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The crucible movie worksheet

Topics — United States/1629 - 1750, 1945 - 1991; Massachusetts; Drama/United States; Social and Emotional Learning - Justice; Marriage; Moral-Moral Focus - Trustworthiness; Equity. Age: 14+; MPAA rating - PG-13 for intense photography of Salem Witch Trials; Drama; 1996; 124 minutes; color. Available from Amazon.com. This learning guide contains curriculum materials that help present both the play and the film. One of the best! This film is on twm's short list of the best films to complete classes in U.S. history, at the high school level. The Crucible is a cinematic version of Arthur Miller's classic play about Protestant society, the Salem Witchtrials of 1692. The Metaphorical, and The Red Panic during the period 1947-1956. Miller wrote the screenplay, which gave the film more credibility than most screen adaptations to the play. Selected Awards: 1997 Academy Award nominations: Best Writing, Best Screenplay Based on Material from Another Medium (Miller); Best Supporting Actress (Joan Allen); 1997 Golden Globe Awards Nominations: Best Supporting Actor (Scofield). Featured actors: Daniel Day-Lewis, Winona Ryder, Paul Scofield, Joan Allen, Bruce Davison, Rob Campbell. The play is a classic of the American stage and one of the major works of historical fiction in American literature. The film makes Miller's concepts applicable in terms of metaphor for the situations facing society today. Moreover, the film deals with individual responsibility in terms of honesty, integrity and forgiveness. By studying the crucible, students in both American literature and U.S. history will better understand how a feared society can ignore fundamental beliefs in justice, as well as its basic principles of the primacy of the law. In addition, through the curriculum materials provided by this learning guide, students will consider the underlying causes of historical events. Finally, through the tasks of discussion and writing, students will hone the skills associated with analysis and persuasion. Minor: There is some violence, but nothing like painting or hideous like actual incidents that occurred during the efforts to exterminate witches. Your child may be watching the secondary movie of assignments in the classroom that requires him to read the play. You may want to engage in a conversation about the differences between the play and the movie or about the relationship between witch hunt and various historical events. The first film version of the play was produced in France in 1957, les Sorcieres de Salem. The script was written by Jean-Paul Sartre and the film was directed by Raymond Rollo. It was produced in France because u.S. filmmakers were afraid to be described as sympathetic to the Communists if they made the film. The play wasn't turned into a movie until 1996, about five years later. The collapsed Soviet Union arthur miller (1915-2005) was one of the greatest playwrights in America. His works include the death of a salesman and all my children; Miller and his plays were the recipients of numerous awards including the Tony Award, the Pulitzer Prize, and the New York Drama Critics Awards. Most of Miller's plays relate to people's responsibility to each other in the light of shared goals shared by society. Introductory class discussion: Teachers may want to present the film with the following comment and question. Many people argue that the threat of international terrorism with its fanatical ideology and its main weapon, suicide, is very different from the threats it faced in the past, whether from witches or communists. They claim that terrorism cannot be effectively addressed without wide-ranging control and restrictions on the rights of the accused. They claim that protecting society requires violations of privacy and restrictions on the civil liberties of all citizens. How private and how much are you willing to give up in order to feel confident in your physical integrity in a society attacked by international terrorists? Points to be raised in the discussion: Taking off shoes or being x-rayed at an airport may not seem important. Being constantly monitored and having phone records, library records, and other information taken by the government without orders may or may not be a problem. However, torture is another matter, and students will want to think about this volatile subject. Teachers may want to remind students that those who argue that society needs to allow private disclosure, reduce protections for defendants and curtail civil liberties trust that the government does not go far and avoid targeting innocent people. Historically, even governments in Western democracies tend to abuse their powers leading to the persecution of innocent people. The number of terrorism-related prosecutions that resulted in the jury acquitting the accused is a cautionary tale. Useful information in estimating the film: Students will appreciate the best play and film if they know some basic facts about: (1) Salem Magic Trials; (2) Magic trials in Western Europe, and (3) The Red Fear of 1947-1956. A lower presentation of this information is set in the TWM Enrichment Worksheet. The introduction can be presented as follows: (a) assigning groups of students to research these and other related topics and present their findings in class; (b) providing information on students who cannot access information or other categories; (c) providing information on issues that cannot be submitted to any of the categories; (c) providing information on issues submitted to other categories; (c) providing (b) students can be assigned to read and read To the worksheet in the classroom or as a home-based c, teachers can provide information in the worksheet to the class through direct education. 1. How does the Crucible, a story about the 17th century, relate to red fear in 1947-1956, about 250 years later? What are the big differences between salem witch trials and red terror? Proposed response: Here are some similarities. Since society in the 16th century believed in witches and the threat to satan, both communities felt threatened by powerful external forces that gained loyalty (or so it was believed) from people living within society. In both cases, people felt that the fundamental foundations and beliefs of society were under attack; both required a ritual reaffirmation of faith in common beliefs before the accused was acquitted of guilt; and both unscrupulous persons were used to promote their own political or economic interests. In both cases, many innocent people were wrongly accused. In both cases, there was a sense of hysteria, and the usual safeguards for the protection of the people were not taken into account. 2. While the similarities are striking, there have been many differences between the situation in Salem and the Committee's hearings. Any differences more clearly stand out to you? Suggested response: In Salem, people were executed, while in red terror, the worst sentences were several years in prison with the most frequent punishment being a destructive profession. Another difference is that the teenagers in Salem were the instigators of hysteria. In the red terror of the late 1940s and early 1950s, adults were the defendants. In the hysteria of the 20th century, politicians played a leading role as defendants and instigators. Students may suggest additional differences. 3. What can be learned from the characters of John and Elizabeth Proctor? Where did they go wrong? What did they do that? The proposed response: There is no single correct answer. John Proctor paid a heavy price for his dandelion with Abigail, which aroused feelings in her country he did not expect. At the end of the story, the power of redemption, self-esteem and honor is shown. It illustrates the price that must sometimes be paid when one stands on a principle against shame. Elizabeth at first cold but at the end of the story shows the power of love, forgiveness, and honesty. Everything is lost in one moment when you tell a lie. 4. Miller reports on the following facts at the end of the play: Twenty years after the last execution, the Government has awarded compensation to the victims who still live and to the families of the dead. However, it is clear that some people were still unwilling to admit their total guilt, and also that the factions are still alive, for some beneficiaries in fact were not victims at all, but informers [Within 20 After the magic trials] for all intents and purposes, the power of theocracy was broken in Massachusetts. How do you judge the facts miller observes? Suggested response: Over time the hysteria had long gone, people were able to look back and see rationally what really happened. They no longer feel threatened. 5. Naming other cases where hysteria causes the death of innocent people? Proposed response: There are many. They include anti-Semitic massacres in Russia; massacres in Russia; massacres in Russia; massacres in Russia; massacres in The Holocaust; genocide in Cambodia, 1975-1997, and genocide in Rwanda in 1994. 6. Do you think that the torture of prisoners by the Us authorities at Abu Ghraib prison, Guantánamo prison or elsewhere, was justified or betrayed American core values? The proposed response: This is a matter of debate, but most people respond that torture is contrary to fundamental American values. In addition, torture has not proved to be an effective method of interrogation. People with great pain will tell the investigator anything to get the pain to stop. 7. One of miller's explanatory paragraphs included in his play States: When one rises above the individual villain presented, one can only pity them all, just as we [America during red fear] must one day have compassion. It is impossible for man to organize his social life without repression, and the balance between order and freedom has not yet been established. Select some social repression in your life. The proposed response: There is no single correct answer. Examples that students may cite include school clothing regulations, restrictions on what students can write in a student newspaper, restrictions on the use of profanity or hate speech, etc. Does the fact that there are so few Soviet spies who may have been able to cause serious harm to the country? Give your reasons for the proposed response: The good debate will include: The First Amendment protects the right to freedom of expression and political association. Membership of the Communist Party was never illegal. One of the foundations of American society, from the founding fathers onwards, was that punishing innocent people is far too bad to free some of the guilty. People are considered innocent until proven guilty the government has many other resources that to catch spies. As Sir Thomas Moore's character in Man for All Seasons said: If you demolish all the protections of the law when the wind blows again where you will find shelter? Questions related to literary elements 8. In terms of story, rather than historical accuracy, what character acts as the protagonist of the narrative? Suggested response: John Proctor is the protagonist. The story is his story and it's his sexual philandering that excites Abigail Hysteria against magic, is that grows in terms of honor, and through his character the moral lessons of the play are taught. 