**CA3: *THE CRUCIBLE* UNIT**

**OBJECTIVES**

**COMMON CORE STANDARDS**

RL1 Cite strong and thorough textual evidence to support analysis of what the

text says explicitly as well as inferences drawn from the text

RL2 Determine 2+ themes or central ideas of a text and analyze their

development over the course of the text, including how they interact and

build on one another to produce a complex account; provide an objective

summary of the text

RL3 Analyze the impact of the author’s choices regarding how to develop and

relate elements of a story or drama

RL4 Determine the meaning of words and phrases as they are used in the text,

including figurative and connotative meanings; analyze the impact of

specific word choices on meaning and tone, including words with

multiple meanings or language that is particularly fresh, engaging, or

beautiful

RL5 Analyze how an author’s choices concerning how to structure specific

parts of a text contribute to its overall structure and meaning (purpose,

audience)

RL9 Demonstrate knowledge of eighteenth-century foundational words of

American literature, including how two or more texts from the same

period treat similar themes or topics

RL10 Read and comprehend literature, including drama

RI1 Cite strong and thorough textual evidence to support analysis of what the

text says explicitly as well as inferences drawn from the text

RI7 Integrate and evaluate multiple sources of information presented in

different media or formats as well as in words in order to address a

question or solve a problem

W2 Write informative/explanatory texts to examine and convey complex

ideas, concepts, and information clearly and accurately through the

effective selection, organization, and analysis of content

W4 Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience

W5 Develop and strengthen writing as needed by planning, revising, editing,

rewriting, or trying a new approach, focusing on addressing what is most

significant for a specific purpose and audience.

W6 Use technology, including the Internet, to produce, publish, and update

individual or shared writing products

W7 Conduct a short research project to answer a question or solve a problem

W8 Gather relevant information from multiple authoritative print and digital

sources, using advanced searches effectively; assess the strengths and

limitations of each source in terms of the task, purpose, and audience;

integrate information into the text selectively to maintain the flow of

ideas, avoiding plagiarism and overreliance on any one source and

following a standard format for citation

W9 Draw evidence from literary or informational texts to support analysis,

reflection, and research

SL1 Initiate and participate effectively in a range of collaborative discussion

with diverse partners building on others’ ideas and expressing their own

clearly and persuasively.

SL2 Present information, findings, and supporting evidence, conveying a

clear and distinct perspective, such that listeners can follow the line of

reasoning, etc.

SL5 Make strategic use of digital media in presentations to enhance

understanding of findings, reasoning, and evidence and to add interest.

L1 Demonstrate command of the conventions of standard English grammar

and usage when writing or speaking.

L2 Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing

L4 Determine or clarify the meaning of unknown and multiple-meaning

words and phrases using context clues

L5 Demonstrate understanding of figurative language, word relationships,

and nuances in word meanings

**CONTENT STANDARDS**

CA1 Students will speak and write standard English

CA2 Students will read and evaluate fiction

CA3 Students will read and evaluate nonfiction

CA4 Students will write formally

CA5 Students will comprehend the content of oral and visual presentations

CA6 Students will participate in formal and informal presentations and

discussions of ideas

CA7 Students will identify and evaluate relationships between language and

culture

**PROCESS STANDARDS**

1. Student will acquire the knowledge and skills to gather, analyze, and apply

information and ideas.

2. Students will acquire the knowledge and skills to communicate effectively

within and beyond the classroom.

**RESOURCES**

Finding Reliable Sources activity (website + portaportal)

Avoiding Plagiarism activity (SmartNotebook + portaportal)

*The Crucible* Research Project document (website + a few hard copies)

*The Crucible* Word Search

*The Crucible* Cloze Reading Activity (website)

*The Crucible* texts

*The Crucible* audio (i-Tunes download)

*The Crucible* DVD (library)

*The Crucible* study guides for each act (website)

*The Crucible* Notebook file

**STRATEGIES**

Research/technology: Make a visual/oral presentation and write a research paper

Higher order questioning

Note-taking

Cross-curricular: history, religion, psychology, technology, science

Differentiation: student choice in topic, style of note-taking, and type of project

Collaborative learning: jigsaw presentations

Comparison/contrast

**LESSONS**

1. Research project visual/oral presentation
   1. Finding Reliable Sources activity
   2. Avoiding Plagiarism activity
   3. Research project – time to research, make presentations, and share

2. Word Search and/or Cloze Reading Activity as time allows

1. Read/listen to *The Crucible*
   1. Read/listen to each act
   2. Complete quizzes and study guides for each act
   3. Discuss as a class
2. Watch the video
   1. Compare/contrast movie and original version of play
3. Research paper: How do the research topic and the play tie together?

**ASSESSMENT**

1. Formative assessments: bibliography cards, note cards, warm-ups, quizzes,

study guides, discussion

2. Summative assessments: research presentation and paper

**BACKGROUND INFORMATION**

The trouble in Salem began during the cold dark Massachusetts winter, January, 1692. Eight young girls began to take ill, beginning with 9-year-old Elizabeth Parris, the daughter of Reverend Samuel Parris, as well as his niece, 11-year- old Abigail Williams. But theirs was a strange sickness: the girls suffered from delirium, violent convulsions, incomprehensible speech, trance-like states, and odd skin sensations. The worried villagers searched desperately for an explanation. Their conclusion: the girls were under a spell, bewitched and, worse yet, by members of their own pious community.

And then the finger pointing began. The first to be accused were Tituba, Parris’s Caribbean-born slave, along with Sarah Good and Sarah Osburn, two elderly women considered of ill repute. All three were arrested on February 29. Ultimately, more than 150 “witches” were taken into custody; by late September 1692, 20 men and women had been put to death, and five more accused had died in jail. None of the executed confessed to witchcraft. Such a confession would have surely spared their lives, but, they believed, condemned their souls.

On October 29, by order of Massachusetts Governor Sir William Phips, the Salem witch trials officially ended. When the dust cleared, the townsfolk and the accusers were at a loss to explain their own actions. In the centuries since, scholars and historians have struggled as well to explain the madness that overtook Salem. Was it sexual repression, dietary deficiency, mass hysteria? Or, could a simple fungus have been to blame? When Linnda Caporael began nosing into the Salem witch trials as a college student in the early 1970s, she had no idea that a common grain fungus might be responsible for the terrible events of 1692. But then the pieces began to fall into place. Caporael, now a behavioral psychologist at New York’s Rensselaer Polytechnic Institute, soon noticed a link between the strange symptoms reported by Salem’s accusers, chiefly eight young women, and the hallucinogenic effects of drugs like LSD. LSD is a derivative of ergot, a fungus that affects rye grain. Ergotism -- ergot poisoning -- had indeed been implicated in other outbreaks of bizarre behavior, such as the one that afflicted the small French town of Pont-Saint-Esprit in 1951.

But could ergot actually have been the culprit? Did it have the means and the opportunity to wreak havoc in Salem? Caporael’s sleuthing, with the help of science, provided the answers.

Ergot is caused by the fungus Claviceps purpurea, which affects rye, wheat and other cereal grasses. When first infected, the flowering head of a grain will spew out sweet, yellow-colored mucus, called “honey dew,” which contains fungal spores that can spread the disease. Eventually, the fungus invades the developing kernels of grain, taking them over with a network of filaments that turn the grains into purplish-black sclerotia. Sclerotia can be mistaken for large, discolored grains of rye. Within them are potent chemicals, ergot alkaloids, including lysergic acid (from which LSD is made) and ergotamine (now used to treat migraine headaches). The alkaloids affect the central nervous system and cause the contraction of smooth muscle -- the muscles that make up the walls of veins and arteries, as well as the internal organs.

Toxicologists now know that eating ergot-contaminated food can lead to a convulsive disorder characterized by violent muscle spasms, vomiting, delusions, hallucinations, crawling sensations on the skin, and a host of other symptoms -- all of which, Linnda Caporael noted, are present in the records of the Salem witchcraft trials. Ergot thrives in warm, damp, rainy springs and summers. When Caporael examined the diaries of Salem residents, she found that those exact conditions had been present in 1691. Nearly all of the accusers lived in the western section of Salem village, a region of swampy meadows that would have been prime breeding ground for the fungus. At that time, rye was the staple grain of Salem. The rye crop consumed in the winter of 1691-1692 -- when the first usual symptoms began to be reported -- could easily have been contaminated by large quantities of ergot. The summer of 1692, however, was dry, which could explain the abrupt end of the ‘bewitchments.’ These and other clues built up into a circumstantial case against ergot that Caporael found impossible to ignore.

