

His 3100, Fall 2009, Discussion Group Leader Assignments: About 7 days **before** the class discusses the documents, each discussion leader posts at <<http://earlymodernengland.blogspot.com>> a ranked list of 3 documents from his or her chapter with 1-2 sentences why you chose each document (that is, what seems useful or interesting about the document).

Example: Student “x” (excellent)

5.6–EXAMINATION OF ANNE CARTER & OTHERS REGARDING THE MALDON RIOT (1629) This document examines a few of the women said to be involved in the Maldon Riot. This riot involved women entering ships in Burrow Hills to take rye & corn to feed their families. It shows what people are willing to do when they are unable to feed their families.

5.14–REGINALD SCOT, THE DISCOVERIE OF WITCHCRAFT (1854) This document by Reginald Scot asks Sir Thomas Scot and others to consider the evidence given to accuse women of witchcraft. He claims the evidence should be examined as either outrageous or plausible. Those with insufficient evidence should not be convicted or penalized. The accusations should not be taken lightly.

5.17–POOR RELIEF ACT (39 Eliz. I, c. 3) (1598) This document shows a sort of welfare program placed in England in 1598 under Queen Elizabeth. The Poor Relief Act is an attempt to better the lives of those who live in poverty.

I will then draw up a list of documents which the whole class should read and the **group** will then be responsible for presenting the documents to the class by discussing context (using: other documents in the chapter, online EEBO, online Oxford Dictionary of National Biography, online Oxford English Dictionary, and textbook), and asking one or two questions to the class.

week 3. Sept. 10. Key and Bucholz, *Sources and Debates*, ch. 2 (lead by group “a”): discussion leaders post list by Sept. 7 [For Tuesday, 8 Sept., find a title page of a pamphlet written about the subject of your chapter, print it out, and be able to tell the class what the subject of the pamphlet is (from the title)]

1. Alex Szigethy	2. Lindsey Gasior
3. Alanna Casey	4. Brad Bowman?
5. Eric Grap?	6. Kaz Darzinskis?
7. Greg Kolpacki?	8.

week 4. Sept. 17. Key and Bucholz, *Sources and Debates*, ch. 3 (pre-1547, lead by group “b”): discussion leaders post list by Sat., Sept. 12 [For Tuesday, 8 Sept., find a title page of a pamphlet written about the subject of your chapter, print it out, and be able to tell the class what the subject of the pamphlet is (from the title)]

1. Jessica Killough	2. Michelle Moery
3. Steve Forth	4. Christine McDonough
5. Craig Dennis	6. Amanda Burtsfield
7. Chadd Eaker	8. Chris Bily

week 5. Sept. 24. Key and Bucholz, *Sources and Debates*, ch. 3 (post-1547, lead by group “c”): discussion leaders post list by Sat., Sept. 19 [For Tuesday, 8 Sept., find a title page of a pamphlet written about the subject of your chapter, print it out, and be able to tell the class what the subject of the pamphlet is (from the title)]

1. Andrew Mace	2. Lauren Dennen
3. Don Stone	4. Tara O’Donoghue
5. Mark Whitsitt	6. Alex Saiz
7. Tom Kiely	8. Nathan Eckhouse
9. Andy Manning	10. Katie Payne

week 7. Oct. 8. Key and Bucholz, *Sources and Debates*, ch. 4 (1558-1603, lead by group “d”): student discussion leaders post list by Sat., Oct. 3 [For Tuesday, 8 Sept., find a title page of a pamphlet written about the subject of your chapter, print it out, and be able to tell the class what the subject of the pamphlet is (from the title)]

1. Kristen Cagle	2. Krista Swatko
3. Angela Davis	4. Lauren Calandrilla
5. Sable Harp	6. Drew Richardson
7. Keith Wise	8. Kaylee Mitchell
9. Dave Mejia	10. Brittney Logsdon

Discussion Leader Presentations: Five-minute with a Powerpoint (or set of slides) which should include:

- (1) at least one contemporary picture (can be an author’s portrait, an engraving related or illustrative of the document, a screen shot of the title page of the original pamphlet, statute, etc.), with references and date (or attempt to date)
- (2) either relevant information on the original publication, relevant information on the author, or an analysis of contemporary meaning of words used in the selection (drawing from online EEBO, online Oxford Dictionary of National Biography, or online Oxford English Dictionary), with references
- (3) at least one quote from the selection that you find significant or interesting (and be able to discuss why)
- (4) at least one or two questions about the document for the class that they can answer or make informed speculation from within the document itself.
- (5) Your name, the name/date of the document, etc.
- (6) You should email me the attached Powerpoint either before or just after the presentation (or print out).

You will write a paper based on contextualizing the document presented, but will also use the other documents from your week in your analysis and contextualization.