

Wednesday, October 7, 2009



Required Materials

- pen/pencil
- 3-ring binder
- 1 sheet of paper
- *The Crucible*

Announcements

Agenda

1. Word of the Day and Warm Up (5-10 min)
2. Homework: *Grammar 13-16*
3. Big Questions of the Week (1 min)
4. Watch: *Monty Python on Witches* (5 min)
5. Primary Source: Court Documents (2 min)
6. Read: Finish *Act III* (30 min)
7. Pre-Planning for Body Biography Project (Remaining Time)

Warm Up: 10.7.2009 (5 min)



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- WOD:
acute—a rapid onset of symptoms that are usually severe
- Warm Up:
 1. Draw a picture of the **Word of the Day** that shows the meaning of *acute*.
 2. Imagine you are Mary Warren, who is about to call Abigail a fraud. What kinds of emotions are going through your head? If you were Mary Warren, do you think you could go through with accusing Abigail? Explain your answer.

Homework



- Write a sticky-note reminder or put in planner:
- **Grammar 13-16**

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“Big Questions” For The Week



B I G Q U E S T I O N S

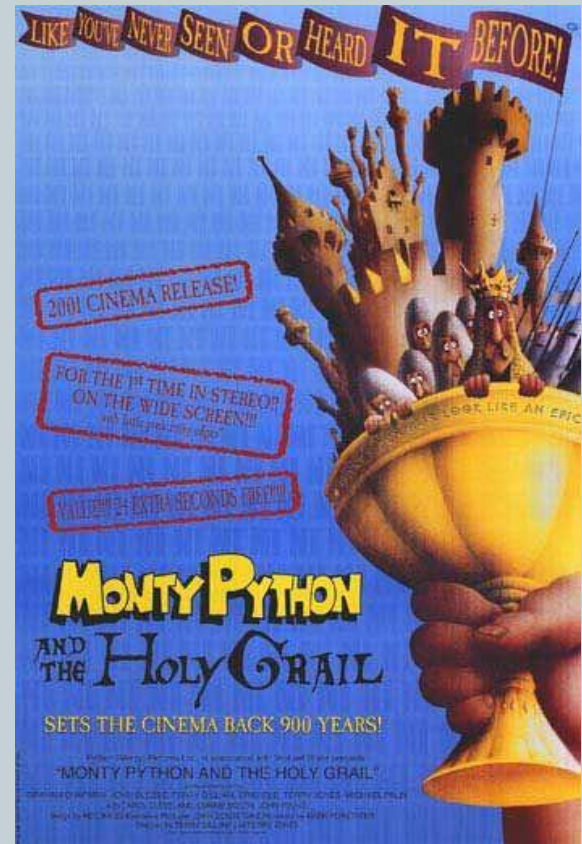
- ✓ Does *The Crucible* movie accurately portray the actions and characters in *The Crucible* play?
- ❑ How does a court trial work in 1692?
- ✓ How was spectral evidence used in actual trials?
- ❑ What is a body biography and how can it help me learn more about a selected character?

Let's Watch!



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- *Monty Python and the Holy Grail*
- Lots of you have expressed disbelief in how spectral evidence is believed in the court trials.
- I thought this scene would help you understand the “pseudo-science” identifying witches.



Let's Read



- Court Documents from Salem, 1692
- <http://etext.virginia.edu/salem/witchcraft/archives/BPL/LA/RGE/B12A.jpg> (*Complaint by Abigail Williams*)
- <http://etext.virginia.edu/salem/witchcraft/archives/BPL/LA/RGE/B33.jpg> (*Warrant for arrest of Bridget Bishop*)
- <http://etext.virginia.edu/salem/witchcraft/archives/BPL/LA/RGE/B05A.jpg> (*Execution notice for Rebecca Nurse*)

