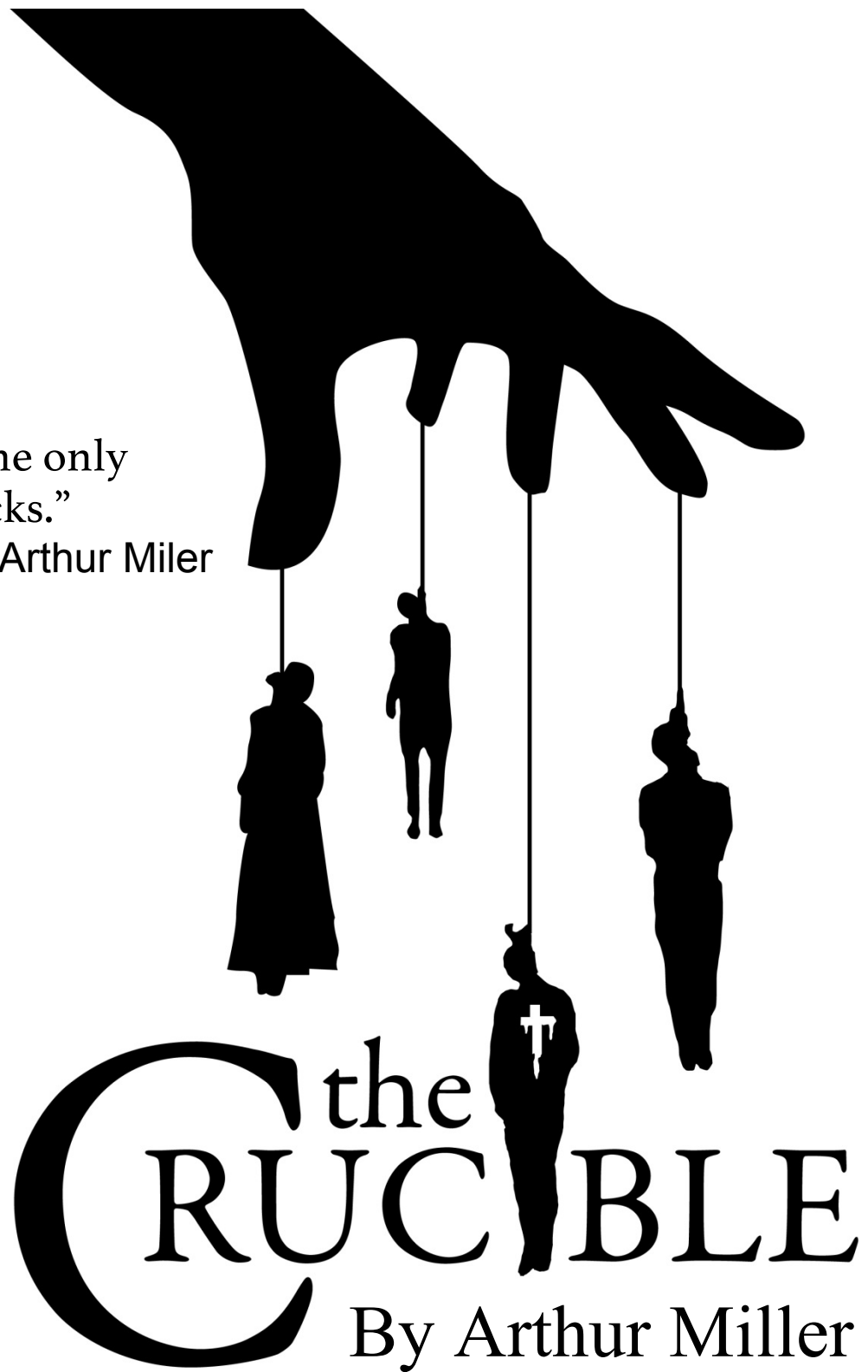


“Betrayal is the only
truth that sticks.”
--Arthur Miler



Name: _____

Ms. Engelbert's English Class Period: _____

STUDENT READER The Crucible Part I - DO NOT LOSE THIS. SERIOUSLY.

Name: _____ Date: _____ Per: _____

Vocabulary

ACT ONE

DIRECTIONS: USE THE GREEK/LATIN ROOTS AND SUFFIXES WITH THEIR MEANINGS TO ANSWER THE QUESTIONS BELOW.

<i>a-, an-</i> = without	<i>archy</i> = rule	- <i>able</i> = capable of
<i>cracy / crat</i> = government	<i>cont</i> = touching, contact	- <i>ic</i> = containing, relating to
<i>factio</i> = political group	<i>daimōn</i> = demon, evil	- <i>ive</i> = pertaining to
<i>formido</i> = fear	<i>theo</i> = God	<i>vindicta</i> = revenge

1.) During the time of the witch trials, Puritan Salem was a theocracy . What is a theocracy?	
2.) How would someone who was acting demonic behave?	
3.) Who would be considered a formidable opponent for Superman?	
4.) Mr. Putnam is described as a vindictive person. How might he behave in the upcoming acts?	
5.) What might happen if a city was in a state of anarchy ?	
<p>_____ 6.) Parris: There is a faction that is sworn to drive me from my pulpit.</p> <p>_____ 7.) Parris: Abominations are done in the forest</p> <p>_____ 8.) Abigail: We never conjured spirits.</p> <p>_____ 9.) Betty collapses in [...] and lies inert on the bed.</p> <p>_____ 10.) That is a notorious sign of witchcraft afoot, Goody Nurse, a prodigious sign!</p>	<p>A. unable to move or act, still, motionless</p> <p>B. things that elicit great dislike, illegal actions to lose courage; decline; fail; give way</p> <p>C. summoned by oath or spell</p> <p>D. extraordinary, marvelous</p> <p>E. small group, usually contentious, within a larger group</p>

Vocabulary

ACT TWO

DIRECTIONS: USE THE GREEK/LATIN ROOTS AND SUFFIXES WITH THEIR MEANINGS TO ANSWER THE QUESTIONS BELOW.

a-, an- = without
anti = against
in- = not

agon = struggle
dign = worthy
magistr = master,
 administrator

apt, ept = skill
-ist = person
-ic = relating to, resembling

1.) What is an antagonist ?	
2.) If workers acted indignant toward their boss and work, what might they do?	
3.) What is the role of a magistrate ?	
4.) What is a synonym for mimic ?	
5.) How would someone who was inept at public speaking act during a presentation?	

DIRECTIONS: USE THE CONTEXT CLUES AND YOUR PRIOR KNOWLEDGE TO MATCH THE APPROPRIATE DEFINITION.

<p>_____ 6.) Elizabeth, perplexed, looking at the doll: Why, thank you, it's a fair poppet.</p> <p>_____ 7.) It's hard to think so pious a woman, [Rebecca Nurse] be secretly the Devil's B.... after seventy year of such good prayer</p> <p>_____ 8.) You cannot evade me, Abigail. Did your cousin drink any of the brew in that kettle?</p> <p>_____ 9.) Woman, am I so base? Do you truly think me base?</p> <p>_____ 10.) Abby'll charge lechery on you, Mr. Proctor!</p>	<p>A. excessive or offensive sexual desire; lustfulness.</p> <p>B. confusion or bewilderment</p> <p>C. devoutly religious</p> <p>D. determine, discover, establish, find out</p> <p>E. avoid or try to avoid answering or fulfilling request</p>
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Name: _____ Date: _____ Per: _____

Vocabulary

ACT THREE DIRECTIONS: USE THE GREEK/LATIN ROOTS AND SUFFIXES WITH THEIR MEANINGS TO ANSWER THE QUESTIONS BELOW.

<p><i>a-, an-</i> = without <i>dis-</i> = not <i>in-, im-</i> = not <i>un-</i> = not</p>	<p><i>aud</i> = hear <i>cred</i> = to believe <i>intel</i> = understanding <i>macula</i> = spot</p>	<p><i>able</i> = capable <i>nym</i> = name <i>contentus</i> = satisfied</p>
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1.) How would our classroom look to keep it immaculate ?	
2.) What is a synonym for incredulously ?	
3.) When might someone be unintelligible ?	
4.) How would the speaker sound if she was barely audible ?	
5.) Why would someone want to keep their anonymity ?	

DIRECTIONS: USE THE CONTEXT CLUES AND YOUR PRIOR KNOWLEDGE TO MATCH THE APPROPRIATE DEFINITION.

