

Seventeenth Century English Culture and Its Textual Representations

Objectives and Outcomes:

- Students demonstrate understanding of cultural issues in England's Tudor Era and their significance as reflected in literature.
- Students engage in pre-writing activities and planning
- Students cooperate and communicate to build understanding
- Students will read texts closely and create meaning
- Students will engage in reflection about their close reading

Materials Needed:

Teacher Materials:

- i. Digital display (preferred)
- ii. Whiteboard
- iii. Markers
- iv. Text (*The Broadview Anthology of British Literature*)

Context of Class:

This class takes place as part of a survey of English literature from the Anglo-Saxon era to the early modern period. For this particular lesson, students are in the process of preparing to compose a summative assessment in the form of an essay. Essays must address topics and issues relating to English culture in the Tudor Period. Two potential texts that they may work with are Margaret Cavendish's *The Blazing World* and John Milton's *Paradise Lost*.

Prior Reading:

Primary Sources

- Margaret Cavendish's *The Blazing World* (Broadview Anthology of British Literature)
- John Milton's *Paradise Lost* (Broadview Anthology of British Literature)

Secondary Sources

"The Renaissance and the Early Seventeenth Century" (Broadview Anthology of British Literature)

Prior Knowledge:

- Students will have a demonstrable understanding of the cultural changes that occurred in 16th and 17th century England as a result of globalization and colonization, the Protestant Reformation, Humanism, and shifting economic conditions (among others).

Looking Forward:

- Students are preparing to compose their summative essays for a unit on the Tudor era and the 17th century in England. Once they selected the cultural topics that interest them, they will pair these topics with 1-2 source texts and begin composing a 4-5 page paper in which they describe

the historical context of their issue and how it is represented in their text(s).

Introduction to Today's Class:

The day's objectives are displayed on the projector, as well as the deadline for the upcoming paper. The teacher connects today's individual objectives with the summative assessment. The teacher then bridges the day's objectives with a freewriting activity (then also displayed on projector).

Freewriting Activity: Choose one of the issues and themes that are listed on the projector and rank them by your interest level. In a separate column, create a list of texts you would be interested in writing about. In 4-5 sentences, describe how you envision connecting the themes to the text and what examples you might use.

Themes listed on the projector:

- Education and learning
- Unification of the state
- Importance of law and justice
- Influence of other cultures

Overview of Main Event:

For today's class, we will perform close reading of two texts through the lenses of four cultural ideas from the Tudor Period. We will perform a short free-writing activity, students will work collaboratively, and we will engage in group discussion. Students will demonstrate the following competencies:

- Students demonstrate understanding of cultural issues in England's Tudor Era and their significance as reflected in literature.
- Students engage in pre-writing activities and planning
- Students cooperate and communicate to build understanding
- Students will read texts closely and create meaning
- Students will engage in reflection about their close reading

i. Provide instructions for the activity:

- a. Each group will be given two cultural ideas for the Tudor period and one text within which to locate examples.
- b. Students will locate their examples. They must provide page/ line references and a short analysis of how this quote demonstrates their cultural ideas
- c. Students must prepare to share their findings with the class. Students must share responsibility for the presentation (measurement by participation grade).

ii. Divide students into groups of 2-4 (there are 4 groups)

iii. During activity, check on each group twice.

- a. Question them on progress, guide thinking, assist with problem solving, ensure focus

Student Groupings:

Group 1. *Blazing World*, pp 1161-1163

- a. Education and Learning
- b. Unification of the State

Group 2. *Blazing World*, pp 1161-1163

- a. Importance of Law and Justice

- b. Influence (bad or good) of Other Cultures

Group 3. *Paradise Lost*, pp 1017-1030

- a. Education and Learning
- b. Unification of the State

Group 4. *Paradise Lost*, pp 1017-1030
a. Importance of Law and Justice

b. Influence (bad or good) of Other
Cultures

Wrap-Up ~5 minutes

Teacher Tasks:

- i. Divide board into 4 section and subdivide each section into two.
- ii. Address each group, solicit their findings

Student Tasks:

- i. Outline findings on the white board
- ii. Include page numbers/ line references
- iii. Present findings to class
- iv. Share responsibility for presentation
- v. Record information presented by other groups