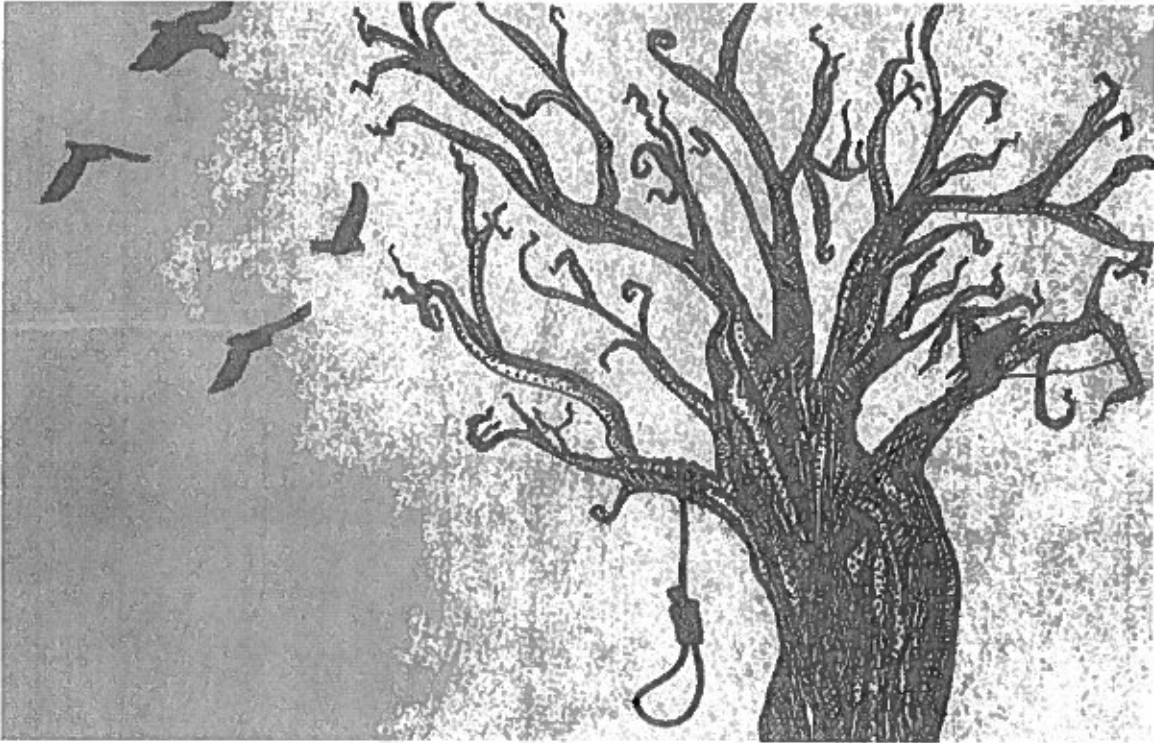


# MODERN DAY PLAY

*the crucible*



name: \_\_\_\_\_

class: \_\_\_\_\_

date: \_\_\_\_\_

# 3-2-1 Bridge


Thinking about the key concept or topic, identify:

| Initial Response |        |        | New Response |        |        |
|------------------|--------|--------|--------------|--------|--------|
| Word 1           | Word 2 | Word 3 | Word 1       | Word 2 | Word 3 |
| Question 1       |        |        | Question 1   |        |        |
| Question 2       |        |        | Question 2   |        |        |
| 1 Metaphor       |        |        | 1 Metaphor   |        |        |

**Bridge:**

\_\_\_\_\_

New Information



**After the activity:**

Identify how your new responses connect to or shifted from your initial response.

\_\_\_\_\_

\_\_\_\_\_

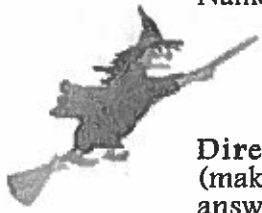
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_



## The Crucible Anticipation Guide

**Directions:** Check if you agree or disagree with each statement. Choose three statements (make sure you write the number in the provided space) and explain why you chose your answer.

Agree

Disagree

|  |                                                                                                                 |  |
|--|-----------------------------------------------------------------------------------------------------------------|--|
|  | 1. People are innocent until proven guilty.                                                                     |  |
|  | 2. I would admit guilt to a crime I did not commit to avoid punishment.                                         |  |
|  | 3. Withholding the truth is the same thing as telling a lie.                                                    |  |
|  | 4. If people go to church, they are considered a good person.                                                   |  |
|  | 5. If a person with authority tells you something is true with no evidence, you tend to believe them anyway.    |  |
|  | 6. The legal system treats people the same regardless of race, sex, social standing, or sexual orientation.     |  |
|  | 7. The difference between right and wrong is clear.                                                             |  |
|  | 8. There is only one clear way to interpret the Bible.                                                          |  |
|  | 9. A person's reputation influences whether or not they will become my friend.                                  |  |
|  | 10. Those who witness evil without doing anything about it are just as wrong as the sinners committing the act. |  |

