

Socio-historical background_Elizabeth I.

Unterrichtsphase	Unterrichtsgegenstand	Methode	Medien
vorbereitende HA	Die SuS schauen folgende Videos und machen sich Notizen.	EA	<p>“Introduction to the Elizabethan Age“, https://www.youtube.com/watch?v=18VyKi3_Di4 (https://t1p.de/yps1)</p> <p>National Portrait Gallery: “Cultural Changes“, https://www.youtube.com/watch?v=iGfRsu9vGTs (https://t1p.de/mxy9)</p>
Einstieg	L. bittet die SuS das Portrait von Elizabeth I. zu beschreiben.	UG/stummer Impuls	https://www.npg.org.uk/collections/search/portrait/mw02070/Queen-Elizabeth-I (https://t1p.de/8tss)
Erarbeitung	L. bittet SuS andere Portraits von Elizabeth I. online zu suchen und diese mit dem obenstehenden zu vergleichen.	PA/GA	
Sicherung I	Die SuS präsentieren ihre Ergebnisse.	UG	
Sicherung II	Die SuS vergleichen ihre Notizen über Elizabeth I. (vgl. vorbereitende HA).	UG	zumpad.zum.de
Transfer	Die SuS diskutieren, warum Elizabeth I., wie präsentiert, dargestellt wurde (cf. Schönheitsideale, Ikonisierung als <i>Virgin Queen</i> , ...)	UG	

Unterrichtsphase	Unterrichtsgegenstand	Methode	Medien
vorbereitende HA	Die SuS lesen den Text und machen sich Notizen bezüglich <i>gender roles in early modern England</i> .	EA	<ul style="list-style-type: none"> - https://www.elizabethi.org/contents/women/ - https://zumpad.zum.de/
Einstieg	L. bittet die SuS, das meme zu beschreiben, zu analysieren.	UG/stummer Impuls	<ul style="list-style-type: none"> - https://memegenerator.net/instance/64842110/bamf-queen-elizabeth-i-dominating-the-new-world-like-a-boss (https://t1p.de/z213) - https://d11-production.s3-de-central.profitbricks.com/media/filer_public/6f/11/6f113833-5252-4057-84dc-778e8f32edaa/codedllmediainhalteub austeinenglisch_7_fin alanhangmarchfourlives how to analyze memes.pdf (https://t1p.de/r685)
Erarbeitung	L. bittet die SuS, die überlieferten Reden Elizabeth I. zusammenzufassen, zu analysieren.	arbeitsteilige GA (Differenzierung: "Response to Parliamentary Delegation on Her Marriage, 1566" für leistungsstarke SuS.)	<ul style="list-style-type: none"> - https://voyant-tools.org/ - https://zumpad.zum.de/ - AB_Analysis scaffolding
Sicherung I	Die SuS präsentieren ihre Ergebnisse.	UG	
Sicherung II	Die SuS vergleichen ihre Notizen bezüglich <i>gender roles in early modern England</i> (vgl. vorbereitende HA).	UG	<ul style="list-style-type: none"> - https://zumpad.zum.de/
Transfer	Die SuS diskutieren, inwiefern Elizabeth I. mit Geschlechterrollen der Zeit bricht.	UG	
HA	L. bittet die SuS <i>male and female tasks and characteristics today</i> anonym zu beschreiben.	EA	answergarden.ch

Preparatory Homework:

Please watch the following two videos about Elizabeth I. and take notes in our class' <https://zumpad.zum.de/> on the subjects indicated below:

1. National Portrait Gallery: "Introduction to the Elizabethan Age", https://www.youtube.com/watch?v=18VyKi3_Di4 (<https://t1p.de/yps1>)

2. National Portrait Gallery: "Cultural Changes", <https://www.youtube.com/watch?v=iGfRsu9vGTs> (<https://t1p.de/mxy9>)

Take notes on:

- Elizabeth I.'s basic biographical data
- religious changes
- the rise of the middle class
- global exploration

- public theaters
- books and literacy

Please use these videos as a preparation for the next lessons.

Tasks

1. Describe this portrait in the National Portrait Gallery of Elizabeth I.: <https://www.npg.org.uk/collections/search/portrait/mw02070/Queen-Elizabeth-I> (<https://t1p.de/8tss>)
2. Find other portraits of Elizabeth I. online, compare and contrast them.
3. Discuss how Elizabeth I. is depicted in most portraits; why she chose to be depicted in this manner.

Voluntary, additional further research options

content/title	link	short link
explanation of Elizabethan government	https://www.bbc.co.uk/bitesize/guides/zppbtv4/revision/1	https://t1p.de/w7wj

Preparatory homework:

Task

1. Read the following text: <https://www.elizabethi.org/contents/women/>.
Take notes in our class' <https://zumpad.zum.de/> on the subjects indicated below:
 - tasks, characteristics of men
 - tasks, characteristics of women

Tasks

1. Summarize Elizabeth's **Tilbury speech**.

2. Analyze her speech.

(Use <https://voyant-tools.org/> for a deeper analytical understanding of the text.

Work collaboratively in a <https://zumpad.zum.de/> or a <https://cryptpad.fr/> table.)

3. Discuss whether Elizabeth I. defies early modern gender roles, with reference to:

"I know I have the body of a weak, feeble woman; but I have the heart and stomach of a king, and of a king of England too [...] I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field."

1	My loving people.
5	We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of <u>treachery</u> ; but I assure you I do not desire to live to distrust my <u>faithful</u> and loving people. Let tyrants fear. I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my <u>subjects</u> ; and therefore I am come amongst you, as you see, at this time, not for my recreation and <u>disport</u> , but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my
10	people, my honour and my blood, even in the dust. I know I have the body of a weak, feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm; to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and
15	rewarder of every one of your virtues in the field. I know already, for your forwardness you have deserved rewards and crowns; and We do assure you on a word of a prince, they shall be duly paid. In the mean time, my lieutenant general shall be in my stead, than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your <u>concord</u> in the camp, and your <u>valour</u> in the field, we shall shortly have a famous victory over these enemies of my God, of my kingdom, and of my people.
20	
https://en.wikipedia.org/wiki/Speech_to_the_Troops_at_Tilbury , 8/14/2020	

Tasks

1. **Summarize** the most important aspects in Elizabeth's "**Response to Parliamentary Delegation on Her Marriage, 1566**".
2. **Analyze** her speech.
(Use <https://voyant-tools.org/> for a deeper analytical understanding of the text.
Work collaboratively in a <https://zumpad.zum.de/> or a <https://cryptpad.fr/> table)
3. **Discuss** whether Elizabeth I. defies early modern gender roles, with reference to:
"[...] and though I be a woman yet I have as good a courage answerable to my place as ever my father had. I am your anointed Queen."

1	Was I not born in the realm? Were my parents born in any foreign country? Is not my kingdom here? Whom have I oppressed? Whom have I enriched to other's harm? What turmoil have I made in this commonwealth that I should be suspected to have no regard to the same? How have I governed since my reign? I will be tried by envy itself. I need not to
5	use many words, for my deeds do try me. Well, the matter whereof they would have made their petition (as I am informed) consisteth in two points: in my marriage, and in the limitations of the succession of the crown , wherein my marriage was first placed, as for manners' sake. I did send them answer by my council, I would marry (although of mine own disposition I was not inclined thereunto) but that was not
10	accepted nor credited, although spoken by their Prince. [...] And I hope to have children, otherwise I would never marry. [...] I am sure there was not one of them that ever was a second person, as I have been and have tasted of the practices against my sister, who I would to God were alive again. [<i>That is, none of the people pressing her to name a successor had ever been second in line to the</i>
15	<i>throne, as she had been when her sister Mary was queen. Then, Elizabeth had been accused of fomenting rebellion against her sister.</i>] There were occasions in me at that time, I stood in danger of my life, my sister was so incensed against me. I did differ from her in religion and I was sought for divers ways. And so shall never be my successor. . . .
20	[...] It is said I am no divine. Indeed I studied nothing else but divinity till I came to the crown; and then I gave myself to the study of that which was meet for government, and am not ignorant of stories wherein appeareth what hath fallen out for ambition of kingdoms - as in Spain, Naples, Portugal and at home; and what cocking hath been between the father and the son for the same. You would have a limitation of succession. Truly if reason did not
25	subdue will in me, I would cause you to deal in it, so pleasant a thing it should be unto me. But I stay it for your benefit. I do not marvel, though Domini Doctores , with you my Lords, did so use themselves therein, since after my brother's death they openly preached and set forth that my sister and I were bastards. Well, I wish not the death of any man, but only this I desire, that they which have
30	been the practisers herein may before their deaths repent the same, and show some open confession of their fault, whereby the scabbed sheep may be known from the whole. As for my own part I care not for death, for all men are mortal; and though I be a woman yet I have as good a courage answerable to my place as ever my father had. I am your anointed
35	Queen. I will never be by violence constrained to do anything. I thank God I am indeed endowed with such qualities that if I were turned out of the realm in my petticoat I were able to live in any place in Christendom.
40	Your petition is to deal in the limitation of the succession. At this present it is not convenient, nor never shall be without some peril unto you, and certain danger unto me. But as soon as there may be a convenient time and that it may be done with least peril unto you, although never without great danger unto me, I will deal therein for your safety and offer it unto you as your prince and head without requests. For it is monstrous that the feet should direct the head.'

