The Crucible by Arthur Miller

Name:               Date:               

Introduction       
Worksheet One       
This worksheet accompanies slide 3 of The Crucible – Introduction.ppt

Author information
Which significant events in Arthur Miller’s life happened at these times?

1915: ____________________________________________________________

1934–38: _________________________________________________________

1940: ___________________________________________________________

1947–49: _________________________________________________________

1953: ___________________________________________________________

1956: ___________________________________________________________

1961: ___________________________________________________________

1962: ___________________________________________________________

1963–2005: _____________________________________________________
**McCarthyism**
Which of these are similarities between McCarthyism and the Salem witch-hunts? Circle either ‘T’ or ‘F’ in each case.

<table>
<thead>
<tr>
<th>Statement</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both were accompanied by a general atmosphere of paranoia and persecution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both were strongly influenced by Puritanism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both left many innocent victims in their wakes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People from all walks of life were affected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women suffered more than men in both cases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both came about because of the belief that there was a dangerous element that threatened the security of the country/community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roughly half of the people accused in both cases were acquitted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both involved mass hysteria.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Puritan moral code
Below are some of the rules that the Puritans followed. What would the consequences of such a strict moral code be, especially to teenage girls? Match up the rules to their possible consequences.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swearing, gambling and drinking in excess are forbidden and punishable.</td>
<td>Boredom, frustration if you need to do something</td>
</tr>
<tr>
<td>Plain clothes must be worn.</td>
<td>Lack of sense of personal identity</td>
</tr>
<tr>
<td>Theatres and other types of entertainment are banned.</td>
<td>Self-consciousness, no form of self-expression</td>
</tr>
<tr>
<td>Wigs, jewellery, decoration and make-up are not allowed.</td>
<td>Boredom, no artistic expression</td>
</tr>
<tr>
<td>Sunday is a day of rest with no sport or work allowed.</td>
<td>No form of release/change from everyday routine</td>
</tr>
</tbody>
</table>
The Crucible by Arthur Miller

Act One
Worksheet Four
This worksheet accompanies slide 2 of The Crucible – Act One.ppt

Plot summary exercise
Fill in the gaps in the summary below using the words listed.

Reverend Samuel __________ is praying at his daughter’s bedside. The doctor suspects that the cause of her illness may be __________. His niece, __________ Williams, tells him about rumours of __________ that are circulating in Salem. Parris challenges Abigail about finding her __________ in the woods. She tells him it was only a game. Thomas and Ann __________ arrive, whose daughter Ruth is ill too. Mrs Putnam talks of her seven __________ who died. She suspects that they were murdered by a __________.
Parris goes to talk to the townspeople. __________ and Abigail, left alone, try to wake __________ up.
Mary __________ arrives, and Abigail warns her not to talk about what they did in the woods. Suddenly, Betty wakes up. John __________ arrives and sends Mary home. Mercy leaves, and Abigail and John are alone. Abigail __________ with John and reminds him of their __________. He tells her it is over. Betty starts to __________ and the others rush back in. __________ quietens her down. Proctor and __________ quarrel. As he and Giles __________ leave, Putnam threatens Giles. Reverend John __________ arrives and discusses whether the children are possessed. When he begins to question __________ she accuses __________, a black slave. The act ends with Tituba and the girls opening themselves to God.

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Setting the scene
Sketch the layout of the stage below. Include the door, window, chair, table, bed, chest and candle.
The characters
How is each character described physically?

Abigail Williams: __________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thomas Putnam: ___________________________________________________________
________________________________________________________________________
________________________________________________________________________

Mary Warren: ______________________________________________________________
________________________________________________________________________
________________________________________________________________________

John Proctor: ______________________________________________________________
________________________________________________________________________
________________________________________________________________________

Rev. John Hale: _____________________________________________________________
________________________________________________________________________
________________________________________________________________________

Rebecca Nurse: ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
Worksheet Seven
This worksheet accompanies slides 10 and 11 of The Crucible – Act One.ppt

**Parris**
Fill in this character study for Parris.

<table>
<thead>
<tr>
<th>Full name: John Parris/Tituba Parris/Samuel Parris</th>
<th>Age: 17/Forties/Fifties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation: Minister/Exorcist/Farmer</td>
<td></td>
</tr>
<tr>
<td>Relatives: Tituba (wife) and Betty (daughter)/Betty (daughter) and Abigail (niece)/Tituba (wife) and Abigail (sister)</td>
<td></td>
</tr>
<tr>
<td>Personality: Generous/Mercenary/Extravagant</td>
<td>Selfish/Caring/Innocent</td>
</tr>
</tbody>
</table>

_______________________________

Quotation(s): ___ __________________________________________________  
_______________________________

_______________________________

_______________________________

**Tituba**
Fill in this character study for Tituba.

<table>
<thead>
<tr>
<th>Full name: Tituba Williams/Tituba Parris/Not told</th>
<th>Age: 18/Forties/Sixties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation: Slave/Wife and mother/Maid</td>
<td></td>
</tr>
<tr>
<td>Relatives: Not known/Betty (daughter)/Parris (husband)</td>
<td></td>
</tr>
<tr>
<td>Personality: Cunning/Intelligent/Caring</td>
<td>Strong-willed/Scared/Responsible</td>
</tr>
</tbody>
</table>

_______________________________

Quotation(s): ________________________________  
_______________________________

_______________________________
Abigail
Fill in this character study for Abigail.

Full name: Abigail Williams/Abigail Parris/Abigail Proctor
Age: 14/17/Thirties
Occupation: Maid/Wife and mother/None
Relatives: Betty (cousin) and Parris (uncle)/Betty (daughter) and Parris (father)/Betty (sister) and Parris (father)
Personality: Cunning/Innocent/Caring/Gentle/Bullying/Slow

Quotation(s): ____________________________
______________________________
______________________________

Rebecca
Fill in this character study for Rebecca.

Full name: Rebecca Corey/Rebecca Putnam/Rebecca Nurse
Age: 16/Thirties/72
Occupation: None/Prostitute/Maid
Relatives: Francis (husband)/Ruth (daughter) and John (husband)/Giles (husband)
Personality: Arrogant/Wise/Innocent/Gentle/Unkind/Mercenary

Quotation(s): ____________________________
______________________________
______________________________
# Hale

Fill in this character study for Hale.

<table>
<thead>
<tr>
<th><strong>Full name:</strong></th>
<th>Giles Hale/John Hale/Samuel Hale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age:</strong></td>
<td>Nearing forty/Twenties/Nearing sixty</td>
</tr>
<tr>
<td><strong>Occupation:</strong></td>
<td>Farmer/Judge/Minister</td>
</tr>
<tr>
<td><strong>Relatives:</strong></td>
<td>Two daughters/Mary (wife)/Ruth (daughter) and Ann (wife)</td>
</tr>
<tr>
<td><strong>Personality:</strong></td>
<td>Withdrawn/Gentle/Learned</td>
</tr>
<tr>
<td></td>
<td>Professional/Scared/Greedy</td>
</tr>
</tbody>
</table>

Quotation(s):

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Abigail and John Proctor
Read the exchange between Abigail and Proctor that begins 'Gah! I’d almost forgot how strong you are, John Proctor!' and finishes 'John, pity me, pity me!'

What do we learn about Abigail? ________________________
___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Find two quotations that define her character: __________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What do we learn about Proctor? _____________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________

Find two quotations that define his character: _________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Power (Act One)
Put these characters in order of who has the most power in Act One by writing the numbers 1-7 next to their names below.

___ Elizabeth Proctor
___ John Proctor
___ Reverend Samuel Parris
___ Tituba
___ Abigail Williams
___ Thomas Putnam
___ Mary Warren

Power (Act Three)
Put these characters in order of who has the most power in Act Three by writing the numbers 1-7 next to their names below.

