**The Elizabethan Age, 1558-1603**

**Part I - Elizabethan Government**

Elizabeth’s coronation

**TASK:** Complete the gap fill.

Elizabeth’s coronation was deliberately designed to be a \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ event to show off the power of the new monarch. On 12th January \_\_\_\_\_\_\_\_\_\_, Elizabeth travelled from Whitehall to the Tower in a ceremonial barge along the River \_\_\_\_\_\_\_\_\_\_\_. Two days later, she undertook a \_\_\_\_\_\_\_\_\_\_\_\_ through the streets of \_\_\_\_\_\_\_\_\_\_\_. Elizabeth was crowned at her coronation on Sunday 15th January and came out of the Abbey to loud \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ from the crowd. She was dressed in coronation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ patterned with Tudor roses.

**Robes Splendid Thames London Cheers**

 **Instruments Colourful Procession 1559**

The Royal Court

**TASK:** Match the term to the correct definition.

|  |  |  |
| --- | --- | --- |
| **Lady in waiting** |  | People that attend the Royal Court. |
| **Courtiers**  |  | An extreme Protestant who wanted churches to be very plain, without decoration and simple services, without music. |
| **Patronage** |  | A lady who is a queen’s or princess’s attendant. |
| **Puritan**  |  | When the monarch gives out special favours e.g. land, positions in court to keep their support.  |
| **Factions** |  | The right by which one person succeeds to an office. |
| **Succession**  |  | A group of people within a larger group of people. |

**TASK:** Using the terms from above, explain how Elizabeth maintained political power. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Privy Council and Councillors

The Privy Council was a body of advisers and administers, appointed by the queen to help her rule. Privy Councillors were chosen from members of the noble and gentry classes.

* Sir William Cecil

As Elizabeth’s principal adviser, it was Cecil who managed to meetings in parliament and he served as the link between the monarch and parliament. In 1572, he was appointed lord treasurer and was in charge of government finance.

* Robert Dudley

Elizabeth appointed Dudley Earl of Leicester in 1564 and in 1585 he was made commander of the army and sent to the Netherlands.

* Sir Christopher Hatton

Hatton was appointed vice-chamberlain of the household and a member of the Privy Council in 1557. He was made responsible for the queen’s progresses and was given the post of Lord Chancellor in 1587.

* Sir Francis Walsingham

In 1570 Walsingham was appointed ambassador to Paris and 1573 he was made secretary of state with special responsibility for foreign affairs. He was placed in charge of Elizabeth’s secret service and organised a network of government spies placed all over Europe.

* Robert Devereux

Devereux gained military knowledge fighting in France, Spain and the Netherlands. Elizabeth later put him in command of attacks on Spain and Ireland.

* Robert Cecil

He took over Walsingham’s responsibilities after his death and was responsible for supervising arrangements for the succession of James VI of Scotland as king, following the death of Elizabeth in 1603.

**TASK**: Using the information above, explain how important Privy councillors were in helping Elizabeth govern England.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TASK:** Who do you believe was the most significant councillor during Elizabeth’s reign? Explain your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Local Government

Elizabeth did not travel too far from London and she therefore had to rely upon a trusted body of officials to ensure that her rule was respected and that law and order was maintained across the country.

**TASK:** Match the title to their job responsibility.

|  |
| --- |
| The Lord Lieutenant |
| The Sheriff |
| Justices of the Peace (JPs) |
| The Parish Constable  |
| The Overseer of the poor |

|  |
| --- |
| They were appointed from among tradesmen or husbandmen (farmers). They were expected to hold the unpaid post for 1 year. They were given a number of duties to help the JP. These included preventing trespassing and to keep the taverns and inns in order. |
| This person was chief among these royal officials. One was appointed for each county and they kept the queen informed about what was happening in their area. They were in charge of the local militia and their title held great prestige. |
| They helped administrating relief to the poor by collecting a local tax (called the poor rate) from everyone in their parish. This money would then be distributed to those in need of support and charity. |
| This role was chiefly concerned with legal affairs such as appointing and swearing in juries, delivering prisoners to court and helping with the collection of taxes.  |
| The real work of maintaining the law and order at local level fell on the role of this person. There were 30-60 in each county and were usually wealthy country gentlemen. They were unpaid but saw the job as their duty. They were supported by junior officials such as the parish constable. |

The role of Parliament

**TASK:** Complete the gap fill.

During Elizabeth’s reign, parliament was much less \_\_\_\_\_\_\_\_\_\_\_ than it is today. It met only when the queen called it and it ceased to meet when she told it to close down. The main motive for calling parliament was usually \_\_\_\_\_\_\_\_\_\_, Elizabeth needed Parliament to grant money from \_\_\_\_\_\_\_\_\_\_to pay for the running or \_\_\_\_\_\_\_\_\_\_\_ of the country. Parliament was made up of two bodies: the House of \_\_\_\_\_\_\_\_\_\_ and the House of \_\_\_\_\_\_\_\_\_\_\_\_. Elizabeth was prepared to limit freedom of \_\_\_\_\_\_\_\_\_ within parliament, because she believed foreign policy and religion were to be discussed in the Privy Council.

**Powerful Lords Defence Commons**

 **Speech Taxed Financial**

**Part II - Lifestyles of the Rich and Poor**

Elizabethan social structure

**TASK:** Number the titles 1-7 to put them in order of Elizabethan society hierarchy.

|  |  |
| --- | --- |
| Wealthy merchants and Professionals  |  |
| Cottagers and Skilled artisans |  |
| The Monarch |  |
| Landless unskilled labourers and the poor or unemployed |  |
| Yeomen and Tenant farmers |  |
| Nobles and Lords |  |
| Gentry |  |

Contrasting lifestyle of the rich and poor

**TASK:** Colour code the following information into three categories, the lifestyle of the rich, the lifestyle of the gentry and the lifestyle of the poor. The information looks at three categories of Elizabethan life: houses, fashion and education.

