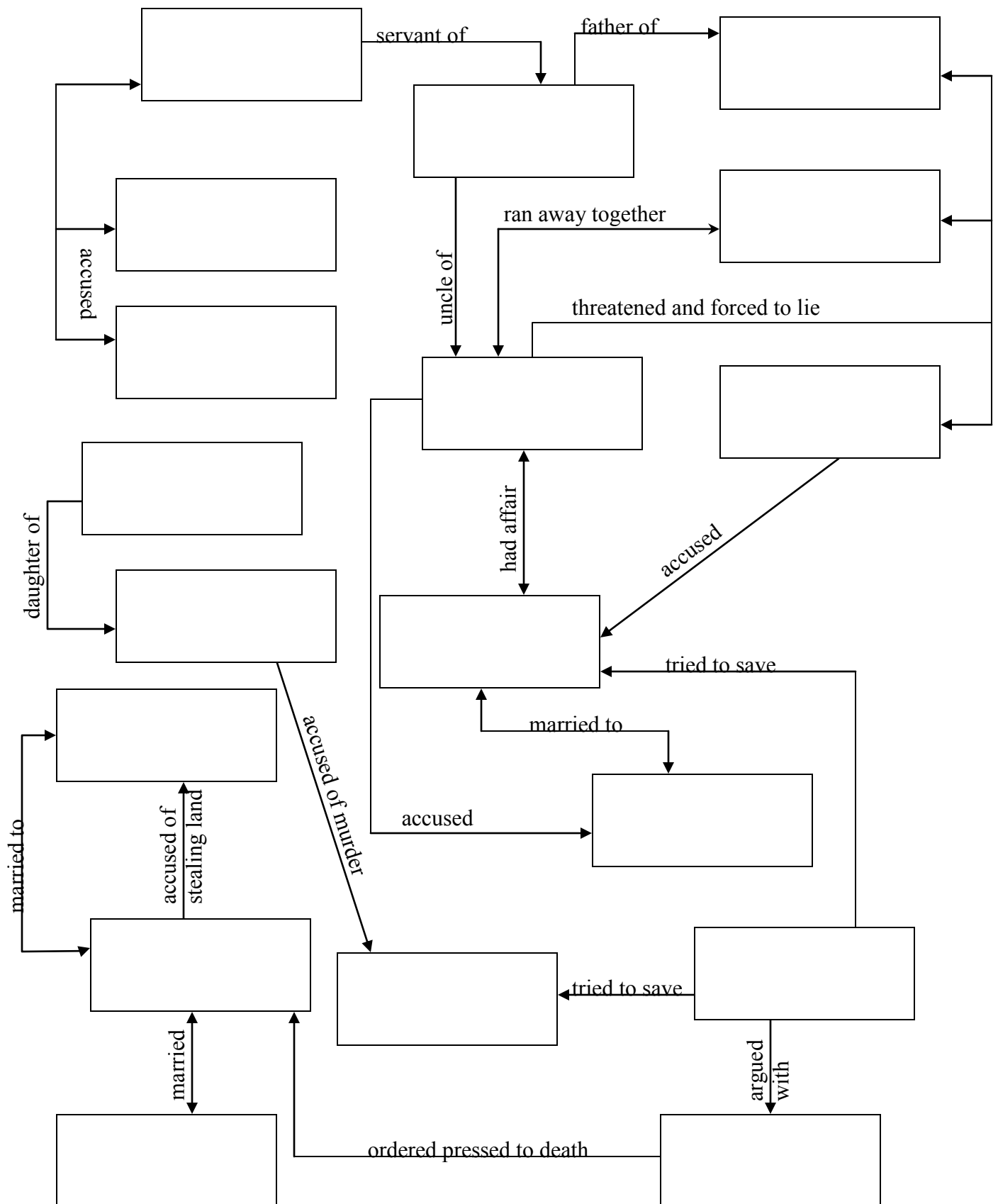
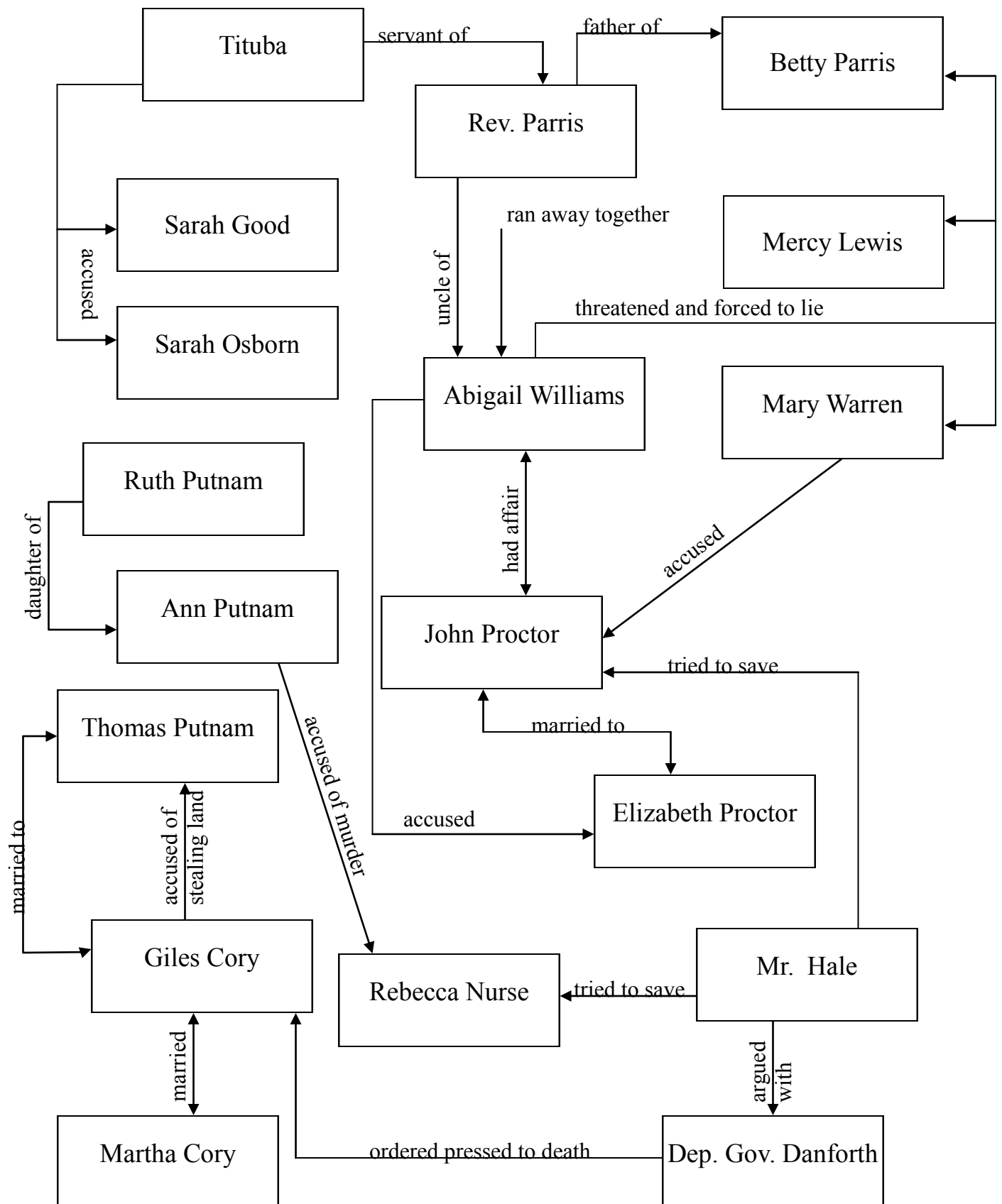


Character Connections in The Crucible



Character Connections in The Crucible



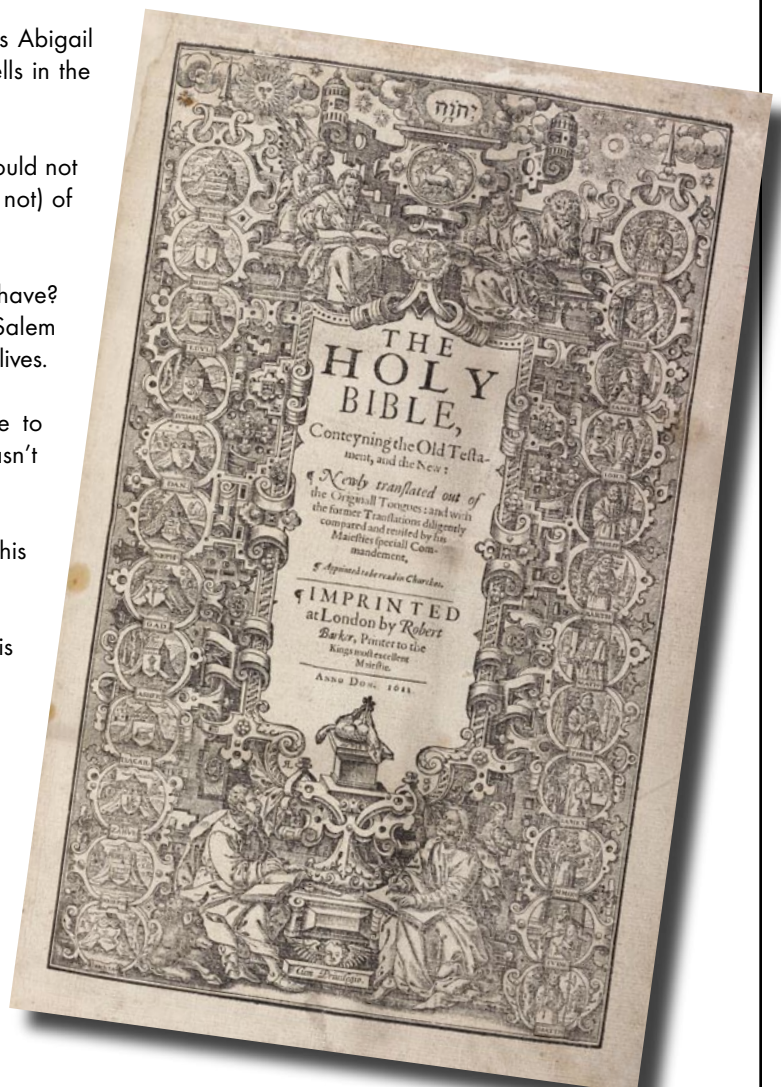


The Crucible

ACT 1 STUDY QUESTIONS

Record your answers on a separate sheet of paper. You must answer in complete sentences.

1. Early in the play, Rev. Parris is greatly concerned with his "enemies," whom he fears will use Betty's mysterious illness against him. What does this show us about Parris? Would you say he's a good father? Give evidence to support your answer.
2. Why does Elizabeth Proctor only rarely come to church these days?
3. When Abigail relates her version of what happened in the forest, what lends credibility to her story? Does Parris believe her? Why is he interested if her name is "entirely white" in the village?
4. Abigail describes Elizabeth Proctor as "a lying, cold, sniveling woman." What's ironic about this?
5. Ann Putnam says that her daughter, Ruth, has been acting strange this year. Describe Ruth's behaviors. Ann Putnam says this is evidence of dark forces pulling on her child, whose age we're not told but who is probably around 10 years old. What is a different, more likely explanation for Ruth's behaviors?
6. When a Bible psalm is sung, Betty Parris wails. Ann Putnam concludes that this shows the child has been touched by the Devil. Explain why this is a logical fallacy. What is the actual cause of Betty's wailing?
7. Describe Mercy Lewis. Describe Mary Warren. What does Abigail threaten to do to the girls if they tell about the casting of spells in the woods? Why is Abigail so dark?
8. Rebecca Nurse is able to quickly calm Betty when others could not comfort the girl. There are two different ways (one good, one not) of viewing Nurse's power here. Explain them both.
9. How many children and grandchildren does Rebecca Nurse have? How many does Ann Putnam have? Explain how people in Salem might view this as the hand of God working in the two women's lives.
10. What reason does John Proctor give for his reluctance to regularly attend church? What is another likely reason he hasn't been attending?
11. Mrs. Putnam says that there "are wheels within wheels in this village, and fires within fires!" Explain what she means.
12. In his opening remarks, how does Hale establish his authority?
13. Explain how Tituba is in a no-win situation. How does Tituba defend herself?
14. Why, do you suppose, Tituba gives the names of Sarah Good and Goody Osburn? What does this move show us about Tituba?
15. How does Hale contribute to the emotional fever of the end of the act, when the girls begin naming individuals who were seen with the Devil?





