Introduction

Think about this: Who were the Puritans, and how could they become involved in a "witch hunt"? What is a "witch hunt"? How does it feel to be a victim of a "witch hunt"? What can we learn from the history of "witch hunts"? This webquest will help you prepare to watch The Crucible, a play by Arthur Miller, and help you make some important decisions about how "witch hunts" have affected our history, and how we have learned from that history.

Tasks

Your task is to gather information to answer some very important questions about the world in 1692, Miller's world of the 1950s, and the world today. You will be exploring some online resources that will provide the answers that you need.

Process

Follow the tabs on the left side of your screen. They are labeled The Puritans, Salem Witch Trials, and Arthur Miller. Start with The Puritans, then complete The Salem witch Trials. After completing The Puritans and The Salem Witch Trials, ask your teacher for the movie and the packet for The Crucible. Watch about thirty minutes of the movie at a time and then take a break to answer as much of the packet as you can. When you finish the packet, continue the webquest with the Arthur Miller tab. Each of the next three screens will have some questions to answer and some links to use for research. The links are found at the bottom of the screen. Please use notebook paper for the answers, and be sure to label each section of answers. REMINDER: All answers must incorporate complete sentences with your best grammar, punctuation, and spelling. Your final assessment for The Crucible is found on the Evaluation tab along with the rubric for this webquest.

The New England Primer was used to teach children the alphabet as well as how they were expected to behave in the Puritan community. Explore the links below. Then answer the following questions on a separate sheet of paper. What are the basic Puritan beliefs? List at least five. What is predestination? What role did this play in Puritan society? How were the lives of Puritan children different from children of today? How would Puritans view those of other faiths and those considered "different"? List five forces that may have led to accusations of witchcraft.

Now, take a look at the people and the history of the real Salem Witch Trials and answer the questions below by looking at the first two links attached. Who were these people (detailed description of each) and what happened to them in 1692? Betty Parris, Abigail Williams, and Tituba? Give a detailed description of each. Who was the first person officially executed? How did her station in society (tavern owner) influence her fate? What do you think was the major cause of the witch trials? Why? How do you think they could have been avoided? After answering the questions above, see how it feels to be accused by following the third link below.

Ask your teacher for the movie and the packet. Watch about 30 minutes of the movie at a time, and then answer as many questions in the packet as you can until you are finished with both the movie and the packet. Then continue with the next tab, Arthur Miller.
Now it is time to look at Miller's Play. Before answering these questions, watch the movie and complete the packet for The Crucible. Ask your teacher for the movie and the packet. Describe five major changes Miller made in The Crucible in comparison to the real Salem Witch Trials? What was McCarthyism and the purpose of the House Un-American Activities Committee? Describe the effects of the investigation by the House Un-American Activities Committee on Miller's writing of The Crucible. Has the world learned from its witch hunts? What other ones do you know of? Considering what you have learned in this unit, why is it important to study our history? After completing these questions, continue to the Evaluation tab. The letter assigned there is the assessment of your work on this unit.

