



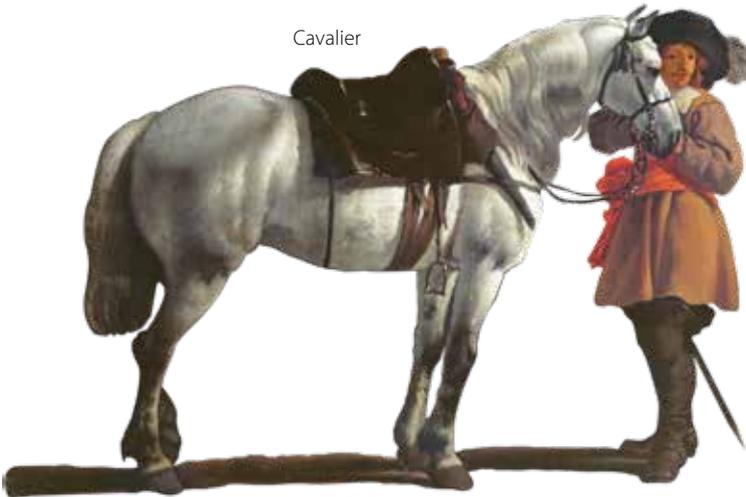
# England in the Golden Age



Queen Elizabeth I

Reader

Cavalier



Oliver Cromwell



Queen Elizabeth I knights Sir Francis Drake.



**THIS BOOK IS THE PROPERTY OF:**

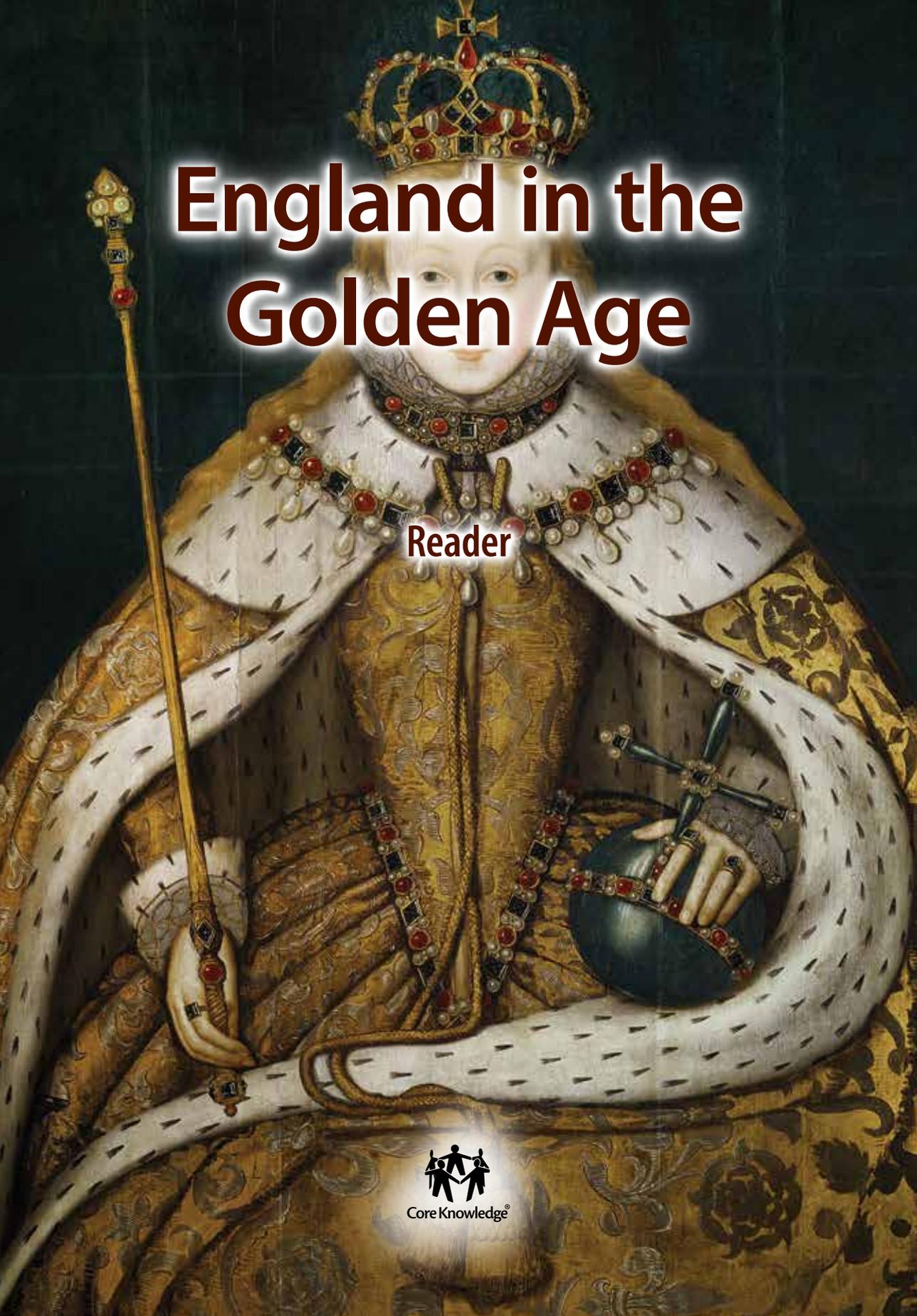
STATE \_\_\_\_\_  
 PROVINCE \_\_\_\_\_  
 COUNTY \_\_\_\_\_  
 PARISH \_\_\_\_\_  
 SCHOOL DISTRICT \_\_\_\_\_  
 OTHER \_\_\_\_\_

Book No. \_\_\_\_\_  
 Enter information  
 in spaces  
 to the left as  
 instructed.

ISSUED TO	Year Used	CONDITION	
		ISSUED	RETURNED
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book:  
 New; Good; Fair; Poor; Bad.



# England in the Golden Age

Reader



Core Knowledge®

## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to **Share**—to copy, distribute, and transmit the work
- to **Remix**—to adapt the work

**Under the following conditions:**

**Attribution**—You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

**With the understanding that:**

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

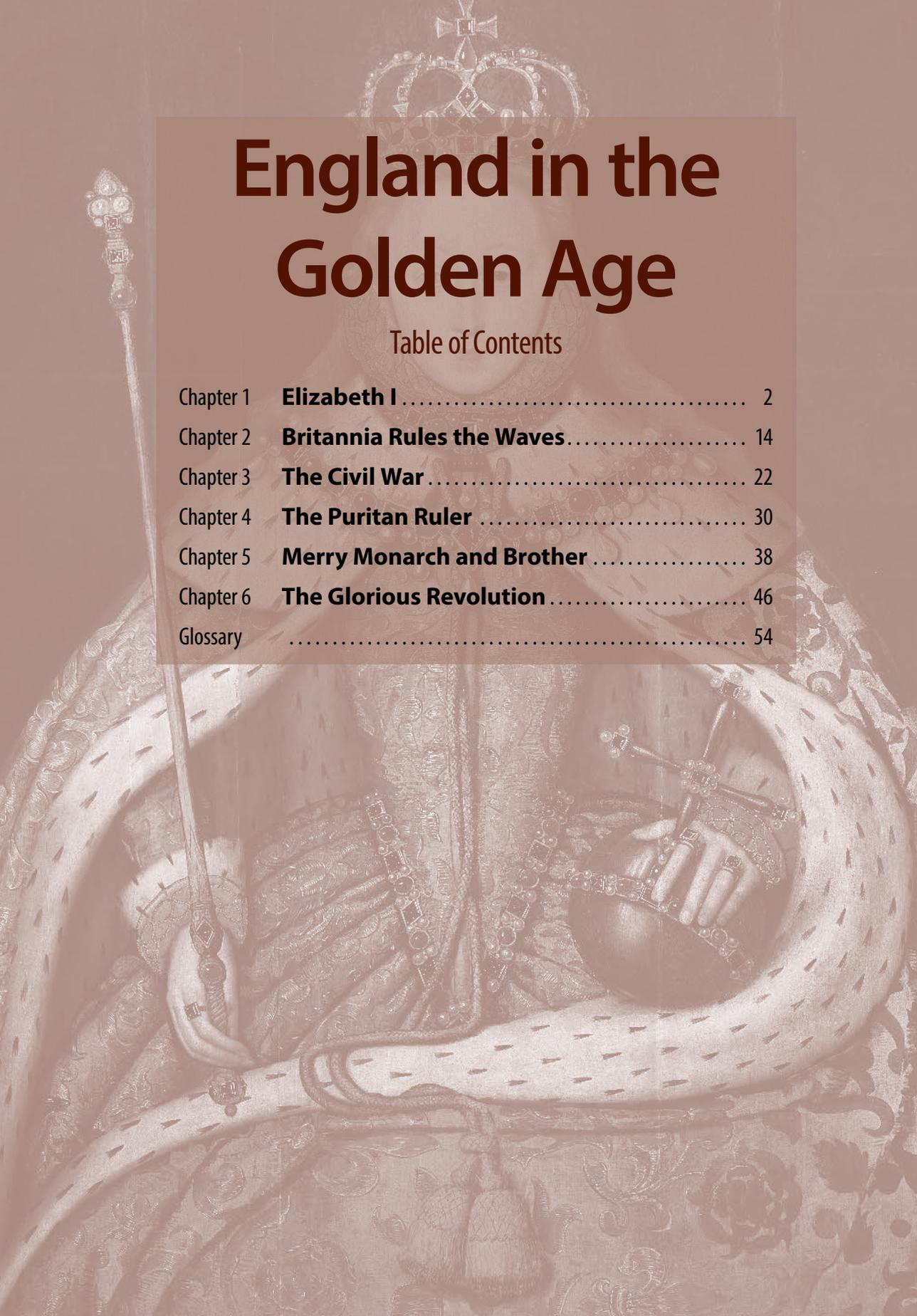
Copyright © 2016 Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™ and CKHG™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 978-1-68380-090-3



# England in the Golden Age

## Table of Contents

Chapter 1	<b>Elizabeth I</b> .....	2
Chapter 2	<b>Britannia Rules the Waves</b> .....	14
Chapter 3	<b>The Civil War</b> .....	22
Chapter 4	<b>The Puritan Ruler</b> .....	30
Chapter 5	<b>Merry Monarch and Brother</b> .....	38
Chapter 6	<b>The Glorious Revolution</b> .....	46
Glossary	.....	54





## **England in the Golden Age Reader**

*Core Knowledge Sequence History and Geography 5*

# Chapter 1

## Elizabeth I

**Long Live the Queen** According to legend, twenty-five-year-old Elizabeth was sitting under an oak tree reading the Greek Bible on the morning of November 17, 1558. She was expecting important news. Maybe she had decided to read outside so that she could hear the hoof beats of a horse as it galloped toward her house in the English countryside.

The horseman arrived shortly before noon that day. He must have bowed as he presented Elizabeth with the ring of Mary Tudor, Elizabeth's older half sister. The ring was proof that Mary was dead. And if Mary was dead, Elizabeth was now queen of England.

### **The Big Question**

How did Queen Elizabeth I manage the conflicts between the Catholics and the Protestants?



Queen Elizabeth I was at Hatfield House when she heard the news of her sister's death.

Elizabeth is said to have closed her book and fallen to her knees. Speaking in Latin, she said, "Time has brought us to this place. This is the Lord's doing, and it is marvelous in our eyes."

## A Dress of Gold and a Velvet Cape

Elizabeth certainly knew about time. She had been waiting to become queen for nearly twelve years. First her sickly half brother, Edward VI, ruled. Then her half sister, Mary Tudor, sat on the throne. During these years, Elizabeth had had time to plan.

Within a week of Mary's death, she marched into London with a thousand men and women whom she had chosen as her advisors and servants.

From the beginning, Elizabeth understood that although heredity had put her on the throne, she needed the support of the English people to stay there. A march with a thousand people was a way to show her power.

Elizabeth's **coronation** day, the day she was crowned, was a spectacular event. Ladies of the English court had sent to Belgium for silks and velvets to be made into gowns for the great day. Although years of religious conflict

and war had left England deeply in debt, Elizabeth I made sure her coronation would be unforgettable. She wore a dress of gold and a cape of crimson velvet lined with fur. On her head sat a gold crown.

These clothes were heavy, but they looked like the clothes of a powerful monarch. That was exactly the impression Elizabeth I wanted to give.

### Vocabulary

**coronation**, n. the ceremony or act of crowning a ruler



Queen Elizabeth I ruled England for almost half a century, raising her kingdom to a peak of glory.