9. Which character acts as an opponent? Suggested response: Abigail is the opponent. Her desire to seek revenge on John Proctor or to gain his emotions causes tension in the film and provokes changes in both John and his wife, Elizabeth, that create a theme. It can also be said that a society that allows itself to become attorney general for John Proctor and two others are hanged? Proposed response: The three convicted citizens recite the Lord's prayer, which includes the words: Forgive us for our transgressions as well as forgive those who abuse us. That's the recitation. In a clear focus on the ruthless nature, even the deadly of good Christian people from the village who watch hanging. Those who are infringing against them are doing forgiveness. TWM's standard questions for use with any film that is a work of fiction and lesson plans using film adaptations of novels, short stories or plays help stimulate students' interest and help explore characterization, plot, theme, and other literary devices. See my discussion questions 1 and 2 in the learning guide and 5 to 8 above. Marriage 1. Was Elizabeth Proctor in any way responsible for her husband's betrayal? Proposed response: John Proctor was responsible for his actions. Many people misunderstand this type of question and take it as a question about factual causality. Certainly, the cold and unloving pair, in fact, will contribute to any betrayal by the other spouse. This is particularly true in societies where divorce was not a viable option. However, people are responsible for their own actions, and while John Proctor may have complaints against his wife, he is the one who committed adultery. 2. Did Elizabeth have to forgive her husband's betrayal? Proposed response: Forgiveness frees both the person who forgives and the person who forgives him. When the offender is truly remorseful, the forgiveness is a win/win proposition. Once Elizabeth forgave her husband, he was able to restore self-esteem and act according to his supreme nature. Forgiveness allowed Elizabeth to get in touch with her feelings of love for her husband. Discussing questions regarding ethical issues will facilitate the use of this film to teach ethical principles and watch critically. Additional questions are provided below. Trustworthiness (be honest; don't cheat, cheat or steal. Are there any circumstances in which a person should confess to doing something he has not done? If so, when? Suggested response: While it may be easier in the short term, many unwanted consequences can flow when a person confesses to crimes or crimes he or she has not committed. Once it is accepted, it is very difficult to pull them out. In a criminal court, once a conviction occurs on the basis of confession, it is like any other conviction. The penalties for subsequent offences will be worse. You may lose jobs, etc. 2. If you were John Proctor or any of the other people accused of being witches and faced with the choice of gallows or plead guilty to fictitious crimes while accusing innocent people of conspiring with you, what would you do? Suggested response: Condemning yourself is one thing. It's risky, as previously described But implicating other people is clearly immoral. Fairness (playby the rules; take turns and participate; be open-minded; listen to others, but can't be exploiting others; don't blame others carelessly) 3. What is wrong with guilt by association? What can we say from the fact that someone is associated with another? Suggested response: That one person associated with another tells us very little about each of these people. For example, if you see someone talking to an al-Qaeda member, it doesn't tell us that the other person is a terrorist. It may be a cause for suspicion and intense surveillance, but the fact of the frequent link or link proves nothing. There is also a constitutional aspect to this issue because the First Amendment protects freedom of association. It is illegal for the government to take action against a person simply because of political association. Any discussion questions can serve as a guide to writing. Additional tasks include: 1. Research information on one of the following topics and writing an official article on your findings. The nature of hysteria as a social phenomenon, including reference to salem witchcraft trials, world's war of panic on the eve of World War II, etc. The effects of red terror on Hollywood and on the film in general; Use the oath of allegiance in red terror and its effectiveness as a tool for the discovery of vandals; The use of fear to sell products or ideas, for example, the sale of underground bomb shelters after the Cuban missile crisis and the sale of information about communists suspected by the Red Channels. 2. Develop a logical, informed view on both sides of the following assumptions and write a convincing article directed at your colleagues as a target audience: the Patriot Act contains provisions that violate the rights of Americans and should be repealed; the McCarthy and Hawkinvestigations during the Red Terror of 1947-1956 strengthened the United States by eliminating communists from public life and government service. The panic over 9/11, including anthrax scare and fear of Iraq's weapons of mass destruction, led to war in the Gulf region; religious intolerance was a tool used to commit witch-hunt trials, Investigations under McCarthy, and the current war on terror; and torture was an important method used by those in power, sometimes vital in maintaining the integrity of society. Discussions can be organized on any of the topics raised in discussion issues or in tasks. 4. Crucible provides opportunities for teachers to develop interpretive writing skills in an important form in terms of today's media. Students can be asked to write investigation reports, as Appear in a newspaper or on a website dedicated to

explaining in-depth information. The reports are explanatory, but are addressed to an uninformed audience. Students need to understand their audience and try to maintain high levels of interest as they explain the information needed to hold the attention of the intelligent reader. Any of the following topics are ideal branches of concepts presented in the crucible. Inquisition as a crackdown on pagans. Trials of witches around the world; the reasons behind the McCarthy-era investigations; and the film's propaganda promote government causes, such as World War II [Note that TWM has learning guides to Allied propaganda films from World War II: Ms. Miniver (England) and Song soldier (Soviet Union).] 5. Piece view is an excellent tool for teaching persuasion. Keeping up with the mass media as an audience for their articles, students can be asked to develop logical, informed papers backed by pointed facts and arguments. Both sides can address the following assumptions: fear is a powerful tool for a repressive government system; fear should be an effective tool in the repressive system of government; fear should be an effective tool in the repressive system of government; and fear should be an effective tool in this direction. The First Amendment does not mean that the Government must be accepted as a true religion that frightens the population; it means that the Government must accept that they are good religions, but religions that frighten the population; they are religions that are only a good religion. The anti-pagan movement, including the trials of witches, was aimed primarily at women; it was directed against women; it was directed against women; it was directed against women; it was directed against women; the Great Depression was the result of panic and fear. Discussions can be organized for any of the topics raised in discussion questions or in tasks. The most sophisticated classes may wish to address the following: which of the two Proctor, John or Elizabeth, was most responsible for creating the situation that led to their death? All students can be asked to memorize the First Amendment and read out this crucial addition to the U.S. Constitution aloud. Any writing duties can be submitted to the class as oral reports by one or a group of students. See also additional assignments for use with any film that is a work of fiction and a TWM guide to lesson plans using film adaptations of novels, short stories or plays. Other study plans: Case study: The Hunt of European Witches, C. 1450-1750 and Today's Witch of Genism. The National Archives has developed a lesson plan that includes copies of original Telegram documents from Senator Joseph McCarthy to President Harry S. Truman; Magic in Salem Village: Intersections of Religion and Society from the National Center for The Humanities; And The Teaching of History through film: The Crucible's Film Teaching Guide. I wrote this play was to be read as well as it is. Miller included explanatory passages describing the different characters in the play that define his views. See, for example, the first explanatory inclusion in Thefirst Law, in which Miller describes the fact that the dangers of Indians and famine, organized by the Protestant theocracy, The battle was, relieving, that some people in Salem were failing in the restrictions imposed on Protestant society: the tragedy of Salem, which is about to begin in these pages, was set out by a paradox. It is a paradox that we still live in, and there is no prospect yet that we will find a solution. Simply put, this was: for good purposes, even for high purposes, the People of Salem developed thetheocracy, a combination of state and religious authority whose function was to keep society together, and to prevent any kind of division that might open it to destruction by physical or ideological enemies. It was formulated for a necessary purpose and fulfilled that purpose. But each organization is based on the idea of exclusion and prohibition, and must be based on it, just as two beings cannot occupy the same space. Clearly, the time came in New England when the repression in the regime was too heavily justified by the risks that were being organized against it. The witch hunt was a deviant manifestation of the panic that began among all classes when the balance began to shift towards greater individual freedom. When one rises above the individual villain on offer, one can only pity them all, just as we [America during red fear] must one day pity. It is impossible for man to organize his social life without repression, and the balance between order and freedom has not yet been established. The layers can also read the following passages from Miller's autobiography, Timebends, Life. Pages 332-335 contain a description of his meeting with Elijah Kazan, a renowned director of plays and television when Kazan tried to explain his decision to cooperate with the Activities Committee of the United Nations House of Representatives. In pages 336 and 337, Miller describes his examination of salem's original court records and his discovery of the drama center of the play. Historical novels suitable for middle and middle school readers on salem witchcraft trials, in general, include: Post-Burning Time by Kathryn Lasky; Tetoba from Salem Village by Anne Petrie, Crowell. For an interesting look at the concept of witches, students may wish to read the seventh son, by Orson Scott Card and bless me Ultima, by Rodolfo Anaya. In addition to the sites that may be linked in the directory and selected film reviews included in the film Review Of The Query Engine, the following resources have been consulted in the preparation of this learning guide: The Devil' Illusion, the full story of salem witch trials by Francis Hill; Double day; 1995; Timebends, Life, Arthur Miller, Grove Press, Inc., New York, 1987; Portable Arthur Miller; Edited by Christopher Bigsby; Penguin Books; 1977. 1977.

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