The Crucible

ACT 2 STUDY QUESTIONS



1. It's been seven months since the affair between John and Abigail ended, and tension continues to hang over John and Elizabeth's relationship. Give two examples from early in the scene where John appears to be trying to make peace and please his wife.

2. John says, "It's winter in here yet." Explain the double-meaning of this line.

3. When they're speaking alone about Abigail, Elizabeth catches John in a lie. What's the lie? Why does this make her lose all faith in her husband?

4. Elizabeth suspects that her husband is not entirely over his warm feelings for Abigail. Is she right or wrong? Look back over the exchange between Abigail and John in Act 1 and give evidence to support your answer.

5. It's been eight days since Rev. Hale's arrival and 39 people have been arrested as suspected witches. Tonight, we learn that Goody Osburn has been convicted and will hang, yet Sarah Good, who confessed, will be spared and sent to jail instead of being hanged. What "evidence" led to Sarah Good's confession?

6. John says, "The promise that a stallion gives a mare I gave [Abigail]," yet Elizabeth knows that "there is a promise made in any bed." What does Elizabeth understand about young women like Abigail that John does not?

7. Explain why golden candlesticks hurt John Proctor's prayer.

8. What's the irony of John's recitation of the Ten Commandments?

9. Looking back to Act 1, what role did Giles Corey play in the arrest of his own wife?

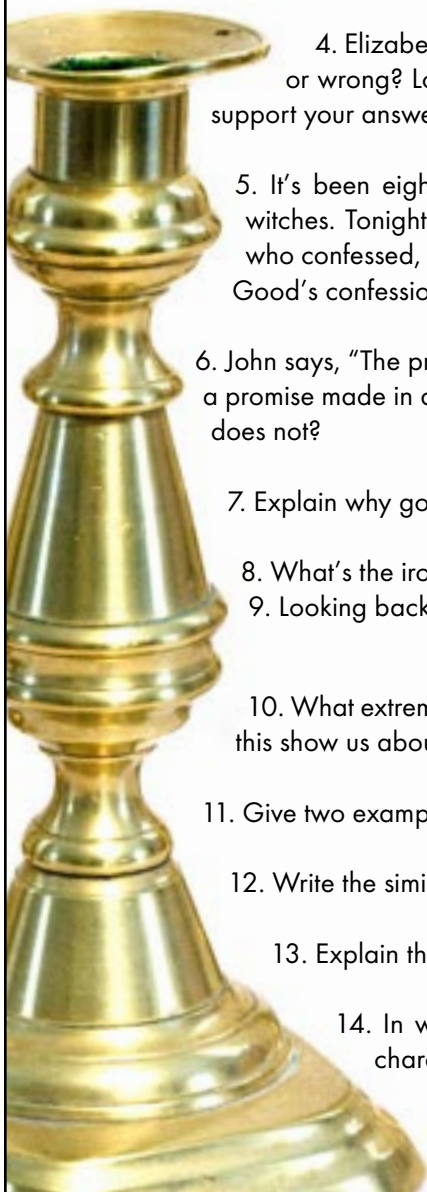
10. What extreme physical action does Abigail take in her efforts to frame Elizabeth Proctor? What does this show us about Abigail?

11. Give two examples of how Elizabeth hurts her own defense in this scene.

12. Write the simile that John uses when he talks about fighting to protect his wife.

13. Explain the no-win situation that Mary Warren now faces.

14. In what way could John view his wife's arrest as evidence of the hand of God? Which character would likely plant this idea in his head? When?