|  |  |
|--|--|
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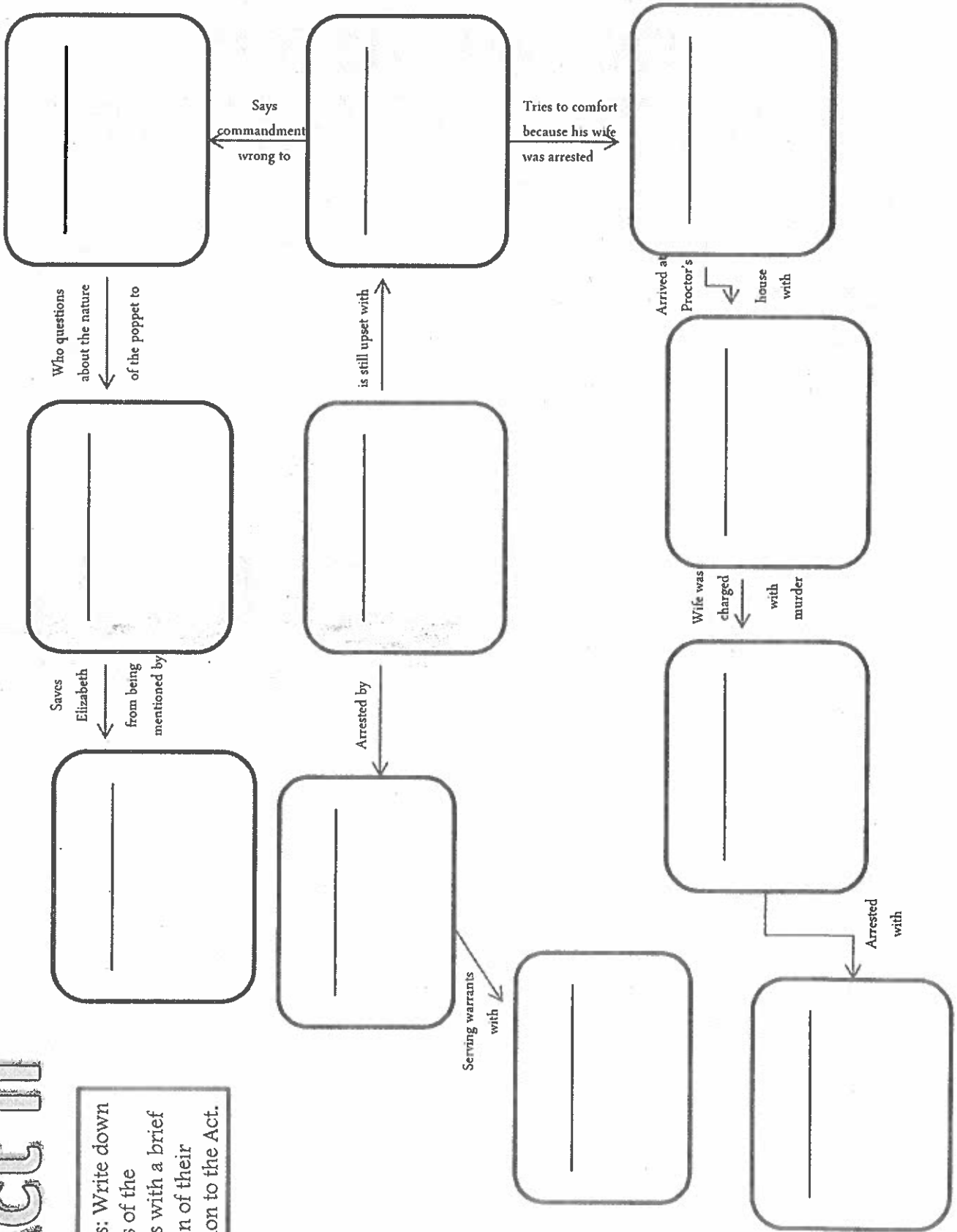


# Act II

## The Crucible Character Map

Name: \_\_\_\_\_

Directions: Write down the names of the characters with a brief description of their contribution to the Act.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

# Act I Vocabulary

| Word                   | Part of Speech | Definition | Sentence Example |
|------------------------|----------------|------------|------------------|
| 1. <b>Inert</b>        |                |            |                  |
| 2. <b>Persecute</b>    |                |            |                  |
| 3. <b>Somber</b>       |                |            |                  |
| 4. <b>Ordinance</b>    |                |            |                  |
| 5. <b>Defile</b>       |                |            |                  |
| 6. <b>Perpetuation</b> |                |            |                  |
| 7. <b>Repression</b>   |                |            |                  |
| 8. <b>Dissembling</b>  |                |            |                  |
| 9. <b>Abomination</b>  |                |            |                  |
| 10. <b>Defamation</b>  |                |            |                  |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

# Act II Vocabulary

| Word                 | Part of Speech | Definition | Sentence Example |
|----------------------|----------------|------------|------------------|
| 1. <b>Reprimand</b>  |                |            |                  |
| 2. <b>Friction</b>   |                |            |                  |
| 3. <b>Conviction</b> |                |            |                  |
| 4. <b>Falter</b>     |                |            |                  |
| 5. <b>Solemn</b>     |                |            |                  |
| 6. <b>Pallor</b>     |                |            |                  |
| 7. <b>Perplexed</b>  |                |            |                  |
| 8. <b>Compact</b>    |                |            |                  |
| 9. <b>Indignant</b>  |                |            |                  |
| 10. <b>Lechery</b>   |                |            |                  |

