

NAME: _____



Activity One

Research and Compare



The Salem witch trials were a real event that took place in Massachusetts in the late 1600s. Many of the characters in the play were real people or composites of real people who played a part in the hysteria.

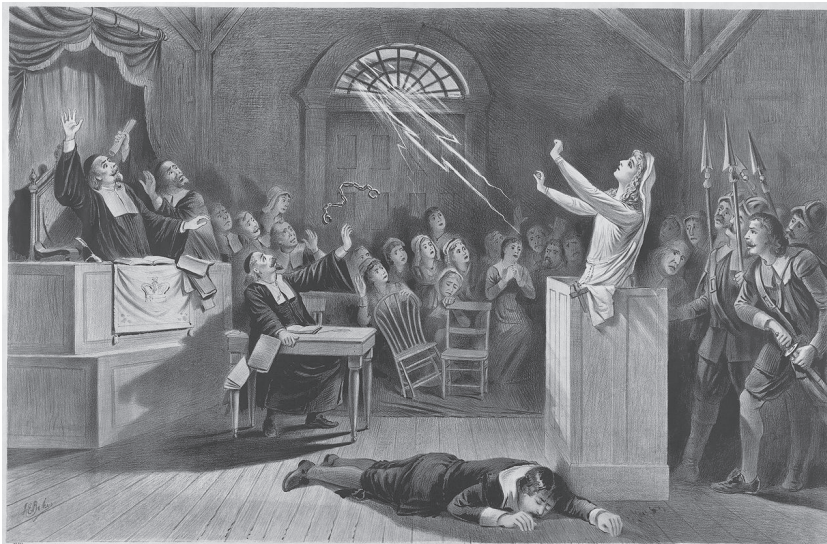
In this bonus activity, it will be up to you to separate some of the historical fact from author Arthur Miller's fictional narrative. While it's possible to get the names, dates and ages of those involved, *it might not* be possible to discern the motivations behind what happened.

Start with what you're able to find out about the people of Salem who were killed and those who confessed and were ultimately set free.

Did Abigail really show up in Boston later in her life? Did John Proctor's death really set in motion events that would lead to the separation of church and state in Salem? Were the Putnams really as influential as they were presented in the play?

Find out as much as you can about the historical facts and compare them to what was presented in the play. Your comparison should be approximately 600 words in length and identify any areas where reality differed from the play.

Your final paragraph should include some comment on how well Miller's creation adhered to the historical fact.



"The witch no. 1" lithograph by Baker, Joseph E., ca. 1837-1914

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Activity Two

Mock Trial



In *The Crucible*, a lot of contradicting evidence is presented which, if it had been considered, would have cast doubt on the girls' accusations.

However, at one point it is mentioned that witchcraft is an invisible crime and only the accused witch and accuser can present evidence. Since the witch won't accuse itself, the court has to rely on the testimony of the victim.

There are some inherent problems that arise in this type of system. For example, if—like in Salem—the victim lies, there is no recourse for an innocent person.

Use this concept as the basis for a mock trial. Get together in groups of three. Choose a judge, an accuser and an accused. Together, craft a crime, a story and contradictory evidence. Develop a situation similar to the one presented in *The Crucible* and act it out in court.

Before presenting your court case to the class, decide as a group whether the accused will be innocent or guilty. Seal a guilty or innocent card in an envelope until the trial has concluded.

Your judge will only be able to assess the evidence presented by the accuser, and will hand down a verdict based on the accuser's testimony. Following the verdict, discuss the trial as a class. Have the class try to establish whether the accused is really guilty or innocent. Following this discussion, reveal the truth contained in the envelope.



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Activity Three

Accusation Map



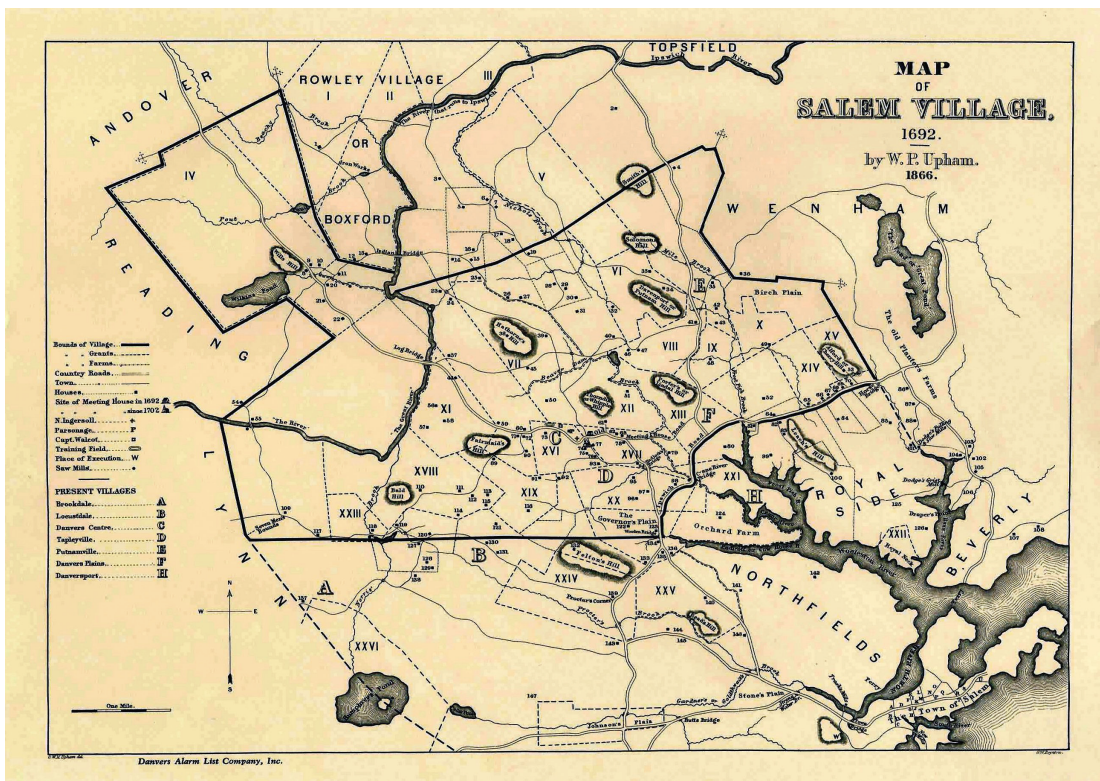
Accusations fly throughout *The Crucible*. Confessing while presenting evidence against others has proven to be effective in shifting the blame to others. In the play, this creates a cycle of accusations.

This cycle is only broken by John Proctor's resistance to provide a confession and outright refusal to incriminate others in that confession.

Using these accusations, create a map illustrating how the hysteria spread through the village in the play. Use the play as a guide to establish a starting point. Each person involved should be listed by name in your map, along with a line indicating who accused that person.

Lines would then connect that person to those he or she accused and so on. Some people, such as Abigail Williams and Ruth Putnam, should have many lines emanating from them, while people like John Proctor, who refused to incriminate anyone, would have none.

Break into groups of four and compare your maps. Discuss any differences and any themes that become apparent when comparing the maps.



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Activity Four

News Article



The hysteria, incarcerations and killings would have been the biggest news of the time in the area around Salem.

Every newspaper would have been covering the proceedings. Those newspapers also would have been the most significant sources of information in colonial America.

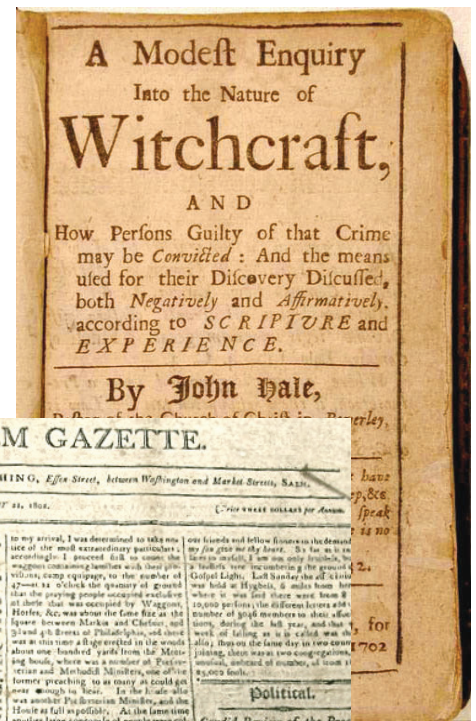
Using that information, imagine you are the reporter charged with covering the trials. Write a news article of at least 600 words using proper newspaper style. The first sentence should also be the first paragraph and should be no longer than 25 words. This first sentence should include the who, what, when, where, why and how of the trial.

The most important information should come first and be followed by supporting evidence, comment and details.

Your article should include:

- Evidence presented in court.
- Any confessions that were given.
- Additional accusations.
- Rumors around town.
- Interviews with witnesses and accused.
- Comment from magistrates and preachers in the surrounding area.
- Any other descriptive information.

Be sure to include as much information from the play as possible in your article.



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Activity Five

Putnam Theory



The Crucible deals with several themes. One of those themes is the acquisition of power. In the late 1600s those who had wealth and land had the power. The most powerful man in Salem was considered to be Thomas Putnam.

In the play, Giles Corey accuses Putnam of prodding his daughter Ruth to accuse residents of Salem who have crossed him. There is also a theory, presented by Giles, that Putnam led many of the accusations as a way to acquire more land and increase his own power in Salem.

Research this theory and discuss whether there is any truth in it. What is the evidence that supports this theory? Is there any evidence that contradicts this theory?

In your research, perhaps you've discovered a different theory. If so, discuss this in your report.

Outline any other theories regarding the motivations behind some of the accusations put forward by Thomas and Ruth Putnam.

Your finished product should be about 500 words typed and double-spaced.



Scenes from *The Crucible* (1996)

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Activity Six

Motivations

Choose three different characters from the play. *The Crucible* has many characters with various motivations. Use the chart below to identify your characters and the accusations they made in the play.

The first column will identify the character. The second column will detail the accusations they made in the play. The third column should detail the character's stated or suggested motivation behind the accusations.

Finally, the last column should identify any results or repercussions that were caused by the accusation.

Character	Accusation	Motivation	Result