<https://history.hanover.edu/courses/excerpts/165elizabeth.html>, 8/14/2020

Voluntary, additional further research options

content/title	link	short link
Elizabeth I.'s suitors	http://www.elizabethan.org/compendium/43.html	https://t1p.de/iml7
Tudor succession	http://www.elizabethan.org/compendium/succession.html	https://t1p.de/n9xi
Elizabeth I. - first feminist?	https://www.rmg.co.uk/explore/blog/young-female-and-powerful-was-elizabeth-i-feminist	https://t1p.de/3azr

Scaffolding: Speech Analysis

introduction	
<i>Queen Elizabeth I. establishes her role as the Virgin Queen, reigning over England. In the "Response to Parliamentary Delegation on Her Marriage, 1566" Elizabeth I. brings forward arguments why she must not marry one of her suitors or name a successor.</i>	
thesis	
source (speech, play, movie, audio, ...)	<i>In her speech</i>
title	<i>"Response to Parliamentary Delegation on Her Marriage, 1566"</i>
what? content	<i>Elizabeth I. reinforces her legitimate authority as the sole ruler of England in a decisive manner.</i>
how? language + structure	<i>This is reflected by her use of stylistic devices, namely</i> <ul style="list-style-type: none"> - <i>her use of (rhetorical) questions [paragraph 1],</i> - <i>references to her personal background [paragraph 2],</i> - <i>her use of personal pronouns [paragraph 3],</i> - <i>and references to God [paragraph 4]</i>
main part	paragraphs
paragraph 1	
introductory sentence	<i>At the beginning of her speech Elizabeth I. uses (rhetorical) questions to establish her power over parliament as the legitimate Queen of England.</i>
quote	<i>"Was I not born in the realm? [...] How have I governed since my reign?" (ll.1-4)</i>
explanation	<i>In a first step Elizabeth I. states that she is the rightful Queen of England since she was born in England as one daughter of Henry VIII. She describes her eight year reign so far as fair and free of corruption (cf. ll.2-4). Her use of rhetorical questions here underlines her belief that her authority should not be questioned. By stating that "[she] need not to use many words, for [her] deeds do try [her]" (l.5), she dismisses members of parliament meeting her with suspicion and criticism.</i>
(leading to the next paragraph)	<i>As the rightful Queen of England, Elizabeth I. reinforces her authority not only by highlighting her successful reign so far, but also by elaborating on her personal journey to the throne.</i>
paragraph 2	
introductory sentence	
quote	
explanation	

concluding sentence	
paragraph 3:	
paragraph 4:	

conclusion + outlook	
summary (of most important aspects with reference to thesis)	<i>In the "Response to Parliamentary Delegation on Her Marriage, 1566" Queen Elizabeth I. - the Virgin Queen - establishes her role as the rightful, only Queen of England, without the need to marry or to name a successor. Throughout her speech she underlines her successful reign, her personal endurances for her country in the past, her independence and her connection to God as a Queen.</i>
outlook	<i>Although Elizabeth I. confidently presents herself as the "anointed Queen" of England, she nonetheless seems to be confined by the gender roles of early modern England.</i>

Analysis

(Transfer this grid into a cryptpad.fr, so you can work on it together at the same time.)

introduction	
thesis	
main part	
paragraph 1	
introductory sentence	
quote/s	
explanation	
concluding sentence	
paragraph 2	
introductory sentence	
quote/s	
explanation	
concluding sentence	
paragraph 3	
introductory sentence	
quote/s	
explanation	
concluding sentence	
paragraph 4	
introductory sentence	
quote/s	
explanation	
concluding sentence	
conclusion	
outlook	

Formulate the tasks yourself.

Tasks

1. AFB I:

2. AFB II:

3. AFB III:

The Farewell Speech, 1601

1	[...] I know the title of a King is a glorious title, but assure yourself that the shining glory of princely authority hath not so dazzled the eyes of our understanding, but that we well know and remember that we also are to yield an account of our actions before the great judge. To be a king and wear a crown is a thing more glorious to them that see it than it is pleasant to them that bear it. For myself I was never so much enticed with the glorious name of a King or royal authority of a Queen as delighted that God hath made me his instrument to maintain his truth and glory and to defend his kingdom as I said from peril, dishonour, tyranny and oppression. There will never Queen sit in my seat with more zeal to my country, care to my subjects and that will sooner with willingness venture her life for your good and safety than myself. For it is my desire to live nor reign no longer than my life and reign shall be for your good. And though you have had, and may have, many princes more mighty and wise sitting in this seat, yet you never had nor shall have, any that will be more careful and loving. [...]
5	
10	
	https://history.hanover.edu/courses/excerpts/165elizabeth.html , 8/14/2020