**Internet Sites for Research**

<http://www.curriculumunits.com/crucible/background/framestimeline.htm>

<http://www.curriculumunits.com/crucible/background/frames_puritan_history.htm>

<http://www.curriculumunits.com/crucible/background/framesaccused.htm>

<http://www.curriculumunits.com/crucible/background/framesCarriertrial.htm>

<http://www.salemwitchmuseum.com/>

<http://etext.virginia.edu/salem/witchcraft/>

<http://www.curriculumunits.com/crucible/main3.htm>

<http://us.history.wisc.edu/hist102/lectures/lecture23.html>

<http://encarta.msn.com/encyclopedia_761555843/McCarthy_Joseph_Raymond_(politician).html>

<http://www.cnn.com/SPECIALS/cold.war/episodes/06/script.html>

<http://www.writing.upenn.edu/~afilreis/50s/congcomms.html>

<http://www.wiesenthal.com/site/pp.asp?c=fwLYKnN8LzH&b=242023>

<http://www.lib.utah.edu/spc/photo/9066/9066.htm>

<http://www.nytimes.com/learning/teachers/lessons/20010924monday.html>

<http://www.curriculumunits.com/crucible/whunts/huntable2.htm>

<http://www.ushmm.org/>

<http://www.wiesenthal.com/site/pp.asp?c=fwLYKnN8LzH&b=242023>

**webquest:** [**Salem Virtual Witch Hunt**](Salem%20Virtual%20Witch%20Hunt)**.** [**http://www3.nationalgeographic.com/salem/**](http://www3.nationalgeographic.com/salem/)**.WARM-UP IDEAS**

\* Write about a time you were falsely accused. What were you accused of doing? What happened as a result? How did the false accusation make you feel?

\* Why does society tend to repeat mistakes rather than learning from them?

\* List the conflicts that are introduced in Act I. Which do you think is the major conflict? Give reasons for your answers.

\* Themes of the play: What are the overall messages presented by this play?

\* What ideas or thoughts does Arthur Miller want to leave his readers with?

\* Literary elements used by Arthur Miller: Give examples how Arthur Miller uses literary devices in his play. Some suggestions: *irony, dialogue, suspense, conflict, mood, foreshadowing, motivation,* etc.

\* Plot summary by act: Give a brief summary of the story line and the action of in each of the four acts of the play.

\* Behind the scenes: Explain the title of the play, its appropriateness, and why Arthur Miller wrote this play (what incident inspired him and why).

\* What is your opinion of the play *The Crucible* now that you understand the background?

\* What was the most interesting thing that you learned?

\* What was the strangest thing that you read within the text?

\* What caught you by surprise?

\* What did you like the most?

\* What did you like the least?

\* **In *The Crucible,* Miller suggests that sacrifices may be necessary to restore the social order. Discuss the sacrifices made by the play’s characters and whether you think they are necessary**

**Quizzes**

**Act I**

1. Miller says that Proctor has “come to regard himself as a kind of fraud.” What does that mean to us in Act I?

2. Briefly summarize the argument between Rev. Parris and Proctor about the obligations of the community to its minister. What thematic conflict does this argument reflect?

3. What is *diabolism,* as discussed? Why does Miller connect Satan and the “red Hell?”

CHARACTER MATCHING: place the letter that describes that character on the blank beside their name

1. \_\_\_\_\_ John Proctor A. drank a charm to kill John Proctor’s wife

2. \_\_\_\_\_ Rev. Parris B. called to Salem to determine whether or not there are witches

3. \_\_\_\_\_ Abigail Williams (Abby) C. mother who has lost seven children at birth

4. \_\_\_\_\_ Rebecca Nurse D. Proctor’s current servant; tries to get Abby to tell the truth

5. \_\_\_\_\_ Rev. Hale E. elderly mother and grandmother; attempts to calm others

6. \_\_\_\_\_ Tituba F. Parris’ slave; first to confess to witchcraft

7. \_\_\_\_\_ Thomas Putnam G. girl who is sick in bed when the play begins

8. \_\_\_\_\_ Mrs. Putnam H. briefly had an affair with Abby, but reconciled with his wife

9. \_\_\_\_\_ Betty I. fights with Proctor over who owns a piece of land

10. \_\_\_\_\_ Mary Warren J. Betty’s father; worried about his reputation in town

**Act II**

1. How do John and Elizabeth Proctor’s marital problems summarize the problems of Salem at the level of the individual?

2. What is the symbolism of the rag doll Mary Warren makes for Elizabeth?

3. What is the significance of Mary Warren’s description of her feelings toward Sarah Good?

4. Why is Mary Warren’s statement, “The Devil’s loose in Salem, Mr. Proctor; we must discover where he’s hiding!” ironic and prophetic?