<p>_____ 6.) How do you dare come roarin' into this court! Are you gone daft, Corey?</p> <p>_____ 7.) She is transfixed--with all the girls, she is whimpering open-mouthed, agape at the ceiling.</p> <p>_____ 8.) She glances at Abigail, who is staring down at her remorselessly.</p> <p>_____ 9.) Will you confess yourself befouled with Hell, or do you keep that black allegiance yet?</p> <p>_____ 10.) He charges contemplation of murder.</p>	<p>A. state of being thought out, planned.</p> <p>B. loyalty or commitment</p> <p>C. rendered motionless with terror, amazement or awe</p> <p>D. silly, foolish, dumb</p> <p>E. mercilessly; having no pity or compassion</p>
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Vocabulary: ACT FOUR

DIRECTIONS: USE THE CONTEXT CLUES AND YOUR PRIOR KNOWLEDGE TO MATCH THE APPROPRIATE DEFINITION.

<p>_____ 1.) But Proctor snatches it up, and now a wild terror is rising in him, and a boundless anger.</p> <p>_____ 2.) You will not use me! It is no part of salvation that you should use me!</p> <p>_____ 3.) Reprieve or pardon must cast doubt upon the guilt of them that died till now.</p> <p>_____ 4.) A very ape would weep at such calamity! Have the devil dried up any tear of pity in you?</p> <p>_____ 5.) In solemn meeting, the congregation rescinded the excommunications -- this in March 1712.</p>	<p>A. the act of delivering from sin or saving from evil</p> <p>B. cancel officially</p> <p>C. an event resulting in great loss and misfortune</p> <p>D. act of postponing or removing punishment</p> <p>E. without limit or boundaries</p>
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DIRECTIONS: USE THE FOLLOWING VOCABULARY WORDS TO SUMMARIZE CHARACTER ACTIONS

- WITHIN THE CHAPTER. **stench** – foul odor; stink
gaunt – excessively thin and angular
agape –mouth wide-open, amazed with wonder
conciliatory – eager to make peace, to reconcile
floundering – proceeding or acting clumsily or ineffectually
adamant – unyielding; unshakable or immovable especially in opposition



Grammar Boot Camp: semicolons (;)

← A **semicolon** is used when an author could have ended a sentence with a period, but didn't. The semicolon is a reminder to pause, breathe and keep going.

The semicolon acts as a combo period and comma. Like a period, it separates two independent clauses and thoughts; like a comma, it keeps them together.

* **Both parts before and after the ; must be COMPLETE SENTENCES.**

When to use a semicolon?

1. *Statement; detail*
- Give a statement about something, and then follow it up with a more specific detail. The two **CLAUSES** must be **related**.
- Ex: *I am going to the Leu-Lawndale game; I really hope we win.*

2. *Command; another command*
- Ex: *Come here; then, set the table for dinner.*
3. *When using conjunctive adverbs:*

period
█
end + beginning
┘
comma

<i>Consequently</i>	<i>Meanwhile</i>	<i>Rather</i>
<i>Furthermore</i>	<i>Moreover</i>	<i>Then</i>
<i>Hence</i>	<i>Nonetheless</i>	<i>Therefore</i>
<i>However</i>	<i>Otherwise</i>	<i>Thus</i>

- Ex: *Abigail is annoying; **however**, her manipulation skills are impressive.*
4. *When using words such as indeed, in fact, or for example*
- *Arthur Miller is very respected American writer in multiple mediums; in fact, the film portrayal screenplay was written by Arthur Miller almost 50 years later.*

Practice Part 1: Using your new knowledge of semi-colons, write a reflection the play so far. How did your initial predications come out?

Practice Part 2

Directions: Read each sentence. Fill in the blank with a COMMA (,) or a SEMICOLON (;)
(Remember, a semi-colon must have 2 independent clauses on each side!)

1. Of the major characters ____ Abigail is the least complex.
2. The witch trials are the ultimate expression of intolerance ____ the trials brand all social deviants with the taint of devil-worship, and thus necessitate their elimination from the community.
3. Reputation is tremendously important in theocratic Salem ____ where public and private moralities are one and the same.
4. "I have given you my soul _____ leave me my name!"
5. Because the Puritans' greatest fear is the defiance of God _____ Abigail's accusations of witchcraft immediately command the attention of the court.
6. The witch trials are central to the action of *The Crucible* ____ and dramatic accusations and confessions fill the play even beyond the confines of the courtroom.
7. Over the course of the play ____ Hale experiences a transformation more remarkable than that of any other character.
8. Betty faked her illness ____ then, she abruptly woke up to chant.
9. Although Hale recognizes the evil of the witch trials ____ his response is not defiance but surrender.
10. At the time of its first performance ____ in January of 1953 ____ critics and cast alike perceived *The Crucible* as a direct attack on McCarthyism ____ he was called in for questioning.
11. Some cooperated _____ others, like Miller, refused to give in to questioning.
12. The general outline of events in *The Crucible* corresponds to what happened in Salem of 1692 ____ but Miller's characters are often composites.
13. *The Crucible* is best read outside its historical context—not as a perfect allegory for anti-Communism ____ or as a faithful account of the Salem trials ____ but as a powerful and timeless depiction intolerance and hysteria ____ they can both intersect and tear a community apart

Grammar Boot Camp: Subject-Verb Agreement #1

Rule #1: Two singular subjects connected by or, either/or, or neither/nor require a singular verb.