___ Elizabeth Proctor
___ John Proctor
___ Reverend Samuel Parris
___ Tituba
___ Abigail Williams
___ Thomas Putnam
___ Mary Warren
**Quotations**

Match up the characters with their quotations below.

<table>
<thead>
<tr>
<th>Character</th>
<th>Quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail</td>
<td>‘There is prodigious danger in the seeking of loose spirits. I fear it, I fear it.’</td>
</tr>
<tr>
<td>Proctor</td>
<td>‘This society will not be a bag to swing around your head, Mr Putnam.’</td>
</tr>
<tr>
<td>Parris</td>
<td>‘I look for John Proctor that took me from my sleep and put knowledge in my heart!’</td>
</tr>
<tr>
<td>Giles Corey</td>
<td>‘I never done none of it, Abby. I only looked!’</td>
</tr>
<tr>
<td>Rebecca</td>
<td>‘We shall need hard study if it comes to tracking down the Old Boy.’</td>
</tr>
<tr>
<td>Mary Warren</td>
<td>‘I cannot blink what I saw, Abigail, for my enemies will not blink it.’</td>
</tr>
<tr>
<td>Hale</td>
<td>‘Mr Hale … what signifies the readin’ of strange books?’</td>
</tr>
</tbody>
</table>
**The Crucible** by Arthur Miller

**Worksheet Thirteen**
This worksheet accompanies slide 20 of *The Crucible – Act One.ppt*

**Directing Abigail**
Imagine you are the director of *The Crucible*. The actress playing Abigail is in your charge. What will you need to tell her?

What does she need to wear? _______________________________________________
________________________________________________________________________
________________________________________________________________________

How should she hold herself and move? ______________________________________
________________________________________________________________________
________________________________________________________________________

What are her key lines and scenes? _________________________________________
________________________________________________________________________
________________________________________________________________________

How should her key lines be delivered? ______________________________________
________________________________________________________________________
________________________________________________________________________

How should she talk to the other characters? _________________________________
________________________________________________________________________
________________________________________________________________________

What props does she need? _________________________________________________
________________________________________________________________________
________________________________________________________________________

What else does she need? _________________________________________________
________________________________________________________________________
________________________________________________________________________
Vocabulary
Which words used in Act One are being described here?

A statement that appears to contradict common sense but that may be true: ___________
A method of government where priests rule in the name of God or a god: ___________
A Pagan or an uncivilized or non-religious person: _______________________________
A title used for a married woman of lowly status: _________________________________
An event guided by God or divine intervention: __________________________________
People who put on false appearances of being virtuous or pious: _______________

Learn the meanings of three new words in Act One:

New word: _________________________________
Meaning: _________________________________
________________________________________________________________________

New word: _________________________________
Meaning: _________________________________
________________________________________________________________________

New word: _________________________________
Meaning: _________________________________
________________________________________________________________________
Act Two takes place in John Proctor’s house, _________ days later. John has been planting on his farm. He talks with his wife, _________. There is tension between them. Elizabeth tells John about the court that has been set up in _________. She asks him to go and tell the court that the girls are lying. Mary Warren returns from town. She claims that ________ _________ tried to kill her. John threatens to ________ her. She tells them that ________ is accused too. Mr _________ arrives. They are shocked to find out that ________ _________ has been charged.

Mr Hale questions the couple about their lack of attendance at church. He tests John on his commandments and he cannot _________ them all. John tells Hale that _________ is lying. Giles _________ and _________ Nurse arrive. Both their wives have been arrested. Ezekiel Cheever and Marshal _________ appear to tell Elizabeth that Abigail has accused her. He sees Mary Warren’s poppet. On checking it, he finds a _________. He tells them that Abigail has been stabbed with one too. They question _________ _________ about it. John tears up the _________ in fury. They take Elizabeth away and John tells Mary that she must tell the court the truth. Mary warns John that Abigail will charge him with _________.