|  |  |  |
| --- | --- | --- |
| Many homeowners used their increased wealth, gained from the dissolution of the monasteries under Henry VIII, to remodel their homes. They changed from being defensive structures to more welcoming places to live. They were often designed in an ‘E’ or ‘H’ shape, with large windows, which improved lighting. | In terms of fashion this group tended to follow the style adopted by their superiors, the nobles and lords. Although they could not afford the same level of expense on these items as their superiors, their outfits were modern and stylish. They did lack the fine threads of gold and silver of the nobles though. | This class would live in smaller homes, often only containing one room, sometimes shared with animals. It had an earth floor, and a thatched roof, with a timber frame. It was barely furnished, with normally just a bed, a table and some stools.Some, were able to build a new house with separate bedrooms and a kitchen.  |
| This group attempted to imitate certain aspects of nobles’ homes, but not on such a grand scale. By renting out some of their land, they were able to gain income, which they used to modernise and refashion their homes from medieval style buildings into more modern, fashionable accommodation. New houses were built out of stone, brick or half-timber, and contained at least eight rooms plus servant’s quarters. | A lady of fashion would wear knitted stockings, over which a large petticoat or farthingale would be worn- wooden hoops would be sewn to ensure the under-gown was splayed out. An Elizabethan nobleman would wear the latest fashion made from the finest materials – silk, linen and velvet. He would wear a plain vest, with a long sleeve shirt, or doublet, on top. | There was very little in the way of education for this class because They could rarely afford any education for their children.Instead, they spent their leisure time in the inn or tavern, where consumption of alcohol would occur. They would also take part in gambling, bear baiting, playing cards or betting on the racing. Fishing and archery were also common hobbies.  |
| The male members of this class would normally wear a pair of leather shoes, knitted stockings, a doublet and jerkin (jacket and waistcoat) made of cloth or canvas. Women wore a petticoat with a jacket, however they would not be elaborate or of good quality. They would also wear a net or a cap on the head, as well as leather shoes. | The sons of this group often attended grammar school – called this because they focused on teaching Greek and Latin grammar. The number of grammar schools increased under Elizabeth’s reign to 360 in England and Wales – almost one in every large town. The aim of the grammar schools was to produce the perfect gentleman. | The male children of wealthy nobles and lords were tutored at home, receiving education in classics (language, history, philosophy). Female children would have a different focus for their education. They would be tutored by a governess and would be taught the practicalities of running a large household. |

Causes of poverty

There was a sharp rise in poverty during the sixteenth century, especially during the reign of Elizabeth. Historians have suggested a number of reasons to help explain why this occurred.

|  |  |
| --- | --- |
| **Reason** | **Explanation**  |
| Rising Population | The population rose by a million during the Elizabethan period. More people meant there was more demand for goods, and so prices rose. |
| Rising inflation | Prices for goods rose, but wages fell as there were more people around to do the work. |
| Cloth Industry  | Woollen cloth was England’s main export. There was a decline in demand and this led to unemployment. |
| Bad Harvests  | Harvests were particularly bad in 1556, 1596 and 1597. This lead to even higher demand and more rising prices. |
| Costly Wars  | Wars against France, Scotland and Spain caused taxes to rise and the value of coinage to fall. The end of the wars saw large numbers of unemployed soldiers wandering the countryside for work.  |
| Changes in farming | Many landlords decided to enclose their fields and keep sheep instead of growing crops which led to high unemployment. |
| Dissolution of the monasteries | This caused a rise in unemployment (among monks, servants and labourers) and took away the vital role of charity relief. |
| Rack renting  | Sharp increases in rent meant that many tenant farmers were unable to pay higher rents and were evicted.  |
| Rural depopulation | A combination of poor harvests and changes to farming methods caused many unemployed farmers to drift away from the countryside to the towns in search of work.  |

**TASK:** Identify and explain the factor which you consider to be the **most** important reason for causing an increase in poverty during the sixteenth century.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TASK:** Identify and explain the factor which you consider to be the **least** important reason for causing an increase in poverty during the sixteenth century.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unemployment and vagrancy

Rising unemployment combined with economic hardship resulted in an increase in homeless beggars who toured the country in wandering bands, causing problems for the authorities.

|  |
| --- |
| Tied arsenic on their skin to make it bleed, hoping to attract sympathy whilst begging.  |
| Dressed in tatty clothes and pretended to suffer from ‘falling sickness’ (epilepsy) by sucking soap and foaming at the mouth. |
| Carry a long wooden stick and knock on doors of houses seeking charity during the day to see what could be stolen. After dark, they return and use the hooked stick to reach in windows and steal clothes and valuables.  |
| Former soldiers who have become vagabonds and who survive by robbing, using threats or by begging when the opportunity arises.  |
| They pretended to be dumb in order to beg for charity from passers-by.  |
| Pretended to be mad, hoping their threatening behaviour would result in charity donations through pity.  |
| A devious female beggar who would carry a large bag on her back to make it look like she was knitting. She was really walking around, picking up anything valuable and running off with it.  |

**TASK:** Match the vagrant to the correct description.

|  |
| --- |
| Hooker or angler |
| Clapper dudgeon |
| Doxy |
| Abraham man  |
| Ruffler  |
| Dummerers  |
| Counterfeit crank  |

Government Legislation

Elizabeth inherited a problem of increasing poverty and she attempted to deal with this by passing a series of Acts of Parliament. This policy culminated in the Elizabethan Poor Law of 1601.

**TASK:** Math the Act to the correct description.

|  |
| --- |
| JPs were to build two Houses of Correction in each county to house those who refused to work. JPs should keep materials in every town to provide work for those who could not find jobs. Nothing was being done to remove the causes of poverty.  |
| The 1598 Poor Law had now been made permanent. This became known as the Elizabethan Poor Law. This came after a realisation that the government had a responsibility towards helping the poor and led to the set up of a legal framework to tackle poverty.  |
| This act made it compulsory for boys to serve a seven year apprenticeship in a craft or trade and it set a maximum wage limit. It attempted to create employment to reduce vagrancy.  |
| Begging was strictly forbidden and anyone found begging was to be whipped and returned to their place of birth and if this was not known they were sent to the House of Correction. This act reduced the risk of social unrest.  |
| Four overseers were appointed to each parish to collect and supervise poor relief. Work was to be found for able bodied men and women and poor children were to learn a craft or trade. The act helped those in need of support and remained until 1834.  |
| This act introduced severe punishments against vagrants, made JPs keep a register of the poor in their parish and made the local people pay a poor rate and provide shelter for the elderly and sick. The punishments were harsh to deter vagrancy.  |

|  |
| --- |
| Statue of Artificers 1563 |
| Vagabonds Act 1572 |
| Act for the Relief of the Poor 1576 |
| Act for the Relief of the Poor 1598 |
| Act for the Punishment of Rogues 1598 |
| Act for the Relief of the Poor 1603 |

**TASK:** How successful were the Elizabethan Poor Laws? Explain your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part III - Popular Entertainment**

Cruel Sports

The watching of blood sports was enjoyed by all sections of society. The most popular were bear-baiting, bull-baiting and cockfighting. Such events attracted large audiences. Many of whom placed bets on the outcome of the contests.

