

English 3 Honors: You will read college-level, complex pieces of literature that require your full and continued attention throughout the summer and the school year. You must read thoroughly, thoughtfully, and meet all reading schedule deadlines.

PREMISE FOR SUMMER WORK: Our goal for the summer assignment is to prepare students for the type of work that will be required during the school year. English 3 Honors is a college-level course; therefore students need to be prepared for the rigor of the course. Part of preparing for the course will be the completion of the summer reading assignment.

I. Summer Reading Assignments

- A. Read *The Crucible* by Arthur Miller. (Any edition of this work is acceptable, but the play is in the junior textbook. Students can check out the book from the textbook room.)

- B. Complete a Major Works Data Page (MWDP). The MWDP **WILL** be collected on the first full day of school. The MWDP is posted as a separate file on the summer work page. You will type the information for your MWDP into a doc file. Save the file as a doc file. (NO pdf files will be accepted). When school begins, you will get directions for submitting the file into turnitin.com. You will also submit a hard copy of the MWDP. (MWDP can be found in a separate link on the summer work page.)

- C. THINK QUESTIONS: We have included THINK QUESTIONS for the play. You **SHOULD** answer these during/after your reading. We will **NOT** collect your responses to the THINK QUESTIONS. We **WILL** use the THINK QUESTIONS as part of our assessment of your reading of the play. (THINK QUESTIONS located at end of this document.)

II. Summer Work Assessments (Fall 2017)

- A. Multiple-choice Test on Summer Reading: There will be an hour-long test (multiple-choice format) for *The Crucible*. The estimated length of this test is 70-100 objective questions. The test on summer reading will be given the first week of classes. This test will be picky. We want to be certain that you have read the works carefully and processed them thoroughly. Do not rely on the film version; it will not prepare you for the exam.

- B. In-Class Essay on Summer Reading: Sometime during the first five days of classes, you will be required to write an in-class essay on ONE of the THINK QUESTIONS for *The Crucible*. You will NOT be told in advance for which topic you will write.. ALL English III H/IB students (regardless of instructor or period) will write on the same day. Read carefully and be prepared! You will use your journal responses and reading to help you prepare for the in-class essay.

III. Contact Information: All information and necessary documents are available at www.dbhs.org. Send questions to: Mrs. Chacon at kchacon22@yahoo.com.

“THINK QUESTIONS”

The Crucible

1. Discuss the established structure of Salem and its Puritan society—its binary oppositions/social divisions into rich and poor, powerful and powerless, town insiders and outsiders, male and female, educated and illiterate, old and young, religious conservatives and religious liberals, etc. Discuss how the events of the play constitute an attempt of some segments of society to overturn the traditional ways of society, while other segments fight to maintain /strengthen the old/traditional social order. Discuss Miller’s larger message as it relates to these struggles, considering the witch hunts as an allegory for the McCarthy trials, as well as social struggles in other times and places (such as modern day America). In other words, how is the play a battle among the groups or divisions mentioned above, and how might their motives and struggles mirror the motives and struggles of various societal segments in other societies besides that of Salem in the 1600s? Use specific characters to represent the social groups/divisions that you will discuss.

2. The principal accusers in *The Crucible* are young, unmarried women. List some evidence from the play to show the status of single women in Puritan society. Then explain the extent to which these women were able to gain power and change their status in the society simply because of their accusations. Use evidence from the play to support your argument.

3. Consider the essential question: how does literature shape or reflect society? A classic theme of literature in general—and of *The Crucible* in particular—is the conflict that can arise between a person's individual ideals and principles on the one hand and the expectations of society on the other. Discuss this theme as it applies to two major characters in *The Crucible*. Support your answer with details from the play.

4. A theme provides the reader with some significant insight into life or human nature. Choose ONE of the following themes from the *The Crucible*. Analyze its development throughout the strong characters and plot events that Miller includes in the play. Use specific examples, quotes, etc., to support your commentary throughout the essay.

“False charges harm the accuser as much as the accused.”

“The evils of jealousy, greed, and ambition can be more powerfully destructive than any supernatural evils.”

“Resistance to injustice carries its own reward.”

“Law and justice are not the same thing.”

“It is better to sacrifice one’s life than one’s principles.”

