**What happened to “magic” in our society?**

Author’s Name: Luke Zelich

Lesson Title: What happened to “magic” in our society?

Grade Level: 10-11

Compelling Question: How has magic impacted our societies over time?

**Lesson Foundations**

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| Content Standards | MWH.CS.4: The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world. | | |
| Learning Objective(s) | [LO1] SWBAT compare the impact that humanist skeptics and Royal Society Elites had on common perceptions of magic during the Scientific Revolution.  [LO2] SWBAT assess the impact that magic has had on society over time. | Assessment(s)  Include LO being addressed | [LO1] A1: Checks for understanding.  [LO2] A2: student discussion answers and worksheet answers.  [LO1 & LO2] A3: Exit Ticket |
| Materials & Resources | “The Rise of Freethinkers,” Kristin Osborne, <https://origins.osu.edu/review/rise-freethinkers>  “The Decline of Magic: Britain in the Enlightenment” – Michael Hunter  Excerpt from: Kieckhefer, R. (1994). The Specific Rationality of Medieval Magic. *The American Historical Review*, *99*(3), 813–836. https://doi.org/10.2307/2167771  Excerpt from this article: <https://www.npr.org/sections/13.7/2010/03/science_and_magic_is_there_a_r.html>  This article: <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-2/science-race>  “Anger, grievance, resentment: we need to understand how anti-vaxxers feel to make sense of their actions” <https://theconversation.com/anger-grievance-resentment-we-need-to-understand-how-anti-vaxxers-feel-to-make-sense-of-their-actions-169829> | | |

**Instructional Procedures/Steps**

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| Opening  5 Minutes | Opening quotes for analysis:   * “Books are uniquely portable magic” – Stephen King * “And above all, watch with glittering eyes the whole world around you because the greatest secretes are always hidden in the most unlikely places. Those who don’t believe in magic will never find it” -Roald Dahl * “…disbelief in magic can force a poor soul into believing in government and business…” Tom Robbins   Think-Pair-Share Questions for students to answer:   * Do any of these quotes stand out to you in any way? Why or why not? * Do you believe in magic? Which quote aligns best with your view on magic? Why? |
| Instruction  40 Minutes | **Document A** Analysis: Excerpt from “The Specific Rationality of Medieval Magic” by Richard Kieckhefer.   * Students will answer questions in their source packet. (5-8 minutes) * Whole class discussion of answers to source questions. Teacher will note that magic was a means of explaining the unexplainable, not science. This was based in religion, specifically the Catholic Church. * Objective: Teach how medieval people viewed magic and how that fits into the Papal dominated world of the Middle Ages. * Answers to document questions:  1. Magic is synonymous with witchcraft. You can also infer that magic is a way of labeling strange, unexplainable events. 2. Magic is used as a way of explaining strange phenomena in the world. It is highly religious, but it’s used to explain evil or foreign practices, or deviance from the status quo   **Interactive lecture**   * Teacher will lecture about how magic was questioned by both Royal Society Elites and humanists during the Enlightenment. Students will listen and answer questions when prompted. * Optional guided notes will be provided electronically or through paper. * A1: Checks for understanding * Checks for understanding questions:  1. Did the Royal Society elites really make a good contribution to questioning magic? Why or why not?   A: They didn’t have a very large impact at all.   1. What role did humanist skeptics have on the promotion of science over magic?   A: They were the ones driving inquiry over magic and using science as a way of coming to conclusions.   1. Which group would you say had the larger impact on how we explain the world?   A: Humanist skeptics. Royal Society Elites weren’t making any meaningful advancements.  **Case Study + Discussion**   * Students will pick a case study out of the 3 provided. They will be Documents 2-4. Students will answer associated questions about the documents on from their source packets. * After students are done answering questions, we will reconvene for a discussion about answers. We’ll start with answers and shift into an open discussion. We’ll start with the Galileo reading, transition to the “scientific” justification for racism, and end with the vaccine controversy of today. * Objective: Students will see how people have consistently leaned on conspiracy theories and magic in order to explain what science is able to explain. Further, they should be able to see the societal implications of using magic to explain the world rather than science. * A2: Discussion questions and source packet submissions. * Questions for discussion:  1. Have societies stopped using magic to explain unexplainable phenomena? Why or why not? 2. Think back to your case studies. What were some social implications of using magic as an alternative to a scientific explanation in the premodern world before the scientific revolution? 3. Why, in the society that the modern society we live in today, would some people reject scientific findings as a method to explain the world events? |
| Closure  5 Minutes | **Exit Ticket**   * Teacher will summarize learning if that has not already been done. Teacher will pass out exit ticket slips and students will fill them out. * A3. Exit Ticket Question: Which group had a stronger role in challenging ideas about magic: humanists or British Royal Society Elites? Beyond the Enlightenment, how have scientists challenged magic over time?   Students will turn in their source packets and their exit ticket together. |
| Accommodations/ Enrichment | Differentiated Handouts  Differentiated slides  Multiple means of assessment |