**LANGUAGE ARTS 10
MASS HYSTERIA QUIZ**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_**

Directions: You do not have to write in complete sentences in the charts, but you do have to answer all questions in complete sentences for full credit.

 **Part I: Identifying Characters**

|  |  |  |  |
| --- | --- | --- | --- |
| **Character** | **Who is he/she? Relationship to whom?** | **Notable words, actions, or effects on others** | **What do actions and words say about their character?** |
| Reverend Samuel Parris |    |   |  |
| Betty Parris  |  |   |  |
| Abigail Williams |  |   |  |
| Tituba |    |   |  |
| Mrs. Ann Putnam |  |   |  |
| Mary Warren |  |   |  |
| John Proctor |   |   |  |
| Elizabeth Proctor |  |   |  |
| Rebecca Nurse |  |   |  |
| Reverend John Hale |   |   |  |

**Part II: Identifying Quotes**

There is no way you’ll be able to memorize all the lines of the play to identify quotes. So will you match them to a character? You need to understand the character’s actions and motivations. Additionally, there may be information in the quote that reveals plot points that you can associate with a character.

I recommend you make your own **Characterization**/**STEAL** **charts** for any of the characters in chart from Part I if you do not know them well.

**Fill out the chart:**

|  |  |
| --- | --- |
| **Characterization Technique** | **Definition** |
| Dynamic |  |
| Static |  |
| Round |  |
| Flat |  |

**Part III: Plot Points**

Directions: On the test, you’ll need to understand the plot in order to help you identify the quotes as well as answer the multiple choice questions. You should know the answers to the following questions.

1. Why do you think Rev. Parris has many enemies? (Act I)
2. What truths come out when the adults leave the girls alone? (Act I)
3. What did Abigail and the other girls do with Tituba in the woods? (Act I)
4. What’s going on between Abigail and John Proctor? How does Elizabeth feel about it? (Act I & Act II).
5. On page 100, Danforth gives the premise for judging a witch. Summarize his guidelines.
6. Finally, Proctor admits that he and Abigail have been lovers. This truth could be the end of Abigail’s control. Why isn’t it? (Act III)
7. What is the importance of John Proctor’s last speech (Act III)?
8. What happens when John Proctor is arrested?
9. Does Abigail ever get questioned by the court? If so, what does she say?
10. What is Hale’s mission in Act IV?
11. In Act IV, Danforth won’t pardon the prisoners. Why?
12. Elizabeth Proctor’s life is spared for one year. What is the reason and the one condition of the extension?
13. Does John confess? If so, why? Who reverses the confession?
14. In the end, what is it that is of utmost importance to John Proctor?

**Part IV:** **Key Concepts,** **Important Facts, and Literary Terms**

Directions: You should be familiar with these concepts, facts, and terms in order to answer some basic questions about them or use the knowledge to help you on other parts of the test.

* What is Puritanism?
* When were the Salem Witch Trials?
* What is McCarthyism? When did the McCarthy trials take place?
* What is paranoia?
* What is allegory? Explain how *The Crucible* an allegory that symbolizes a larger truth.
* What is theme?
* What is irony?

|  |  |  |
| --- | --- | --- |
| **Type of Irony** | **Definition** | **Example from *The Crucible*** |
| Verbal |  |  |
| Situational |  |  |
| Dramatic |  |  |

**Part V: Essay Questions**

Directions: On your test, you will be asked to write one short essay answer (one to two paragraphs). Below are five essay questions. Two of these questions will appear on the test; you will have to write on one. (See the rubric below for grading criteria)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent (5)** | **Average (4-3)** | **Unacceptable (2-0)** |
| **English Conventions** | Excellent paragraph structure; few, if any, errors in spelling, punctuation, or other mechanics. | Acceptable paragraph structure; a few errors in spelling, punctuation, or other mechanics, but these do not interfere with the reader’s understanding | Paragraph is missing an adequate topic sentence, unity, and/or transitions; errors in spelling, punctuation, or other mechanics interfere with the reader’s ability to understand the response. |
| **Specific Examples** | Response uses AT LEAST 3 specific examples from the play in each paragraph. | Response uses AT LEAST 2 specific examples from the play in each paragraph. | Response uses few than 2 specific examples in each paragraph. |
| **Accuracy and Insight** | All examples from the play are correct; response as a whole demonstrates a strong grasp of the play and provides insight above and beyond class discussions. Response demonstrates the ability to THINK independently. | All examples from the play are correct; response as a whole demonstrates a basic grasp of the play, but provides no insight and/or repeats only what was discussed in class. Response demonstrates the student paid attention in class and MEMORIZED information. | Some or all of the examples are inadequate or incorrect. Responses as a whole demonstrate a lack of understanding of the play and of class discussion of the play. |

1. Arthur Miller used real court documents to create his characters and plot. Examine his use of source material and assess whether or not his use of real people and events for his fictional play enhanced the story or detracted the story.
2. Choose one of the ironies in the play (for instance, Elizabeth Proctor lies to protect John Proctor and thereby convinces Danforth that John has lied to save Elizabeth) and explain how the irony enhances the drama of the play. In your response, be sure to identify the irony as situational, verbal, or dramatic.
3. Explain how the title of the play is appropriate.
4. Several of the characters in the play are dynamic—meaning that they change over the course of the play. Chose the character you think has changed the most. First, identify the essential way the character has changed. Then, trace the causes and effects of that change of the course of the play.
5. One big idea in the play is honor. Who do you believe behaved the most honorably in the play? Write a short essay to convince others that his character was indeed honorable.

**Part VI: Vocab**

The crossword puzzle generator lied and said all 20 words were used, but only 18 actually were used! I am sorry about this. Below are the 20 words that will be on the vocab portion of the test. Make sure you know all 20.

McCarthyism

Vindictive

Corroborating

Naught

Abyss

Conjure

Defamation

Puritanism

Crucible

Abominable

Heathen

Prodigious

Magistrate

Arbitrate

Poppet

Tonnage

Ameliorate

Faction

Vengeance

Calumny

**Part VII: Commas**

There will be a comma section on the test in which you will insert or delete commas, similar to the common paragraph assignment. You will also be required to identify which rule is being used. You should use the names listed on my comma notes packet; however, you will not be marked down for incorrect name (ex. “comma in lists” vs. “oxford comma” or “serial comma”)

* After an introductory element/phrase
* Around a non-restrictive (non-essential) clauses
* In lists/oxford comma/serial comma
* Attributing quotations
* Before coordinating conjunctions [FANBOYS conjunctions]
* Between two or more coordinate/similar adjectives
* With interrupters (appositives, interjections, etc.)