The coronation was a religious ceremony. Elizabeth I wanted to end the conflicts in England between Catholics and Protestants. At her coronation, she was crowned by a bishop, an official of the Catholic Church, but she insisted that the bishop read from an English Bible, the kind used by Protestants, rather than the Latin Bible used by Catholics.

## A Dangerous Situation

From the time when Elizabeth was a little girl, her life had been in danger. England was a nation divided by religion. Elizabeth's father, King Henry VIII, had broken from the Catholic Church in 1529 because the pope would not **annul** his marriage to his first wife, Catherine. Henry and Catherine had only one surviving child, Mary, and Henry wanted a son. Henry wanted to be free of Catherine so that he could marry Anne Boleyn, who later became Elizabeth's mother. Despite the pope's refusal to annul the marriage, Henry married Anne anyway and established the Church of England to be independent of the Catholic Church in Rome. Henry proclaimed himself head of the Church of England. However, when Elizabeth was only two years old, her father had her mother executed. Henry promptly married again. His third wife produced a son, Edward.

### Vocabulary

**annul**, v. to officially state that a marriage never existed under the law

After King Henry's death, Edward, Elizabeth's younger half brother, reigned from 1447 to 1553. Edward VI supported the Protestant religion and wanted England to become a Protestant



After King Henry VIII died, his son Edward and then his older daughter Mary sat on the throne.

nation. However, he had been a sickly child, and he died at the age of fifteen. Now it was Elizabeth's older half sister's turn to rule. In 1553, Mary Tudor became Queen Mary I. Mary was Catholic. During her five years on the throne, she restored power to the Catholic Church in England and **persecuted** Protestants. Her brutal persecution of Protestants earned her the name "Bloody Mary."

Unlike Mary I, Elizabeth was a Protestant, though she respected many of the Catholic **rituals** and customs. When she took the throne, Elizabeth faced the difficult task of keeping the peace between Catholics and Protestants.

### Vocabulary

**persecute**, v. to treat people cruelly and unfairly

**ritual**, n. an act or series of actions done in the same way in a certain situation, such as a religious ceremony



**Mary I imprisoned her sister Elizabeth in the Tower of London.**

From an early age, Elizabeth learned to pay attention to what was going on around her. She avoided putting in writing any thoughts or beliefs that her enemies might use against her. When Mary I was queen, she imprisoned Elizabeth in the Tower of London. For two months, Elizabeth lived in a cold, drafty cell, never knowing whether or when she might be executed. Queen Mary spared her life, but Elizabeth never forgot the horror of awaiting her own death sentence.

Even after she became queen, Elizabeth I had to be very careful. Another Mary, this one known as Mary Stuart or Mary Queen of Scots, plotted against Elizabeth. Mary, a Scottish queen, was the niece of Henry VIII. She believed that she herself, not Elizabeth, belonged on the throne of England because the Catholic Church did not recognize Henry's marriage to Elizabeth's mother.

Elizabeth’s advisors told her to have Mary Queen of Scots put to death. At first Elizabeth was reluctant to execute a relative who was a queen in her own right. Mary was held in **custody** for more than ten years. But when she was finally caught in a plot to have Elizabeth killed, she was brought to trial.

The verdict? Guilty. The punishment? Death.

## **Queen of Her People, Bride of Her Nation**

Throughout the first decades of her reign, Elizabeth’s advisors and the **English Parliament** urged her to marry. They wanted her to have a child who could take the throne when she died. They also thought that a woman could not rule as well as a man. Many ambitious men asked for her hand in marriage. Elizabeth argued, however, that marriage would only distract her from her many duties as queen. She considered England to be her husband and her family.

## **The Queen’s Travels**

Frequently in summer, Queen Elizabeth I and her court left London on journeys into the countryside. One reason was that she needed to escape from the hot, dirty, and smelly city. London was the largest city in Europe at that time. It had ninety thousand people and no sewers, no running water, and no toilets. Because there was no refrigeration, food spoiled quickly. People did not understand then that unclean conditions spread disease. But they did know that the city was unhealthy in the summer.

### **Vocabulary**

**custody**, n.  
imprisonment or protective care

### **English**

**Parliament**, n. the original law-making branch of the English government that is made up of the House of Lords and the House of Commons

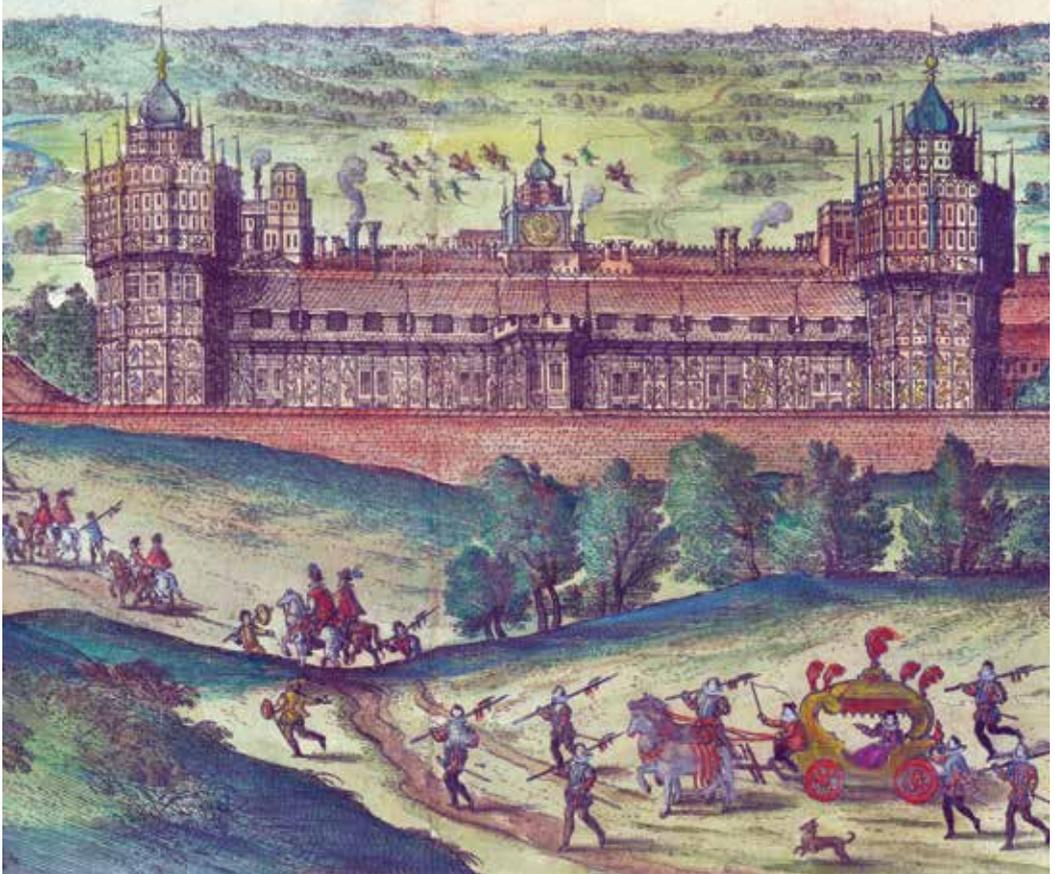
The number of people in Queen Elizabeth's court was enough to fill a large village. When her courtiers and their horses arrived at one of the queen's more than sixty castles or houses, they quickly ate all the available food. Although the queen's houses were grand, many were not big enough to fit her whole court. Some of the people who waited on her had to sleep in tents on the grounds. There was no plumbing, sewers, or easy way to dispose of garbage. With so many people in one place, the area quickly became filthy and even unhealthy. People had to clear out so that the area could be cleaned up.

The trip from one residence to another was no small undertaking. Such a trip typically involved hundreds of carts and thousands of packhorses. When Queen Elizabeth I traveled, more than just government officials accompanied her. Cooks, doctors, carpenters, people to sew and do laundry, and people to care for horses also came along. The luggage in the caravan included the queen's clothes and jewels, documents, dishes, linens, equipment, tools, and her massive carved bed.

Even the best and most widely used roads in England were very poor by today's standards. They were dirt roads that turned to mud in wet weather. In dry weather, deep ruts could tip a cart over or break its axle. The caravan of horses and carts could cover only ten or twelve miles a day, roughly the distance that someone might cover on foot.