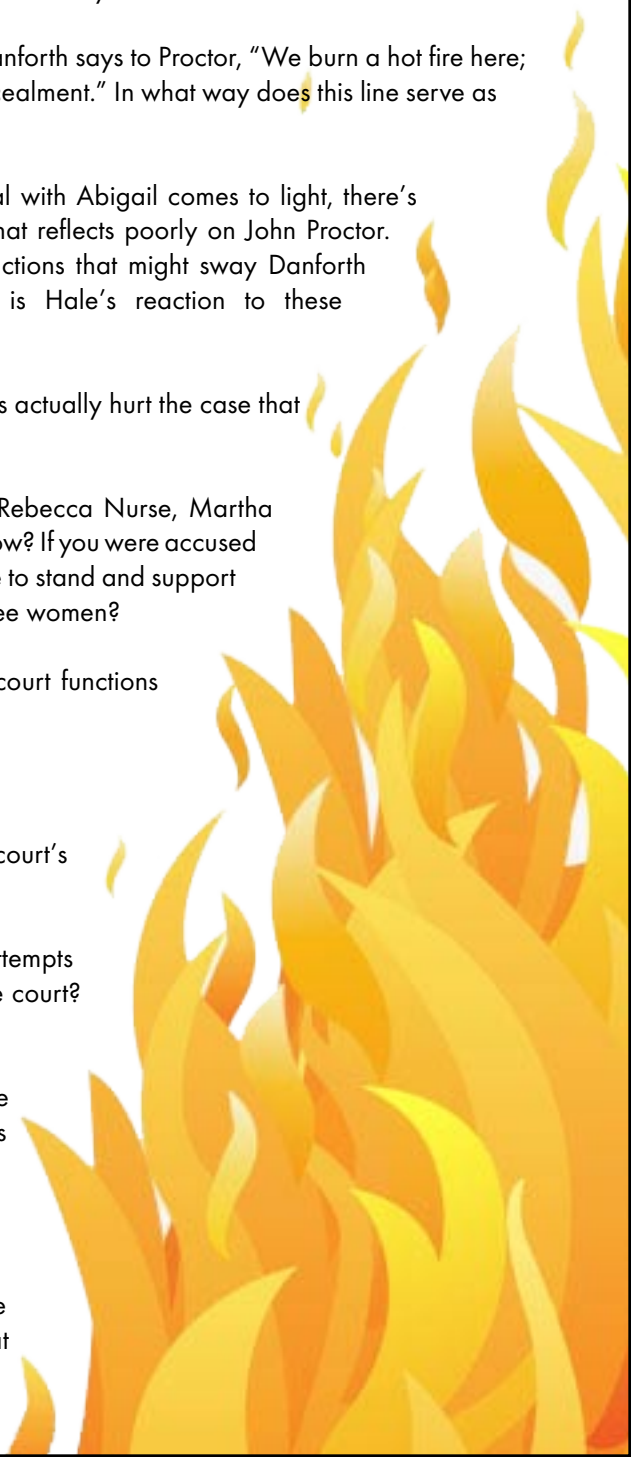


The Crucible

ACT 3 STUDY QUESTIONS



1. Who holds more power, Danforth or Hathorne? How do you know this?
2. What motive does Danforth have to discount the testimony of Giles Corey, John Proctor, and Mary Warren?
3. Early in the act, Danforth says to Proctor, "We burn a hot fire here; it melts down all concealment." In what way does this line serve as foreshadowing?
4. Before the scandal with Abigail comes to light, there's mounting evidence that reflects poorly on John Proctor. List three of John's actions that might sway Danforth against him. What is Hale's reaction to these things?
5. Who informs John of his wife's pregnancy? How does this news actually hurt the case that Proctor is trying to present to the court?
6. How many people have signed a declaration in support of Rebecca Nurse, Martha Corey, and Elizabeth Proctor? What will happen to these people now? If you were accused of a crime today, would you be able to rally that number of people to stand and support you in court? What does this document show you about these three women?
7. How was the court of 1692 run differently than the way a court functions today? Give at least three important differences.
8. Why is Giles arrested?
9. What event has made Rev. Hale uneasy about the court's proceedings?
10. As things are heating up in the court, Rev. Parris lies as he attempts to defend Abigail and her friends. What is the lie that he tells the court? Why would he do this?
11. Mary Warren tells the judges that she could faint during the court proceedings, but cannot now. Why, do you suppose, this is so? What is the author's point here?
12. What's ironic about Elizabeth's lie?
13. John says that his own face is the face of Lucifer. Further, he says that Danforth's face is also the face of Lucifer. Explain what he means.



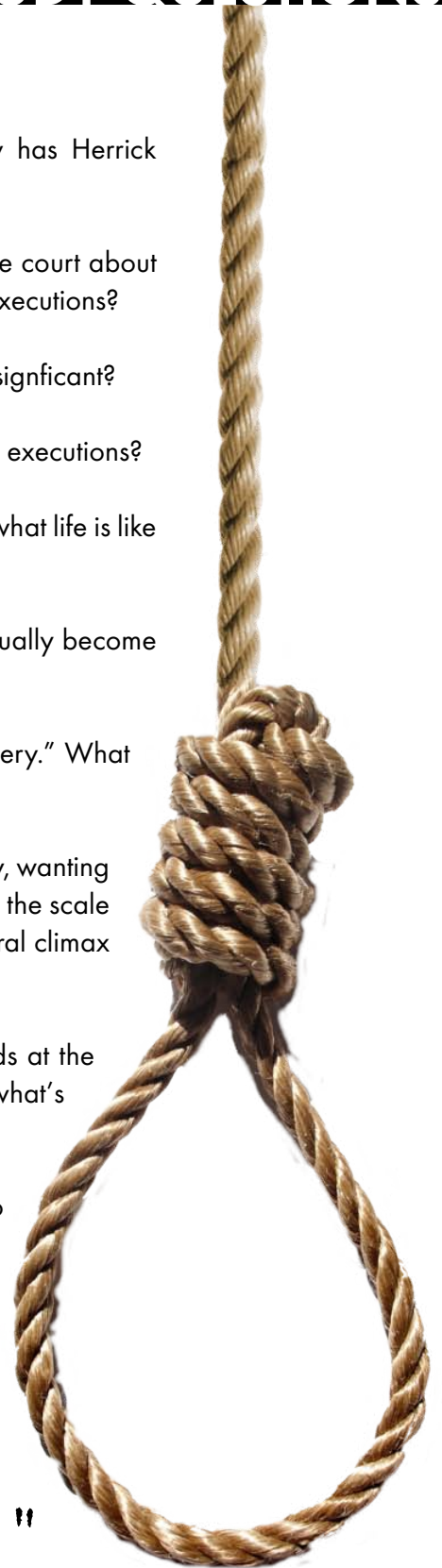


The Crucible

ACT 4 STUDY QUESTIONS

1. About three months have passed since the end of Act 3. How has Herrick changed?
2. What happened with Abigail and Mercy? What does this show the court about the girls? Why doesn't the court immediately suspend the upcoming executions?
3. What has happened in Andover, a neighboring town? Why is this significant?
4. What is the real reason Rev. Parris wants the court to delay today's executions?
5. Using Hale's description as your guide, explain in your own words what life is like now in Salem.
6. How did Giles Corey die? In what way did this comedic figure actually become heroic?
7. Privately, Elizabeth tells John, "It needs a cold wife to prompt lechery." What does she mean? Is she right?
8. Throughout the play, John Proctor has struggled with his own identity, wanting to be morally upright yet knowing he is a sinner. Onto which side does the scale ultimately tip in his case? What action shows us this? (Hint: It's the moral climax of the play.)
9. As Proctor is taken off stage to face his execution, Elizabeth stands at the window and "the new sun is pouring upon her face." Symbolically, what's interesting about this final image?
10. The title of this play is *The Crucible*. What is a crucible? (It's fine to look this up in a dictionary.) Explain how this word is an apt description for the events that we've studied.

"I have given you
my soul;
leave me my name!"



The Crucible
Overall Plan and Checklist of Student Responsibilities

Week 1

--Whole class activity: Assign parts, then **read and discuss** Act I of *The Crucible*

--Small group/independent activities:

- _____ 1) Take quiz over Act I of *The Crucible*
- _____ 3) **Actively Learn:** Connect one of Herblock's editorial cartoons about McCarthyism to a character, action, or theme in Act I of *The Crucible*
- _____ 4) **Project--** Begin working on your independent or group project.
- _____ 5) **Extra Credit or Candy:** Stand on a chair, get the class's attention, and read aloud your favorite line from ACT I. **Warning:** Before you sit down, I may ask you to explain why it's your favorite line and/or why it's important to the play in terms of plot development, character development, or thematic development.

