

Name: _____

Date: _____

SELECTION TEST *The Crucible, Act I*

Arthur Miller

FIRST READ: Comprehension

Identify the choice that best answers the question.

- _____ 1. According to the dramatic exposition at the beginning of *The Crucible*, what fueled the Salem witch hunt depicted in the play? Choose **three** options.
- a. the opportunity to publicly share one's sins by pinning them on the victim
 - b. the belief that the leader of the community was working with the Devil
 - c. the feeling of repression caused by the forced order of the theocracy
 - d. the chance to take revenge on hated neighbors and enemies
 - e. the fear of the physical illness that was rampant in the area
 - f. the concern for the young people in the village
- _____ 2. In Act I of *The Crucible*, why does Reverend Parris seek help for Betty from Reverend Hale?
- a. He worries that the doctor will be unable to help her.
 - b. He wants a different man of God to read her the last rites.
 - c. He believes the illness is a result of supernatural causes.
 - d. He fears she has been poisoned by the "soup" Tituba fed her.
- _____ 3. In Act I of *The Crucible*, the nature of the relationship between John Proctor and Abigail is revealed. Which statement **best** describes this relationship?
- a. They are blood relatives.
 - b. They have had an affair that he ended.
 - c. She is a friend of Proctor's wife, Elizabeth.
 - d. He was her employer but fired her for incompetence.
- _____ 4. Which phrase **best** describes Abigail Williams's character in Act I of *The Crucible*?
- a. affectionate and vulnerable
 - b. impulsive and thoughtless
 - c. proud and manipulative
 - d. naive and timid

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The Crucible - Literature Kit Gr. 9-12 Chad Ibbotson, 2016-12-14 Step back in time to 1692 in Salem Massachusetts and experience the corruption and ignorance of the Salem witch trials Our resource is easily customizable allowing educators to pick and choose elements to meet their needs Focus on vocabulary comprehension by matching words from the text to their definitions Test student understanding of the play by asking students to fill in the dialog with the missing words from the scene Expand critical thinking skills with short answer opinion questions Supplement an existing unit with in depth writing tasks such as evaluating Reverend Hale s waning confidence in witchcraft that takes place throughout the play Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel The Crucible is the award winning play written by Arthur Miller about the Salem witch trials of 1692 One night in Salem Massachusetts a group of girls are caught dancing in the woods by Reverend Parris His own daughter falls into a coma soon after and the town is ablaze with talks of witchcraft The Reverend sends for Reverend Hale to examine the girl for witchcraft Hale concludes that the town of Salem is in fact engulfed in witchcraft as one by one the girls accuse other townspeople of communing with the devil A trial ensues causing those accused to either deny these allegations or confess thus accusing someone else This cycle finally culminates in the death of several innocent townsfolk The Crucible is a historical dramatization of true events that show reputation is more important than admitting ignorance The Crucible ,2011-03 *Acting It Out* Juliet Hart, Mark Onuscheck, Mary Christel, 2016-09-13 In *Acting It Out* you ll discover how to use drama in your ELA and social studies classrooms to boost student participation and foster critical thinking With years of experience supervising arts integration programs in Chicago Public Schools authors Juliet Hart Mark Onuscheck and Mary T Christel offer practical advice for teachers in middle and high schools Inside you ll find Group activities to improve concentration harness focus and engage students of all abilities and learning styles in teamwork Close reading exercises that encourage students to think critically and build personal relationships with the text Strategies for integrating active approaches to dramatic literature such as improvisation and scene work Ideas for using dramatic literature as a springboard for studying history and interdisciplinary studies Annotated reading lists that highlight each play s content and recommended uses in ELA or social studies Throughout the book you ll also find handy tools such as reflection questions handouts and rubrics By implementing the strategies in this book and allowing students to step into different roles from a text you ll improve reading comprehension and energize your classroom **Reader Response in Secondary and College Classrooms** Nicholas J. Karolides, 2013-04-15 This text based on Louise M Rosenblatt s transactional model of literature focuses on the application of transactional reader response theory in the classroom It grows from frequent requests from secondary school and college teachers for teaching suggestions on how to put theory into practice This is not a What should I do on Monday cookbook but an expression of the practice of theory in college and secondary school classrooms The chapters

portray a spectrum of strategies including biopoems expressive and imaginative writing journal writing readers theater role playing and unsent letters using as examples individual works from several genres Recognizing that teachers who may have been trained in other theories and methodologies may be hesitant about their quite different role and expectations in the reader centered classroom the authors provide stepping stones to develop readiness and confidence suggestions and insights to ease the transition to the transactional model of teaching and learning Pedagogical features An explanatory introduction to each section defines its orientation and describes the content and direction of the chapters it contains Invitations elicit engagement of readers with concepts attitudes or strategies presented in the chapters they invite readers as individuals or members of a small group to consider ideas or to practice a strategy among other activities in order to enhance understandings A glossary defines key concepts and strategies discussed in the text A bibliography provides an extensive list of resources books and journal articles both theoretical and applied New in the second edition Six new chapters three deal with the roles of film as literature in the English classroom and three with enhancing multicultural understandings Updates and revisions to several chapters that appeared in the first edition Invitations new in this edition have been added to focus and expand readers thinking

Christian Home Educators' Curriculum Manual Cathy Duffy, 1997-11 **12 Steps of Self-Leadership** Doug Lester, Cheryl Lester, 2016-01-12 Self leadership is about realizing the power and potential that is in you and everyone you meet The world needs you now in your imperfection and in the midst of your formative processes You do make a difference The important question is What kind of difference do you make You are about to set out on an exciting exploration of your inner world The 12 Steps of Self Leadership is designed to help you identify and overcome the beliefs and behaviours that are holding you back clarify and leverage your strengths and natural giftings increase your Difference Making Quotient live and lead on purpose This transformational guide is relevant at any stage of your life or leadership journey and will help you increase your awareness and effectiveness in life work and relationships By fully engaging in the 12 Steps of Self Leadership you will dramatically increase your Difference Making Quotient and your ability to lead Self and others

Interest Equalization Tax Extension Act of 1969 United States. Congress. Senate. Committee on Finance, 1969 *Bulletin of the Indianapolis Public Library* Indianapolis Public Library, 1913 **Interest Equalization Tax Extension Act of 1969, Hearing ... 91-1, September 3, 1969** United States. Congress. Senate. Finance, 1969 **Defending a Way of Life** Michael Cassity, 1989-05-22 This book profiles an American community in the nineteenth century to show the larger process by which the nation was transformed from a life close to the frontier to that characteristic of industrial capitalism Michael Cassity considers this economic change from the broader perspective of an historian of the American people offering insights into its social implications and consequences With graceful and moving prose Cassity focuses on the process of social change the pains that change generated and the resistance to it In the course of this transformation the author examines the ways in which workers farmers businessmen and women experienced and responded to the rise of a new industrial order

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Table of Contents Answer Key Act I Study Guide Questions The Crucible

1. Understanding the eBook Answer Key Act I Study Guide Questions The Crucible
 - The Rise of Digital Reading Answer Key Act I Study Guide Questions The Crucible
 - Advantages of eBooks Over Traditional Books
2. Identifying Answer Key Act I Study Guide Questions The Crucible
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Answer Key Act I Study Guide Questions The Crucible
 - User-Friendly Interface
4. Exploring eBook Recommendations from Answer Key Act I Study Guide Questions The Crucible
 - Personalized Recommendations
 - Answer Key Act I Study Guide Questions The Crucible User Reviews and Ratings
 - Answer Key Act I Study Guide Questions The Crucible and Bestseller Lists

5. Accessing Answer Key Act I Study Guide Questions The Crucible Free and Paid eBooks
 - Answer Key Act I Study Guide Questions The Crucible Public Domain eBooks
 - Answer Key Act I Study Guide Questions The Crucible eBook Subscription Services
 - Answer Key Act I Study Guide Questions The Crucible Budget-Friendly Options
6. Navigating Answer Key Act I Study Guide Questions The Crucible eBook Formats
 - ePub, PDF, MOBI, and More
 - Answer Key Act I Study Guide Questions The Crucible Compatibility with Devices
 - Answer Key Act I Study Guide Questions The Crucible Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Answer Key Act I Study Guide Questions The Crucible
 - Highlighting and Note-Taking Answer Key Act I Study Guide Questions The Crucible
 - Interactive Elements Answer Key Act I Study Guide Questions The Crucible
8. Staying Engaged with Answer Key Act I Study Guide Questions The Crucible
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Answer Key Act I Study Guide Questions The Crucible
9. Balancing eBooks and Physical Books Answer Key Act I Study Guide Questions The Crucible
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Answer Key Act I Study Guide Questions The Crucible
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Answer Key Act I Study Guide Questions The Crucible
 - Setting Reading Goals Answer Key Act I Study Guide Questions The Crucible
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Answer Key Act I Study Guide Questions The Crucible
 - Fact-Checking eBook Content of Answer Key Act I Study Guide Questions The Crucible
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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