

Renfrewshire Witch Hunt 1697

Teachers Pack

Children and young people as they participate in experiences and outcomes contained within this pack will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- establish firm foundations for lifelong learning and for further specialised study and careers.

In this pack, effective learning and teaching will draw upon a variety of approaches including:

- active learning which provides opportunities to observe, explore, experiment and play
- use of relevant contexts and experiences familiar to children and young people
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- discussion and informed debate
- learning outdoors, field trips, visits and input by external contributors.

Children and young people as they learn will develop a range of skills including:

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- exploring and evaluating different types of sources and evidence
- development of curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing reasoned and justified points of view
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- presentation skills – oral, written, multimedia.

Lesson 1: 17th Century Renfrewshire

Pupils should conduct ICT research on 17th Century Scotland to gain an understanding of the lifestyle and culture.

Find and use 3 sources to describe what Scotland was like in 17th Century and explain why the sources lead you to believe this. It could be about land, Kings/Queens, battles, jobs, religion.

Save this for later use within the unit, lesson 18 - 20!

RESOURCE: 'Dr Who' template can support ICT research

Home Learning Task: Pupils to continue research of 17th Century Scotland at home and bring to school one picture or drawing that illustrates this. Create a class display with these images.

Some useful websites:

<http://www.ltscotland.org.uk/scotlandshistory/index.asp>

<http://www.bbc.co.uk/history/scottishhistory/union/index.shtml>

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=iiv>

<http://www.historic-uk.com/HistoryUK/Scotland-History/HighlandClans.htm>



What was 17th Century Scotland like?

Imagine you have just met Dr Who! He has asked you a question about planet Earth:

'What was 17th Century Scotland like?'

You are to investigate a range of sources to find out and answer his question.

Remember he cannot just believe you! You have to show him evidence.

Task:

Using the internet, or school textbooks, look for information about 17th Century Scotland. You might like to think about:

- What the land was like ie towns/cities/fields etc
- Religion
- Food
- Kings/Queens
- Battles
- What kind of work they did
- anything else!

When you have conducted some research. Choose 3 pieces of information that you think would be most helpful for learning about 17th Century Scotland. Explain why. HINT: You might like to think about if it is reliable, could it be made up, who wrote it – are they expert?

When you have finished your research complete the following to summarise your findings.



NEWS FROM PLANET EARTH

Earthling Name: _____

Dear Dr Who

Thank you for your request for information about 17th Century Scotland. I have investigated and found 3 facts:

1. _____

Where I found this information (source):

_____.

2. _____

Where I found this information (source):

_____.

3. _____

Where I found this information (source):

_____.

I believe these sources are true because:

_____.

Signed: _____ **Young Earthling**

Lesson 2,3 & 4: The Shaw Family

‘An 11 year old girl can’t cough up hot coal’, or can she?

Work in groups to read the sources and create a theory to explain Christian Shaw’s bewitchment, was she really possessed?

- Each pupil in the group takes a source**
- Each pupil tells others in the group what is in the source**
- Work together to complete the table with the information**

Complete the table to reach your conclusion.

RESOURCE: ‘Was Christian Shaw Bewitched?’

Class debate. Discuss the reason for Christian Shaw’s bewitchment

Work in pairs. One person will be Christian Shaw and one person will be a journalist. The journalist is to interview Christian Shaw on her bewitchment and Christian must provide answers! Write down and role play your interview.

Draw a cartoon strip showing key events of Christian Shaw’s bewitchment.

Write a news article reporting the case of Christian Shaw.

RESOURCE: Write a news article about Christian Shaw’s strange symptoms

*The
Renfrewshire
Reviewer!*

***Young Girl
BEWITCHED!!!***





Was Christian Shaw Bewitched?

‘An 11 year old girl can’t cough up hot coal’, or can she?

Work in groups to read the sources and create a theory to explain Christian Shaw’s bewitchment, was she really possessed?

Complete the following table (tick box) to reach your conclusion.

Source	Could it have been adults making Christian do it?	Could it have been Physical or Mental Illness?	Could it have been Christian herself tricking people?	Other Explanation for Source
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				

Overall, our group think that the most likely explanation for Christians strange behaviour is that _____

because _____

Lesson 5: The Bewitchment Explained

Card sort sources into order of likeliness with a partner – discuss the arguments for and against each explanation for Christian Shaws bewitchment.

Compare your own arrangement with that of another pairs in the class.

