

Table of Contents

Introduction	4
---------------------------	---

Pre-reading Activities

What IS a Witch-hunt?	5
------------------------------------	---

Students explore the historical, literary, and metaphorical usages of the term "witch-hunt."

Who Was Arthur Miller?	12
-------------------------------------	----

A scanning activity helps students familiarize themselves with the playwright.

Arthur Miller, the House Un-American Activities Committee, and <i>The Crucible</i>	14
---	----

The intersection of the 1940s and 1950s US with the Salem witch trials in 1692 is the main focus of this jigsaw activity.

1692, 1952, and Today	20
------------------------------------	----

A poster presentation helps students become acquainted with the three time periods crucial to the play.

The Language of <i>The Crucible</i>	23
--	----

A worksheet prepares students for the language they will encounter in *The Crucible*.

While-reading Activities

Openers & Closers	26
------------------------------------	----

Quick opening and closing activities help students to refresh language and grammar skills and become acquainted with literary devices.

Language Focus Activities	26
---------------------------------	----

Talking About Plays: Scavenger Hunt	36
---	----

Tracing the Major Themes of the Play	47
---	----

Four major universal issues are the focus of this discussion and note-taking activity.

Looking at Climax Points	54
---------------------------------------	----

Two activities help students to identify and explore several aspects of the climax points.

Freeze Frames	54
---------------------	----

<i>The Salem Gazette</i>	57
--------------------------------	----

Who's Who? Character Profiles	67
--	----

Students track the actions, motivations, and interactions of the characters of the play.

Conflict Resolution Through Mediation	81
--	----

A formal mediation process is applied to conflicts between characters in the play and/or real-life scenarios faced by your students.

Post-reading Activities

Debate	88
---------------------	----

Two teams try to convince John Proctor and/or Mary Warren of what they should do.

Creative Writing	94
-------------------------------	----

Using the perspective of a character in *The Crucible*, students generate a poem, diary entry, or letter.

Act 2, Scene 2: Two Directions	97
---	----

Students think critically about why the scene is often omitted from productions and/or explore the impact that technology has on communication.

Intercultural Mediation: A Visitor from the US ..	102
--	-----

Students prepare to discuss their observations of *The Crucible*, the HUAC trials, and the Roland Freisler trials with a guest from abroad.

Practice Essay Questions	105
---------------------------------------	-----

Six comprehensive essay questions prepare students for an essay exam.

Quiz Review Game	106
-------------------------------	-----

Reviewing the main characters, themes, literary devices, and the plot are the aim of this activity.