# Act III Vocabulary

| Word                 | Part of Speech | Definition | Sentence Example |
|----------------------|----------------|------------|------------------|
| 1. <b>Scorn</b>      |                |            |                  |
| 2. <b>Befuddle</b>   |                |            |                  |
| 3. <b>Prodigious</b> |                |            |                  |
| 4. <b>Effrontery</b> |                |            |                  |
| 5. <b>Immaculate</b> |                |            |                  |
| 6. <b>Probity</b>    |                |            |                  |
| 7. <b>Callous</b>    |                |            |                  |
| 8. <b>Perjury</b>    |                |            |                  |
| 9. <b>Guile</b>      |                |            |                  |
| 10. <b>Denounce</b>  |                |            |                  |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

# Act IV Vocabulary

| Word                  | Part of Speech | Definition | Sentence Example |
|-----------------------|----------------|------------|------------------|
| 1. <b>Contention</b>  |                |            |                  |
| 2. <b>Gaunt</b>       |                |            |                  |
| 3. <b>Strive</b>      |                |            |                  |
| 4. <b>Reprieve</b>    |                |            |                  |
| 5. <b>Retaliation</b> |                |            |                  |
| 6. <b>Belie</b>       |                |            |                  |
| 7. <b>Cleave</b>      |                |            |                  |
| 8. <b>Prevail</b>     |                |            |                  |
| 9. <b>Calamity</b>    |                |            |                  |
| 10. <b>Indictment</b> |                |            |                  |

## The Crucible- Act I

Name: \_\_\_\_\_

1. Where does the setting take place?
2. What is Parris's main concern about Betty being ill?
3. Why won't Reverend Parris deny the claim of witchcraft to the congregation?
4. Identify the significance of color:  
white-  
blush-
5. What are the similarities and differences between Ruth and Betty's ailments?
6. After all the adults leave, what do we find out about what really happened in the woods?
7. How do Mercy, Mary, and Abigail act when John Proctor enters the room?
8. "A wild thing may say wild things." Abigail says this to John Proctor and immediately starts accusing people of the town. State the irony of the statement to the situation and what you infer it foreshadows.
9. Identify Thomas Putnam. Why do you think Proctor tells him "We vote by name in this society, not by acreage."
10. Name three instances that show Parris's greed throughout Act I.
11. Why does Parris demand the deed to his house?
12. After Abigail accuses Tituba of dealing with the Devil, what factors do you believe play a part in her confessing?
13. At the end of Act I, Abigail confesses to dealing with the Devil and starts accusing people. Why do you think she changes her stance of being innocent to guilty?

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## The Crucible~ Act II

1. Where does Elizabeth want John to go, and what does she want him to do there?
2. What is John's response to her request?
3. What gift did Mary give Elizabeth?
4. What was the "evidence" against Sarah Good?
5. Why doesn't Proctor want Mary to go back to court?
6. Why does Elizabeth think Abigail wants to kill her?
7. Why did Hale come to Proctor's house?
8. What things are "suspicious" about Proctor and his family?
9. Hale asks Elizabeth if she believes in witches. What is her reply?
10. On what charge(s) is Rebecca Nurse arrested?
11. Why does Cheever come to the Proctor house?
12. Explain the significance of the needle in the poppet.
13. What will happen if Proctor tries to discredit Abby?
14. Why doesn't Mary want to testify about the doll?
15. In the bonus scene, explain Abby's explanations of why she has bruises and marks all over her body.

# The Crucible~ Act III

1. Why do Giles and Francis want to talk to Danforth?
2. What is Parris's argument against Proctor?
3. What does Mary tell Danforth?
4. When Danforth hears Elizabeth is pregnant, what does he allow?
5. What did the paper state that 91 people signed?
6. "... a person is either with this court or he must be counted against it, there be no road between." Explain the importance of Danforth's statement.
7. What quote did Proctor use to help Mary remain brave? Be specific!
8. Of what did Giles accuse Putnam? How did he get this information?
9. What is Hale's problem as Proctor and his friends present evidence to Danforth?
10. Hawthorne thinks of a test for Mary. What is it? Can she do it? Why or why not?
11. Proctor calls Abigail a whore, and he confesses his lechery. Danforth tests Proctor's statement by calling for Elizabeth and asking her why Abigail was dismissed. What does Elizabeth say and why is it ironic?
12. What do the girls do to Mary? What is her response?
13. What happens to Proctor?
14. What does Hale do?
15. Do you like this story? Why?

# COULD IT HAPPEN NOW?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mass hysteria hit Salem, Massachusetts in 1692. There are four events listed below. Describe how society got out of hand and give one example of how we could have dealt with it differently.

9/11

Example:

ebola outbreak

Example:

Y2K

Example:

Alien invasion (1938)

Example:

