

Week 6 Standard Edition Workbook February 2 - 8, 2026: The Accused and the Archives

Your Name: _____ Date Started: _____

This Week's Materials

Daily Videos (Salem Witch Trials Daily YouTube Playlist) February 2: Sarah Good February 3: Transatlantic Communication February 4: Folk Magic February 5: Primary Sources February 6: The Swedish Connection February 7: Dorothy Good February 8: The Towne Sisters

Weekly Podcast (Supplemental): The Thing About Salem: "Mary Black: An Enslaved Woman Accused of Witchcraft during the Salem Witch Trials" This podcast episode provides deeper context and is recommended but optional for completing the course.

How to Use This Workbook

Watch each daily video (February 2 - 8) Use the transcript as a study resource (optional but helpful) Complete the activities below as you go Read the Weekly Blog for deeper synthesis Engage with the weekly challenges

DAILY TRANSCRIPT ACTIVITIES

February 2 - Sarah Good

Fill-in-the-Blank Summary:

On February 2, 1692, Sarah Good went to the Salem Village parsonage to beg money for herself and her two children, four-year-old _____ and an infant. The minister, _____, gave something to Dorothy, and Sarah Good allegedly went away _____. Sarah was born Sarah _____ in Wenham, Massachusetts around _____. Her father was a prosperous _____ named John Soular. Her father died by _____ when she was young, and her sisters were cheated out of their inheritance by their _____. By 1692, she had married her second husband, _____, a laborer described as a _____. The family had no _____ and were often begging for charity. On February 29, the _____ was issued. Constable _____ arrested her. The examination was conducted by magistrates _____ and _____. When asked what evil spirit she had familiarity with, she answered "_____." Her own husband testified against her, calling her "_____." Her infant daughter died in _____ before Sarah was executed. At the gallows on _____, she delivered her famous line to Reverend Nicholas Noyes: "_____."

Why this matters:

February 3 - Transatlantic Communication

Pause and Reflect:

After learning that the Atlantic Ocean was an information superhighway, that Matthew Hopkins' book *The Discovery of Witches* was being read by Connecticut magistrates, that Cotton Mather imported Swedish witch trial accounts into his writings, and that the Salem panic echoed back to Scotland through Mather's books, pause and answer:

What does it mean that the Salem Witch Trials were not an isolated local event but part of a global exchange of folklore, theology, and fear? How does understanding the role of books and pamphlets change how you think about the spread of witch panics?

Critical Timeline:

Matthew Hopkins, the Witchfinder General, was active in _____ in the 1640s. The technique of _____ was used on Margaret Jones in Boston in _____. The Great Noise, the Swedish witch-hunt, occurred in _____. Joseph Glanvil's book _____ was published in _____. Cotton Mather's book _____ detailed the Salem trials. The Bargarran Witch Trials in _____ occurred in 1697. Christian Shaw's symptoms began to mirror the symptoms of _____.

February 4 - Folk Magic

Annotation Activity:

In your notes or transcript, mark each type of folk magic mentioned and whether it was used for protection, divination, or identification.

List 5 folk magic practices and their purposes:

- 1.
- 2.
- 3.
- 4.
- 5.

The Pattern:

What does it mean that the people accusing others of witchcraft were themselves practicing magic? What is the difference between folk magic and witchcraft in the Puritan mind, and how did the witch cake blur that line?

February 5 - Primary Sources

Fill-in-the-Blank Summary:

The definitive collection of Salem Witch Trials documents is titled _____, published in _____. The associate editor and project manager was _____. It took a team of _____ scholars over _____ years to locate, organize, and transcribe the documents. They scoured _____ different archives. The official record books of the _____ are missing. Many documents were likely lost when Governor _____'s house was ransacked during the _____ riot. However, _____ loose paper records survive. If _____ wrote down an examination, he tried to capture every word. The jailer _____ in Boston kept records of when someone was booked, released, or died in custody. _____'s petition to the court, written after she was condemned to die, is one of the most powerful documents in American history. The team had to analyze the handwriting of over _____ people. Previous transcripts from the 1970s relied on _____ transcripts from the 1930s, which were full of _____.

Why this matters:

February 6 - The Swedish Connection

Pause and Reflect:

After learning that the Swedish witch-hunt of 1669 provided a script for organized witch conspiracy, that Cotton Mather imported these accounts into his writings, and that before this period witches in New England had never flown, pause and answer:

How does the Swedish connection change your understanding of the Salem testimony? What does it mean that the afflicted people in Salem were essentially describing events from a book they or their community had read, rather than describing their own unique experiences?

Key Connections:

According to the accounts, Swedish witches went to a _____ and then ran to a _____. They chanted "_____", come and carry us to Blockula" _____ times. The devil appeared wearing a great coat, _____ stockings, and a _____ hat with a _____ beard. Before 1692, New England witchcraft was grounded in _____ disputes. Author _____ noted that before this period, witches in New England had never _____. The concept of flying witches came through the library of _____. The Swedish trials were instigated by _____ telling tales of being abducted.

February 7 - Dorothy Good

Pause and Reflect:

After learning that Dorothy Good spent nine months chained in a dungeon at age four, that her father called her "ungovernable" and a financial burden, that she lived with one of her mother's

accusers, that her children were taken away and indentured, and that she was likely found dead in a bog meadow in 1761, pause and answer:

What does Dorothy's story reveal about the long-term consequences of the Salem Witch Trials? How does her life challenge the idea that the trials "ended" in 1693?

Critical Timeline:

Dorothy Good was _____ years old when arrested. She spent nearly _____ months in custody. She was released on _____, 1692. Her father petitioned for restitution in _____. She lived with _____, who had testified against her mother. She was sent to the house of correction in _____, attached to the very _____ where she had been traumatized. She had _____ children and never _____. A newspaper article from _____, Connecticut on August 14, _____ describes a transient woman named Dorothy Good found dead in a _____.

February 8 - The Towne Sisters

Fill-in-the-Blank Summary:

The Towne sisters were the daughters of _____ and _____ Towne. Rebecca and Mary were born in _____, Norfolk, England. The family eventually settled in _____, Massachusetts. Rebecca Nurse was the oldest at _____ years old. The jury initially found Rebecca _____, but Chief Justice _____ sent them back to reconsider. Rebecca's statement about Deliverance Hobbs, "_____" was misinterpreted. Rebecca could not hear because she was _____. She was executed on _____. Mary Esty was arrested, released in _____ 1692, then rearrested when afflicted girl _____ fell into fits. Mary's petition pleaded "_____." She was hanged on _____ in the final group of executions. Sarah Cloyce walked out of church during a sermon titled "_____." She was accused of serving _____ and _____ at the Witches' Sabbath. Unlike her sisters, Sarah was _____. After her release, she moved to _____, Massachusetts. The road she settled on is called _____.

Why this matters:

QUOTE SCAVENGER HUNT (All Seven Days)

Your Task: Find 3 examples of DEFIANCE, SILENCE, or INJUSTICE from this week's content.

Example 1: Date: _____ Quote or description:

Example 2: Date: _____ Quote or description:

Example 3: Date: _____ Quote or description:

PODCAST EPISODE ACTIVITIES (Supplemental)

Listening Notes: "Mary Black: An Enslaved Woman Accused of Witchcraft during the Salem Witch Trials"

Key Questions:

Who was Mary Black and in whose household did she live?

What did the judges ask Mary Black, and how did she respond?

How long was Mary imprisoned, and how was she cleared?

How does Mary Black's experience compare to Rebecca Nurse's?

What is the difference between Mary Black and "Goody Black" in the records?

Podcast Vocabulary

Define these terms from the episode:

Mittimus:

Spectral Evidence:

Proclamation:

Jail Fees:

Connection & Reflection

How does comparing Mary Black's experience with Rebecca Nurse's reveal the role of race in the Salem Witch Trials? Consider who had defenders, who had petitions, and whose survival was documented versus whose survival was met with silence.

Think about: Political power, community standing, racial hierarchy, documentary evidence, and the difference between being cleared and being supported.

Quote from Podcast

Find one detail from the podcast that surprised you or gave you new perspective:

Why did this stand out to you?

VOCABULARY CHECK

Define these key terms in your own words after encountering them this week:

Witch Bottle:

Countermagic:

Witch Cake:

Apotropaic Symbols:

Venus Glass/Oomancy:

Blockula:

The Great Noise:

Saducismus Triumphatus:

Records of the Salem Witch-Hunt:

Mittimus:

Transatlantic Communication:

Maleficium:

WEEKLY CHALLENGES

Citation Exercise

Claim: "The Salem Witch Trials were shaped by transatlantic communication, fueled by folk magic practices that blurred the line between accuser and accused, and documented in primary source records that reveal both the voices of the condemned and the silences around those who had no defenders."

Your Task: Find supporting evidence in this week's transcripts. Cite the specific day (February 2 - 8) and quote or paraphrase the evidence.

Evidence 1: Date: _____ Evidence: _____

Evidence 2: Date: _____ Evidence: _____

Evidence 3: Date: _____ Evidence: _____

Challenge: Character Journal

You are Dorothy Good. You are an adult woman in Beverly, Massachusetts, sometime around 1720.

You were four years old when they arrested you. You spent nine months chained in a dungeon. Your mother was executed. Your father remarried and eventually abandoned you. You now live with Jonathan Batchelder, a man who testified against your mother. You have been sent to the house of correction, which is attached to the very jail where you were imprisoned as a child. You have two children, but the town has taken them from you.

Write 5-7 sentences from your perspective: What do you remember? What has your life been like? How do you feel about the people who were responsible for what happened to you and your mother?

Challenge 4: Share Your Learning

Take what you have learned this week about Sarah Good, the transatlantic connection, folk magic, primary sources, the Swedish connection, Dorothy Good, the Towne sisters, or Mary Black and share it with your circle.

Check the method(s) you used: Explained the transatlantic communication highway to someone Posted about Sarah Good's defiance on social media Discussed folk magic practices with a group Shared the story of Dorothy Good's lifelong trauma Connected Mary Black's story to discussions about race and historical silence

What did you share? How did people respond?

DISCUSSION REFLECTION

After reading this week's blog, respond to the discussion question:

This week you met the accused and held the documents. Sarah Good never lost her voice. Mary Esty tried to save everyone else. Mary Black survived in silence. Dorothy Good never recovered. Whose story affected you the most this week, and why? What does it mean that we have 980 surviving documents but still cannot answer basic questions about Mary Black's experience?

Think about: Defiance and silence, the power of primary sources, whose voices survive and whose are lost, and the long-term consequences of injustice.

Your thoughts:

PROGRESS TRACKER

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<div style="margin: 20px 0;"> <div style="background-color: #e0e0e0; border-radius: 10px; height: 30px; width: 100%; position: relative; overflow: hidden;"> <div style="background: linear-gradient(90deg, #8b4513 0%, #d2691e 100%); height: 100%; width: 8%; transition: width 0.3s ease;"></div> </div> <p style="margin-top: 8px; font-size: 14px; color: #666;">Week 6 of ~75 weeks | ~8% Complete | January 2026 - May 2027</p> </div>
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Timeline Milestone: February 2 through February 8, 1692. The accused are emerging. The documents survive. The transatlantic connections are clear. The first examinations of Tituba, Sarah Good, and Sarah Osborne begin on March 1, 1692.

Coming Next Week: The first formal examinations begin.

BADGE TRACKER

Mark the badges you have earned this week:

#SalemDailyStudent (started the course) #SalemWeek6 (completed Week 6) #SalemDescendantPathStudent (if you have ancestral connections - use alongside other badges)

Did you post using your badges? Where?

Great work this week! You are doing the work of a researcher. See you next week!

Remember to use: #SalemDailyStudent #SalemWeek6 #ThingAboutSalem #SalemDailyYoutube #SalemDescendantPath