RESOURCE: 'What was the problem with Christian Shaw?' Card Sort

For each of the 6 reasons, write down arguments for and against.

What was the problem with Christian Shaw?



Cut out and rearrange the following into order of likeliness from 'most likely' to 'unlikely' in your opinion. Compare your answers with that of your neighbours.

1. Christian Shaw was a wicked child?

Perhaps it was all an act, pretending to hear and speak to invisible beings. Could an 11 year old girl really convince several adults that she was possessed? Would she really have voluntarily placed items such as dung in her mouth to make a point? Would you?

2. Was she a 'stooge' of adult manipulators?

If she was being made to do it by adults could she have kept pretending when having pins in her mouth – wouldn't this hurt? How could she give have the strength to need 4 strong men to hold her back from jumping into the fire? How could she appear to fly through the air?

3. Physical or Mental Illness?

If the Christian Shaw case happened now she may be diagnosed as a case for psychotherapy. Psychiatrists believe she may have suffered from 'dissociative disorder', 'trance disorder' or 'transient psychotic disorder' and 'epilepsy'. But what then about the levitation? How could she appear to fly through the air?

4. Untrue account of the events from 1696 & 1697

Perhaps some of the events described are fantasies – they did not occur at all! Yet the information was published in 1697 at the time of the events. The account suggests in the first page that there is the Devil and there is God, suggesting that you either worship God, or you may be a witch! It is likely that Rev. Turner and Rev. Brisbane, Ministers in Erskine and Kilmacolm respectively, were important in writing the information of the bewitchment – would they have any reason to exaggerate or make up stories about the Devil? Many people feared being called a witch for fear of execution.

5. Stories of other bewitchments in other places

Christian Shaws case, it has been said, is very similar to that of the Salem, New England in 1692. An account (record) was published in 1696 to show the ‘powers of darkness’ that operate on mankind. It reports ‘Abigail Williams 12 years old had a fit; she was hurried with violence to and fro in the room sometimes making as though she would fly...’. Could it be that someone in Renfrewshire read this story? Would it be of interest to Ministers also trying to show the ‘powers of darkness’?

6. Perhaps she was indeed POSSESSED!!

It seems unlikely!

Lesson 6 & 7: Beliefs and Superstitions

Unit tasks & ppt

Work in pairs to decide which of the following can be used to identify a witch

this could also be a class stand up/sit down activity where pupils stand if they think the card read out is 'a witch' or sit down, 'is not a witch'.

RESOURCE: 'How to identify a Witch'



How to Identify a Witch

Decide which of the following can be used to identify a witch according to King James.

Attends secret meetings on Friday evenings	Has marks on his or her body
Wears a hat	Eats only meat
A person that likes to make models	A woman who can dance well
An elderly lady, lives alone, does not attend church	A person that cannot speak
Has claimed to be a witch	Can be rude to people
A girl that has fits as though she is 'possessed'	A Person who had an argument with a farmer, then his cows stopped giving milk
A person that begs for food	A person that likes to build houses
An untidy person	Likes to eat fish
A person that spits out hot coal	Has a pet that follows them around
A rich person that refuses to help the poor	A person that is known by 2 names

Lesson 8: The Accused

Complete the table to decide if each of the accused could be a witch according to King James.

RESOURCE: 'Guilty?'

Choose one of the accused. Use the given info to create a defence and argue that they are not a witch OR argue that they are a witch and present your argument too.

RESOURCE: 'Renfrewshire Witch Trial' Accused Template

Guilty?

Complete the table below using King James checklist to decide if each accused could be a witch.

Name	Woman	Had a Familiar	Old	Mark on Body	Attended Meetings	Casts Spells
Katherine Campbell						
Agnes Naismith						
Margaret Fulton						
Margaret Lang						

Reminder:

King James Checklist:

- * They are almost always women
- * They are often old
- * They have a 'familiar' (an animal that follows them around)
- * They have a 'mark of the Devil' (a birthmark or mole)
- * They make models of their victims and cast spells on them
- * They hold strange ceremonies
- * They live alone



Lesson 9: The Investigation & Trial

Unit questions and ppt

Lesson 10: The Verdict

Card Sort the following into the correct sequence of events. When pupils have rearranged them, they should tell a partner the story with extra information learned in the lesson.

RESOURCE: 'The Events of the Renfrewshire Witch Hunt Trials'

The Events of the Renfrewshire Witch Hunt Trials

Rearrange the boxes into the correct order to tell the story of the Renfrewshire Witch Trials 1697. When you have rearranged them, tell your partner the story with extra information you have learned in the lesson.

They were first completely stripped and examined for marks that could have been placed by the Devil.	The Jury found that 7 of the 21 accused were guilty of witchcraft.
Hardly any of the marks bled or registered pain when pricked - a certain sign of guilt.	The seven convicted witches were executed by hanging, at Paisley on the 10th June 1697, in front of a massive crowd.
These were to be the last official witchcraft executions in Britain.	The trial opened in Paisley on the 13th April 1697.
Once hanged the body of each accused was then burned.	John Lyndsay of Barloch made a dignified speech protesting his innocence.
The accused were subjected to the process of 'pricking' to determine if they were a witch.	Katherine Campbell was dragged screaming and struggling when she was taken to be executed.
Agnes Naismith fiercely laid "a dying woman's curse" on all present.	Those who had suspicious marks were then blindfolded while the pricker probed with his tools.

Lesson 11 & 12: Discrimination through the ages

Discrimination ppt

Discussion and card sort

RESOURCE: 'Discrimination or Prejudice? You Decide!!'

Class Debate/ Opinion Corners (pupils move to one side of the room or the other to show that they agree or disagree with the following statements)

1. 'It is a free country. I am entitled to my own opinion like everyone else'.
2. 'Sticks and stones may break my bones but names will never hurt me'.
3. 'I should be allowed to say what I want when I want'.

Unit questions

Think, Pair, Share may also be used for Task 15.

Pupils think about their own opinions on each of the statements, then pair up with a neighbour and share each others opinions, noting down any additional points. Pupils then turn to the person sitting behind and share again information that they have. Taking all into consideration pupils must decide upon their own viewpoint and justify.

Discrimination or Prejudice? You Decide!!

Which of the following are examples of Discrimination, Prejudice or both?

<p>At school a girl is unfairly given a lower grade because the person marking it does not like girls.</p>	<p>A woman applies for a job but does not get it because the employer believes that all women talk too much.</p>
<p>A passenger with learning difficulties is traveling on a train. She checks with the ticket inspector that she is on the right train. Due to her disability she takes some time to answer the questions. The inspector is rude and abusive because of the length of time taken and therefore provides a worse service than normal.</p>	<p>A blind woman calls a cab. When it arrives the driver asks her to pay up front because he thinks her disability might mean she cannot pay.</p>
<p>A bus company cannot transport people in wheelchairs because it does not have wheelchair access to the bus.</p>	<p>You are walking late at night, alone. You pass a group of elderly people with walking sticks – you feel fine. You then pass a group of teenagers dressed with hoodies and metal chains around their neck – you feel threatened.</p>
<p>You are with someone with a mental illness – you worry they may turn violent.</p>	<p>Someone who thinks their race is the better one.</p>
<p>Someone who hates all German people.</p>	<p>A person that thinks all teenagers are rude.</p>

Lesson 13, 14 & 15: Compare Witch Hunt in Scotland, Europe & Salem, USA

Pupils conduct an investigation in Witch Hunts in Scotland. Investigate the following about 17th Century Scottish Witch Hunts –

- 1. How many witches were there in Scotland? Try to find some names of those accused that you have not already found.**
- 2. What other areas of Scotland had Witch Hunts? Choose one area and find out some more information about it.**
- 3. Investigate the case of the Renfrewshire Witch Hunt to uncover more information**

The following website will be helpful for the above:

<http://www.shc.ed.ac.uk/Research/witches/>

Choose a topic you have investigated. Create a powerpoint.

Role Play. Pupils work in pairs to role play interview about Scotland & Witch Hunts. Also write notes about the interview for use in next lesson to compare Scotland with Europe.

RESOURCE: 'Scottish Witches Interview Role Play'

Complete resource sheet to compare different countries.

RESOURCE: 'How Did Different Countries Compare?'

Card Sort to help pupils decide similarities and differences between Salem and Renfrewshire.

RESOURCE: 'How Similar were the Salem and Renfrewshire cases?'

Write a news article entitled 'Witch Hunts in 17th Century Renfrewshire & Salem – the same or different?' Use the template to help.

RESOURCE: 'The Renfrewshire Reviewer' News template

'You Decide!' exercise in pupil booklet. This could be undertaken as 'opinion corners' where pupils are asked to stand at which ever corner of the room corresponds to their decision. Class discussion then requires pupils to justify viewpoint.

How Similar were the Salem and Renfrewshire Cases?

Arrange the boxes into one of the 3 headings to find out the similarities and differences.

It Happened in Renfrewshire

It Happened in Salem

It Happened in Both

A maid or slave was accused	Meetings with the Devil were said to have taken place
Young Children Accused people	The accused may have had a familiar
The accused had devil marks	The accuser came from a well respected family
The accuser was often screaming and babbling	The accuser could bring up hot coal
The accuser repeated words from the bible	The accuser went Blind
The accuser went deaf	People were executed
The accused could bite her lip to give people marks	The afflicted could identify a witch when blindfolded through touch



How Did Different Countries Compare?

Country	Number of Witch Executions	Extra Information about similarities or differences
England		
Ireland		
France		
Germany		
Holland		
Italy		
Switzerland		
Scotland		

What conclusions can you make about the above information? Who was highest? Who was lowest? Did you find any other similarities or differences in your 'extra info'? _____

*The
Renfrewshire
Reviewer!*

RENFREWSHIRE &
SALEM – THE SAME
OR DIFFERENT?

Date Published:

Journalist:

Price:



Scottish Witches Interview

Role Play

Interviewer: How many witches were there in Scotland?

Historian: We have identified a total of 3,837 but there could have been more. Some people claim it was as high as 30,000 but I think this is just speculation.

Interviewer: How does this compare with Europe?

Historian: Some people say that Europe had as many as 9 million witches executed but the facts suggest that it was around 60,000.

Interviewer: How many witches were executed in Scotland?

Historian: It is hard to tell – we think that around 1,500 were executed. We know that of all the accusations brought to court there were many different outcomes. Some were to be executed, others were acquitted, banished, declared fugitive, excommunicated, outlawed, kept in prison or publicly humiliated.

Interviewer: How many were women?

Historian: About 84% were women.

Interviewer: How old were people accused?

Historian: A majority of those accused were aged 40-60 years old. Many witches were accused through gossip and quarrelling. They were thought to be malicious and vengeful. By the time they were accused they had often lived with a certain reputation for a long time - perhaps explaining why many witches were in the older age groups. But there were also young people accused!

Interviewer: Were they widowed?

Historian: Its hard to say for sure. From records, it appears that 78% were married and 19% were widowed but marital status is not always

known for the majority of the accused. A reason for this is that a married woman would have her marital status recorded because she had a husband with an interest in his wife's trial. An unmarried woman did not need her marital status mentioned.

Interviewer: What areas in Scotland had Witch accusations?

Historian: We know there were witch accusations in the Lothian areas, in Strathclyde, the Borders, Aberdeen, Tayside, the Highlands, the Scottish Islands; Caithness, Orkney and Shetland. The top county for witch-hunting was Haddingtonshire in East Lothian.

Interviewer: Were Witches tortured?

Historian: Yes. Torture was used to make someone confess but while this was still cruel, there were much more extreme cases of torture happening in places such as Germany.

Interviewer: Surely that must mean that some people confessed to things they did not do just to end the torture?

Historian: Yes, I am afraid so, that was often the case. Officially torture was only to be used with the Privy Councils permission but in reality it happened more often than it should have.

Interviewer: What kind of torture was used?

Historian: The most common form was sleep deprivation – this could lead to hallucinations. Occasionally, physical tortures were used – such as in 'North Berwick'.

Interviewer: I've heard of the 'Swimming Test' – was this used?

Historian: This was rarely used in Scottish cases. It was often said that a witch could be detected by dropping them in water. If they floated they were guilty – but if they were innocent they sank – but drowned.

Interviewer: It all seems so hard to believe that someone could be accused of being a witch. What evidence did they use?

Historian: There were 4 main types. Confessions, Neighbours testimony, other witches and the 'Devils mark'.

Lesson 16, 17: Christian Shaw & Paisley Thread Industry

Carousel learning: Using 5 stations around the room (5 sheets of paper, one on each desk as a station) ask pupils to go around in groups adding as much to them as possible, 1 minute per station! Pupils are required to think about the impact of Christian Shaw.

Station 1 – Impact on her local community as a child

Station 2 – What we know about her as an adult

Station 3 – What we know about the Bargarran Thread Company

Station 4 – Christians Impact on Scotland's thread industry

Station 5 - Impact on me. Has Christian taught you anything?

Students should note down everything they know about, or can think of, related to the topic. For example:

Station 1: People accused, made people afraid, nervous, people executed

Station 2: Married twice, travelled to Holland.

Station 3: Jobs, earning wages, good quality thread produced, good reputation etc

Class discussion: How far do you think Christian created her own success?

Create a timeline of Christians life. Have pupils arrange themselves into a timeline, with each pupil having one card to participate in the timeline. The following cards can also be used with pupils working together to arrange into a timeline.

RESOURCE: 'Timeline' to be rearranged

Christian Shaw – This Is Your Life! Create a biography for Christian Shaw including her contribution to Renfrewshire.

RESOURCE: 'Christian Shaw, this is your life'.

Christian Shaw – Rearrange the Timeline

Christian marries Rev. John Miller
Christian teaches others how to use her hand twisting weaving frame
Christian visits Holland with her mother
Bargarran Thread Company produces almost one third of Scotlands thread.
Christian accuses several people of bewitching her
Christian moves to a new home in Johnstone
Christian Shaw is born
7 people are executed in Paisley as a result of Christians allegations
Christian remarries William Livingstone
Christian coughs up hot coal
Christians first husband dies
Christian happily ever after in Edinburgh.
The Paisley Textiles Industry thrives until 20 th Century

Christian Shaw – This Is Your Life!



Name:

D.O.B:

Family:

Childhood:

Marriage:

Work:

Special Achievements:

Christian Shaw – This is your Life!

Lesson 18, 19, 20: Our Heritage

Pupils conduct an investigation about Renfrewshire History on an aspect of their *choice*.

Investigation to be conducted, written up and presented to class.
Strong element of Home Learning.

How have events of the past shaped Renfrewshire today?

Using the knowledge and skills that you have developed throughout the course of this unit, you must now investigate Renfrewshire's History and produce a project showing the information you have found.

Step 1: **Choose** an aspect of Renfrewshire's History you would like to investigate. Perhaps you would like to investigate lifestyles and housing 17th Century to present day, more about the Witch Hunts, Discrimination Past and Present, the Paisley Textiles Industry, the Bargarran Thread Company or the Paisley Pattern.

Step 2: Conduct your **investigation**. Use the Internet to find out more information, be imaginative with your investigation, why not visit the local library or museum! You could also conduct a survey or ask people you know about their opinion. Your project should include Primary and Secondary resources.

Step 3: Think about all the information you have gathered. Which sources do you think are **reliable** – are you going to believe everything you read? Just because it's printed doesn't necessarily make it true!!

Step 4: **Write up** your project. Make it interesting for the reader, include pictures, charts and graphs of your findings. You must also explain why it is important to remember Renfrewshire's past.

Step 5: **Present** your project to the class! Tell the class a little about what you have researched and found

Assessment: **My Learning Passport**

I have learned:

1. (Soc 4-02a) about my heritage as a British citizen and can present arguments about the importance of respecting the heritage and identity of others.

Evidence from Lesson 18-20:

2. (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.

Evidence from lesson 13-15:

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

Evidence from lesson 11-12:

4. (Soc 4-06a) Having critically analysed the Renfrewshire Witch Hunt Trials, I can assess the importance of different factors contributing to the event.

Evidence from lesson 10:

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

Evidence from lesson 9:

6. (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.

Evidence from lesson 6&7:

7. (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.

Evidence from lesson 16-17

Now that I have completed the unit I can:

- Show my understanding of the history of Scotland, and my appreciation of local and national heritage within the world **Task 23**
- broaden their understanding of the world by learning about human activities and achievements in the past and present **Task 21-23**
- develop their understanding of their own values, beliefs and cultures and those of others **Task 14-16**
- explore and evaluate different types of sources and evidence **Task 23**
- learn how to locate, explore and link periods, people and events in time and place **Task 23**

Skills

- observing, describing and recording **Task 23**
- comparing and contrasting to draw valid conclusions **Task 18**
- exploring and evaluating different types of sources and evidence **Task 23**
- development of curiosity and problem solving skills and capacity to take initiatives **Task 20**
- interacting with others and developing an awareness of self and others **Task 2**
- planning and reviewing investigation strategies **Task 23**
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources **Task 23**
- discussion and informed debate **Task 7, 14 & 15**
- developing reasoned and justified points of view **Task 7,14 & 15**
- developing and applying skills in interpreting and displaying graphical representation of information **Task 18**
- developing an awareness of sequence and chronology **Task 13, 22**
- presentation skills – oral, written, multimedia. **Task 23**