Week 2

--Whole class activity: Assign parts, then **read and discuss** Act II of *The Crucible*

--Small group or independent activities:

- _____ 1) Take quiz over Act II of *The Crucible*
- _____ 2) **Actively Learn:** Read "A Piece of String" and "The Very Proper Gander" and answer the questions
- _____ 3) **Writing:** Use class time to conference with me regarding revisions to last week's essay about Herblock's editorial cartoons.
- _____ 4) **Project--** Continue working on your independent or group project.
- _____ 5) **Extra Credit or Candy:** Stand on a chair, get the class's attention, and read aloud your favorite line from ACT II. **Warning:** Before you sit down, I may ask you to explain why it's your favorite line and/or why it's important to the play in terms of plot development, character development, or thematic development.

Week 3

--Whole class activity: Assign parts, then **read and discuss** Act III of *The Crucible*

--Small group or independent activities:

- _____ 1) Take quiz over Act III of *The Crucible*
- _____ 2) **Actively Learn:** Read an excerpt from Cotton Mather's *The Wonders of the Invisible World* and answer the questions
- _____ 3) **Writing:** Connect one of four songs to a character, action, or theme in Act II of *The Crucible* and perhaps to a current social issue
- _____ 4) **Project--**Continue working on your independent or group project.
- _____ 5) **Extra Credit or Candy:** Stand on a chair, get the class's attention, read aloud your favorite line from ACT III. **Warning:** Before you sit down, I may ask you to explain why it's your favorite line and/or why it's important to the play in terms of plot development, character development, or thematic development.

Week 4

--Whole class activity: Assign parts, then **read and discuss** Act IV of *The Crucible*

--Small group or independent activities:

- _____ 1) Take quiz over Act IV of *The Crucible*
- _____ 2) **Actively Learn:** **Read** "Half-hanged Mary," "Justice Denied in Massachusetts," and "Conversations with an American Writer" and answer the questions
- _____ 3) **Writing:** Use class time to conference with me regarding revisions to last week's essay about song lyrics.
- _____ 4) **Project--** Continue working on your independent or group project.
- _____ 5) **Extra Credit or Candy:** Stand on a chair, get the class's attention, and read aloud your favorite line from ACT IV. **Warning:** Before you sit down, I may ask you to explain why it's your favorite line and/or why it's important to the play in terms of plot development, character development, or thematic development.

Project Ideas—*THE CRUCIBLE*

1. **The Witch Trial Blues**—Compose a ballad-like song that relates to some of the central events of the play. You may set the lyrics to music from an existing contemporary song, write your own music, or adapt music from the 17th century. Share or perform your ballad for the class.
2. **The Director's Chair**—Create a storyboard for a scene for a projected film of *THE CRUCIBLE*. The storyboard should consist of several sketches depicting the action of the scene to be filmed. Share and explain your finished artwork to the class.
3. **Costumes Unlimited**—Create costume designs for a production of the play. Do some research into 17th-century American fashions to make the costumes for each character as authentic as possible. Show standard Puritan dress as well as costumes for ministers, judges, and household servants. Display the designs in the classroom.
4. **Three Dimensional**—Create a diorama for one of the sets of the play. Refer to Miller's extensive stage directions as well as reference books on colonial times and décor. Display your finished diorama(s) in the classroom.
5. **Map It Out**—Create a map of colonial Massachusetts. Include the principal towns of Salem, Marblehead, Boston, Beverly, Andover, and Lynn. Box important facts about each town on the side of the map and connect them to the town with a line or arrow. The facts should explain the town's significance in history and in the play.
6. **Crucible Soundtrack**—Research examples of music popular in the 17th century to be used as background for a production of *THE CRUCIBLE*. Consider classical music, early New England ballads, and folk music. Share the selections with the class. Talk about the historical significance of each piece and why it appeals to you.
7. **Memorial**—Design a memorial commemorating those killed in the Salem witch trials. Your design may be on paper or three-dimensional. It should reflect the time period and the seriousness of tragedy. You might want to research other memorials (The Lincoln Memorial, The Vietnam Wall, etc.) for ideas. Display your memorial to the class and explain the significance of your design choice(s).
8. Your ideas??????