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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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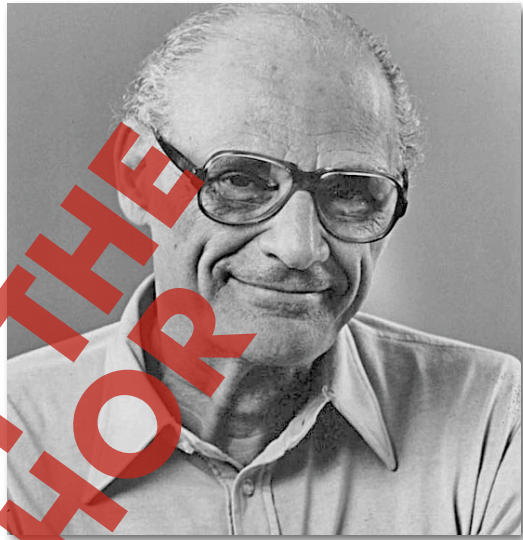


Arthur Miller

Prolific playwright Arthur Asher Miller was born on October 17, 1915 in Harlem, New York. His father, Isidore, immigrated to the United States from what was then Austria-Hungary and is now Poland. Isidore Miller was able to build a successful clothing business following his arrival in America. Miller's mother, Augusta, was a New York native whose family immigrated from the same town as Isidore. Augusta was an educator who loved to read. The family prospered for many years, but lost much of their wealth in the Wall Street Crash of 1929. Subsequently, the family moved from Manhattan to Brooklyn.

Miller graduated from Abraham Lincoln High School in Brooklyn in 1932 and was hired on at an auto parts warehouse while he saved money for a college education. While he attended a few night courses at New York City College, Miller was forced to drop out when he couldn't keep up with the responsibilities of work and school concurrently. The young Miller applied to Cornell University and to the University of Michigan, but he was refused admission. He continued to work various odd jobs to make money before ultimately being accepted to the University of Michigan. He studied journalism and worked on the school paper there. It was at this time he dabbled in theater, taking classes with playwright and professor Kenneth Rowe. Rowe's approach invigorated Miller and he wrote his first play, *No Villain*, in 1936. The play won the school's Avery Hopwood Award and Miller used the prize money to help cover the cost of tuition.

The play earned Miller his first recognition as an author. Later he revised the play and earned a \$1,250 scholarship from the Theater Guild's Bureau of New Plays. Miller would go on to a storied career as a playwright, novelist, and essayist. He wrote many notable works, including the Tony Award-winning *All My Sons* in 1947, Pulitzer Prize-winning play *Death of a Salesman* in 1948, and *The Crucible* in 1953.



Did You Know?

- *The Crucible* won the 1953 Tony Award for best play.
- The play has been adapted for film, television and even opera, with the opera version receiving the 1962 Pulitzer Prize for Music.
- Author Arthur Miller was married to actress Marilyn Monroe from 1956-1961.

Act One (Part Three)

(From "Enter John Proctor." to "I'll clap a writ on you!")

Answer the questions in complete sentences.

1. Predict what sort of consequences there might be for Tituba with Mrs. Putnam's accusation.

2. Do you believe Mary Warren will be able to keep the girls' secret?

Vocabulary

Complete each sentence with a word from the list.

notorious
deafsevenmonth
mumblinghypocrites
calumnypilgrimage
mischief

1. There is evidence to suggest Proctor had a sharp and biting way with _____.
2. Proctor is always marked for _____ therefore.
3. "Be you foolish, Mary Warren? Be you _____?"
4. "What's this _____ here?"
5. "The road past my house is a _____ to Salem all morning."
6. "The town's _____ witchcraft."
7. "I have hardly stepped off my farm this _____."
8. "That's a _____ sign of witchcraft afoot, Goody Nurse, a prodigious sign!"



Act Two (Part One)

(From the beginning to "Now he goes to court and claims that from that day to this he cannot keep a pig alive...")

1. Put a check mark (✓) next to the answer that is most correct.

- a) How long after the initial accusations does the Second Act begin?
- A Eight Days.
- B A week.
- C Eight Weeks.
- D None of the above.

- b) What does Mary Warren make for Elizabeth Proctor?
- A Some soup.
- B A poppet.
- C Eggs Benedict.
- D None of the above.

- c) According to Mary Warren, how many people are now arrested?
- A 14
- B 54
- C 38
- D 39

- d) Why does Hale come to see the Proctors?
- A He needs to speak to John.
- B Parris asked him to.
- C He is speaking to everyone who's been mentioned in court.
- D He's looking for Mary.

- e) Where was Hale prior to his visit with the Proctors?
- A At Rebecca Nurse's house.
- B Church.
- C Boston.
- D Sarah Good's home.



Act Two (Part Two)

(From "Enter Ezekiel Cheever." to the end.)

Answer each question with a complete sentence.

1. What "hard evidence" is presented against Elizabeth Proctor?

2. When Mary Warren admits to making the poppet, Hale asks if it's her natural memory or if she's being conjured. What does this suggest about him?

3. Why might the men be intent on believing Abigail's story and ignoring all contrary evidence against it?

4. What does Hale's reaction to Elizabeth being taken away indicate about his feelings?

5. What does Mary say Abigail will do if they present evidence against her?

6. What knowledge does Mary reveal to John Proctor about his history with Abigail?

Journaling Prompt

Elizabeth Proctor has been arrested and will stand trial for witchcraft. Research the early court system that would have been in place at the time of the trials. How would the court differ today? Is there any recent precedent for how the supernatural is treated in court? How would the court in the late 1600s treat supernatural cases differently from how they are treated today. Discuss with a partner and share your findings with the class.



Acts 1 to 2

A Style Change

Take a scene from the first half of the play that you consider important or interesting. It can be any scene that involves a main character and a significant event.

Once you've identified your scene, divide the scene direction from the dialog, then, rewrite the scene as a narrative or novel-style excerpt using the perspective of one of the characters in the scene. Use that character's point of view to identify some of the thinking behind their words.

Additionally, that point of view can be used to identify some of their perceptions about what is happening in the scene and the other characters in it.

Any scene direction or setting description can be used to establish a vivid setting for your narrative. Make sure you use the description to illustrate the tone and mood of the scene.

The finished product should be a least two typed, double-spaced pages.



Acts 2 to 4

The Evidence

Go back through the play and summarize the evidence that is presented against at least four characters. The summaries should be about 100 words in length each.

When you've finished your summaries, describe any trends you found in the evidence. Were there any facts presented that would hold up in a court today? What sort of evidence was presented and how would that evidence factor into a modern trial?

What other factors were at play in the accusations? Do public opinions and feuds actually play a large part? What are the trial rules with regard to presenting evidence and how could this influence the decision of the court?

Answer all of these questions in a final summary of all your findings. The final summary should be approximately 500 words in length and address all of the questions above.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

accuser	guile	poppet	longs
apparitions	harlot	postpone	underworld
ascertain	holy	predilection	unmellowed
calamity	hypocrites	remiss	vestry
clods	mock	riles	vindictive
errand	naught	sinner	writ
faction	pardon	solemn	
fraud	persecuted	spite	

u	t	i	r	w	m	v	e	s	t	r	y	u	n	d	a	f	g	k	v	d	g	c	v
o	n	y	l	j	o	n	m	e	l	o	s	c	a	m	s	g	n	o	t	u	o	i	o
x	d	m	r	u	c	q	d	l	x	n	c	k	y	p	o	m	f	e	i	f	n	f	n
f	o	h	e	y	k	s	p	i	t	e	q	n	g	f	b	x	l	u	d	s	g	g	p
n	t	l	b	l	t	k	d	a	s	h	y	u	h	r	a	j	e	s	i	y	n	p	r
f	i	h	w	m	l	i	z	n	k	m	l	g	x	o	m	x	c	e	m	a	u	e	
a	f	a	j	c	a	o	j	v	t	u	i	t	p	c	s	z	t	b	v	a	i	q	d
c	e	r	s	o	b	p	w	r	b	o	m	h	e	m	q	i	g	n	d	i	c	y	i
t	n	l	v	i	m	a	b	e	u	q	a	y	h	c	v	a	n	l	r	j	r	o	l
i	a	o	k	a	w	k	i	m	a	l	c	l	e	r	f	p	n	d	e	p	v	e	
o	k	t	a	o	s	i	c	a	b	a	r	e	a	l	c	g	l	e	f	s	m	c	
n	z	q	j	u	l	p	b	s	a	z	c	q	n	a	f	h	m	g	w	r	o	z	t
e	n	o	p	t	s	o	p	s	q	w	u	i	p	h	m	p	q	n	k	a	x	j	i
a	j	c	i	b	i	w	r	n	m	n	h	p	k	t	w	y	b	g	x	u	f	t	o
d	o	r	r	p	c	d	l	f	d	b	a	h	i	r	e	r	r	a	n	d	h	g	n
k	j	e	s	i	s	a	b	e	h	r	p	d	w	v	a	f	t	e	d	s	p	j	s
t	r	s	c	v	t	s	q	i	v	p	a	r	d	o	n	e	q	v	p	g	v	h	
z	p	u	t	r	i	w	n	t	c	l	j	t	t	k	j	b	x	w	s	o	i	y	l
l	e	c	e	z	o	h	i	u	y	k	r	w	e	o	d	s	v	t	v	d	e	k	r
p	t	c	b	r	s	o	a	v	f	r	e	u	p	g	f	e	g	n	i	y	o	u	z
e	s	a	l	d	n	x	b	m	h	n	d	a	p	e	k	l	n	q	s	t	l	l	w
a	z	d	j	s	v	l	d	t	m	s	l	w	o	u	w	i	u	g	t	f	u	o	c
d	e	t	u	c	e	s	r	e	p	g	h	y	p	o	c	r	i	t	e	s	x	g	h



