

Applied Practice

The Crucible

Essential ELA

RESOURCE GUIDE

By Arthur Miller

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READING PRACTICES

Practice 1

Read the selection from Act One of *The Crucible* which begins with the opening stage directions (“Reverend Parris is praying now . . .”) and ends at the end of the narrative description of Thomas Putnam (“ . . . But we’ll speak of that when we come to it”) and choose the best answer to each of the following questions.

- | | |
|---|---|
| <p>1. Which of the following events initiates the tension that is the main conflict in this selection?</p> <ul style="list-style-type: none">A. Abigail is dismissed by Goody Proctor.B. Parris catches the girls dancing in the forest.C. Susanna brings news from Dr. Griggs.D. Goody Putnam reveals her daughter’s illness. | <p>2. In the opening stage directions, the slave sense attributed to Tituba most likely refers to her</p> <ul style="list-style-type: none">A. supernatural ability to see the futureB. keen insight into the secrets of othersC. instincts as a person in a subordinate positionD. irrational fear that she will be unfairly blamed <p>3. Susanna’s statement that Dr. Griggs has suggested that Parris should “look to unnatural things for the cause of it” suggests that —</p> <ul style="list-style-type: none">A. even educated people in this society believe in witchcraftB. Dr. Griggs is likely one of the people who oppose ParrisC. medical knowledge at this time was considerably advancedD. Susanna intends to cause trouble for Betty and Abigail |
|---|---|

4. Read the following dictionary entry.

blink (blɪŋk) v. –intr. 1. to squint. 2. to be dismayed. –tr. 3. to send a signal. 4. to disregard.

Which definition best matches the meaning of the word *blink* as it is used in Parris’s statement “I cannot blink what I saw”?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

Questions 13 – 17 refer to the following timeline. Read the timeline carefully and answer the following questions.

Timeline of Salem Witch Trials

1629: Salem is settled.

1641: English law makes witchcraft a capital crime.

1688: Following an argument with laundress Goody Glover, Martha Goodwin, 13, begins exhibiting bizarre behavior. Days later, her younger brother and two sisters exhibit similar behavior. Glover is arrested and tried for bewitching the Goodwin children.

January 20, 1692: Eleven-year-old Abigail Williams and nine-year-old Elizabeth Parris begin behaving much as the Goodwin children acted four years earlier. Soon Ann Putnam Jr. and other Salem girls begin acting similarly.

Mid-February, 1692: Doctor Griggs, who attends to the “afflicted” girls, suggests that witchcraft may be the cause of their strange behavior.

February 25, 1692: Tituba, at the request of neighbor Mary Sibley, bakes a “witch cake” and feeds it to a dog. According to an English folk remedy, feeding a dog this kind of cake, which contained the urine of the afflicted, would counteract the spell put on Elizabeth and Abigail. The reason the cake is fed to a dog is that the dog is believed to be a “familiar” of the Devil.

February 29, 1692: Arrest warrants are issued for Tituba, Sarah Good, and Sarah Osborne.

March 11, 1692: Ann Putnam, Jr., shows symptoms of affliction by witchcraft. Mercy Lewis, Mary Walcott, and Mary Warren later allege affliction as well.

March 12, 1692: Ann Putnam, Jr., accuses Martha Corey of witchcraft.

March 19, 1692: Abigail Williams denounces Rebecca Nurse as a witch.

March 21, 1692: Magistrates Hathorne and Corwin examine Martha Corey.

March 23, 1692: Salem Marshal Deputy Samuel Brabrook arrests four-year-old Dorcas Good.

March 24, 1692: Corwin and Hathorne examine Rebecca Nurse.

March 28, 1692: Elizabeth Proctor is accused of witchcraft.

April 3, 1692: Sarah Cloyce, after defending her sister, Rebecca Nurse, is accused of witchcraft.

Continued...

Timeline of Salem Witch Trials... con't

April 11, 1692: Hathorne and Corwin examine Sarah Cloyce and Elizabeth Proctor. On the same day Elizabeth's husband, John, who protested the examination of his wife, becomes the first man accused of witchcraft and is incarcerated.

Early April, 1692: The Proctors' servant and accuser, Mary Warren, admits lying and accuses the other accusing girls of lying.

June 10, 1692: Bridget Bishop is hanged at Gallows Hill.

June 15, 1692: Cotton Mather writes a letter requesting the court not use spectral evidence as a standard and urging that the trials be speedy.

July 19, 1692: Rebecca Nurse, Susannah Martin, Elizabeth Howe, Sarah Good, and Sarah Wildes are hanged at Gallows Hill.

August 19, 1692: George Jacobs, Sr., Martha Carrier, George Burroughs, John Willard, and John Proctor are hanged on Gallows Hill. Elizabeth Proctor is not hanged because she is pregnant.

September 19, 1692: Sheriffs administer "Peine Forte Et Dure" (pressing) to Giles Corey after he refuses to enter a plea to the charges of witchcraft against him. After two days under the weight, Corey dies.

January 14, 1697: The General Court orders a day of fasting and soul-searching for the tragedy at Salem.

1697: Minister Samuel Parris is ousted as minister in Salem and replaced by Joseph Green.

1957: Massachusetts formally apologizes for the events of 1692.

13. Most of the activity on the timeline took place during which year?

- A. 1629
- B. 1692
- C. 1957
- D. 2006

14. Who is the first person who was hanged for witchcraft according to this timeline?

- A. Elizabeth Proctor
- B. John Proctor
- C. Tituba
- D. Bridget Bishop

15. If the event that occurred on January 20, 1692, had not happened, the events of which of the following dates would most likely have been different?

- A. March 19, 1692
- B. March 23, 1692
- C. June 15, 1692
- D. January 14, 1697

SELECTION 2

Questions 1 – 10 refer to the following essay written on different ways people can honor the victims of the Salem witch hunt. The author has asked you to read and comment on the essay. Carefully read the essay and look for any revisions that need to be made and answer the questions that follow.

Remembering the Victims

(1) The old cliché that truth is stranger than fiction is certainly borne out by Arthur Miller’s *The Crucible*. (2) It is difficult to imagine that the events Miller presents in his play are based very closely on actual occurrences in Salem Massachusetts. (3) During the witch hysteria of 1692, nineteen convicted witches were executed, one man was crushed to death, at least four accused witches died in prison, and the lives of many others have been changed forever. (4) Arthur Miller clearly considered this shameful episode in American history to be important, especially as the episode was disturbingly paralleled in the “witch hunts” of the McCarthy hearings during the 1950s. (5) Like other innocent victims of atrocities, the Americans who were killed deserve to be remembered.

(6) Today, visitors to Salem have several opportunities to pay tribute to those who were victims of the infamous Salem witch trials. (7) In particular, two memorials encourage reflection on the tragedies of that period. (8) Both memorials were dedicated in 1992, the tercentenary, or three-hundred-year anniversary, of the trials. (9) The first of these is the award-winning memorial dedicated by Nobel Laureate and Holocaust survivor Elie Wiesel. (10) Its designers desired to create a contemplative environment in which visitors could remember those who chose to die rather than compromise their integrity and falsely confess to witchcraft. (11) The memorial is filled with symbolism. (12) A grassy lawn is surrounded by weathered stones, and in the middle of the lawn stands six black locust trees, the kind used to hang those guilty of witchcraft in 1692. (13) The “witches,” of course, were denied a Christian burial in the cemetery. (14) The lawn slopes down to the cemetery; where the silent headstones are reminiscent of the people of Salem who stood by silently while their neighbors were executed. (15) Around the wall, cantilevered stones jut out, or “hang,” to form benches, each of which is inscribed with the name of one of the victims and his or her execution date. (16) Visitors can sit on these benches, contemplate the strength of those memorialized there, and hope that such mindless intolerance will not be allowed to surface again.

(17) A second memorial is located in the nearby town of Danvers, formerly Salem Village. (18) This memorial is located across the street from the sight of the Salem Village Meeting House, where many of the witch trials took place. (19) Like the Salem memorial, the Salem Village Witchcraft Victims’ Memorial was dedicated in 1992, and its stated purpose is to serve as a reminder that intolerance must be confronted with integrity and courage. (20) A

3. What is the most effective way to combine sentences 23-25?
- A. On top of the box is an open book, and since this book is also carved of granite, it is inscribed “The Book of Life.”
 - B. On top of the box is an open book, it is also carved of granite, and it is inscribed “The Book of Life.”
 - C. On top of the box is an open book, also carved of granite, which is inscribed “The Book of Life.”
 - D. On top of the box is an open book; the book is also carved of granite and is inscribed “The Book of Life.”
4. The detail highlighted in the box below needs to be added to the third paragraph (sentences 17-29).

The message is that the weight of truth has smashed through the imprisoning chain. of falsehood.

Where is the most logical place to insert this sentence?

- A. After sentence 20
- B. After sentence 22
- C. After sentence 27
- D. At the end of the paragraph

Look carefully for any mistakes made in the essay, then answer the questions that follow.

5. What change, if any, should be made in sentence 2?
- A. Change **occurrences** to **occurences**
 - B. Insert a comma after **Salem**
 - C. Change **play** to **Play**
 - D. No change should be made in this sentence.
6. What change should be made in sentence 3?
- A. Change **have been changed** to **were changed**
 - B. Change **lives** to **live’s**
 - C. Insert a comma after **changed**
 - D. Delete the comma after **1692**

PROMPT 7

Some students in your school have suggested establishing an “honor code” that would make a person who knew about some unethical behavior such as cheating, and did not report it, just as guilty as the person who acted unethically. Write a letter to your school’s principal in which you express your opinion about establishing such a system. Convince the principal of your position through the use of specific reasons and examples.