Evaluation

Arthur Miller took artistic liberties in creating his play and made several changes from the historical witch trials. Why do you think he had not taken these artistic liberties? For your final assessment of the study of The Crucible, write a letter to Miller where you discuss at least three of these changes and how they affected the final product. Use the questions above to guide your writing. Your letter should be in business letter format, double-spaced and typed in 12 pt Times New Roman font. Your letter should be at least 1 1/2 to 2 pages in length, and as always use your best grammar, punctuation, and spelling.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Exemplary</th>
<th>Very Good</th>
<th>Developing</th>
<th>Beginning</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Puritans</td>
<td>All questions are answered correctly in detail and in complete sentences and have clearly been thought through. Your answers have no errors in capitalization, punctuation, or spelling.</td>
<td>All questions are answered correctly in complete sentences but with less detail. Some errors in capitalization, punctuation, or spelling but the errors do not detract from the meaning.</td>
<td>All questions are answered in complete sentences but one or two is incorrect and there are many errors in capitalization, punctuation, and spelling.</td>
<td>Answers are incorrect, sentence fragments, or not answered at all. There are many errors in capitalization, punctuation, and spelling.</td>
<td>20</td>
</tr>
<tr>
<td>The Salem Witch Trials</td>
<td>All questions are answered correctly in detail and in complete sentences and have clearly been thought through. Your answers have no errors in capitalization, punctuation, or spelling.</td>
<td>All questions are answered correctly in complete sentences but with less detail. Some errors in capitalization, punctuation, or spelling but the errors do not detract from the meaning.</td>
<td>All questions are answered in complete sentences but one or two is incorrect and there are many errors in capitalization, punctuation, and spelling.</td>
<td>Answers are incorrect, sentence fragments, or not answered at all. There are many errors in capitalization, punctuation, and spelling.</td>
<td>20</td>
</tr>
<tr>
<td>Miller and The Crucible</td>
<td>All questions are answered correctly in detail and in complete sentences and have clearly been thought through. Your answers have no errors in capitalization, punctuation, or spelling.</td>
<td>All questions are answered correctly in complete sentences but with less detail. Some errors in capitalization, punctuation, or spelling but the errors do not detract from the meaning.</td>
<td>All questions are answered in complete sentences but one or two is incorrect and there are many errors in capitalization, punctuation, and spelling.</td>
<td>Answers are incorrect, sentence fragments, or not answered at all. There are many errors in capitalization, punctuation, and spelling.</td>
<td>20</td>
</tr>
<tr>
<td>The Letter to the Author</td>
<td>Argument is clear, evidence and references to text are well articulated, well organized, and linked to the argument. No errors in capitalization, punctuation, and spelling.</td>
<td>Argument is clear. Evidence and references to text exist but lack links to argument or good organization. Some errors in capitalization, punctuation, or spelling.</td>
<td>Argument is clear but evidence and references to text are not clear, not well organized, or do not link to argument. Several errors in capitalization, punctuation, and spelling.</td>
<td>Argument is not clear and evidence is random, not organized, and not linked to argument. Many errors in capitalization, punctuation, and spelling interfere with the meaning of the letter.</td>
<td>40</td>
</tr>
</tbody>
</table>

Conclusion

Hopefully, as you think about this lesson, you will see that literature reflects reality and helps us to take a good look at ourselves. Think about the lesson or theme that you can take away from this study of the Puritans, the Salem Witch Trials, and The Crucible. Will the knowledge you have gained here help you to recognize and avoid being involved in the hysteria of a "witch hunt"?

Teacher Page

Focus: This webquest is designed for student-focused American Literature classes in high school. In this webquest,
students will investigate historical and cultural concepts for the Salem Witch Trials in preparation for a study of Arthur Miller's The Crucible. Students will begin by researching the Puritans and their beliefs and way of life. Then students will investigate the history of the Salem Witch Trials, and finally read about Arthur Miller: how he adapted the historical information into a play and how the UHAC investigations influenced his writing of The Crucible.

Objectives:

Students will learn about the people, places, and events involved in the Salem Witch Trials.
Students will formulate a theory as to why this tragedy happened.
Students will learn background information on Arthur Miller, his interest in the Salem Witch Trials, as well as his connection to the McCarthy hearings.
Students will gain empathy and understanding for the victims and their plight.
Students will write a persuasive letter to the author analyzing Miller's choices made while adapting a historical event for the stage.

Resources:
Prerequisite Skills: Comfort level with the Internet
Time Required: This webquest is designed for a student-focused classroom in an alternative high school. In my class, students work at their own pace. Adaptations may be needed to use this webquest in direct instruction. I expect my students to spend approximately one to two weeks on this webquest. Each student will need access to a computer to do the research and to complete a word document compiling the research. Student will need to have a copy of The Crucible, the movie (this can be checked out from the teacher) and a reading guide packet of the teacher's choice.

Standards
This webquest is aligned with the following Common Core Georgia Performance Standards:

ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).

ELACC11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELACC11-12W4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Credits
I have adapted material from various webquests and made this one special for my students. The resources and web links included on this website are external websites, and I would like to thank all for creating such useful WebPages and Webquests.

Other