

THE CRUCIBLE

Reading Assignments

For each ACT of the play you will complete three separate assignments:

1. Vocabulary specific to each ACT of the play (handout available in class and on my website)
2. 5 seminar-style, higher-order-thinking questions per ACT
3. 5 dialectical journal quotes pertaining to various literary elements (the literary focus will change with each ACT)

Vocabulary

Each ACT of the play has a specific list of vocabulary words assigned to it. Please use a separate sheet of lined paper to complete each assignment. Follow the structure below for each word.

1. Word (part of speech)
 - a. Write the definition in your own words
 - b. Use the word in a sentence (and underline it in the sentence)
 - c. Provide an example & a non-example for the word

Example:

1. Teacher (noun)
 - a. someone who instructs others
 - b. My teacher is savage.
 - c. sensei/pupil

HOT Questions

You will create a list of questions as you read through each ACT...the more questions you come up with (and the stronger the questions are) the better! Select five of your strongest questions and submit at the end of each ACT. HOT Questions:

- cannot be answered by saying “yes” or “no”
- are open-ended, discussion-style questions that lead to opinion-based answers
- have no right/wrong answers but can be supported with evidence from the text
- shouldn't be “right there” questions, where I'm able to touch the answer “right there” in the book

Dialectical Journals

Dialectical Journals are a way for you to interact more deeply with the text. Each entry will require you to pull evidence that supports a claim or analysis you are trying to make about the text and the author's stylistic choices or use of literary devices. We will have a different literary focus for each ACT.

There are two columns in a dialectical journal; the left, skinny column contains the quote you are analyzing, and wide, right column contains your analysis.

Quote	Analysis
"Find a quote that connects to a literary element or device." (Character speaking, pg. #)	<p>State the literary element/device you are identifying, then provide analysis of the quote by answering the following three sentence stems in a meaningful way...</p> <ol style="list-style-type: none"> When I read this quote, I... (think, feel, picture, remember, etc) <ul style="list-style-type: none"> In your response to this sentence stem, provide a brief summary of your personal response to this quote. This quote is an example of and I know this because.... <ul style="list-style-type: none"> Tell me what element this quote is an example of and provide evidence that shows HOW is it an example of that. The effect of this quote/moment is... The author's purpose in this is... This quote impacts the story by/because... <ul style="list-style-type: none"> Explain why or how this quote is important to the story. What purpose does it serve? How does it affect the overall story? What was the author's intention?

Example:

Quote	Analysis
"Thomas, Thomas, I pray you, leap not to witchcraft. I know that you – least of all you, Thomas – would ever wish so disastrous a charge laid upon me. We cannot leap to witchcraft. They will howl me out of Salem for such corruption in my house." (Rev. Parris, pg. 14)	<p>EXTERNAL CONFLICT: MAN vs. MAN</p> <ol style="list-style-type: none"> When I read this quote, I immediately become upset because of Reverend Parris' actions. His daughter is in a coma, the cause of which has not been discovered, and he is worrying about himself. This quote is an example of conflict. I know this because Parris' conversation with Putnam betrays his fear that the rumor of witchcraft will lead to him losing his reputation and job. Hence, he is in conflict with his neighbors, a typical man vs. man example of external conflict. The author's purpose in this is to show how the community's leaders are held responsible for the actions of the people they lead. The words "disastrous" and "corruption" allow the reader to understand just how serious these accusations of witchcraft are to a man like Reverend Parris. He would be seen as unfit to rule or lead because of his inability to keep his community from sin.