Examples:

- My aunt or my uncle is arriving by train today.
- Neither Juan nor Carmen is available.
- Either Kiana or Casey is helping today with stage decorations.

Rule #2: The verb in an or, either/or, or neither/nor sentence **agrees** with the noun or pronoun closest to it.

Examples:

- Neither the plates nor the servicing bowl goes on that shelf.
- Neither the servicing bowl nor the plates go on that shelf.

This rule can lead to bumps in the road. For example, if I is one of two (or more) subjects, it could lead to this odd sentence:

Awkward, but correct: Neither she, my friends, nor I am going to the festival.

If possible, it's best to reword such grammatically correct but awkward sentences.

Better: _____ Neither she, I, nor my friends are going to the festival.

OR She, my friends, and I are not going to the festival.

Directions: Underline the correct verb in the parentheses.

1. Almost everybody (has / have) some difficulty with writing.
2. Neither the chipmunk nor the squirrels (is / are) bothering us.
3. Both of us (is / are) voting in the next election.
4. Milo, Phoebe, and I (was / were) offering our help.
5. Neither of you (jump / jumps) to conclusions.
6. Some say the Indians (has / have) been treated unfairly.
7. There (was / were) only two choices on the menu.
8. Rudy as well as his cat (like / likes) milk.
9. He (is / are) my boss and friend.
10. Sunbathing (is / are) my favorite form of exercise.
11. The world (change, changes) so rapidly that we can hardly keep up.
12. People who (live, lives) in poverty often do not even have television or newspapers.
13. Traditionally, college students (has, have) been very active in politics.
14. There (is, are) both men and women at the meeting.
15. Each of you (has, have) an equal chance to make good grades.
16. Sitting on the sofa (was, were) two students from Thailand.
17. Either the workers or the manager (is, are) coming to the conference.

Writing Boot Camp → Active Vs. Passive Voice

***Especially when writing about literature, it is best to write in active voice.**

Active Voice: the subject does the action of the verb (subject + verb + object)

Ex: *Abigail stole money.*

Passive Voice: the subject receives the action of the verb (subject + verb *by* object)

Ex: *The money **was stolen** by Abigail.*

DIRECTIONS: Write “A” in the blank if the sentence is active, or “P” if it is passive.

Ex: P The hamburgers were cooked by John.

1. _____ Marilyn mailed the letters.
2. _____ Javia ate five hamburgers yesterday.
3. _____ The letters were written by Susan.
4. _____ The unsuspecting mouse was stalked by the fierce kitten.
5. _____ The cat was slowly and carefully following its prey.

Change to Active Voice! *Examples below:*

Passive Voice (WEAK SAUCE!)	Active (MUCH STRONGER!)
The book had already been read by the class.	The class had already read the book.
The experiments were being performed in secret.	Scientists were performing the experiments in secret.

6. Passive: The decision was announced by the court in the late evening.
Active:

7. Passive: Their dinner was prepared by Rebecca Nurse before she got accused.
Active:

8. Passive: Mr. Jacobs had his land taken by Mr. Putnam.
Active:

9. Passive: The cows were not cared for during the trials and many roamed aimlessly.
Active:

10. Passive: Elizabeth Proctor’s poppet was made by Mary Warren.
Active:

On Whether or Not to Come to the Aid of a Fellow Cardinal:

Directions: The following scenario describes a problem. Read the scenario and consider the possible options.

THE SCENARIO:

It's the first month of school, and all is calm at Lawndale High School. Students walk quickly to class and pick up after themselves following lunch. All is well, until one horrible day—the cafeteria become vandalized. There is graffiti on the walls, personal items were stolen, destroyed, or scattered down the halls, and windows are broken. Blue and Gold spray paint has been used in a massive display of graffiti, which extends from one end of the wall to the other.

The new - and already popular - kid on campus, Arthur Miller, is quietly believed to have been the culprit. Although many students quietly suspect him, no one wants to get on his wrong side since he is popular and is intimidating kid; in fact, he already threatened a few students on campus. Regardless, circumstantial evidence seems to show that a very unpopular boy, Nathaniel Hawthorne, was the culprit. In his gym locker, they found spray paint. Since the damage to the school is assessed at over \$2,000, the administrators and the police are naturally anxious to apprehend the criminal, and Hawthorne is arrested almost immediately and brought in for interrogation.

Over the next two days, things really heat up. The newspapers and media outlets blow up the story. Hawthorne, who had previously been up for full-ride scholarships to UCSB, UCLA, and UCSD, is suddenly suspended from school pending his trial. His family is told he will not graduate unless he confesses, and that, if he does confess, he will have to work all summer to pay for the damage and have a felony on his record. His letters of recommendation from Lawndale staff will be rescinded, but at least, he will be able to graduate. The police present Hawthorne the evidence against him. There are even eyewitness accounts from students who say they saw him do it, and no one else had their fingerprints inside his gym locker. If he confesses, he will still graduate. If he maintains his innocence, and they find him guilty, he will be expelled and still be responsible for the damages.

YOU actually know the truth. You were just passing by Lawndale on your job delivering pizzas that fatal Friday night, and you just happened to have an urge to take a selfie in your uniform with Miller in the background holding spray cans.

What should Hawthorne do? Why might he have mixed feelings? What motivations does he have to report a false confession?

What would **you** do?

POSSIBLE SOLUTIONS:

1. Keep quiet. Senior portraits are coming up and Miller is a lot bigger than you are.
2. Call in an anonymous tip or send the photo anonymously and hope they follow it up.
3. Have your parents set up a secret meeting with the authorities, and once you're secretly and safely at the meeting, agree to sign a secret affidavit, but refuse to testify in public trial.
4. Publicly defend Irwin.

Rankings: For each of the following questions, write the number of all four possible solutions ranked in order from most to least of what you would do. Then explain your reasoning.

Most Likely _____
Second Most Likely _____
Next _____
Least Likely _____

Why? _____

1. Which of the solutions is the most sensible?

2. Which of the solutions is the easiest?

3. Which of the solutions is the most ethical, or morally right?

4. Which of the solutions do you think the average "Joe America" teenager is most likely to try?

➤ 5.) Which of the solutions requires the most courage?

Witchcraft in Puritan New England

Directions: As you read the following article, answer the guiding questions.

In 1650, when the Puritans left England and set off to seek religious freedom in America, the fear of witchcraft was very real. For thousands of years, Satan was blamed for any and all oddities or mysteries in life; anyone who was in opposition to the concepts or ideas of Christianity was said to be connected to Satan and his evil work, and therefore considered a **heretic**.

1. Based on the context clues, what does *heretic* most likely mean?

2. Why did the Puritans leave England?

Under the duress of extreme torture, many of the accused heretics “confessed” to flying on poles, practicing magic, engaging in sexual misconduct, and seeing Satan in various forms. In 1487, the *Malleus Maleficarum* (Hammer of Witches) was published, and quickly became the official text for the detection and persecution of witches. The *Malleus Maleficarum* told tales of women (the weaker and less intellectual beings, according to the text) who, under the influence of the Devil, had sexual intercourse with demons, killed babies, destroyed crops, and caused general mayhem. Witches were blamed for unexpected deaths, natural disasters, sterility, sick livestock, and even strange weather. Also within the text were methods for

3. Why did the author choose to put “confessed” in quotation marks?

prosecuting a witch, including stripping the accused and inspecting the body for signs such as unusual birthmarks (believed to be the Devil’s mark). When the *Malleus Maleficarum* was written, the idea of witchcraft was not popularly accepted, but the text quickly convinced many of the threat and danger of witches.

4. Underline some of the things witches were blamed for.

Between 1500 and 1650, approximately 70,000 accused witches were executed throughout Europe—approximately eighty percent of whom were women. Those who were accused were usually social outcasts, elderly women, single mothers, widows, the disabled, the poor, husbands of the accused, and those who publicly denied the existence of witches. The most prevalent times these “witch-hunts” occurred throughout history were times of political and social strife. People wanted someone to blame for their misfortune, and would literally hunt down their **scapegoats**.

5. Underline the types of women who were generally accused of witchcraft. Why do you think these women were targeted?

6. Based on the context clues, what does the word *scapegoat* most likely mean?

The accused were guilty until proven innocent. The courts of New England recognized two forms of evidence of witchcraft: either an eyewitness account or a

confession. Since very few confessed of their own will, torture was used to coerce a confession. The accused was jailed, then subjected to several forms of torture to elicit a confession.

Some of the torture devices included:

- **Strappado**— The accused was bound and hung by her arms, which were tied behind her back. Weights were often hung from her feet to increase the pain, and usually caused her arms to break at her shoulders.

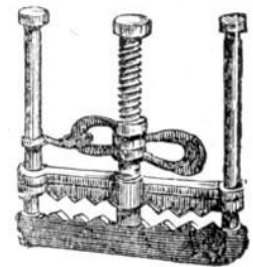
- **Swimming**—It was believed that a witch would not sink in water. The accused was tied up and thrown into a lake or pond; a witch would float, and the innocent would sink. Many drowned as a result.

- **Ordeal by Fire**—The defendant was forced to carry or walk on hot coals. The burns were wrapped and treated. After three days, upon examination of the wounds, if there was an open sore, the defendant was found guilty.

- **Ordeal by Water**—The defendant was forced to repeatedly place her arm in a pot of boiling water. Again, if there was still evidence of the burn after three days, she was found guilty of being a witch.

- **Thumbscrews**—The accused's thumbs were placed in a vice and crushed incrementally to extract a confession.

- **Pricking**—Since it was a widely held belief that witches did not bleed, those who were accused were subjected to hundreds of pin pricks or cuts, as the court diligently looked for the absence of blood.



- **The Rack**—The accused was laid on a large board of wood with her hands and feet tied. As the accusers tried to extract a confession, her arms and ankles were pulled in opposite directions, often resulting in dislocation of the limbs.

Under these various forms of torture, many falsely confessed to practicing witchcraft.

7.) Which forms of torture seems the most shocking or ridiculous? Which ones do you think would be impossible endure, leading to a false confession?

Excerpt from **“How to Spot a Witch”**

by Adam Goodheart

1. Devil's Marks and Witches' Teats According to many witch-hunting guides, it is best to start your examination by shaving the suspect's body and examining it for devil's marks. These are the spots where Satan brands his followers to seal their pact with him. An English jurist in 1630 described them as "sometimes like a blew spot, or a red spot, like a Fleabiting." One problem: In the vermin-ridden 17th century, such blemishes were hardly uncommon. So the witch hunters devised an ingenious solution. The Devil, they reasoned, would not allow anything of his to be harmed. Therefore, they pricked any suspicious marks with a long silver pin. If the spot didn't bleed or was insensitive to pain, the suspect was a witch. English experts believed witches often had extra nipples that they used to suckle demons. Matthew Hopkins, a witch hunter under Oliver Cromwell, exposed one woman as a witch when she was "found to have three teats about her, which honest women have not."

2. The Swimming Test If the hunt for teats and devil's marks proves inconclusive, you may have to resort to a popular folk method, the "swimming test." First, sprinkle the suspect with holy water. Tie his right thumb to his left big toe, and his left thumb to his right big toe. Fasten a rope around his waist. Then toss him into a pond or river. If he floats, he's a witch. If he sinks, haul him back in if he survives and set him free. The theoretical basis for this is simple, explained James VI of Scotland in 1597: "The water shall refuse to receive in her bosom those who have shaken off the sacred water of baptism."

Other popular tests include weighing the suspect against a very heavy Bible and asking her to recite the Lord's Prayer without

making a mistake. (In 1663, a defendant was convicted after repeatedly failing to do better than "Lead us into temptation" or "Lead us not into no temptation.") When you suspect a witch has murdered someone, ask her to lay her hands on the victim's body. If she is guilty, the corpse will start to bleed.

3. Nabbing the Elusive Imp One of the most devious ways to foil witches is to catch them with their familiars, the imps in animal form who do their nefarious [wicked] bidding. Many witch hunters believed the imps could not go for more than 24 hours without being suckled by their master or mistress. Therefore, when you have a suspect in prison, drill a peephole in the cell door and keep a close watch. If you see a rat, mouse or beetle in the cell, you've nabbed an imp. Beware of even the most improbable animals. In 1645, an Englishman named John Bysack confessed that for the last 20 years, he had regularly suckled imps in the form of snails.

4. Asking the Right Questions Even stubborn suspects will often collapse under skillful interrogation. Europe's most successful witch hunters were expert at framing questions of the when-did-you-stop-beating-your-wife sort. The justices of Colmar in Alsace used to lead off with "How long have you been a witch?" before moving on to more specific inquiries such as "What plagues of vermin and caterpillars have you created?"

WARNING:

According to the *Molleus Maleficarum* (Hammer of Witches), a comprehensive witch-hunting guide published in 1486, judges at witchcraft trials should take precautions against being bewitched by the accused. Always wear protection: A wax medallion containing a bit of salt blessed on Palm Sunday, worn round the neck, will defend you from Satan's wiles [tricks]. Otherwise, you yourself could end up on the wrong end of a witch hunt.



The Crucible –



Notes

<p>Puritanism</p> <ul style="list-style-type: none"> • _____ that originated in England during the early _____ • Believed in _____, salvation is predetermined • Many Puritans _____ to the American colonies • Their _____ flourished in the new world
<p>Salem Witch Trials</p> <ul style="list-style-type: none"> • more than _____ people were _____ • 27 people had been convicted, _____ hanged, and 1 pressed to death
<p>McCarthyism</p> <ul style="list-style-type: none"> • a period of _____ in the United States during the _____ • Senator Joseph McCarthy claimed that _____ had infiltrated the Department of State • People became the subjects of aggressive “witch hunts” for <u>communists</u> often based on questionable evidence • Inspired _____ to write _____

Vocabulary:

Perpetrator - someone who has committed a crime — or at done some type of wrong doing

Bystander - a person who is present at an event or incident but does not take part

Victim - a person tricked, harmed, injured, or killed

Manipulation - skillful handling, controlling or using of something or someone

Loquacious - tending to talk a great deal, talkative.

The Story

The setting is **Puritan Salem, Massachusetts, 1692**. Due to the nature of graceless Puritan religion, sins and other unfortunate circumstances were blamed on mythical witches, so one wouldn't appear as though they were receiving God's judgment for a sin they had committed. A sudden burst of accusations occurred in Salem 1692 for multiple reasons: **money, land, selfish love, vengeance, and simple blame-shifting**. Many are on trial and damned to be executed if they denied witchery. Will the town be able to oust the real witches, or will more innocent blood be spilled?

Excerpts from “Half-hanged Mary” by Margaret Atwood

(Mary Webster was accused of witchcraft in the 1680's in a Puritan town in Massachusetts and hanged from a tree - where, according to one of the several surviving accounts, she was left all night. When she was cut down she was still alive, since she lived for another fourteen years.)

<p>7pm Rumour was loose in the air hunting for some neck to land on. I didn't feel the smashed flesh closing over it like water over a thrown stone. I was hanged for living alone for having blue eyes and a sunburned skin, tattered skirts, few buttons, a weedy farm in my own name, and a surefire cure for warts; Oh yes, and breasts, and a sweet pear hidden in my body. Whenever there's talk of demons these come in handy.</p>	<p>1. What types of people were vulnerable to these kinds of charges during this period?</p>
<p>8pm Up I go like a windfall in reverse, a blackend apple stuck back onto the tree. Trussed hands, rag in my mouth, a flag raised to salute the moon, old bone-faced goddess, old original, who once took blood in return for food. The men of the town stalk homeward, excited by their show of hate, their own evil turned inside out like a glove, and me wearing it.</p>	<p>2. What images does a blackened apple bring to mind? Why does Mary use this metaphor to describe her situation?</p>
<p>12 midnight My throat is taut against the rope choking off words and air; I'm reduced to knotted muscle. Death sits on my shoulder like a crow waiting for my squeezed beet of a heart to burst so he can eat my eyes or like a judge muttering about sluts and punishment and licking his lips or like a dark angel insidious in his glossy feathers whispering to me to be easy on myself. To become a martyr in reverse, or food, or trash. To give up my own words for myself, my own refusals.</p>	<p>3. How and why is death <u>personified</u>?</p> <p>4. Why is Death telling her to “be easy” on herself? What does he want her to do?</p> <p>5. What is a “martyr in reverse?”</p>

