

## The English Renaissance, or Early Modern England

- Spanned from around 1500 to 1642 when civil war broke out and Puritan rule took over England (1649-1660).
- A time of further secularization. For instance:
  - Defeat of Spanish Armada in 1588 proved that “England was not to be ruled by Catholics” (157).
  - What does this quote from your textbook mean?



Henry VIII  
1509-1547  
(b1491)

For every few statements, try to add a question. e.g. what can they extrapolate from what you've given them? Can they bring their own, previous knowledge into the conversation?:

Using blank lines:  
- Visually reminds students that they are responsible for their own knowledge, too  
- Sparks discussion

Provide pictures to make the slides more stimulating, but also try to integrate them into the discussion. e.g. “Does anyone recognize him? What did he do?”

## Government Control and Anti-Theatricality

- Theatre and actors were generally seen as morally questionable.
- Puritans opposed theatre on moral grounds.

This means...

- The government would shut down theatres for various lengths of time, either during plague outbreaks or reasons of censorship.
- When on the road, theatre companies needed to secure a license to perform in each town (180).
- Theatres needed the support of a noble patron (178).
- All scripts and theatre companies had to receive approval from The Master of the Revels (180).
- The law allowed only a small number of acting companies to exist at any one time (178).

Use your own words whenever possible

Where there are multiple sentences or short paragraphs, ask for student volunteers to read them out loud. This adds auditory variety and gives your voice a break.

Experiment with placement/size/style of text to visually reinforce connections between the material and add variety.

I put the plain text of links directly into the slides so that students can refer back to them later.

- On a PC, right click and select "open hyperlink"

- The Rose was discovered by accident, when crews began work on a new office building in London:

<http://www.sgc.umd.edu/disc.htm>

- Debate followed: Should the site be preserved, or should the new high-rise building continue construction?

- Modernization? Keep building.

- Investors: "Throughout history, each civilization has built on top of its predecessors" (177).

- Preservation? Stop building.

- The site is "priceless" and a "national treasure" (177).

- Resolution? \_\_\_\_\_

What do you think should be done?

## The Reconstructed Globe (1997)

- "Gives [audiences] a sense of what the original experience must have been" (172).

- "Build a model" of your own Globe

<http://www.sgc.umd.edu/>

- Tour the reconstructed Globe

<http://www.shakespearesglobe.com/about-us/virtual-tour>

"To the extent possible, the building materials matched those used in the early seventeenth century: a thatched roof, oak beams, joints with wood pegs, and plaster made of sand, lime and goat hair" (193).

Side-topics and "fun facts" help add variety and maintain attention.

## The Reconstructed Globe



Search the web for audio and visual context wherever possible (for instance, do a “google image” or “Google video” search).

“Listen” to the Globe:  
Original pronunciation in a replica space  
<https://www.youtube.com/watch?v=gPlpphT7n9s>

Other tips:

Try not to use slide show mode because it allows us to slide into passive viewership too easily. A famous director once said, “Let the apparatus show.” It keeps your audience more engaged.