**Act III**

1. What does the opening scene in Act III tell us about the *real* versus the *stated* reasons for the witch hunt?

2. How does Miller differentiate between Judge Hathorne and deputy Governor Danforth in Act III? Use passages from the text to support your answer.

3. What proofs are offered in this act that show the accusations of witchcraft are fraudulent?

4. What is the climax of the play?

5. At the end of Act III, Proctor says, “God is dead!” How does this relate to Miller’s thematic development?

6. Why does Reverend Hale state, “I denounce these proceedings, I quit this court!”?

Part II Activity Guide (con’t.)

**Act IV**

1. What is the significance of John Proctor’s tearing up of his confession?

2. Why doesn’t Elizabeth Proctor attempt to save her husband from death?

3. How does the Appendix add or detract from the drama of the play?

4. Who is the tragic hero of the play?

***THE CRUCIBLE* STUDY GUIDE: ACT 1**

1. Why has Reverend Parris sent for a doctor as the play begins?

2. What advice does the doctor send back?

3. What does Parris question his niece Abigail about?

4. What is Parris’ main concern?

5. What did Parris see in the woods the previous night?

6. What has Elizabeth Proctor said about Abigail?

7. Why does Abigail say she was dismissed by the Proctors?

8. What rumors have circulated the town about Betty Parris? What proof later occurs that “proves” that

she is a witch?

9. Why did Mrs. Putnam contact Tituba?

10. Who does Abigail accuse of conjuring spirits at this point?

11. What does Betty Parris reveal about what happened in the woods?

12. What threat does Abigail make to the other girls?

13. What happened in the past between John Proctor and Abigail? How do each of them feel about it now?

14. What is the function of Rebecca Nurse in the play?

15. How does John Proctor feel about Reverend Parris?

16. What is the dispute between John Proctor and Thomas Putnam?

17. Why is Reverend Hale in Salem?

18. What does Giles Corey reveal to Reverend Hale?

19. When Abigail is questioned by Reverend Hale, who does she blame? What proof does she offer?

20. What ultimatum is Tituba given?

21. Who does Tituba accuse of being a witch?

22. Why does Abigail start accusing people at this point?

23. Why does Betty Parris start accusing people?

***THE CRUCIBLE* STUDY GUIDE: ACT 2**

\*Identify Ezekial Cheever

\*Identify Marshall Herrick

1. At the beginning of this act, John Proctor says, “It is winter in here yet?” Why is this pertinent to what is going on?

2. Why has Mary Warren disobeyed her employers and gone to Salem?

3. What did Abigail Williams reveal to John Proctor? Elizabeth reminds him of this.

4. Why hasn’t John told the court what he knows? What does Elizabeth attribute his not telling to?

5. What lie did John Proctor tell to Elizabeth which makes her more suspicious of him?

6. What news does Mary Warren reveal to John and Elizabeth about the trials?

7. How does Mary Warren behave toward her employers?

8. What does Mary Warren mean when she says, “I saved her life today!”?

9. What does Elizabeth realize when she finds out that she has been accused?

10. What does Elizabeth ask John to do?

11. Why does Reverend Hale visit the Proctors?

12. How does John Proctor respond to questions about why he has not been to church?

13. What does Reverend Hale ask Proctor to do?

14. Discuss the meaning of “Adultery, John.” (Page 67)

15. What information does John Proctor reveal to Reverend Hale?

16. What does Reverend Hale want John to do with this information?

17. Why does Elizabeth say that she doesn’t believe in witches at this point?

18. What news does Giles Corey reveal to the Proctors and Reverend Hale?

19. What has Rebecca Nurse been accused of?

20. Why has Martha Corey been accused?

21. Why do Ezekial Cheever and Marshal Herrick arrive at the Proctor home?

22. Explain why Cheever is both astonished and afraid when he finds the poppet with the needle in it?

23. What does John ask Mary Warren to do?

24. Why is Mary so afraid to do as he asks?

25. Why does Mary Warren warn John about testifying against Abigail?

26. What does John decide to do?

***THE CRUCIBLE* STUDY GUIDE: ACT 3**

Identify Judge Hathorne

Identify Deputy Governor Danforth

1. As this act opens, what accusation does Giles Corey make?

2. What news do we learn about Rebecca Nurse?

3. When John Proctor arrives at court with Mary Warren, what does Reverend Parris accuse him of?

4. What two pieces of evidence are brought out against Proctor in regard to his Christian nature?

5. What news does Danforth tell John Proctor about Elizabeth? What deal does he try to make with him?

6. What is going to happen to the 91 people who signed the testament stating a good opinion of Elizabeth, Martha Corey, and Rebecca Nurse?

7. Discuss “Do that which is good, and no harm shall come to thee.”

8. What is Giles Corey’s proof that Thomas Putnam is “reaching out for land”? Why won’t he reveal his source?

9. What happens to Giles Corey?

10. What is Reverend Hale’s advice to John Proctor as he is about to read his disposition before the court?

11. What does Danforth think Mary Warren’s appearance in the court might be?

12. When Mary Warren says that she pretended to faint in court, what is she asked to do? What is the result?

13. What does Abigail do when suspicion that she might be pretending falls on her?

14. What does John Proctor do to discredit her?

15. Who is called to back up John’s testimony? What happens?

16. What happens when Reverend Hale states that Abigail has always seemed false to him?

17. What is Mary Warren’s reaction to Abigail’s performance?

18. What does John Proctor mean when he says, “God is dead!”?

19. What does Hale do when Proctor is arrested?

***THE CRUCIBLE* STUDY GUIDE: ACT 4**

1. Why has Reverend Hale returned to Salem?

2. What is Reverend Hale advising the condemned to do?

3. What does Reverend Parris reveal about his niece Abigail?

4. What is the condition of Salem at this point?

5. How does Andover differ from Salem?

6. How do the proposed hangings of Rebecca Nurse and John Proctor differ from the past executions?

7. What does Reverend Parris want Danforth to do?

8. What does Reverend Hale want Danforth to do?

9. What does Reverend Hale mean when he says, “There is blood on my head!”?

10. Why does Danforth refuse to postpone the hangings?

11. What do Hale and Danforth request of Elizabeth Proctor?

12. What happened to Giles Corey?

13. What is John’s excuse for confessing?

14. What is Elizabeth’s proof that John is a good man?

15. How has Elizabeth changed since we first met her?

16. After John confesses, what does Danforth want him to do?

17. Discuss, “I am John Proctor! You will not use me!”

18. What does Hale attribute Proctor’s willingness to hang to?

19. What does Elizabeth attribute it to?

Place the motivations that drive each person in the blanks next to her or his name. List the *best* two for each person. Defend your answers. (2 points each)

|  |  |  |
| --- | --- | --- |
| *Control* | *Protection (of loved ones)* | *Selfishness* |
| *(Maintaining) Reputation* | *Attention* | *Possessions* |
| *Love* | *Lust* | *Anger* |
| *Fear* | *Manipulation* | *Greed* |

Danforth:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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John:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Elizabeth:

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Parris:

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Abby:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

SPEAKERS FOR ACT 1

Tituba

Parris

Abigail

Susanna

Mrs. Putnam

Putnam

Mercy

Mary Warren

Betty

Proctor

Giles

Rebecca

Hale

SPEAKERS FOR ACT 2

Elizabeth

Proctor

Mary Warren

Hale

Francis

Giles

Cheever

SPEAKERS FOR ACT 3

Hathorne

Martha Corey

Giles

Danforth

Herrick

Hale

Parris

Francis

Proctor

Cheever

Mary Warren

Abigail

Mercy Lewis

Susanna Walcott

Elizabeth

SPEAKERS FOR ACT 4

Herrick

Sarah Good

Tituba

Hopkins

Danforth

Hathorne

Cheever

Parris

Hale

Elizabeth

Proctor

Rebecca

***THE CRUCIBLE*** **BACKGROUND INFORMATION**

**CLOZE READING ACTIVITY**

***DIRECTIONS: Use the words in the “Word Bank” below to fill in the blanks in the following passage. Save to your desktop and drag the document into SharePoint.***

***STUDENT’S NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ HOUR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

