

English Lesson Plan –Witchcraft & Magic

Subject content from the National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ♣ read easily, fluently and with good understanding
- ♣ develop the habit of reading widely and often, for both pleasure and information
- ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ♣ appreciate our rich and varied literary heritage
- ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Aims of the National Curriculum 2014

Pupils should be taught to plan their writing by:

- ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ♣ discussing and recording ideas
- ♣ draft and write by:
 - ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - ♣ organising paragraphs around a theme
 - ♣ in narratives, creating settings, characters and plot
 - ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ♣ evaluate and edit by:
 - ♣ assessing the effectiveness of their own and others' writing and suggesting improvements
 - ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - ♣ proof-read for spelling and punctuation errors
 - ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

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Learning Objectives

- To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
- To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
- To describe settings, characters and atmosphere with increasing awareness of the reader.

Cross-Curricular Links

History

- Changes in an aspect of social history **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.**
- **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.**
- **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.**

SMSC (from Ofsted Guidance April 2014)

Spiritual

- Experience enjoyment and fascination in learning about others and the world around them.
- Use imagination and creativity in learning.

Moral

- Investigate, and offer reasoned views about, moral and ethical issues.

Social

- Show interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural

- Show understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Be willing to participate in, and respond to artistic, technological, scientific and cultural opportunities.

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Witchcraft and Magic

In the fifteenth, sixteenth and seventeenth centuries witches were simply considered wicked individuals who were (oftentimes) in league with the devil, in the possession of magical powers and therefore a potential danger to others.



One common test was ‘swimming the witch’; in a village pond test, the guilty floated and the innocent sank.

Another test was to weigh the accused against the Bible; if the Bible was heavier, she was clearly a witch.

Most witches came to trial for the following crimes: inflicting death or disease on livestock and humans; souring milk or causing miscarriage; cursing and hurting children.



A witch usually kept a familiar – a cat, dog or toad – who spoke with her and often suckled too, leaving a distinct mark. The accused would be searched for such tell-tale marks, then made to ‘confession’

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Even in Shakespeare's day people were extremely superstitious. During the Elizabethan era people blamed unexplainable events such as the Bubonic Plague, unexplained deaths or unpleasant illnesses - as the work of witches.

Some of Shakespeare's most well-known plays such as Macbeth, Hamlet, The Tempest and Julius Caesar were very much influenced by witchcraft and the supernatural.

He often used ghosts, witches, floating daggers and prophetic apparitions throughout his plays.



In Macbeth he shows three ugly witches around a cauldron. This image was well established by his time. The witches would bring dark magic and suspense into the play. In Shakespeare's day those accused of witchcraft, or being a witch, were generally old, poor and single women, widows or 'wise women'.

In 1542 Parliament passed the Witchcraft Act which defined witchcraft as a crime punishable by death. It was repealed five years later, but restored by a new Act in 1562.

'Double, double, toil and trouble, fire burn and cauldron bubble'

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Choice of lessons:

KS1/2 – complete the cauldron lesson (below)

KS3 – watch the Powerpoint and write the article on Shakespeare

AIMS

To listen and respond to a text




To perform a text through movement/speech

SUCCESS CRITERIA



I can say what I like about a text and why

I can respond to a text through words, action and movement

I can select key features of texts

	LEARNING SEQUENCE	KEY WORDS
	<p>Let's Listen – children look in a cauldron and to find a piece of paper with the spell written on it. Read it out to the children or ask them to (depending on age and ability) read it. Go over the key words vocabulary and repeat the spell and point out the rhythm and rhyme that make it like a poem</p>	<p>Pick out key words with the children – which words do they like? Which words do they not understand? Highlight these on the poem</p>
	<p>Get Talking – with a talking partner, the children can talk about the words they liked in the spell and the what they already know about witches</p>	<p>Which words are unfamiliar to you? If you had to choose a favourite word, which word would you choose? How do witches move and talk etc?</p>
	<p>Teacher Led Activity (in groups):</p> <ul style="list-style-type: none"> • Repeat the spell, line by line, couplet by couplet to help the children become familiar with it • Pick out sound words and movement words – which can be responded to with sounds or actions (fire/bubble, snake/frog/bat/dog) <p>HA – reciting the poem and adding movement, as individuals</p> <p>MA – reciting the poem as a group, and adding movement</p> <p>LA – moving to the poem as the teacher recites it, and gives the children directions</p>	<p>What kind of voice does a witch have? How would they say the words in the spell? Can we split the poem up in to parts to make it easier to say?</p>

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LEARNING SEQUENCE		KEY WORDS
	Child Led Activity: Making a collection of words/images of ingredients from the spell	Why are these things important to the witches' spell? What do you think they can they do? How do they make you feel?
	Get Together – children share what they have experienced.	What have they have found out today? What is the same about the favourite things? How do they make you feel?

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name: _____ date: _____



The Witches' Spell *from Macbeth*

By William Shakespeare

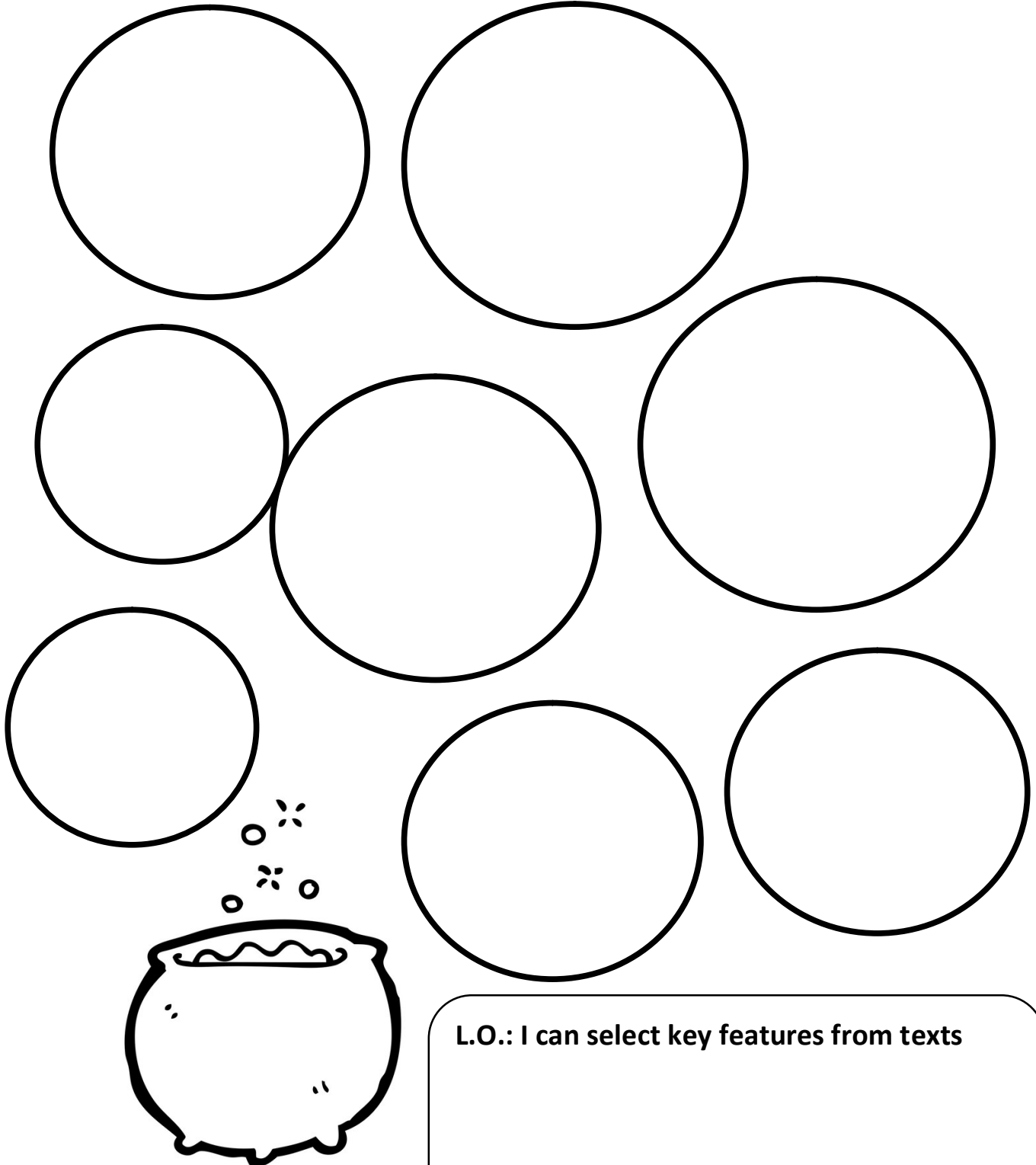
Double, double toil and trouble;
Fire burn, and cauldron bubble.
Fillet of a fenny snake,
In the cauldron boil and bake;
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's sting,
Lizard's leg and owlet's wing,
For a charm of powerful trouble,
Like a hell-broth boil and bubble.
Double, double toil and trouble;
Fire burn, and cauldron bubble.



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name: _____ date: _____

Fill this cauldron with your ingredients



L.O.: I can select key features from texts