

Starter

Draw (and label) a witch. Do the first thing that comes to your mind.



Learning objectives:

- How typical was the stereotypical witch?

Learning objectives

- Year 12 taster lesson

Key words



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- How typical was the stereotypical witch?

Explanation

Core Expectations for **Every Lesson**

1. Attend lessons on time and in professional attire
2. Be prepared for each lesson by ensuring you bring the appropriate equipment
3. Ensure all work is organised in the appropriate section of your subject folder
4. All deadlines must be met to avoid a 6 week “Risk of Failure” program
5. Respect the classroom, Replace chairs, Rubbish in bins
6. Speak to **ALL** members of the HT community with respect
7. No mobile phones/ear pods to be used in lessons or around the school
8. Starters are to be completed in silence
9. Be proactive and not reactive
10. Expect to work harder than you ever have before



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- How typical was the stereotypical witch?

What do we study?

- Exam board: OCR
- Unit 1 – Britain 1930-1997 (25%)
- Unit 2 – Democracy and Dictatorships in Germany 1919-1963 (15%)
- Unit 3 – Popular Culture and the Witchcraze of the 16th and 17th Centuries (40%)
- Coursework (20%)



Learning objectives:

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Checking Progress

1. What gender is your witch?
2. How old are they?
3. Are they married?
4. What personality traits do they have?
5. What type of job do they have?



Learning objectives:

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Checking Progress

Witch Riding Backwards on a Goat by Albrecht Durer, c.1500.

How does this witch compare to your witch?

How does this sixteenth century illustration differ from a stereotypical twenty-first-century depiction of a witch? Why might the notion of what a witch looks like have changed?



Learning objectives:

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Checking Progress

What does this table suggest about the gender of accused witches?

How does this compare to your witch?

Use this table to test the hypothesis that 'accused witches, typically, were female'.

Table 2.2 The gender of accused witches

Region	Years	Male	Female	Percentage of females accused
Holy Roman Empire (1648 boundaries)	1530–1730	4,575	19,050	81
South-western Germany	1562–1684	238	1,050	82
Rothenburg ob der Tauber	1549–1709	19	46	71
Bishopric of Basel	1571–1670	9	181	95
Franche-Comté	1559–1667	49	153	76
Geneva	1537–1662	74	240	76
Pays de Vaud	1581–1620	325	624	66
County of Namur	1509–1646	29	337	92
Luxembourg	1519–1623	130	417	76
City of Toul	1584–1623	14	53	79
Dept of the Nord, France	1542–1679	54	232	81
Normandy	1564–1660	278	103	27
Castile	1540–1685	132	324	71
Aragon	1600–1650	69	90	57
Venice	1550–1650	224	490	69
Finland	1520–1699	316	325	51
Estonia	1520–1729	116	77	40
Wielkopolska, Poland	1500–1776	21	490	96
Russia	1622–1700	93	43	32
Hungary	1520–1777	160	1,482	90
County of Essex, England	1560–1675	23	290	93
New England	1620–1725	75	267	78
Iceland	1625–1685	110	10	8

From B.P. Levack, *The Witch-hunt in Early Modern Europe*, Routledge, 2006, p. 142.



Learning objectives:

- How typical was the stereotypical witch?

Checking Progress

From *The Witchcraze of the Sixteenth and Seventeenth Centuries*
by Alan Farmer

The available evidence suggests that most females accused of witchcraft were older than 50. Such women sometimes manifested signs of eccentric or antisocial behaviour . (Today such behaviours might be attributed to senility or dementia.) This could prompt witchcraft charges. However, it seems likely that many witches had been suspected of witchcraft for many years before they were prosecuted. When villages first suspected someone, they generally did not immediately denounce her to the authorities. They sought some kind of reconciliation or sought help from cunning folk. Legal proceedings were often a last resort. Accordingly, most witches were fairly old when brought to trial.


How does this witch compare to your witch?



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Checking Progress

Source  Ages of accused witches From *Different Interpretations of Witch-hunting in Early Modern Europe*

Region	Years	Witches of known age	50 or over (%)
Geneva	1537–1662	95	75
Département du Nord, France	1542–1649	47	51
Essex, England	1645	15	87
Württemberg	1560–1701	29	55
Scotland	1563–1736	166	41
Rothenburg	1561–1652	48	40
Würzburg	1550–1650	190	59

How far does this table support Farmer's view?

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The percentage of unmarried witches (those widowed or who had never married) was higher than the percentage of such people in the female population. Arguably, in a patriarchal society, the existence of women who were subject to neither father nor husband was a source of concern. Possibly, single women were thought to be more likely to be seduced by the Devil.

The number of unmarried women was increasing: in some places they were almost a third of the population. This was probably the result of warfare or plagues. By 1600, nunneries, which had once accommodated a large proportion of the single female population, were in decline or had been dissolved as a result of the Reformation.

How does this compare to your witch?

What developments in the wider world could be influencing the development of the witchcraze?



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Checking Progress

Are they a witch?

Sarah lives alone and has been known occasionally to talk quietly to herself. She is fairly wealthy because she sells herbal remedies for illness.

Mark is the local vagabond. He wanders from town to town trying to find any work that is going. He is not well off. He has a slight stammer and so hardly speaks. He has a crooked back and an ugly face and his only company is his pet owl he tamed when it was young.

Jane is elderly and lives with her husband. They both look to the Parish for help, especially during the winter months as times have been hard recently. She would struggle if her neighbours were less kind. She has an obvious birthmark on her face.

Sophie lives alone and is middle aged. She keeps a few cats for company and grows her own food in her little garden to get by. Anything extra she sells at the market. She has a little bit of a temper and dislike this new vicar and she has told him so.



Discussion!
Who would we
convict as a
witch?



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Your task over the summer is to complete the series of activities in the booklet for both the Britain and Germany units. These tasks build the skills of:

1. Chronology
2. Causation and consequence
3. Significance



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End & send

Expectations

- ✓ All equipment away
- ✓ All rubbish in the bin
- ✓ Everybody Leaves in a calm manner.



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