

## ENGLISH 3

### UNIT 3 DISCUSSION BASED ASSESSMENT

In this Unit's Discussion Based Assessment, you'll be asked to do the following for each of the stories, poems, etc. you read in the lessons:

- **Summarize** what you read
- Discuss the **main idea & theme**
- Define **vocabulary** words
- **Analyze literary elements** (such as characterization, setting plot and conflicts), **figurative language** (such as metaphor, simile, personification, symbolism and allusion) and **descriptive language** (such as tone, irony, mood and imagery)

In addition, you'll be asked questions like the ones below for each lesson.

#### Lesson 1

- What is "paranoia"? Have you ever experienced this? What does it feel like? Have you ever reacted by doing something you might not otherwise have done because you felt afraid?
- What historical instances of "mass hysteria" have you heard of? Some examples could include the Holocaust, the Japanese internment camps of World War II, McCarthyism, or the Salem Witch Trials. Describe what you know about this event, including who was targeted, why they were targeted, what ultimately happened to the victims, and any speculations you have on why this might have happened.
- React to Abigail. What does she do in this Act? What things does she say, and what things does she decide not to say? What kind of person do you think Abigail is, based on what you have seen so far?
- Reread lines 1017-1056 at the end of Act One. Why do you think Tituba and Abigail admit to having practiced witchcraft? Why do they name others?
- Review the traits you recorded in your chart for the characters you have encountered so far. How would you describe the most important character traits of the following?
  - Abigail Williams
  - John Proctor
  - Reverend Hale
- Review the stage directions that take the form of mini-essays in Act One. What insights about America after the Second World War does Miller convey? Use details from the mini-essays in your answer.

## Lesson 2

- You have now read Act 1 of *The Crucible*, set in a Puritan community. This isn't the first time you read about Puritans, though - think back to William Bradford's narrative in the last unit. What did Puritans value? What did they look down on? What were they afraid of?
- Are Puritan traditions and beliefs still a part of American society today? If so, how?
- Imagine you are a Puritan villager, like one in *The Crucible*, who is in charge of welcoming settlers to your village. Using what you have read, give an informal speech to your new neighbors, welcoming them and sharing a little bit about the values and beliefs held by those who live in your community.
- Choose a story you are very familiar with, such as a movie, play, book, comic book, or video game. For that story, who is the protagonist? Who is the antagonist?
- What were the key moments from this Act?
- Do you think Reverend Hale believed that Elizabeth Proctor is practicing witchcraft? Support your opinion with specific details.
- How would you describe Elizabeth Proctor's character?
- How would you judge John's behavior so far? Cite evidence from the play to support your judgment.
- Compare the following characters and determine which one has the greatest faith in the court proceedings. What accounts for their differing attitudes?
  - John Proctor
  - Hale
  - Cheever
- React to the theme of "blame" in this act. Which characters are legitimately worried about witchcraft? Which characters are using this situation for their own personal advantage?

## Lesson 3

- How do Danforth's traits influence his relationship with the following:
  - John Proctor?
  - Abigail Williams?
  - Reverend Hale?
  - Reverend Parris?
- What is your opinion of the way Danforth is conducting the court? Use details from the play to support your opinion.
- Why does Elizabeth lie to Danforth about her husband's relationship with Abigail?
- Who are the play's central character, or protagonist, its major antagonists, and character foils? What are their personalities and values? What effect does the interplay among these characters have on the play?

#### **Lesson 4**

- Think about the character of Proctor. What are his "sins"? Think of both his literal sins, such as the commandment he breaks, as well as the things that he feels personally guilty for.
- You learned that Aristotle said that a tragic hero must be "good," "appropriate," "realistic," and "consistent." How does Proctor show these traits?
- Where does Miller use techniques such as shortened words, italics, or peculiar word choice to give each character a unique voice?
- Explain why each of the following characters wants John and the other prisoners to confess. Support your answer with evidence.
  - Danforth
  - Parris
  - Hale
- Reread Elizabeth Proctor's dialogue at the end of Act Four (lines 782-783) when she says of her husband, "He have his goodness now." What do you think she means? Do you agree with her?

#### **Lesson 5**

- What does the term "witch hunt" mean metaphorically? Use what you have learned from reading *The Crucible*. In our society today, who are our "witches"?