For this essay, you will use *The Crucible* as your primary text for analysis and compare it to a group or a high profile celebrity that has been persecuted, alienated, or punished for failing to conform to an established set of beliefs. More specifically…

* You will select a group or celebrity that has been treated unfairly because of their differences
* You will compare and contrast the experience of the group or celebrity you selected to the experience of the principle characters from *The Crucible*. What similarities do you see between the two? What differences do you see?
* Examine how mob mentality functions to create “witches,” using both *The Crucible* and your celebrity for support
* In other words, ***cross*** your analysis between the play and a group or celebrity and examine how they are alienated, ostracized, or treated differently because they do not conform to established standards and societal expectations
* Examples include African-Americans, followers of various faiths (i.e., Judaism, Islam, etc.), followers of different political ideologies (Communism, members of the tea-party movement), Michael Jackson, Britney Spears, Barry Bonds, Tom Cruise, etc.
* This essay will be three pages in length
* You must cite your sources using MLA format

If this topic doesn’t interest you, and you have a great idea for a cross-analysis, throw it my way. Just to toss out some more ideas – how about comparing *The Crucible* to a famous painting? What about a song? Heck, you could even compare it to another film. Whatever you decide, I’ll probably be game.

Specific Requirements:

* Clearly establish a position (thesis) in your introductory paragraph
* Print 2 articles from the databases to help you support your argument
* Remember that your claim (which will begin each body paragraph) must argue something
* You need to quote directly from the play and your 2 sources
* Properly cite and quote (Follow my examples)
* Include a Works Cited page

Database Access and Passwords

**All of these databases are fully accessible from home. To access, go to rhnet.org, select Schools>Senior High School, and then click on SHS Library from the left-hand menu.**

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| --- | --- |
| **Gale Databases**  <http://infotrac.galegroup.com/galenet/>nysl\_ro\_rush  Username: \*NONE\*  Password: empirelink  Contains:   * **eBooks** * **Student Resource Center Gold** * Biography Resource Center * **Opposing Viewpoints** * Health and Wellness Resource Center * Business and Company Resource Center * National Newspapers * New York Newspapers | **ProQuest**  <http://proquest.umi.com/login>  Username: W6PB4CFNP8  Password: welcome   * A multidisciplinary resource including ProQuest Research Library with citations and abstracts for over 2,500 journals, **magazines**, and **newspapers**, many dating back to 1986 or earlier and covering all subject areas. |
| **Noodletools**  http://www.noodletools.com  **School** Username: rh-shs  Password: rhcsd  \*Once you create and account, your Username and Password should be just like your computer login.   * Noodletools is “the Web's most comprehensive and accurate MLA, APA, and Chicago/Turabian bibliography composer with fully-integrated note-taking."   **CQ Researcher**  <http://library.cqpress.com/cqresearcher>  Username: rush10  Password: cqel   * CQ Researcher is noted for its in-depth, unbiased coverage of health, social trends, criminal justice, international affairs, education, the environment, technology, and the economy. | **EBSCOHost**  [http://search.ebscohost.com](http://search.ebscohost.com/)  Password: rhebsco  \*Choose **EBSCOWeb** and “select all” to search all the EBSCO databases at one time.  Contains:   * Primary Search * Funk & Wagnalls New World Encyclopedia * Teacher Reference Center * GreenFILE (environmental research) * **Advanced Placement Source** * **Psychology & Behavioral Sciences Collection**   **Grolier Encyclopedia** <http://go-passport.grolier.com/>  Username: nystate1478  Password: novelhomeLike Wikipedia? Here’s an online encyclopedia that written by professionals. It’s a great place to start your research with an overview of the topic |

Organizing Your Information While Taking Notes

The research process can be overwhelming if not done correctly. Keeping yourself organized during the research process will help eliminate a number of issues.

While taking your notes, keep in mind how they will fit into your paper. More specifically, any fact you stumble upon should fall into one of the following categories:

* Interesting facts
* Background information on your group or celebrity
* Related information from *The Crucible*
* Similarities between your group or celebrity and *The Crucible*

By “clumping” your information into these categories while you take your notes, the writing process will seem less daunting and overwhelming. To help you do this, you will be given four sheets of paper with these labels. As you take your notes, you will place the facts and information you uncover onto the corresponding sheet of paper.

Outlining

Why create an outline? There are many reasons, but in general it is helpful when you want to show the hierarchical relationship or logical ordering of information. This will prevent you from skipping from one topic to the next without any logical train of thought.

***Alphanumeric*** is the most common type of outline and it is also usually instantly recognizable to most people. An alphanumeric outline combines letters from the alphabet with Roman numerals and numbers. The formatting uses the following characters in this order:

* Roman Numerals……………….. I. II. III. IV. V. etc.
* Capitalized Letters……………… A. B. C. D. E. etc.
* Arabic Numerals…………………1. 2. 3. 4. 5. etc.
* Lowercase Letters………………. a. b. c. d. e. etc.

If the outline needs to be subdivided beyond these divisions, use Arabic numerals inside parentheses and then lowercase letters inside parentheses.

Imagine you are doing an outline on the college application process. If you were to structure it according to an alphanumeric outline, it would look something like this…

The College Application Process

I. Choose Desired Colleges

A. Visit and evaluate college campuses

B. Visit and evaluate college websites

1. look for interesting classes

2. note important statistics

a. statudent/faculty ratio

b. retention rate

II. Prepare Application

A. Write Personal Statement

1. Choose interesting topic

a. describe an influential person in your life

(1) favorite high school teacher

(2) grandparent

2. Include important personal details

a. volunteer work

b. participation in varsity sports

B. Revise personal statement

III. Compile resume

A. List relevant coursework

B. List work experience

C. List volunteer experience

1. tutor at foreign language summer campus

2. counselor for suicide prevention hotline

Outline

I. Introduction

(Include your thesis at the end of your introduction)

II. Background information from *The Crucible*

III. Related background information about your celebrity or group

IV. 1st similarity between your group or celebrity and *The Crucible*

V. 2nd similarity between your group or celebrity and *The Crucible*

VI. 3rd similarity between your group or celebrity and *The Crucible*

VII. Conclusion

Sample Outline

I. Introduction

A. The power of the mob and the witches it can create is especially true in Arthur Miller’s *The Crucible* and the historical events of McCarthyism, which the play was created to represent.)

II. The girls in Salem had very little power, but once the girls began making witch-accusations, they suddenly gained power

A. The girls’ accusations were often focused on those whose lifestyles did not conform to the traditional Puritan beliefs

B. Anyone who questioned the court was automatically assumed to be guilty of witchcraft

1. The only way of proving one’s innocence was to confess and die

2. Those accused were encouraged to provide the names of other “witches”

C. There was no concrete evidence

III. In the 1950s, there was a fear of communism

A. People who were believed to be communists or communist-sympathizers were brought in for questioning

1. Those questioned could either provide names or face fines and/or jail time

2. Many were “blacklisted,” tarnishing reputations and causing many to lose their jobs

B. The accusations were often based on rumors or speculation

IV. 1st Similarity

A. Arthur Miller was accused of being a communist and nearly had his career destroyed

B. John Proctor was accused of being a witch and lost his life

V. 2nd Similarity

A. Joseph McCarthy was an insignificant Senator who used the accusations as a means for gaining power

B. The girls used the accusations to gain power

VI. 3rd Similarity

A. In America during the 1950s, people feared the House Un-American Activities

B. In Salem during 1692, people feared the court of Salem

C. In both situations, you were other for or against the ruling body

VII. Conclusion

Turkey 1

Tommy Turkey

Mr. Kuhn

English 11R

16 January 201\_

From Witches to Communists: How Mob Mentality Can Destroy

One of the first things we’re taught is to “be our own individual.” We are warned of the dangers of peer pressure and failing to think for ourselves. Instead, we are encouraged to foster our individuality and “dance to the beat of our own drum.” Unfortunately, however, there are certainly times when individuality falls victim to the masses. Rather than standing on our own two-feet, we align with what the majority has to say and think, disregarding what logic and reason might suggest. In the process, those who remain on the outside and refuse to conform can often become hurt or damaged; they become “witches,” pushed to the fringes of society because of their differences. This idea of the power of the mob and the witches it can create is especially true in Arthur Miller’s *The Crucible* and the historical events of McCarthyism, which the play was created to represent.

*The Crucible* is set in Salem, Massachusetts in the year 1692, a time when woman, especially young woman, had little to no power. Consequently, when a group of girls acquires power by accusing other villagers of being witches, they celebrate their newfound authority and fight to maintain it. When one girl, Mary Warren, is asked to reveal to the courts that the accusations are false, Mary cries out, “I cannot, they’ll turn on me…” (77). Quite clearly, the girls are willing to do whatever it takes to maintain their position of power, even if it means turning on a friend, family member, or a loved one.

