The Crucible

Character Analysis Packet

Reverend Hale   Abigail Williams   Reverend Parris

Rebecca Nurse   John + Elizabeth Proctor   Giles Corey

Thomas + Ann Putnam   Tituba   Mary Warren

The Crucible Character Analysis Expectations:

- You will be assigned a character from *The Crucible*. You will "own" that character for the duration of the unit.

- There are 4 Acts in this play.

- For each Act, answer **TWO** prompts. Each response should be at least 1 developed paragraph.

  - You will write a total of **EIGHT** responses.

  - You may only repeat prompts **ONCE** through the course of the text.

- Use CER structure for your responses:

  - At least **TWO** pieces of evidence (w/ proper MLA citation).

    - V.ii.65. (Act.Scene.Line)

  - Thorough and thoughtful reasoning (multiple sentences; remember, this is the *hard* work!)

Remember!

CLAIM	*EVIDENCE*	*REASONING*
○ Specific, complex, and arguable ○ Directly addresses the prompt and takes a stance	○ Strategically chosen ○ Relevant and Sufficient ○ Introduced with appropriate context ○ Cited using MLA	○ Thorough, thoughtful, and effective ○ Clear explanation of HOW Evidence supports Claim ○ Discusses significance of argument ○ **At least 3 sentences**

Final Unit Assessment: The Character Analysis Essay

Using your assigned character, write an informative essay, examining your character's progression throughout *The Crucible* using their words, actions, and interactions with other characters.

THE TOPIC: In this essay, you will analyze how complex characters with **multiple or conflicting motivations** (9-10.RL.3.):

1. Develop over the course of a text.

2. Interact with other characters

3. Advance the plot

4. Identify with some of the unit's character terms

*NOTE: You will need to **point out the good and the bad motivations** behind your character.*

THE PRODUCT: You will write an essay to examine and convey the complexity of your character clearly and accurately (9-10.W.2.):

1. **INTRODUCTION:** Introduce a topic

2. **OUTLINE:** Organize complex ideas, concepts, and information to make important connections and distinctions

3. **FORMATTING:** include MLA formatting, header, citations, a proper title. Paper should be 4-5 pages, typed, double spaced, 12 point font, Times New Roman.

4. **EVIDENCE:** Develop the topic with well-chosen, relevant, and sufficient facts, details, or quotations.

5. **TRANSITIONS:** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

6. **VOCABULARY:** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

7. **GRAMMAR & ELIMINATING "I":** Establish and maintain a formal style and objective tone.

8. **CONCLUSION:** Provide a concluding statement or section that supports the information or explanation presented (Including the significance of the topic for your readers).

THE PROCESS: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. (9-10.W.5.)

The Crucible: Character Lists

All Characters:

<u>*Reverend Samuel Parris*</u>

Betty Parris

Tituba

<u>*Abigail Williams*</u>

<u>*John Proctor*</u>

<u>*Elizabeth Proctor*</u>

Susanna Walcott

Mrs. Ann Putnam

Thomas Putnam

Mercy Lewis

<u>*Mary Warren*</u>

Rebecca Nurse

Francis Nurse

Giles Corey

<u>*Reverend John Hale*</u>

Ezekiel Cheever

Marshal Herrick

Judge Hawthorne

Martha Corey

Deputy Governor Danforth

Girls of Salem

Sarah Good

Jailer Hopkins

Characters by Act:

Act 1: Rev. Samuel Parris, Tituba, Betty Parris, Abigail Williams, Susanna Walcott, Mrs. Ann Putnam, Mr. Thomas Putnam, Mercy Lewis, Mary Warren, John Proctor, Rebecca Nurse, Giles Corey, Rev. John Hale

Act 2: Elizabeth Proctor, John Proctor, Mary Warren, Rev. John Hale, Giles Corey, Francis Nurse, Ezekiel Cheever, Marshal Herrick

Act 3: Judge Hathorne, Martha Corey, Giles Corey, Deputy Governor Danforth, Marshal Herrick, Rev. John Hale, Rev. Parris, Francis Nurse, John Proctor, Mary Warren, Ezekiel Cheever, Abigail Williams, Mercy Lewis, Susanna Walcott, Elizabeth Proctor, The Girls

Act 4: Marshal Herrick, Sarah Good, Tituba, Jailer Hopkins, Deputy Governor Danforth, Judge Hathorne, Ezekiel Cheever, Rev. Samuel Parris, Rev. John Hale, Elizabeth Proctor, John Proctor, Rebecca Nurse

PROMPTS: When Your Character is **Present** in the Assigned Reading:

1.Character Interactions: Using *Reasoning* and *Evidence*, discuss who your character interacts with in the current reading and the results of their interactions.
   ○ Are the relationships of conflict or cooperation? How so?

2.Character Development: Using *Reasoning* and *Evidence*, discuss your character's personality throughout this reading.
   ○ Who are they as a person? What evidence do you have to support your claim?
   ○ Has their character changed at all since the last reading? How so?

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3.Reader Reactions: Using *Reasoning* and *Evidence*, discuss how you currently feel about your character.
   ○ Would you be friends with them?
   ○ Do you feel sorry for them/understand why they are doing what they are doing? Why or why not?

4.Making Predictions: Using *Reasoning* and *Evidence*, discuss how the current situation may turn out for your character.
   ○ Will they be wronged? If so, how and by who?
   ○ Will they wrong someone? If so, who and how?

5.Character and Theme: *The Crucible* has many themes: power/weakness, jealousy, deceit/truth, injustice/justice, piety/sinfulness, morality/immorality, courage/fear. Using *Reasoning* and *Evidence*, discuss how the current situation may turn out for your character based on one of the above themes.

6.Character FOIL: Choose a character from the current reading that is most unlike your character, and using *Reasoning* and *Evidence*, explain how they are opposites.
   ○ What do their opposing characteristics do to enhance/strengthen our view of your character?

PROMPTS: When Your Character is **Absent** from the Assigned Reading:

7.Character Influence: Using *Reasoning* and *Evidence*, discuss how your character's previous actions have influenced the current situation.
- ○ Was it a positive or negative influence? How so?

8.Character and Theme: *The Crucible* has many themes: power/weakness, jealousy, deceit/truth, injustice/justice, piety/sinfulness, morality/immorality, courage/fear. Using *Reasoning* and *Evidence from previous acts*, discuss how your character might be motivated by one of these themes and why.

9.Character FOIL: Choose a character from the current reading that is most unlike your character, and using *Reasoning* and *Evidence*, explain how they are opposites.
- ○ What do their opposing characteristics do to enhance/strengthen our view of your character?

10.Making Predictions: Using *Reasoning* and *Evidence*, discuss how the current situation may turn out for your character.
- ○ Will they be wronged? If so, how and by who?
- ○ Will they wrong someone? If so, who and how?

ACT 1
PROMPT #: