

# JEHANNE OF THE WITCHES

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PRESENTED BY  
THE DEPARTMENT OF DRAMATIC ARTS  
DIRECTED BY VIRGINIA REH  
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LIGHTING BY CAMERON MORE

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## CURRICULUM TIES FOR SECONDARY TEACHERS

# SUBJECT AREAS

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## DRAMA

### 1. **Creating and Presenting:**

How might students use the technique[s] observed to complement their own creativity in constructing their own dramatic work and expand upon the dramatic forms learned in class?

### 2. **Reflecting, Responding, and Analysing:**

Analyze the show through consideration of one or more of the themes depicted. How was, for example, blood - as a big idea - used to shape the play and create understanding for us as audience members?

### 3. **Foundations:**

What did this show teach us about medieval societies? What can we learn about their performance techniques? How is performance displayed and achieved in this show? How does the “play within a play” aspect create a new understanding of this culture for us?

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## MEDIA ARTS

### 1. **Creating and Presenting:**

How might students use the technique[s] observed to complement their own creativity in constructing a poster, presentation, projection or video using the media techniques taught in class?

### 2. **Reflecting, Responding, and Analysing:**

Analyze the show through consideration of one or more of the themes depicted, and how the media used enhanced this big idea for the audience. How was, for example, blood - as a big idea - used to shape the play and create understanding for us as audience members? How did the media used in the play work to enhance that meaning?

### 3. **Foundations:**

What did this show teach us about medieval societies in comparison to the culture of today? How did the use of media in this show make the divide between culture and time period evident? What can we learn about the two cultures through noting these differences?

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## MUSIC

### **1. Creating and Presenting:**

How might students use the musical technique[s] heard and observed to complement their own creativity in constructing their own musical piece and expand upon the techniques learned in class?

### **2. Reflecting, Responding, and Analysing:**

Analyze the show through consideration of one or more of the themes depicted, and how the musical accompaniment enhanced this big idea for the audience. How was, for example, blood - as a big idea - used to shape the play and create understanding for us as audience members? How did the music used in the play work to enhance that meaning?

### **3. Foundations:**

What did this show teach us about medieval societies? How did the use of music in this show make the divide between our culture and the medieval time period evident? What can we learn about the two cultures through noting these differences?

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## VISUAL ARTS

### **1. Creating and Presenting:**

How might students use the technique[s] observed to complement their own creativity in constructing a painting, portrait, clay moulding, sketch, etc. using the visual arts techniques taught in class?

### **2. Reflecting, Responding, and Analysing:**

Analyze the show through consideration of one or more of the themes depicted, and how the visuals used enhanced this big idea for the audience. How was, for example, blood - as a big idea - used to shape the play and create understanding for us as audience members? How did the visual art depicted in the play work to enhance that meaning?

### **3. Foundations:**

What did this show teach us about medieval societies in comparison to the culture of today? How did the use of art in this show make the divide between culture and time period evident? What can we learn about the two cultures through noting these differences?

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## **ENGLISH**

### **1. Oral Communication:**

Have students examine the big ideas of the show further through constructing a poster, presentation, projection or video that analyzes the major themes to present for the class.

### **2. Reading and Literature Studies:**

Analyze the show through consideration of one or more of the themes depicted. How was, for example, blood - as a big idea - used to shape the play and create understanding for us as audience members?

### **3. Writing:**

How might students use the technique[s] of the playwright to complement their own creativity in constructing their own written piece, expanding on their own creative writing skills previously used and learned in class?

### **4. Media Studies:**

What did this show teach us about medieval societies in comparison to the culture of today? How did the use of media in this show make the divide between culture and time period evident? What can we learn about the two cultures through noting these differences?

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## **HISTORY**

### **Historical Significance, Cause and Consequence, Continuity and Change and Historical Perspective:**

What did this show teach us about medieval societies in comparison to the culture of today? What can we learn about the two cultures through noting these differences? What can we learn about ourselves as individuals in relation to the people of this culture? What has events of the Hundred Year's War taught us about the impact of religion on today's society? How has the Hundred Year's War affected our knowledge and understanding of the past and present in relation to this war?

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## EQUITY STUDIES

**Students explore the idea that identity is constructed through a complex interplay between the individual and social groups and institutions – the family, peers, cultural and religious groups, the media, educational institutions, and so on:**

What did this show teach us about medieval societies in comparison to the culture of today? What can we learn about the two cultures through noting these differences? What can we learn about ourselves as individuals in relation to the people of this culture? What can we learn about our rights and freedoms in comparison – specifically gender equity and women’s rights?

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## WORLD RELIGIONS

**In the two world religions courses in the social sciences and humanities curriculum, students develop their understanding of the connections between religion and social, ethical, and philosophical issues as well as personal psychological needs and concerns:**

How has the construction of religion within this play influenced our perspective on world religion? What can we learn about the importance of religion in the middle ages as opposed to today? What can we learn about the control religion has over various societies? How do the various beliefs present in current society and in other religions learned about in class differ or compare? What might we assume about the understanding of or importance placed on religions outside of the Christian belief system in medieval society based on the emphasis on Christianity in this play?



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# DISCUSSION QUESTIONS

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## GENERAL: Short or Long Answer Questions

1. Joan of Arc was condemned to death as a heretic. What is a heretic? How can a person be a heretic in one culture, but not in another?
2. Joan of Arc was canonized in the early part of the twentieth century. Why was she made a saint? Why did it take 500 years?
3. The story of Joan of Arc has fascinated people for five centuries. Why has she become a legend? Why does her story continue to fascinate?
4. How did Joan of Arc defy the gender conventions of her day?
5. How do historians know the details of the story of Joan of Arc?
6. After his ascent to the throne, Charles VII disagreed with Joan of Arc on how to regain lost French territories. How did their methods differ?
7. Joan of Arc was a very religious woman, yet she was tried for heresy. Why?
8. What role did politics play in the trial of Joan of Arc? Can it be deduced that she was really a political casualty?
9. Joan of Arc's conviction rested on the fact that she wore men's clothing. What does this say about the role of women, and how women were valued, in Joan of Arc's culture?
10. There are some that believe that Joan of Arc escaped her fiery doom. What prompted the rumors of her escape?
11. How was Joan of Arc used as a political symbol during the French Revolution? How was she used as a symbol in later wars, such as World War I and World War II?

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## HISTORICAL CONTEXT: Multiple Choice

1. How long was did the Hundred Years War last?

- 100 years
- 97 years
- 1 century
- 116 years

**2. The Hundred Years War began because of:**

- a famine in England that caused the English to raid the prosperous French
- a dispute over the rightful successor of King Charles IV
- an order from the Pope to France to attack England
- a renewed friendship between France and England

**3. The English defeated the French at all of the following places EXCEPT:**

- Agincourt
- Poitiers
- Orleans
- Crecy

**4. The Hundred Years War helped establish stronger central monarchies in England and France.**

- True
- False

**a) Critical Analysis: Making Connections – Short or Long Answer**

1. How might Joan's "voices" be explained scientifically?
2. What was Gilles' role in the downfall of Jehanne?
3. Who do you think the main character of this play is, Jehanne or Gilles? Explain your answer.
4. Do you think Gilles is innocent of the crimes against him? Give evidence for your answer.

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**EXTENDED ACTIVITIES**

1. Write a skit or play that recreates the trial of Joan of Arc.
2. Imagine that you are a newspaper reporter appointed to cover the execution of Joan of Arc. Write a column for your paper that records the details of that day. Your account can vary according to whether you believe she was burned, or whether she escaped."