Perhaps more disturbing than the girls’ refusals to relinquish their power are the consequences that follow an accusation. Once accused of witchcraft, the accused has two options: Confess, and have your name and reputation forever marred, or die. When Tituba, the first to be accused, shows reluctance at confessing, Reverend Parris makes her options clear by stating, “You will confess yourself or I will take you out and whip you to your death, Tituba!” (42). Without question, an accusation has no good outcome. After being accused, one’s life is either taken or forever changed for the worse.

In a matter of months, the accusations spiral out of control forcing those who disagree with the court to become targets; these individuals quickly become “witches,” in the sense that they are viewed as different, becoming “dangerous, outsiders,” simply for refusing to conform to an ideology that they do not believe in. When asked why he does not publicly question the court, John Proctor echoes the sentiment that those who disagree will become alienated, by stating that, “…I may wonder if my story will be credited in such a court. I do wonder on it, when such a steady-minded minster as you will suspicion such a woman that never lied, and cannot, and the world knows she cannot!” (67). Quite clearly Proctor is stating that the court is not legitimate and whoever questions it will become the next target for an accusation.

While it might seem that this kind of witch-hunt is unrealistic, completely asinine, and unlikely to ever occur again, the opposite is true. In the 1950s, a nearly identical “witch-hunt” took place, but this time centered on tracking down and punishing Communists. This movement to rid Communists from not only the Government, but also positions of power and notoriety quickly became known as McCarthyism, after Senator Joseph McCarthy, who quickly became the figure-head of the movement. Those who believed in this practice, “agreed that it was essential to eliminate the danger of American communism” (Schrecker). Before long “the anticommunist crusade spun out of control, creating the most widespread and longest lasting episode of political repression in American history” (Schrecker). Once an individual was accused, they not only faced public interrogation but, “thousands of men and women had lost their jobs, hundreds had been deported or sent to prison, and two – Ethel and Julius Rosenberg – had been executed” (Schrecker).

So how does this relate to the happenings of *The Crucible*? To begin, the playwright Arthur Miller was one of the individuals accused of being a communist. “*The Crucible* hardly disguised the fact that [when writing the play] he had in mind Senator Joseph McCarthy’s investigations of Communist subversion in the United States and the subsequent persecutions and hysteria” (“Arthur”). When Miller himself was called before a committee he refused to provide names of people who knew or believed to be communists. This refusal ultimately resulted in him being charged with contempt of Congress.

Quite clearly the experience of Arthur Miller nearly mirrors that of the characters found within The Crucible. John Proctor was provided with the option of saving himself by providing the names of individuals involved with witchcraft. Arthur Miller was given a nearly identical option; he too could save himself by providing the names of individuals involved with Communist activities. In the end, Proctor gave his life and Miller risked his career and status in Hollywood to maintain their integrity.

Another comparison can be made between Joseph McCarthy, the Senator for which the movement took its name, and Abigail Williams. Prior to seeking out and punishing Communists, “McCarthy remained a decidedly backbencher senator…” (“Joseph”); he little to no real power. The same is true of Abigail Williams. Prior to the accusations of witchcraft, Abigail was nothing more than an unemployed teenage girl. Following the accusations, however, Abigail is a local celebrity, with “a troop of boys [going] step for step…with her” (Miller 149).

A third and final comparison between the events in America during the 1950s and those of the Salem witch trials in 1692 is the mass hysteria and mob mentality that erupted. In both instances, once the accusations began the individual rarely stood up and protested; instead, those with the power made the bulk of decisions. In the case of McCarthyism those with the power included Joseph McCarthy and the members of the House Un-American Activities Commission, or the group assigned the task of tracking down and punishing Communists. In the case of *The Crucible*, those with the power included the girls who were doing the accusing. Regardless of the scenario, whoever stood up to those with power quickly became a target, either being accused of Communism or witchcraft.

While the activities of *The Crucible* occurred over 300 years ago, the era of McCarthyism sadly proves that the events of the play are not all that foreign. Every generation, region, and compilation of individuals is susceptible to persecution and the effects of mob mentality. What’s more, individuals who should often be celebrated for their independent thinking and eccentric spirits are most frequently the victims of mob mentality. So while it’s important to be your own individual, perhaps it is more important to allow others to be their own individual.