**Bear-baiting**

Bears would be chained to a wooden stake by one hind leg or chained by the neck. Dogs would be released around the bear to make it angry. The dogs would attack the bear, attempting to kill it by biting its throat, and the spectators would place bets on which dog would survive the longest before being killed by the angry bear. Queen Elizabeth enjoyed this type of entertainment a great deal and when she went on her royal progresses towns put on bear-baiting shows for her.

**Bull-baiting**

The bull would have a rope tied around the base of its horns and the other end of rope would be attached to a stake in the centre of the ring. In a contest lasting about an hour, trained bulldogs would then be set free one by one by their owners in order to attack the bull. During the contest the audience would place bets on the outcome of the baiting match. Owing to the difficulty of obtaining bears, bull-baiting was a far more common activity across England and Wales.

**Cockfighting**

Most often it was a fight between a single pair of birds, but sometimes as many as twenty gamecocks could be put into the ring at the same time and allowed to fight it out until only one bird was left. Spectators would bet on which bird they thought would win.

**Task:** Use the information above to complete the table below.

|  |  |  |
| --- | --- | --- |
|  | **Description of the cruel sport** | **Reasons for its popularity** |
| **Bear-baiting** |  |  |
| **Bull-baiting** |  |  |
| **Cockfighting** |  |  |

Entertainment enjoyed by the rich

**Hunting**

A very popular pastime among the rich throughout Tudor times. Deer hunting was very much an upper-class sport and wealthy Elizabethan nobles had their own deer parks.

**Hawking**

Another popular pastime. It involved the use of a trained falcon or hawk to fly off a trainer’s arm when the blind cap was taken off its head, kill selected prey and then return. The upper classes used peregrines and they were the only persons allowed to breed hawks, while the lower orders made use of kestrels and sparrow hawks.

**Archery**

A popular activity throughout the Tudor period. Men over the age of 24 were expected to practice archery on a Sunday after church.

**Dancing**

Dancing was very popular among all classes. While the lower classes enjoyed traditional country dances, the classes could employ musicians to play different dance tunes. The queen liked dancing and was said to be very accomplished at it.

**Music and singing**

Singing was an important home entertainment and many people could play an instrument.

**Ball games**

Tennis was a game that emerged during Tudor times and became popular among the upper classes. Bowls was a fashionable game played by all classes. Football was very popular amongst the lower classes. It was very different to the modern game as there was no pitch, no proper goals and no limit as to the number of players on each team. There were few rules, making it a very rough game which often resulted in many injuries.

**Task:** Using the information above, describe ways in which entertainment for the rich and poor were similar.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe ways in which entertainment for the rich and poor were different.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The development of the Elizabethan theatre

Source H: **The Tudor Scholar Richard Morrison in his book, The Laws of England (1535), called for the banning of many plays.**

*Robin Hood plays should be forbidden and others devised that show the wickedness of the bishop of Rome, monks, nuns and such like … Things sooner enter by the eyes, than by the ears: remembering more when they see rather than when they hear.*

Source I: **Part of a petition sent by the inhabitants of Blackfriars in London to the Privy Council in 1596, in which they voice their opposition to the proposed building of a theatre in their area of London.**

*A general inconvenience to all the inhabitants … by reason of the great gathering together … of all manner of vagrant and lewde persons that … will come thither and worke all manner of mischeefe.*

**Task:** Read sources H and I above. Explain why some Elizabethans saw the theatre as a threat to law and order.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attitudes towards the theatre

**Support for the theatre**

During Elizabeth’s reign the theatre quickly developed into a popular form of cheap entertainment, attracting large audiences from all social classes. The queen herself enjoyed the theatre. Nobles also frequented the theatre, and a visit to watch the performance of a new play became part of the social calendar. One reason for the popularity of the theatre was the actual plays performed there. Dramas with gripping storylines, tales of heroism and plots with good triumphing over evil. Plays could be used by authorities as propaganda. Shakespeare’s plays delivered the strong message that obedience and loyalty to the monarch was essential in order to ensure that law and order was maintained.

**Opposition to the theatre**

Opposition from the Authorities

As London’s population rose sharply during the Tudor period, the authorities grew increasingly concerned about maintaining law and order. They wanted to avoid the gathering of large crowds which often resulted in some civil disturbance, and so they pressed for new theatres to be built outside the city walls. The theatre attracted a mixed crowd of people, from those who were simply out to enjoy a play, to beggars and pickpockets, who viewed this as an opportunity to engage in crime. This potential for lawlessness worried the authorities.

Opposition from religious groups

Some of the strongest opposition to the growth of the theatre came from religious groups, chief of which were the Puritans. They considered the theatre to be the work of the devil, encouraging people to be sinful. They considered the plays to lack decency and morals, and to contain rude gestures and antics, which caused audiences to lead a sinful and corrupt lifestyle. In their opinion, such plays should be banned.

**Task:** Use the information above in order to complete the table.

|  |  |
| --- | --- |
| **Support for theatre** | **Opposition to theatre** |
|  |  |

**Part IV - The Problem of Religion**

Religious problems in 1559

**Henry VIII**

* Put an end to the pope’s authority by making himself head of the church in England and Wales.
* Did not change church services but introduced and English Bible.
* Kept many traditional Catholic practices in place.

**Edward VI**

* Was heavily influenced by his advisors the Duke of Somerset and the Duke of Northumberland, both of whom were Protestants.
* Introduced a new Protestant Prayer Book and communion service.
* Required church services to be conducted in English instead of Latin.
* Had decorations and all images in churches torn down.
* Allowed priests to marry.

**Mary Tudor**

* Restored the authority of the pope as head of the church.
* Restored Latin Mass, Catholic doctrine and ritual.
* Separated priests and their wives.
* Began to persecute Protestants, a policy that earned her the title ‘Bloody Mary’.

**Task:** Create a list of at least two religious problems that occurred during the reign of each monarch above.

|  |  |  |
| --- | --- | --- |
| **Henry VIII** | **Edward VI** | **Mary Tudor** |
|  |  |  |

When \_\_\_\_\_\_\_\_\_\_ came to power, Britain had been divided by issues of \_\_\_\_\_\_\_\_\_\_ for thirty years. Henry VIII broke away from the \_\_\_\_\_\_\_\_\_\_ Church, in order to marry \_\_\_\_\_\_\_\_\_\_\_\_\_\_. However, despite the break, Henry kept a number of Catholic \_\_\_\_\_\_\_\_\_\_. When he died, his \_\_\_\_\_\_ Edward took over. As he was very young, he was \_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_. England became more \_\_\_\_\_\_\_\_\_\_\_\_ during this period. For example, he had all \_\_\_\_\_\_\_\_\_\_\_\_\_ in churches torn down. When Edward died, his half-\_\_\_\_\_\_\_\_\_\_ Mary took over. She was Catholic so she \_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_ as the Head of the Church. She began to persecute \_\_\_\_\_\_\_\_\_\_\_, with many of them being \_\_\_\_\_\_\_\_. She earned the title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Protestants restored Catholic practices Henry VIII advisors Protestant Bloody Mary burned religion son Anne Boleyn influenced decorations Pope sister

Elizabeth faced problems from both Catholics and Protestants.

**Task:** Organise the information below into ‘Catholic views’ and ‘Protestant views’.

* Catholic king of France, Francis II claimed that Mary Queen of Scots was the rightful ruler.
* More than ½ population of England were Protestant.
* Elizabeth had no right to be queen because she was considered illegitimate.
* Some of them were extreme Protestants (aka. Puritans).
* They wanted to persecute Catholics who refused to convert.
* They believed in a simple faith and rejected the rich decorations enjoyed by Catholics.
* Many Catholic extremists wanted to get rid of Elizabeth and replace her with Mary. Elizabeth faced a number of plots during her reign.

|  |  |
| --- | --- |
| **Catholic views** | **Protestant views** |
|  |  |

Reaching a compromise

Elizabeth faced the very difficult task of attempting to satisfy the religious desires of contrasting groups, each of whom had their own ideas about how the Church should be run.

**Task:** Colour code the statements below as either a Catholic belief, Protestant belief or Extreme Protestant (Puritan) belief.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priests should be allowed to marry. | The monarch should be the head of the Church. | Cardinals, archbishops and bishops were to help the pope govern the Church. | Priests should not marry. | The pope was head of the Church. |
| Church services should be simple. | Church services and the Bible were to be in Latin as read only by priests. | There should be no head of the Church or bishops. | Money should not be spent on elaborate church decorations. | Churchgoers should elect committees to run their church. |
| Church services and the Bible should be in English which everyone could read. | No need for any decoration. | Archbishops and bishops should help the monarch govern the church. | Churches should be highly decorated | There should be little decoration in churches. |

Explain the main differences in religious beliefs between Catholics and Protestants in 1559.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The aims of the Religious Settlement

Factors to consider

Below is a list of factors Elizabeth needed to consider when dealing with the problem of religion.

**Task:** Read through the list and colour code them depending on whether they are **foreign policy factors** (to do with England’s relationship with other countries) or **domestic policy factors** (to do with England itself).

|  |  |  |
| --- | --- | --- |
| In 1559 a new king, Francis II and his 17 year old wife Mary Stuart of Scotland succeeded as the new Catholic rulers of France. Many Catholics considered Mary to be the rightful queen of England and some thought Francis might press her claim.  | The majority of the MPs in the House of Commons were Protestant, but many of the members of the House of Lords were Catholic.  | King Phillip of Spain was a devout Catholic who had been the husband of Bloody Mary (Elizabeth’s sister). He was concerned with developments and didn’t want to see France or Scotland gain any influence over the English Crown. |
| Majority of ordinary people were conservative in their religious sympathies.  | Scotland was ruled over by a French regent (a person who governs whilst the monarch is under age). She was the Catholic widow of James V and Mary Stuart’s mother. She was a strong Catholic but many Scottish nobles were firm Protestants and did not want to see any growth in Catholic power.  | Elizabeth had to consider the Marian exiles (the Protestants who had fled to Europe when Bloody Mary came to the throne). They now wished to return to England and expected key posts in government and church. Many of them had been influenced by Puritan ideas. |
| The attitudes of the Pope were another major concern. If he chose to excommunicate Elizabeth it would free her subjects from having to obey her. He could also call the other Catholic powers to launch a religious crusade (war) against England. | **KEY**  Foreign Policy Domestic Policy |

Explain which factor you think was the most important for Elizabeth to consider.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Elizabeth’s religious beliefs

Elizabeth understood the important place that religion had in the lives of her people. She had lived in Protestant households as a child. During her father’s last years she had been cared for by Catherine Parr, an enthusiastic Protestant. Along with her brother, Edward, they had been taught by a Protestant tutor.

Owing to her Protestant upbringing Elizabeth’s life had been in danger during her sister Mary’s reign. She had refused to become a Roman Catholic and her name had been associated with anti-Catholic plots.

While Elizabeth disliked the authority of the pope, there were aspects of the Catholic faith that she did believe in. She thought that priests should wear vestments, and she liked ornaments and decoration in churches. She kept crucifixes and candles in her private chapel, and she was opposed to the idea of bishops and clergymen being allowed to marry.

Most of all Elizabeth wanted to unify the country and did not wish to see her subjects punished because of their religious beliefs. She desired to create a church that the majority could accept. Her personal preference was for a church with a Protestant doctrine which retained traditional structure and Catholic ritual. She hoped for a compromise settlement.

**Task:** Use the information above to answer the questions.

How did Elizabeth’s upbringing influence her religion?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What aspects of the Catholic faith did Elizabeth believe in?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did Elizabeth want most of all?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The ‘middle way’

In formulating her Religious Settlement Elizabeth adopted a **via media** (or ‘middle way’) and created a church which reflected both Protestant and Catholic attitudes and practices.

* She made Protestantism the official religion.
* She brought back changes made in Edward’s reign, introducing a new Prayer Book, a Bible in English, simpler churches and allowed priests to be married.
* She refused to give way to extreme Protestant ideas
* She kept some aspects of the old Catholic Church e.g. archbishops, bishops and cathedrals. She allowed churches to continue using crosses and candles and allowed priests to wear vestments.
* She did not persecute Catholics, but she did fine them for not attending Church.

**Task**: Answer the question.

To what extent does the Religious Settlement of 1559 display the religious beliefs of Elizabeth I?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Acts of Supremacy and Uniformity

|  |  |
| --- | --- |
| **Act of Supremacy, 1559** | **Act of Uniformity, 1559** |
| * Elizabeth became head of the Church of England instead of the pope.
* Elizabeth adopted the title of ‘Supreme Governor of the Church of England’.
* All important officials such as judges, lawyers, JPs, MPs and the clergy, had to swear an oath of loyalty accepting Elizabeth’s title.
* If they refused to swear the oath they could be imprisoned; if they refused three times they could be executed.
* Bishops would be used to govern the new church.
* The Marian heresy laws were repealed.
* A church high commission was established to ensure the changes were implemented at parish level.
 | * The 1552 Protestant Book of Common Prayer was to be used in all churches.
* The Bible was to be in English.
* Church services were to be conducted in English.
* Ornaments and decorations were allowed in churches.
* Clergy had to wear vestments
* Clergy were allowed to marry
* All clergy had to take an oath to use the new Prayer Book.
* Everyone had to attend church on a Sunday and other holy days and to participate in the new services.
* The monasteries founded by Mary I were to be closed down and their wealth passed onto the crown.
 |

**Task:** Read through the terms of the Acts and colour code them as either favouring Catholics, Protestants or both/neither.

**Part V - The Catholic Threat**

**Early toleration:**

The extent to which most of the population of England and Wales were either Catholic or \_\_\_\_\_\_\_\_\_\_\_\_ in 1558 has been down to debate. Many modern historians now argue that the majority of the population, especially those outside \_\_\_\_\_\_\_\_\_\_ , were Catholic and not Protestant in 1559. This was precisely why \_\_\_\_\_\_\_\_\_\_\_\_ chose to proceed cautiously with her Religious Settlement, adopting a ‘middle way’ which selected features from both \_\_\_\_\_\_\_\_\_ and Protestant faiths, thereby avoiding the \_\_\_\_\_\_\_\_\_\_\_ of any of her subjects, regardless of faith.

**Protestant Elizabeth Cautiously London Catholic Alienation**

In the first decade of her reign, Elizabeth adopted an attitude of toleration towards Catholics and did not heavily impost her Protestant ideas. Several factors contribute to this early toleration:

* When trying to get the Religious Settlement of 1559 passed through Parliament, Elizabeth was shocked by the degree of opposition she met from powerful Catholic nobles.
* The fear of possible foreign intervention if she cracked down too harshly upon the Catholics.
* The fear of rebellion from powerful Catholic nobles within England and Wales.
* The realisation that the majority of the population were still Catholic at heart.

**From the examples above, which do you think was the most significant reason why Elizabeth took a more tolerant approach to religion in the early stages?**

Elizabeth took a tolerant approach up until the events during the late 1560’s and 1570’s caused her to abandon this policy in favour of a firmer policy of conformance. Elizabeth began to adopt a harsher policy towards those Catholics who demonstrated reluctance to follow her religious settlement because of the following:

* 1568 The arrival of Mary Queen of Scots in England
* 1569 The Rebellion of the Northern Earls
* 1570 The issue of a Papal Bull of Excommunication against Elizabeth
* 1571 The Ridolfi Plot
* 1574 The first arrival of seminary priests in England from Douai in Flanders
* 1580 The arrival of the first Jesuit priests into England
* 1583 The Throckmorton Plot
* 1586 The Babington Plot
* 1588 The Spanish Armada

**Recusancy**

The term recusant was used to describe individuals who rebelled against Elizabeth’s Religious settlement. Recusants posed a direct challenge and in 1581 Elizabeth increased fined to £20 and made it a treasonable offence to attempt to convert people to Catholicism. She desired to stem the tide of seminary priests being smuggled into England and Wales from northern France after 1574.

* In 1568, William Allen set up a training college for Catholic priests at Douai in Flanders.
* Once trained, there new seminary priests were sent to England to re-establish the Catholic faith.
* 438 seminary priests were sent over.
* In 1585, Parliament ordered all such priests to leave the country or be put to death.
* 98 priests were sentenced to death.

Jesuits

Jesuits belonged to the ‘Society of Jesus’ which had been founded in 1540 with the aim of destroying Protestantism. They began to arrive in England in disguise in 1580. Swearing an oath of loyalty to the Pope, these priests were a threat to national security.

Government response to recusancy

The government passed several acts to curb recusancy.

* 1581 – two Acts which (a) increased fines against recusants and (b) made attempts to convert people to the Catholic faith a treasonable offence.
* 1585 – an Act ordered all Jesuit and seminary priests to leave the country or be killed; anybody found hiding a priest could be given a death sentence.
* 1593 – an Act banned large gatherings of Catholics and confined Catholics to a radius of five miles from their home.

Case of Edmund Campion

* Born in London, he crossed to Flanders to train as a seminary priest at Douai.
* He then joined the Jesuits.
* 1580 – he arrived in secret in southern England and preached in the homes of wealthy Catholic families in London.
* 1581 – he was arrested at Lyford, Berkshire and tortured in the Tower of London before being hanged for treason.

**Task:** On the next page, Construct a timeline for the period 1560 to 1600. Above the date line, mark on events which show a threat to the Religious Settlement from Catholics, and below the date line the government response to deal with the Catholic threat.

**1600**

**1560**

**The arrival of Mary, Queen of Scots, in England, 1568**

In May 1568, Mary, Queen of Scots, cousin to Elizabeth I, was forced to flee from Scotland across the border into northern England. She had experienced an eventful past.

Mary sent to France

* Born in 1542, daughter of James V of Scotland and his Catholic French wife, Mary of Guise.
* Her father died when she was a baby and her mother then acted as regent.
* 1548 – at age of 6, Mary was sent to be educated in Catholic France.
* Age of 15 – she married Prince Francis, eldest son of Henry II of France.
* 1559 – Francis became king of France, only to die in 1560.

Mary returns to Scotland

* 1561 – Mary married Henry Stuart, Lord Darnley.
* 1566 – Mary gave birth to a son, the future James VI of Scotland.
* March 1566 – Darnley, believing Mary to be too familiar with her Italian secretary, David Rizzio, stabbed him to death.

Mary and Bothwell

* Mary then became friendly with James Hepburn, Earl of Bothwell.
* In 1567, Darnley became ill with smallpox and Mary brought him to Kirk O’Field, a large house in Edinburgh.
* On the night of 9 February 1567, the house was blown up (Mary was at a wedding); Darnley’s body was found strangled in the garden.
* Bothwell was accused of the murder but was found not guilty at his trial.
* Mary soon afterwards married Bothwell.
* The Protestant Lords now rebelled against Mary; she was imprisoned in Loch Leven castle.
* July 1567 – she was forced to abdicate in favour of her Protestant son.

Mary arrives in England

In May 1568, Mary escaped and fled across the border into England. Elizabeth had several choices open to her and decided to hold Mary captive. Over the next two decades Mary remained a problem for Elizabeth, becoming the centre of Catholic plots to unset the Protestant queen.

Keep Mary in prison in England

Allow Mary to return to France

Send Mary back to Scotland

Acknowledge her as Elizabeth’s heir

Help Mary regain her throne in Scotland

Execute Mary

Choices open to Elizabeth in 1568.

**Task:** Explain how each of the following factors shaped the life of Mary, Queen of Scots:

France:

Lord Darnley:

Early of Bothwell:

Escape to England:

**Rebellion of the Northern Earls, 1569**

This was the first in a series of Catholic plots to replace Elizabeth as queen with Mary.

Causes

* The arrival of Mary in 1568 gave hope to many English Catholics.
* Two powerful Catholic lords, Charles Neville, Earl of Westmoreland and Thomas Percy, Earl of Northumberland, planned to depose Elizabeth and marry Mary to Northumberland’s brother-in-law, Thomas Howard, Duke of Norfolk.
* Elizabeth’s spies found out about the marriage and Norfolk was sent to the Tower; the other two earls avoided capture and started a rebellion.

Events

* In November 1569, a force of 4,600 men marched south through Durham to Bramham Moor.
* Plans to besiege York were abandoned and the forces retreated north.
* The two earls fled across the border into Scotland.

Why did it fail?

* Poor planning and leadership – the rebel army retreated once it heard the royal army was heading towards them.
* Lack of foreign support – the foreign help that was promised by De Spes, the Spanish ambassador, failed to aid the rebellion.
* Popularity of Elizabeth –

**Task:** From the examples above, which do you think was the main reason why the rebellion of the Northern Earls failed? Make a case for your judgement.

* no enthusiasm to replace Elizabeth as England’s Queen.

Aftermath

* Northumberland was captured and handed over to Elizabeth, tried for treason and beheaded.
* Westmoreland managed to escape to Flanders where he soon after died in poverty.
* The Duke of Norfolk was released from prison.
* Over 800 rebels, mostly commoners living in the north, were executed.

**Task:** “The rebellion of the Northern Earls had little chance of ever being successful”.

Use your knowledge of this event to identify evidence to support this statement.

**The excommunication of Elizabeth, 1570**

In February 1570, Pope Pius V issued a Papal Bull Regnans in Excelsis which excommunicated Elizabeth. It called upon all Catholics to remove Elizabeth from the throne and it released them from their oath of allegiance to the crown. It was a serious threat to Elizabeth. Parliament responded by issuing a new Treason Act in 1571 which:

* made it treasonable to declare that Elizabeth was not the lawful queen
* made it treasonable to publish any Papal Bull
* confiscated the property of Catholics who had fled abroad and did not return within twelve months.

Excommunication definition – Where a person is excluded from the communion of believers, the rites or sacraments of a church, and the rights of church membership

**Source A:** An extract from the Papal Bull issues by Pope Pius V in February 1570 which excommunicated Elizabeth.

*Elizabeth… the pretended queen of England… having seized on the having seized on the kingdom, and monstrously usurped the place of Supreme Head of the Church in all England, and the chief authority and jurisdiction thereof, hath again reduced the said kingdom into a miserable and ruinous condition, which was so lately reclaimed to the Catholic faith and a thriving condition [during reign of Mary I] … declare Elizabeth as being an heretic and favourer of heretics … to have incurred the sentence of excommunication and to be cut off from the unity of the body of Christ. And moreover we do declare her to be deprived of her pretended title to the kingdom aforesaid and we do command and charge all and every noblemen, subjects, people and others aforesaid, that they presume not to obey her or her orders and laws.*

**Task:** To what extent does this source accurately reflect the threat Elizabeth posed by the Catholics?

**Part VI - The Spanish Armada**

Reasons for the Spanish Armada

There were three main reasons for the Spanish Armada:

* The ambitions of King Philip II of Spain
* The war in the Netherlands
* The actions of English privateers

**Task:** Complete the gap fills below for more detail on these causes.

* **Reason 1 - Ambitions of King Philip II of Spain**

Philip married \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in 1554 and in 1555 he became the King of Spain, the Netherlands and all of Spain’s colonies in Italy and America. He was now the ruler of the most \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and wealthiest empire in the world. Philip was determined to protect the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ faith with the Spanish navy and army and to do this he needed to attack the growth of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the north. 

After the death of Edward VI, Philip became \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of England and Wales with his wife. They both wanted to re-establish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the official religion in England. Mary died in 1558, so Philip tried to arrange a new marriage with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. However, she rejected his proposal so Philip married Isabella, daughter of King Henry II of \_\_\_\_\_\_\_\_\_\_\_\_. Later that year, Elizabeth introduced her Religious \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This worried Philip who began to watch England closely. His eventual solution was to plan for an \_\_\_\_\_\_\_\_\_\_\_\_\_\_ so that the Catholic faith could be restored.

armada

Mary Tudor

France

Protestantism

powerful

co-ruler

Settlement

Elizabeth

Catholic

Catholicism

* **Reason 2 - The war in the Netherlands**

At the beginning of Elizabeth’s reign, relations between England and Spain were quite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is because the Netherlands was very important to Spain economically, and the best way for them to travel there was through the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Therefore, Philip was originally quite happy to have Elizabeth as queen because she was less likely to side with France than \_\_\_\_\_\_\_\_\_\_\_\_\_, Queen of Scots.

In August 1566, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in various Dutch cities rose in rebellion against the Catholic rule of \_\_\_\_\_\_\_\_\_\_ and began rioting and smashing Catholic icons in the churches. Philip responded in \_\_\_\_\_\_\_\_\_ by sending an army of 10,000 \_\_\_\_\_\_\_\_\_\_ to the Netherlands. He was determined to crush the rebellion and \_\_\_\_\_\_\_\_\_\_\_\_\_ over 18,000 Dutch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, ordering over a thousand to be burn to death.

Elizabeth kept a close eye on what was happening in the Netherlands. She was worried about having such a large Spanish fleet stationed near the English \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Her Privy Councillors gave different advice; Cecil wanted to \_\_\_\_\_\_\_\_\_\_ war with Spain at all costs and \_\_\_\_\_\_\_\_\_\_\_\_ and Walsingham wanted direct military action to support the \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Elizabeth decided to give unofficial support to the Protestants by supplying them with \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_. She also allowed English \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to disrupt the transport ships supplying the Spanish armies.

By 1579 the country had \_\_\_\_\_\_\_\_ into two. The southern parts of the Netherlands made \_\_\_\_\_\_\_\_\_ with Spain and the \_\_\_\_\_\_\_\_\_\_\_\_\_ parts formed the Union of Utrecht and rejected \_\_\_\_\_\_\_\_\_\_\_\_\_\_ rule. Elizabeth continued to fund \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ against Spain and in 1585 she went a step further and signed the Treaty of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the Dutch rebels. In this treaty, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ agreed to become \_\_\_\_\_\_\_\_\_\_\_\_ of the Dutch Protestants and send a force of 5,000 troops and \_\_\_\_\_\_\_\_\_\_\_ cavalry to help maintain the rebellion. England and Spain were now in a state of undeclared war.

1567

1,000

Protestants

Elizabeth

Nonsuch

protector

resistance

English Channel

Spanish

friendly

coastline

arrested

Spain

avoid

Mary

troops

money

Protestants

split

Dudley

privateers

peace

weapons

* **Reasons 3 - The actions of English privateers**

During the 1570s and 1580s, Elizabeth encouraged English privateers to \_\_\_\_\_\_\_\_\_\_\_\_ Spanish treasure ships . in 1577, Elizabeth sent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on a 3-year voyage to launch surprise attacks on Spanish treasure ships. One estimate claims he brought back gold, silver and jewels worth over £14,000 (roughly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ today). Philip was furious with Drake and demanded his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Instead, Elizabeth was delighted and in 1581 she boarded his ship took out a sword and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him.

When war broke out with Spain in \_\_\_\_\_\_\_\_\_\_\_\_, Drake was sent to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to attack Spanish settlements and disrupt \_\_\_\_\_\_\_\_\_\_ routes. He captured several \_\_\_\_\_\_\_\_\_\_\_ and returned with over £30,000 in treasure and \_\_\_\_\_\_\_\_ Spanish cannons. By the 1580s, these attacks by Drake and other English privateers were beginning to have a serious impact on Spain’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1567

£20 million

West Indies

execution

towns

Francis Drake

economy

250

knighted

1585

attack

**Task:** What was the most important reason for the Spanish Armada? *Justify your answer*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Philip’s preparation of the Armada

Philip first came up with his plan in 1586. He wanted to construct an armada of armed ships which were to be used to…

* Sail north from Lisbon into the English Channel, destroying the English fleet stationed there
* Carry on through the English Channel and anchor at Calais (France)
* A force of 170,000 Spanish soldiers would gather at Dunkirk ready to invade England
* The Armada would guard these soldiers as they travelled across the English Channel in barges
* The army would land at Margate, Kent and then travel up the River Thames to London where they would capture the city and overthrow Elizabeth
* English Catholics would join the Spanish and rise up in a rebellion against Elizabeth and her government

However, Philip’s plan had some serious flaws and things didn’t go as planned…

**Task:** Read through the events that took place and use two colours to show whether they were Philip’s weaknesses or outside of his control.

|  |  |  |
| --- | --- | --- |
| Drake had sailed a group of English warships into the harbour at Cadiz and attacked the Spanish fleet. | Shortly after the Armada set sail, it ran into a storm and was blown off course. It was forced to stop for repairs. | Philip ignored the advice from his ministers and military commanders to delay the launch. |
| In February 1588, the admiral in charge of the Armada died and Philip chose a duke that was not qualified for the job and hated sailing. | There weren’t any harbours in the Netherlands deep enough for the Spanish fleet to dock. This made it difficult to pick up the army. | Drake had burnt timber supplies and seasoned wood that was to be used for barrels. When the Armada set sail the following year, the barrels split and leaked because they used unseasoned wood. |

The threat posed by the Armada

Philip was very confident that Spain would be successful. In an attempt to intimidate the English, the Spanish government released details of the Armada’s size just before its departure.

* 130 galleons and supply ships
* 30,000 men
* 1,900 cannon and small guns
* Extensive supplies of food and drink
* 17,000 well-trained soldiers

**Task:** Read through the different ways England prepared for the invasion, in two colours highlight strengths and weaknesses.

* Set up a line of warning beacons along the coast that would be lit when the Armada was sighted. Church bells would also be rung to warn people.
* The English army didn’t know where the Spanish army would land so it was difficult to place land forces appropriately.
* Most English soldiers were untrained and poorly equipped.
* Elizabeth managed to raise a force of about 20,000 men, which was organised into three armies, one based in the north of England, one based in Kent and one at Tilbury in Essex to guard the south coast.
* The English Navy was the main line of defence. It was led by Lord Charles Howard and his vice-admirals, Francis Drake and John Hawkins.
* The 54 English battleships were light and fast moving in comparison to the Spanish galleons. They were also fitted with long-range cannons.
* 140 merchant ships had been converted into battleships, making a total of 200 ships.

**Task:** ‘The Armada posed a serious threat to Elizabeth.’ How far do you agree with this statement?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course of the Armada

**Task:** Put the events in chronological order to show what happened during the Spanish Armada. Some have been done to help you.

|  |  |
| --- | --- |
|  | After the Armada set sail, the English sailed out of Plymouth and pursued them for a week. There were regular battles, but they failed to break the crescent formation of the Spanish ships. |
|  | The Spanish ships cut their anchor ropes and headed out to sea in all directions to escape the fireships. They had broken their crescent formation.  |
|  | The English ships continued to follow the Armada until it got to the Scottish border. The English fleet then turned back because they were short of ammunition and some sailors were sick. |
|  | The Armada set sail from Lisbon, but it was soon hit by a storm and was forced to pull into a harbour at Corunna to repair the boats and get fresh supplies. |
|  | Only 67 ships returned to Spain full of wounded, starving and sick men.  |
|  | The English took steps to attack the stationary Spanish fleet and loaded 8 unmanned ships with tar, gunpowder and cannons. They were set on fire and left to drift towards the Spanish ships. |
|  | Elizabeth visited her troops at Tilbury, Essex. She made a speech to prepare the soldiers for battle as Spanish invasion was still possible. |
|  | The Armada anchored off Calais, but were forced to wait for the Spanish army who were delayed by one week. |
|  | The Spanish lacked accurate maps to get around the coasts of Scotland and Ireland safely. They lost more of their fleet due to shipwreck than actual fighting. |
|  | On the same day as Elizabeth’s speech, the wind changed direction. This meant that the Spanish ships couldn’t return to the English Channel and now had to sail around Scotland and Ireland.  |

Reasons for the failure of the Armada

**Task:** Read through the reasons for the failure of the Armada and organise them into the following categories using four colours: English strengths, Spanish weaknesses, tactics and weather.

|  |  |  |
| --- | --- | --- |
| English ships were smaller, faster and more manoeuvrable than the Spanish galleons. | The weather blew the Spanish fleet northwards and they didn’t have the correct maps to navigate the waters safely. | The Spanish commander was not as experienced at commanding a fleet as his English rivals. |
| The use of ‘fireships’ was a turning point in the battle because it split the Spanish ships and made them difficult to control. | The lateness of the Spanish army caused a delay and allowed the English to attack the Spanish fleet at Calais. | English ships had heavier fire-power, they were fitted with long-range cannons allowing them to fire from a safe distance. |
| Spanish cannons were ineffective, the shot was made of poor quality iron and many exploded whilst being fired. | Once the crescent formation was broken the Spanish ships were out-gunned and easier targets for the more experienced English ships. | Spanish ships didn’t have enough food and water to last the voyage around Scotland and Ireland. Sailors became ill and morale was low. |

Results of the Armada

News of the Armada’s defeat led to great celebrations across England and Wales. The country remained Protestant and it continued to be ruled by Queen Elizabeth. English Catholics had not risen up in support of Spain and there were no further Catholic plots or rebellions for the rest of Elizabeth’s reign.

However, it is important not to over-emphasise the significance of the defeat of the Armada as its effects were limited.

* The war against Spain dragged on for a further decade
* Still a successful Spanish army in the Netherlands under the command of a very able leader, the Duke of Parma
* Still a risk of Spanish invasion and within a short time Philip had constructed another armada of 100 ships- it was sent to attack England on two occasions but was sent back due to storms
* The English continued to support the Dutch Protestants in their rebellion against Catholic Spain
* English sailors continued to attack Spanish treasure ships and ports
* There was an increased anti-Catholic feeling within England, but it did not result in any major arrests

**Task:** Explain why the defeat of the Spanish Armada didn’t end the Spanish threat to Elizabeth and England.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part VII - The Puritan Threat**

PuritanismThe Puritans, extreme Protestants, opposed Elizabeth during her reign. They became more radical as her reign went on.

**Task:** Complete the gap fill about the Puritans.

The Puritans were given their name because they wanted to \_\_\_\_\_\_\_\_\_\_ the church of any forms of \_\_\_\_\_\_\_\_\_\_\_\_. Under \_\_\_\_\_\_\_\_ many had been forced to leave and head to \_\_\_\_\_\_\_\_\_. When they came back they were even more radical, and criticised Elizabeth’s \_\_\_\_\_\_\_\_\_ Settlement. They opposed bishops, colourful \_\_\_\_\_\_\_\_\_\_ and kneeling to receive communion. They also hated \_\_\_\_\_\_\_\_\_\_, drunkenness, theatre and dancing on the village green. There were different types of Puritans, but the most radical was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_, who wanted to break away from the national church.

Separatists

purify

paintings

gambling

Religious

Catholicism

Europe

Mary

Puritan challenges to the Religious Settlement

**Task:** Match up the challenge to the correct description.

|  |  |  |
| --- | --- | --- |
| The Vestments Controversy 1566 |  | A Presbyterian system was suggested, including abolishing all bishops, and elected ministers. This would have weakened Elizabeth’s power, and was rejected. Cartwright lost his job. |
| Proposals by Thomas Cartwright 1570 |  | Anonymous pamphlets were produced attacking the church and the bishops. They lost the Puritans support as they contained violent, sarcastic and offensive language, completely against the Puritan beliefs. |
| French marriage pamphlet of John Stubbs, 1579 |  | Many Puritan priests refused to follow instructions about the specific clothes they were to wear. Many Puritan priests were dismissed, and Elizabeth insisted the correct dress be worn. |
| The Marprelate Tracts, 1588-89 |  | Elizabeth was criticised for entering talks with the Duke of Anjou, a Catholic. The author of the critical pamphlet was charged with seditious writing and sentenced to have his hand cut off, and was then imprisoned for 18 months. |

**Task:** Which of the above do you think was the most serious threat to Elizabeth?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Puritan opposition in parliament and the Privy Council

Elizabeth found it difficult to ignore Puritans, as they were in here Privy Council and MPs in parliament. These are some individual who attempted reform within parliament:

* Walter Strickland, 1571

Puritan MP for Yorkshire called for a new Book of Common Prayer and the banning of vestments. He was prevented from attending parliament, and Elizabeth actually closed parliament down to stop his ideas being discussed.

* John Field and Thomas Wilcox 1572

Two clergymen who published books arguing the Presbyterian church structure was in-keeping with the bible. They also criticised the Book of Common Prayer. They were both imprisoned for a year for breaking the Act of Uniformity. Puritan printing presses were ordered to be destroyed.

* Peter Wentworth, 1576

Puritan MP for Barnstable complained that MPs were not allowed to discuss religion. He was imprisoned for a month in the Tower of London, and parliament was closed down.

* Peter Turner, 1584

Puritan MP for Bridport proposed a bill to change the government of the church. It failed to receive support after one of Elizabeth’s loyal Privy Councillors attacked it in the House of Commons.

* Anthony Cope, 1586-87

Puritan MP for Banbury called for the abolition of Bishops and the replacement of the Book of Common Prayer. The bill failed and Cope was imprisoned in the Tower of London. Parliament was again closed down.

**Task:** Put the above into order of how serious a threat they were to Elizabeth (1 = most serious). Then explain why you have chosen your most serious.

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Measures taken to deal with the Puritan challenge

Having blocked demands for reform within parliament, Elizabeth applied equal force to stop Puritanism at a local level.

**Task:** Match up the measures taken to their correct descriptions.

|  |  |  |
| --- | --- | --- |
| Banning of ‘prophesyings’ |  | The new archbishop issued three articles in 1583, where he demanded uniformity, forcing the clergy to accept bishops, the Book of Common Prayer and the Thirty-Nine Articles. 300-400 ministers refused, and were removed. |
| John Whitgift’s attack on Presbyterianism |  | These were meetings where prayers and sermons were said in the 1570s. Elizabeth asked Archbishop Grindal to ban them, but he refused. Elizabeth suspended Grindal and banned them herself. |
| Halting the Brownists |  | Many pamphlets were being issued criticising the church and urging people to form a Separatist Church. The Act was introduced, and it gave the authorities the power to execute suspects. Henry Barrow, John Greenwood and other leaders were executed. This marked the end of the separatist movement. |
| The Act against Seditious Sectaries, 1593 |  | A breakaway Puritan church was set up by Robert Browne in Norwich in 1580. He was imprisoned, and emigrated to Holland upon his release. His followers continued to emerge, and two were hanged for distributing Brownist pamphlets in 1583 |

**Task:** Which was the most effective method of dealing with the Puritans, in your opinion?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_