***Venus Evolved***

**50 min.**

**General Goal:** Present students with subsequent editions of Shakespeare’s “Venus and Adonis” in order to shake his sole identity as a dramatist; introduce students to publication history; engage students in focused reading

**Specific Objectives:**

* Students consider variations and differences across 6 editions of the poem’s title page and recorded history
* Students consider how subsequent editions can alter the experience of the poem

**Pre-assignment:** familiarity with Shakespeare’s “Venus and Adonis”

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**5 Minutes**

* Introduce students (who have already read and considered the poem) to 1-6 editions of “Venus and Adonis” on *Shakespeare Documented* (first edition here: <http://shakespearedocumented.org/exhibition/document/venus-and-adonis-first-edition>)
	+ What modern parallels might we make to the popularity of a book or article?

**15 Minutes**

* Students spend time alone reading through descriptions for editions, considering images, and noting interesting moments/changes/emphases from texts and editors

**25 Minutes**

* Students share findings
* Questions to ask/pursue:
	+ How does the poem seem to change meaning or draw out different themes over time?
	+ what do these subsequent editions, compared to the short run-time of the plays, say about the reading public of Shakespeare’s time?
	+ What plays does this poem remind you of? Using *Shakespeare Documented* and your books, what else was Shakespeare writing while “Venus and Adonis” was published and became popular?
* Lead conversation back to genre, connect students’ historical findings with any preceding conversations about plot, character, voice, etc.

*Required Resources*

Access to [www.shakespearedocumented.org](http://www.shakespearedocumented.org)

Computer/laptop access for students

Modern editions of “Venus and Adonis” (multiple modern editions can enrich this lesson)