The trouble in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ began during the cold \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Massachusetts winter, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 1692. Eight young \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ began to take \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, beginning with 9-year-old Elizabeth Parris, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Reverend Samuel Parris, as well as his niece, 11-year-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Abigail Williams. But theirs was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sickness: the girls \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from delirium, violent convulsions, incomprehensible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, trance-like states, and odd skin sensations. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ villagers searched desperately for an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Their conclusion: the girls were under a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, bewitched and, worse yet, by members of their own pious \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

And then the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pointing began. The first to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were Tituba, Parris’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-born slave, along with Sarah Good and Sarah Osburn, two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ women considered of ill repute. All \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were arrested on February 29. Ultimately, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than 150 “witches” were taken into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; by late September 1692, 20 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and women had been put to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and five more accused had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in jail. None of the executed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to witchcraft. Such a confession would have surely \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their lives, but, they believed, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their souls.

On October 29, by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Massachusetts Governor Sir William Phips, the Salem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trials officially \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When the dust cleared, the townsfolk and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were at a loss to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their own actions. In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ since, scholars and historians have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as well to explain the madness that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Salem. Was it dietary deficiency or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hysteria? Or, could a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fungus have been to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? When Linnda Caporael began \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into the Salem witch trials as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ student in the early \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, she had no idea that a common \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fungus might be responsible for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ events of 1692. But then the pieces \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to fall into place. Caporael, now a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ psychologist at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rensselaer Polytechnic Institute, soon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a link between the strange \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reported by Salem’s accusers, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eight young women, and the hallucinogenic effects of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like LSD. LSD is a derivative of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a fungus that affects \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grain. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -- ergot poisoning -- had indeed been implicated in other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of bizarre behavior, such as the one that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the small \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ town of Pont-Saint-Esprit in 1951.

But \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ergot actually have been the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Did it have the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the opportunity to wreak \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Salem? Caporael’s sleuthing, with the help of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, provided the answers.

Toxicologists now know that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ergot-contaminated food can lead to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ disorder characterized by violent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ spasms, vomiting, delusions, hallucinations, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sensations on the skin, and a host of other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -- all of which, Linnda Caporael noted, are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the records of the Salem witchcraft trials. Ergot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in warm, damp, rainy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and summers. When Caporael examined the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Salem residents, she found that those \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ conditions had been present in 1691. Nearly all of the accusers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the western section of Salem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a region of swampy meadows that would have been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ breeding ground for the fungus. At that time, rye was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grain of Salem. The rye \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ consumed in the winter of 1691-1692 -- when the first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ symptoms began to be reported -- could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have been contaminated by large \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of ergot. The summer of 1692, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, was dry, which could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the abrupt end of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These and other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ built up into a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ case against ergot that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ found impossible to ignore.

**WORD BANK**

Dark community spared January began

Unusual clues ‘bewitchments’ Ergot crop Spell symptoms terrible ended exact

Ergotism Caribbean Caporael nosing witch

Death however more village noticed

Convulsive order finger suffered thrives

New York’s behavioral outbreaks afflicted lived

Salem Died diaries drugs blame

Accused strange old explain ill

Symptoms easily muscle elderly French

College 1970’s speech staple girls

Worried quantities chiefly simple men

Accusers crawling springs science present

Centuries condemned daughter confessed could

Grain custody eating explanation three

Circumstantial struggled havoc overtook explain

Culprit rye prime mass means

**THE CRUCIBLE: ACT 1 QUIZ**

*CHARACTER MATCHING: place the letter that describes that character on the blank beside their name*

1. \_\_\_\_\_ John Proctor A. drank a charm to kill John Proctor’s wife

2. \_\_\_\_\_ Rev. Parris B. called to Salem to determine whether or not there are witches

3. \_\_\_\_\_ Abigail Williams C. mother who lost seven children at birth

4. \_\_\_\_\_ Rebecca Nurse D. Proctor’s current servant; tries to get Abby to tell the truth

5. \_\_\_\_\_ Rev. Hale E. elderly mother and grandmother; attempts to calm others

6. \_\_\_\_\_ Tituba F. Parris’ slave; first to confess to witchcraft

7. \_\_\_\_\_ Thomas Putnam G. girl who is sick in bed when the play begins

8. \_\_\_\_\_ Mrs. Putnam H. briefly had an affair with Abby, but reconciled with his wife

9. \_\_\_\_\_ Betty I. fights with Proctor over who owns a piece of land

10. \_\_\_\_\_ Mary Warren J. Betty’s father; worried about his reputation in town

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