Rebecca Goody lechery remember Francis Abigail Warren Elizabeth Herrick Mary Salem Osburn needle Elizabeth Nurse warrant Hale Corey eight whip
John and Elizabeth
How would you describe their relationship? Find three words to describe it and three quotations to back them up.

1. ________________________________
Quotation: _______________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. ________________________________
Quotation: _______________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. ________________________________
Quotation: _______________________________________________________________
________________________________________________________________________
________________________________________________________________________

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John and Elizabeth
Who says what at the beginning of Act Two? Write either ‘John’ or ‘Elizabeth’ after each quotation below.

‘Let you go to Ezekiel Cheever – he knows you well.’ _____________________________
‘Why, then, it is not as you told me.’ _____________________________
‘Your justice would freeze beer!’ _____________________________
‘God forbid you keep that from the court.’ _____________________________
‘I’ll not have your suspicion any more.’ _____________________________
‘Good, then, let you think on it.’ _____________________________
‘It’s winter in here yet.’ _____________________________
‘You forget nothing and forgive nothin’.’ _____________________________

John and Elizabeth
Think of three adjectives to describe Elizabeth and three quotations to back this up.

1. ________________________________
Quotation: _______________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. ________________________________
Quotation: _______________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. ________________________________
Quotation: _______________________________________________________________
________________________________________________________________________
________________________________________________________________________
Worksheet Eighteen
This worksheet accompanies slides 6 and 7 of The Crucible – Act Two.ppt

Proctor
Fill in this character study for Proctor.

Full name: John Proctor/Giles Proctor/Francis Proctor
Age: Twenties/Middle thirties/Fifties
Occupation: None/Farmer/Minister
Relatives: Elizabeth (wife) and three sons/Elizabeth (wife) and Mary (daughter)/Mary (wife) and Elizabeth (daughter)
Personality: Amusing/Mercenary/Short-tempered
Learned/Foolish/Flawed

Quotation(s): __________________________________________________
________________________________ ________________________________
________________________________ ________________________________

Elizabeth
Fill in this character study for Elizabeth.

Full name: Elizabeth Warren/Elizabeth Nurse/Elizabeth Proctor
Age: 16/Not known/72
Occupation: Wife and mother/Maid/None
Relatives: Francis (husband) and three sons/John (husband) and three sons/John (husband) and Mary (daughter)
Personality: Warm/Cunning/Gentle
Insightful/Foolish/Aggressive

Quotation(s): __________________________________________________
________________________________ ________________________________
________________________________ ________________________________
Mary
Fill in this character study for Mary.

Full name: Mary Proctor/Mary Warren/Mary Lewis
Age: 17/13/Fifties
Occupation: Maid/Wife and mother/None
 Relatives: Proctor (father) and Elizabeth (mother)/Unknown/Parris (uncle) and Abigail (cousin)
Personality: Aggressive/Mercenary/Nervous
 Friendly/Wise/Easily led

________________________________ ______________________________

Quotation(s): ________________________________________________
Subtext
Find three examples of subtext in Act Two.

1. ______________________________________________________________________
________________________________________________________________________

2. ______________________________________________________________________
________________________________________________________________________

3. ______________________________________________________________________
________________________________________________________________________

Subtext
What has John done in Act One that Elizabeth only finds out about during this act? ______
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is Elizabeth’s subtext in this act? Why is she so scared about bringing her secret
fears to the surface? ______________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is John’s subtext? _____________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How does John’s subtext affect his mood? ______________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Dramatic irony
Find four examples of dramatic irony in Act Two. Explain their effect.

1. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

4. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
Dramatic structure

Use the tension levels shown in the graph and your knowledge of the chronology of the events in the second act to put the stages in the correct order below. Write the numbers from 1-10 next to each one.

1. Elizabeth is arrested and Mary says Abigail will blackmail John.
2. Tituba, Abigail and Betty accuse others of witchcraft.
3. Hale arrives and questions them on their piety.
4. Mary returns with news that Elizabeth is accused.
5. Betty has become ill since dabbling in witchcraft.
6. Abigail and Proctor are alone and talk about their affair.
7. Cheever and Herrick come to arrest Elizabeth and see the doll.
8. Abigail, Mercy and Mary talk about what they did.
9. Proctor and Elizabeth talk about the trials and Abigail.
10. Abigail accuses Tituba of witchcraft.
The Crucible by Arthur Miller

Worksheet Twenty-three
This worksheet accompanies slide 20 of The Crucible – Act Two.ppt

Vocabulary
Which words used in Act Two are being described here?

A small doll, sometimes used in sorcery or witchcraft: _____________________________
To make something unsatisfactory better or more tolerable: ________________________
From now on (three words): _________________________________________________
To accuse me of being a witch (three words): ____________________________________
To recoil in dread or to show fear and apprehension: ______________________________
Roman governor of Judaea who presided at the interrogation of Jesus: ________________

Learn the meanings of three new words in Act Two:
New word: ________________________________
Meaning: ________________________________________________________________
________________________________________________________________________

New word: ________________________________
Meaning: ________________________________________________________________
________________________________________________________________________

New word: ________________________________
Meaning: ________________________________________________________________
________________________________________________________________________
The Crucible by Arthur Miller

Act Three
Worksheet Twenty-four
This worksheet accompanies slide 2 of The Crucible – Act Three.ppt

Plot summary exercise
Fill in the gaps in the summary below using the words listed.

Act Three takes place in the anteroom of the __________ __________. We can hear chaos in the court. __________ is dragged out. Judge __________ comes out and questions __________ and __________. John Proctor brings Mary in. Danforth questions her and she tells him “it were __________”. Danforth tells John that his wife is __________. John shows Danforth a __________ declaring the people’s good opinion of the women who have been arrested. Danforth says that these people must be summoned to the court.

Giles claims that Thomas __________ prompted his daughter to cry witchcraft. Proctor gives Danforth Mary’s deposition. They bring the girls out and Mary is questioned. The girls claim to feel Mary’s __________. In fury, Proctor admits to committing adultery with __________. Abigail is questioned, and they bring __________ in to ask her too. She lies to save John’s name. Then Abigail claims to see a __________ __________ which is actually Mary’s spirit. In terror, Mary accuses John of being the devil’s man. He is arrested. __________ quits the court.

Abigail Francis Cheever poppet General Danforth spirit
Pregnant bird Putnam Giles Hale Giles yellow pretence Court Elizabeth deposition
Revenge
Which three of these six characters use the hysteria to try to exact revenge?

Ann Putnam  Giles Corey  Samuel Parris
Mary Warren  Abigail Williams  Thomas Putnam

Against whom do they want revenge and why?
1. ____________________________________________
   ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________
   ____________________________________________

3. ____________________________________________
   ____________________________________________
   ____________________________________________
Status
Think of seven different ways in which status could be earned in *The Crucible*.

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________
6. ______________________________________________________________________
7. ______________________________________________________________________

Status
How much status do the characters below have in Act Three? Write a number from 1-10 next to each one according to how much status you think they have.

__ Abigail
__ Danforth
__ Putnam
__ Proctor
__ Parris
__ Mary
Vocabulary
Which words used in Act Three are being described here?

An elective body in a parish who administer its temporal affairs: ____________________

A sworn statement in writing confirmed under oath in front of a magistrate or officer:
________________________________________________________________________

A testimony/evidence taken down in writing under oath: __________________________

A person who brings legal action against someone else: __________________________

Latin for ‘by the fact itself’: ___________________________________________________________________

Degrading or contemptible: ___________________________________________________________________

Learn the meanings of three new words in Act Three:

New word: ____________________________________
Meaning: ________________________________________
________________________________________________________________________

New word: ____________________________________
Meaning: ________________________________________
________________________________________________________________________

New word: ____________________________________
Meaning: ________________________________________
________________________________________________________________________

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Plot summary exercise

Fill in the gaps in the summary below using the words listed.

In the jail, __________ and Sarah __________ are removed from their cell as Danforth and __________ arrive. They discuss how __________ and Hale have been praying with the prisoners. Parris tells them that Hale is trying to persuade __________ and Martha Corey to __________. He also tells them that __________ has robbed him and disappeared. He says that the court in __________ has been thrown out. Hale appears and asks for more time. Danforth tells him that the __________ accused must hang at dawn.

Elizabeth is brought in. They remind her that her __________ will hang that morning. They ask her to tell him to __________. She says she will talk with him. John is brought in. Elizabeth tells him how __________ had __________ laid on his chest, but still refused to answer. John does not know what to do. When the judges return, he says that he will __________. Rebecca is brought in. She is amazed at John’s change of heart. John refuses to give the court proof. He tears up the __________ and is taken away to __________.

Andover  hang  Good  confess  Tituba  confession
Parris  Hathorne  escape  Abigail  husband  Giles
Stones  seven  Hale  confess  Rebecca  confess
Revising the plot
Circle either ‘T’ or ‘F’ after each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail feels envy towards Elizabeth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goody Putnam has three healthy children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Warren tries to frame Elizabeth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proctor has been unfaithful to Elizabeth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hale believes the girls throughout.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth lies in court for John.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parris accuses Proctor of rarely attending church.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danforth has great respect for Parris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tituba is the first character to confess.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giles Corey is executed for witchcraft.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet Thirty
This worksheet accompanies slide 8 of *The Crucible – Act Four.ppt*

**Courage**
Write the name of each character in the appropriate position in the diagram to indicate whether they do or do not show courage throughout the play, or whether the amount of courage they exhibit changes.

- Courage
- Changes
- No courage

Parris  Abigail  Proctor  Hale  Rebecca  Giles  Elizabeth  Mary
### Characters who change

Answer each question from the point of view of each character in the table below.

<table>
<thead>
<tr>
<th>Character</th>
<th>How are you feeling at the end of Act Four?</th>
<th>How does the audience feel about you now?</th>
<th>How have you changed throughout the course of the play?</th>
<th>What are the reasons for your change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Proctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abigail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judge Danforth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rev. Hale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rev. Parris</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dramatic structure
Plot the dramatic structure of the third and fourth acts on the axes below to make a line graph. The events that the numbers on the x axis represent are shown below.

1) Mary admits to lying
2) Mary cannot faint on command
3) The girls claim to see Mary’s spirit as a bird
4) John accuses Abigail of being a whore
5) Elizabeth lies for John
6) Mary re-joins the girls and accuses John
7) Tituba and Sarah Good are in jail
8) Parris tells of Abigail’s theft and disappearance
9) Hale asks Elizabeth to ask John to confess
10) John confesses, then rethinks and goes to hang
The Crucible by Arthur Miller

Worksheet Thirty-two
This worksheet accompanies slide 16 of The Crucible – Act Four.ppt

The structure of the play
Write a summary of each act in one or two sentences.

Act One: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Act Two: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Act Three: _______________________________________________________________
________________________________________________________________________
________________________________________________________________________

Act Four: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Vocabulary**
Which words used in Act Four are being described here?

A post with a protruding arm for hanging executed criminals as a warning to others: ______________________________

Exclusion from the rights of church membership: ________________________________

Eager to make peace or reconcile: _____________________________________________

To delay the punishment of: _________________________________________________

To adhere to something or someone loyally, closely and unwaveringly: ____________

A verbal argument, discussion or controversy: ________________________________

Learn the meanings of three new words in Act Four:

New word: ________________________________
Meaning: __________________________________

____________________________________

New word: ________________________________
Meaning: __________________________________

____________________________________

New word: ________________________________
Meaning: __________________________________

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