<p>3am birds night birds yell inside my ears like stabbed hearts my heart stutters in my fluttering cloth body I dangle with strength going out of me the wind seethes in my body tattering the words I clench my fists hold No talisman or silver disc my lungs flail as if drowning I call on you as witness I did no crime I was born I have borne I bear I will be born this is a crime I will not acknowledge leaves and wind hold onto me I will not give in</p>	<p>7. Read the stanza, stopping as little as possible in on continuous stream. Why does the author avoid punctuation in this stanza? How might it impact her pace and tone?</p>
<p>8am When they came to harvest my corpse (open your mouth, close your eyes) cut my body from the rope, surprise, surprise: I was still alive. Tough luck, folks, I know the law: you can't execute me twice for the same thing. How nice. I fell to the clover, breathed it in, and bared my teeth at them in a filthy grin. You can imagine how that went over. Now I only need to look out at them through my sky-blue eyes. They see their own ill will staring then in the forehead and turn tail Before, I was not a witch. But now I am one.</p> <p>Later. I skitter over the paths and fields, mumbling to myself like crazy, mouth full of juicy adjectives and purple berries. The townsfolk dive headfirst into the bushes to get out of my way. Having been hanged for something I never said, I can now say anything I can say. I speak in tongues, my audience is owls. My audience is God, because who the hell else could understand me? The words boil out of me, coil after coil of sinuous possibility. The cosmos unravels from my mouth, all fullness, all vacancy.</p>	<p>How is Mary's tone different in this stanza compared to the previous ones? What words/phrases create that tone?</p> <p>LATER</p> <ol style="list-style-type: none"> 1. How is Mary transformed or "reborn" As a result of her experience? 2. Do you think this is a positive or negative transformation? Why?

The Crucible
Act I – Introduction

Salem, Massachusetts 1692

<i>Setting</i>	<i>Implications</i>
<p>“[Reverend Parris]’s stood in the ‘town’ –but we today would hardly call it a village”.</p>	<p>What are the different connotations associated with a <i>town</i> vs. a <i>village</i>? Which is Salem closer to resembling? How might that impact citizen dynamics?</p>
<p>“No one can really know what their lives were like. They had no novelists –and would not have permitted anyone to read a novel if one were handy. Their creed forbade anything resembling a theatre or “vain enjoyment”. They did not celebrate Christmas, and a holiday from work meant only that they must concentrate even more upon prayer.”</p>	
	<p>What type of environment is Salem at this time? How might this setting serve those with a rebellious nature?</p>

Character Tracker – Act I

Character	Description	Actions	Motivation / Inference
Reverend Parris			
Betty Parris			
Abigail Williams			
Tituba			
Mr. (Thomas) Putnam			
Mrs. (Ann) Putnam			
Mary Warren			

COMPLETE THIS CHARACTER TRACKER IN YOUR NOTEBOOK WHERE YOU HAVE MORE ROOM!

The Crucible: ACT 1

OBJECTIVE: SWBAT recognize and analyze indirect characterization and make inferences.

indirect characterization: learning about the character through the character's actions, dialogue, or things other characters say

Characterization Question	Answer / Evidence	Character Inference
1. What is Reverend Parris's relationship with the community?		
2. What are Abigail's circumstances that led her to reside with her uncle?		
3. What relationship exists between Abigail and Proctor?		
4. What is Rebecca Nurse's reaction to Betty's illness?		

Quick Plot Recall Act I

5. Before the opening of the play, Reverend Parris caught Abigail and Betty _____.
 - A. dancing in the forest
 - B. picnicking in the forest
 - C. sleeping in church
 - D. reading books

6. Giles Corey tells Hale that he is distraught and confused because he cannot _____.
 - A. sleep while his wife prays
 - B. read while his wife sews
 - C. concentrate while his wife sings
 - D. pray while his wife reads

7. Despite their bickering, what do Mr. Putnam and Reverend Parris have in common in Act I?
 - A. They both are highly respected men in the community.
 - B. They both believe they have sick, bewitched, or afflicted children.
 - C. They both own large areas land.
 - D. They are both widowers.

Directions: Use the character quotes from Act I to make inferences about the character. Make sure to include the character who said it, who they were speaking to, the context, and the inferences made.

Character Quotes	Indirect Characterization Analysis (character, audience, context, analysis)
8. "Let either of you breathe a word, or the edge of a word, about the other things, and I will come to you in the black of some terrible night and I will bring a pointy reckoning that will shudder you."	
9. "We've got to tell. Witchery's a hangin' error [...] You'll only be whipped for dancin'."	
10. "But I will cut off my hand before I'll ever reach for you again."	
11. "You will confess yourself or I will take you out and whip you to your death, Tituba!"	
12. "I have trouble enough without I come five mile to hear him preach only hellfire and bloody damnation. Take it to heart, Mr. Parris. There are many others who stay away from church these days because you hardly ever mention God any more."	
13. "We cannot look to superstition in this. The Devil is precise; the marks of his presence are definite as stone, and I must tell you all that I shall not proceed unless you are prepared to believe me if I should find no bruise of hell upon her."	