

The Renfrewshire Witch Hunt Trials 1697

This unit delivers the following experiences and outcomes:

Soc 4-02a I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others.

Soc 3-04a I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.

Soc 4-05c I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved.

Soc 4-06a Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event.

Soc 3-01a I can use my knowledge of a historical period to interpret the evidence and present an informed view.

Soc 3-06b Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time.

Soc 3-06a I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.

Scheme of Work

Lesson No.	E&O	Learning Intention; Today I will learn about...	Success Criteria; Now I can....	Principles & Practice/Lesson Delivery	Resources	4 Capacities; Young people who are...
1	3-01a	What life was like in 17 th C Renfrewshire	Describe living conditions and types of employment in 17 th C Renfrewshire	ICT investigation	See Teacher Pack Internet facilities	Successful Learners
2 - 4	4-06a	Who were the Shaw family and what part did they play in the 1697 Witch hunt	State what role Christian Shaw played in the Renfrewshire Witch hunt 1697	ICT, Discussion & Debate, Collaborative learning, Role Play	Ppt. & teacher pack resources Table & Card Sort resources in teachers pack	Effective Contributors

5	3-06b	The Bewitchment - explained	Give at least 3 possible explanations for Christian Shaws 'bewitchment' and explain the impact of her actions on others	Collaborative learning, discussion	Pupil booklet	Effective Contributors
6 & 7	3-06b	Beliefs and Superstitions	State 3 reasons why people believed in Witches	Collaborative Learning, Active Learning	Pupil booklet, teacher booklet – 'How to identify a witch card sort'	Successful Learners
8	4-06a, 3-01a	Who were the accused	Name at least 3 of the accused and state why they were accused	Create and justify a viewpoint	Teacher booklet – Witch Checklist resource Template for Defending or Accusing a Witch	Confident Individuals
9	3-01a	The Investigation & Trial	Explain why some testimonies may have been unreliable.	Independent Learning	Pupil Booklet	Successful Learners
10	4-06a	The Verdict	Retell the story of the Renfrewshire Witch Trials	Collaborative Learning, Assessment is for Learning	Pupil Booklet, Teacher Booklet, Card Sort	Confident Individuals
11-12	4-05c	Discrimination & Persecution	Explain the difference between Discrimination and Persecution and give past examples of each. Explain the impact of Discrimination on 17 th Century Scotland	Discussion, Debate, Collaborative Learning	Pupil booklet, Teacher Booklet, Card Sort	Responsible Citizens

13-15	3-04a	Compare Witch Hunts in Scotland, Europe and USA	Give examples of other Witch Hunts in Europe and Salem during the period and compare them to events in Renfrewshire, Scotland.	Discussion, Debate, Collaborative Learning	Pupil Booklet, Teacher pack Create comparison chart, Write News article, Investigate using Internet	Successful Learners
16- 17	3-06a	What became of Christian Shaw	Explain how Christian Shaw contributed to the Paisley Thread Industry	Debate, Collaborative Learning	Timeline, Card Sort, This Is Your Life resources in Teachers Pack	Responsible Citizens
18-20	3-06b, 4-02a	Our Heritage	Conduct, produce and present an investigation into an aspect of Renfrewshire's Past.	Investigation, research	Internet access, library or class books	Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens