

Lesson 1: Condemned Women

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Teaching American History Grant Program

Time: Two 40 minute classes

Grade 9 U.S. History I

Standards/Skills and Concepts: Mass. Frameworks

1. 7. Show connections, casual and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.

1. Objectives:

1. Describe the outbreak of witchcraft accusations in Salem in 1692.
2. Identify the roles that Sara Good, Sarah Osborne, and Tituba play in the outbreak
3. Explain the process of a witch trial.
4. Analyze the reasons why so many women were accused as witches.

2. Introduction: 10 mins.

Begin the class by asking the students the following questions:

1. Has anyone ever been accused of something they may or may not have done?
2. Who accused you?
3. Why did they accuse you?
4. What was the crime you were being accused of?
5. How did you feel when the accusations were made against you?
6. How did others treat you after learning of the accusations against you?
7. Were you able to overcome these accusations or have they forever haunted you?

After the class discusses these questions and answers begin the guided instruction.

3. Guided Instruction: 30 mins.

Begin the guided instruction with a PowerPoint presentation ?Salem Witch Trials 1692?.

After the presentation, discuss the following questions with the class:

1. What made a believable witch?
2. Why target witchcraft?
3. Why do you think most accused witches were women?
4. What positions in society did they women presented in the PowerPoint presentation have?
5. How do you think the accusations come to an end?

Day 2:

4. Guided Instruction: 10 mins.

Start the class by handing out the examination of, and testimony against Sarah Osborne. Discuss with the class each part of the documentation and ask the following questions:

1. Who is examining Sarah Osborne?
2. What kind of questions is this person asking Osborne?
3. What are her responses to the questioning?
4. What accusations are made against Osborne in the people's testimony?
5. What happens to Osborne as a result of these accusations against her?

5. Activity: 30 mins.

Divide the class into two even groups. Group one will read the examination of, testimony against, indictments and death warrant of Sarah Good. Group two will read the examination and indictments of, and testimony against Tituba. Give each person in the group a responsibility: Groups should choose a group leader, reader, and scribe. Students can take turns being the reader and scribe. Scribes will record the findings of the group. The two groups will analyze the documents in the same manner using the five questions in the Guided Instruction for their accused witch.

6. Conclusion

When the groups are finished have the group leaders discuss their group's findings with the class.

7. Assessment:

Students will go online to: <http://jefferson.village.virginia.edu/salem/home.html> and find males accused of being a witch and document their case using the questions from class during the Guided Instruction. Students will share their findings in a future class.

8. Materials:

Power Point presentation
Sarah Osborne Documents
Tituba Documents

Sarah Good Documents

Documents found at: <http://jefferson.village.virginia.edu/salem/home.html>