Comprehension Quiz

Answer each question in a complete sentence.

- Describe Salem's society. 26
- What does Reverend Parris' initial reaction to the talk of witchcraft show about him? 2
- What does Betty accuse Abigail of doing in the woods early in the play? 3
- What are two of the major themes of *The Crucible*? 2
- Why doesn't John Proctor go to church often? 2
- How many preachers has Salem had in the last seven years? 1
- Why does Abigail ultimately confess and offer new accusations? 1

SUBTOTAL: /14

Deciding Evidence

Choose a character who was accused of witchcraft in the play. Using this graphic organizer, list the most compelling evidence presented against your chosen character. Use a tiered approach, putting the most incriminating evidence at the striking face of the gavel and working up to the most trivial evidence.



NAME: _____

After You Read 



Act One (Part One)

(From the beginning to "They will howl me out of Salem for such corruption in my house.")

Answer each question with a complete sentence or short paragraph.

- Why did the religious people of Salem "deny any other sect its freedom"? Use evidence to support your answer.

- What do you believe the author is suggesting when he says "social disorder in any age breeds such mystical suspicions"?

- What does the author suggest motivated many of the accusations?

- What does the reverend's reaction to the witchcraft accusation say about his character? Use evidence to support your answer.

- What does Abigail say is the cause of Betty's illness?

Journaling Prompt

The author says "The times, to their eyes, must have been out of joint, and to the common folk must have seemed insoluble and complicated as ours today. It is not hard to believe that the time of confusion had been brought upon them by deep and darkling forces. No hint of such speculation appears on the court record, but social disorder in any age breeds such mystical suspicions..." Research the time and circumstances surrounding Arthur Miller's writing of *The Crucible*. Explain what "social disorder" could have influenced this thought and how it relates to Salem.

<p>1. Their religion was persecuted in England and they felt that by allowing other sects their freedom, their religion would "be defiled and corrupted by wrong ways and deceitful ideas".</p> <p>2. Answers will vary.</p> <p>3. Constant bickering over land boundaries and deeds and personal revenge and suspicion.</p> <p>4. While at first the reverend appears fearful for his daughter, it appears later he's more concerned with his reputation. "We cannot leap to witchcraft. They will howl me out of Salem for such corruption in my house."</p> <p>5. Abigail says the reverend startled her while they were dancing in the forest and she fainted.</p>	<p>1. Answers will vary.</p> <p>2. Answers will vary.</p> <p>Vocabulary</p> <p>1. J 2. B 3. I 4. E 5. G 6. A 7. D 8. H 9. C 10. F</p> <p>13</p>	<p>1. a) F b) T c) F d) T e) F f) T</p> <p>2. a) 2 b) 5 c) 4 d) 1 e) 3 f) 6</p> <p>15</p>	<p>1. The backstory suggests Putnam helped stoke the hysteria by providing corroborating testimony about the supernatural in order to get revenge on the people he felt wronged him. "It is not surprising to find that so many accusations against people are in the handwriting of Thomas Putnam..."</p> <p>2. She's a fat, shy, merciless girl of 18.</p> <p>3. Answers will vary, but may include: Abigail, hearing the Putnam's accusations, wants to avoid being swept up in the witchcraft talk and wants to hide her actual role in it.</p> <p>4. Betty says Abigail drank a charm to kill Goody Proctor.</p> <p>5. Mercy Lewis.</p> <p>6. Answers will vary, but may include: Betty knows the girls' actions in the woods is forbidden and is trying to avoid punishment by pretending to be ill.</p> <p>16</p>
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EASY MARKING ANSWER KEY



The Crucible

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more 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.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** 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.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** 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.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
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