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The Crucible Roles



NOTES

- **Narrator (1), says *italicized* actions—Rachel T (or Melissa)**
- Tituba (1), negro slave to Parris—Keyasha (or Christina)
- **Samuel Parris (1), minister of Salem—Ryan (or Patrick)**
- **Abigail Williams (1), Parris' niece—Celina (Keyasha)**
- **Susanna Walcot (2), friend of Abigail—Melissa**
- **Mr. Putnam (1), citizen of Salem—Evan (or Jeremy)**
- Mrs. Putnam (1), wife of Mr. Putnam—Christina (or Sara H)
- **Mercy Lewis (2), friend of Abigail – Ashley**
- **Mary Warren (2), friend of Abigail—Lauren**
- Betty Parris (2), first accused of witchcraft—Carmen
- **John Proctor (1), citizen of Salem; farmer – Mr. Hampton**
- **Giles Cory (2), citizen of Salem—Jeremy**
- Rebecca Nurse (2), the nurse—Rachael T.
- **Rev. Hale (1), minister of the occult—Tre (or Evan)**
- **Elizabeth Proctor (1), wife of John Proctor—Maria (or Jackie)**
- **Francis Nurse (2)—Caitlin**
- **Ezekiel Cheever (2), official of Salem—Kasey**
- **Marshal Herrick (1), official of Salem—Jackie (or Aronti)**
- **Judge Hathorne (2), official of Salem—Hakeem**
- **Martha Corey (2), wife of Giles Cory—Taylour**
- **Governor Danforth (1), official of Salem—Carmen (or Kasey)**
- Sarah Good (2)—Sarah M.

Let's Read



- Turn to “Act III” in *The Crucible*
 - ✦ Pg. 94-120

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Body Biography Project



- It is looking at a character in depth.
- You will select a character from the play and create a physical representation (drawing) of that character—the drawing will be life-size.
- You can use pictures, symbols, words and quotes to show that character's purpose, motivation, thoughts, and feelings.

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I'M PROMISCUOUS!!

Abigail

Since I have to make
one of the things that I
proud to be a woman
I may look like I'm
having a hard time
because of that I cannot be
caught!! I'm a slut!!

Philip
Warner

Jaquinta
Wiggins

My
creator

My
creator
I'm not
to write
about
They all are
written
I love





I am worried
about Elizabeth
being convicted
as a witch
in trial.

I love Elizabeth
Abigail is just
who I best for

Body Biography Project



- Each area/body part your character has must be filled in.
- I will give your group a sheet with the following information on it!

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Body Biography Project



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- Brain: what makes this person “tick”; think what motivates/drives this person to action?
- Eyes: visions, goals, hopes, and dreams; who/what did this person see for themselves in the future?
- Mouth: Three quotes by this person that define who they are in the play.
- Left hand: actions performed by or tools used by this character that are important to who they are.

Body Biography Project



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- Right hand: actions performed by or tools used by this character that are important to who they are.
- Heart: who/what did this person love or value? This can be multiple people/things.
- “Achilles heel”: who/what was this person’s weakness?
- Roots: what/who influenced this person in the play?

Body Biography Project



- Each of these 8 areas needs a 2-3 sentence description beside the area explaining why you drew what you drew.

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Body Biography Project



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- Additionally, Mr. Hampton is NOT responsible if your group member doesn't do any work, or is absent for any length of time.
- YOU must do the project for YOUR grade.
- If your group member isn't doing any work, see Mr. Hampton before next Tuesday to discuss arrangements. Your project will still be due next Tuesday!

Body Biography Project



- Getting started:
 - ❑ Get in groups of 2, or by yourself.
 - ❑ Talk about the following:
 - ❑ What character are we going to do?
 - ❑ What do we think would go in each one of the 8 areas?
 - ❑ Why do we think this?
 - ❑ Who is going to draw the body—both of us, one of us?
 - ❑ Who is going to look up the information in the book—both of us, one of us?
 - ❑ What if one of us is absent—who is going to work on the project?
 - ❑ What is our plan for Friday—what are we going to work on: artwork, the information in the book, continue planning?

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