

# The Crucible

## By Arthur Miller

### Student Workbook

Name: \_\_\_\_\_



# Assessment Objectives

A01:

- ✓ Evidence that you have a good understanding of the play: who is involved; what is happening; characters, themes etc
- ✓ Reference to the text - evidence or quotations

A02:

- ✓ Deeper meanings of ideas and attitudes: inference and interpretation.
- ✓ Writer's intention
- ✓ Relevant contextual information

A03:

- ✓ The ability to demonstrate a good understanding of how events/characters/relationships are presented to you (how language, structure and form create and shape meaning).
- ✓ You must also show that you know *why* they are presented in this way (effect).

A04:

- ✓ Present your ideas in a coherent and relevant way
- ✓ Develop a personal response

Notes:



Make sure you understand what these mean and try and identify the times when you are addressing them.

# Key Terminology

Term	Description
Antagonist	The adversary of the hero or protagonist.
Protagonist	The leading character, hero, or heroine of a drama
Orthodox	Relating to, or conforming to beliefs, attitudes, or modes of conduct that are generally approved or established.
Repression	To keep under control, check, or suppress (desires, feelings, actions etc)
Authority	A power or right that is delegated or given
Bedevilment	To possess, as with a devil; bewitch.
Condemn	To pronounce to be guilty; sentence to punishment.
Mass hysteria	A phenomenon that transmits collective illusions of threats, whether real or imaginary, through a population and society as a result of rumours and fear.
Hierarchy	A system in which members of an organization or society are ranked according to relative status or authority.
Patriarchy	A system where men hold the control and make all the rules.
Victimisation	The action of singling someone out for cruel or unjust treatment.
Vengeance	Punishment inflicted or retribution exacted for an injury or wrong.
Polemic	A strong verbal or written attack on someone or something.



Try to use these words as often as you can. Use them as a way of developing your understanding and interpretation. They can also be used to help you to take your ideas further when writing a personal response to the play.

# Key Terminology

Term	Description
Dictatorial	Of or typical of a ruler with total power.
Superstition	A widely held but irrational belief in supernatural influences
Amorality	An absence of or indifference towards morality.
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.
Dissension	A lack of agreement or harmony.
Reputation	The opinion that people in general have about someone or something, or how much respect or admiration someone or something receives, based on past behaviour or character
Deception	The action or practice of deceiving someone by concealing or misrepresenting the truth.
Denounce	Publicly declare to be wrong or evil.
Autocracy	A system of government by one person with absolute power.
Theocracy	A government or country that is ruled by someone who has religious authority or divine right
Parochial	Relating to a Church parish.
Manipulation	Control or influence (a person or situation) cleverly or unscrupulously.
Subservience	The condition of being less important than something else.
Catharsis	The process of releasing, and thereby providing relief from, strong or repressed emotions

A04:

- ✓ Present your ideas in a coherent and relevant way
- ✓ Develop a personal response

Improving your vocabulary will help you address A04!

# Timeline



1

Parris catches the his daughter Betty and niece Abigail dancing in the woods

5

Proctor arrives and his affair with Abigail is revealed to the audience.



9

Proctor brings Mary Warren to court so she can tell the truth about the girls.



2

Betty is unconscious and Parris questions Abigail about their actions. Abigail claims they were only playing.



6

Reverend Hale arrives and questions the girls. Abigail blames Tituba and claims she made her drink baby's blood. Tituba confesses in order to escape further punishment. Betty awakes again and she and Abigail name more members of the Church.



3

The Putnams arrive and blame Tituba. Abigail confirms this and claims Tituba & Ruth were conjuring spirits.



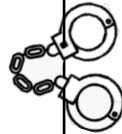
7

Elizabeth Proctor urges her husband to go to Salem and tell everyone the trial is a hoax. Mary Warren returns and gives Elizabeth a rag doll. She reveals that 39 people now stand accused.



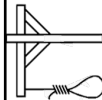
8

Elizabeth Proctor is arrested on suspicion of witchcraft.



12

Proctor tells Elizabeth he will confess so he can live. However he changes his mind as he refuses to name others or have his signed confession placed on the church door.



11

As the accused prepare to be hanged, it is revealed that Abigail has fled with Parris' savings



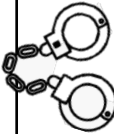
4

Betty awakes and Abigail threatens the girls and scares them into not disclosing any information.

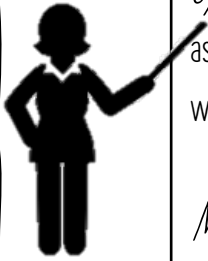


10

Abigail calls Mary a liar. Hale & Danforth begin to doubt Abigail. In order to prove herself, Abigail claims that Mary is sending spirits to attack her. Proctor reveals his affair in order to prove Abigail a liar. Mary sides with the girls and accuses Proctor - he is arrested.



# Symbols & Motifs



*Symbol*: anything that stands for or represents something else. Usually an idea conventionally associated with it. A symbol can be a word or phrase that refers to a concrete object or action which also has some further significance associated with it and evokes imagery.

*Motif*: an image, idea, situation, incident that is repeated significantly within a single work.

## TASK 1:

- Work through the next page and secure your understanding of the symbols in the play. Fill out the symbol & motif bubbles.
- Think about:
  - The literal meaning or representation. How would we view this outside of the play?
  - What it symbolises and represents in the play. How has the original or literal meaning been subverted or used differently in the play. How do the characters respond/react? What is Miller's intention? How does it link to the different themes?



## TASK 2:



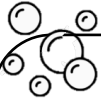
- Track the symbols and motifs and find evidence of them throughout the play.
- Think about:
  - Where the symbol occurs and why. How often it occurs and if it changes/develops as the play progresses.
  - Key quotations: these should be memorable and clearly make reference to the symbol. Try and analyse if you can.

# Symbol & Motif Bubbles

What is it?  
Word? Phrase? Concrete object?  
Event? Action?

What is its significance in the  
play? Where do we see it? How  
is it used?

What does it represent beyond its original meaning?  
How is it used by Miller?



Poppet

A rag doll - innocent  
plaything

Given to Elizabeth by Mary  
Warren. This is part of  
Abigail's plan and is used  
as evidence that Elizabeth  
is practising witchcraft.

The meaning is subverted - no longer  
innocent. It is evidence of witchcraft and  
harm. This poppet leads to Elizabeth's arrest  
and leads to more problems for the Proctors.  
It is also a symbol of Abigail's revenge and the  
depth of her feelings for Proctor.



Chains



Dancing



Witch hunt



# Tracking Symbols & Motifs

## Chains



### Significance & Description

Where does it occur? Why? What is the impact? How does it disrupt/affect events? Which characters are linked to this symbol? How? What is their response/ reaction/relationship to this symbol? Does the meaning of this symbol change or develop as the play progresses? How? Why?

### Key quotations with act information, page numbers & analysis





# Tracking Symbols & Motifs

## Poppet



### Significance & Description

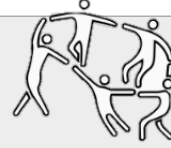
Where does it occur? Why? What is the impact? How does it disrupt/affect events? Which characters are linked to this symbol? How? What is their response/reaction/relationship to this symbol? Does the meaning of this symbol change or develop as the play progresses? How? Why?

### Key quotations with page number & analysis



# Tracking Symbols & Motifs

## Dancing



### Significance & Description

Where does it occur? Why? What is the impact? How does it disrupt/affect events? Which characters are linked to this symbol? How? What is their response/ reaction/relationship to this symbol? Does the meaning of this symbol change or develop as the play progresses? How? Why?

### Key quotations with page number & analysis



# Tracking Symbols & Motifs

## Witch hunt (motif)



### Significance & Description

Where does it occur? Why? What is the impact? How does it disrupt/affect events? Which characters are linked to this symbol? How? What is their response/ reaction/relationship to this symbol? Does the meaning of this symbol change or develop as the play progresses? How? Why?

### Key quotations with page number & analysis