As Queen Elizabeth I traveled, she sometimes saved money by staying overnight in the houses of different nobles. It was very

PALATIVM REGIVM IN ANGLIÆ REGNO APPELLATVM NONCIVTZ,  
*Hoc est nusquam simile.*



It was not unusual for the journey from one castle to another to last a month. During this time, the queen and her advisors continued to conduct the business of the kingdom.

expensive for an **aristocrat** to feed the queen and her court. Yet, nobles competed for the honor of hosting her. Their power and position depended on her favor. Some aristocrats even added extra rooms to their houses or added buildings to their estates in preparation for their queen's arrival!

### Vocabulary

**aristocrat**, n. a person of the upper or noble class whose status is usually inherited

Elizabeth's journeys from place to place were also exciting for the common people in her kingdom. She could see how they lived and the state of their towns and farms.

The commoners had a chance to see their

queen. People put on plays and **pageants** in her honor. Elizabeth listened patiently to their speeches and once stood in the rain to watch a presentation by schoolboys.

At every opportunity, Queen Elizabeth I told her subjects that she loved them, and she expressed her appreciation for their loyalty. The time she spent traveling did a great deal to increase the people's affection for Elizabeth.

## Glorious Reign

Elizabeth combined practices of both the Catholic Church and the Protestant Church when she reestablished the Church of England. Priests wore robes, as in the Catholic Church, but they could marry. The Church services were in English, as Protestants wished. But crucifixes and candles adorned the altars in the style of Catholic cathedrals. Elizabeth I did not persecute Catholics or Protestants for their religion. People who disobeyed her wishes were another matter, however.

Perhaps because of the threats on her life, Elizabeth expected complete loyalty from everyone in her court. Her maids, who were women from noble families, had to get permission from her before they could marry. If one of them married in secret, Elizabeth might imprison the husband until she could be sure

### Vocabulary

**pageant**, n. a show or play usually based on a legend or history

that he was not part of a plot against her. Elizabeth demanded loyalty, and she received it.

William Shakespeare, one of the greatest English playwrights, wrote plays to entertain Elizabeth. Composers wrote songs for her to enjoy. Francis Drake sailed around the world for her. She transformed England from a land weakened by conflict into a unified kingdom that could compete with mighty Spain and France for power.

Elizabeth I ruled for forty-five years, from 1558 to 1603. By the time she died, she had given her own name to her era. It was a time of great literature and exploration, but it was not named for William Shakespeare or Sir Francis Drake. We remember it today as the Elizabethan Age.

# Chapter 2

## Britannia Rules the Waves

**Sir Francis Drake** Depending on your point of view, Sir Francis Drake was either a hero or a pirate. To English people and to Queen Elizabeth I, he was a brave and skilled sea commander. To the Spanish, however, Drake was a pirate.

### The Big Question

Why might the Catholics in England have chosen to be loyal to their Protestant queen, rather than support King Philip of Spain?

During the late 1500s, while Elizabeth I was on the throne, the Spanish were building a great empire. Spanish **galleons** carried gold,

### Vocabulary

**galleon**, n. a large sailing ship, used as a warship or for trade

silver, precious stones, expensive dyes, and sugar across the ocean from colonies in the Americas. Sir Francis Drake and other English sailors attacked Spanish ships and grabbed some of these riches for themselves.



Caca Fogo.

Caca Plas

Sir Francis Drake was a hero to the English and a pirate to the Spanish.

The Spanish considered Francis Drake a thief. But a Spanish **nobleman**, whose ship Drake attacked, described him as a great navigator and commander. The same nobleman commented on how well Drake treated his fellow sailors, as well as how much they respected him. Queen Elizabeth I also admired him and showered him with gifts.

## Our Golden Knight

Francis Drake left home for the voyage of his life in 1577, a trip around the world! He sailed down the west coast of Africa and then across the Atlantic Ocean and around the Americas. He took every opportunity to attack Spanish and Portuguese ships, and to seize their riches. By the time Drake returned to England three years later, the Spanish **ambassador** to London called him “the master-thief of the unknown world.” The following year, however, Queen Elizabeth I **dubbed** him “our golden knight,” and he became Sir Francis Drake.

### Vocabulary

**nobleman**, n. a person of the upper class; an aristocrat

**ambassador**, n. a person who is an official representative of his or her government in another country

**dub**, v. to officially make someone a knight

To honor their queen and to compete with Spain’s mastery of the seas, Englishmen such as Drake explored the world in search of riches. Expeditions set out to establish trade routes across the Pacific Ocean. Walter Raleigh, another of Elizabeth’s favorites, tried to start a colony in the Americas. The first Roanoke colony,



Aboard Drake's ship *Golden Hind*, Elizabeth I touched a sword to Francis Drake, making him a knight.

on an island off the coast of North Carolina, did not last. Most of the colonists returned home in a few months. A second group disappeared a short while later. Decades would pass before the English succeeded in establishing a permanent colony in North America.

## **The Invincible Armada**

Even though their colonies had not succeeded, the English still annoyed the Spanish. Spain had claimed North America as its own. It had colonies in Mexico and in the areas of the

United States now known as Florida, California, New Mexico, Texas, and Arizona. In addition to England's colonizing efforts, Drake and other Englishmen continued to attack Spanish ships and seize their treasure. There was more than these things, however, behind the tension between the two countries. Just before Queen Elizabeth I had Mary Queen of Scots executed, Mary had named the Spanish king, Philip II, as successor to the English throne. Remember that unlike Elizabeth, Mary and Philip were both Catholic. The pope later offered King Philip "a million in gold" if he would conquer England.

English and Spanish ships engaged in many battles over the years. After Sir Francis Drake led a surprise attack that destroyed ships in a Spanish harbor, Philip began making plans to invade England and finally conquer it.

People heard rumors that Spain was building a fleet of warships called an armada (/ahr\* mah\* duh/) for an attack on England. Day and night, coast guards peered across the ocean looking for the

Spanish fleet. The English placed pans of flammable **resin** on little platforms on hills across the land. If a lookout spotted an invading ship, he would light one of these beacons. As soon as the people guarding the beacons farther inland saw a coastal beacon shining, they would light their beacons. This signaled others farther inland. In this way, news of an invasion would spread quickly through England.

### Vocabulary

**resin**, n. a sticky substance that comes from trees and can be lit



The “invincible” Spanish Armada attempted to invade England in 1588.

Finally, in July 1588, the Spanish fleet was spotted. Dubbed the “Invincible Armada” by the pope because they could not be defeated, the Spanish ships were an impressive sight. The armada

had 130 large ships that sailed in a tight formation. They were like floating fortresses. These ships carried more than 30,000 people, as well as horses and weapons. The Spanish were not planning a sea battle. They planned to invade England and capture it with a land battle.

The English fleet, on the other hand, carried only 1,500 men. Their ships were small, but they were nimble. The English sailors also knew all the **currents** of the waters in which they fought. They darted around the edges of the Spanish formation, picking at the outermost ships.

### Vocabulary

**current**, n. the ongoing movement of water within a larger body of water, such as in a river or ocean

The English set empty ships on fire and let the ocean currents carry them toward the armada. This forced the Spanish ships to break out of their tight formation to avoid the flames. Still, Spain might have conquered England if it had not been for the weather. As the Spanish retreated, a powerful storm blew dozens of their ships onto the rocks of Ireland and Scotland. The ships that survived withdrew to Spain. Nearly half of the men in the Spanish Armada died.

## Prayer and Thanksgiving

During Elizabeth's reign, Spain was the greatest sea power in the world. Many English people were truly terrified that Spain would conquer England and make it a Catholic country once again. King Philip of Spain had counted on England's Catholics to rise against their queen and aid his invasion. Instead, the English Catholics

stayed loyal to their own government. This gives us some idea of how much progress Queen Elizabeth I had made in healing the religious conflicts in her kingdom. Nonetheless, many people in England used the conflict with Spain as a reason to distrust Catholics.

In November 1588, Elizabeth declared a day of thanksgiving. Everyone was urged to go to church, just as Elizabeth herself did. She thanked God and asked her people to do the same.

# Chapter 3

## The Civil War

**After Elizabeth** Queen Elizabeth I lived to be nearly seventy years old. That was a long life for someone in the 1500s—and for someone whom so many people had wanted to kill!

The legend is that as she lay dying, she whispered to the archbishop of Canterbury the name of her successor to the throne.

Whom do you think she named the next ruler? She named her closest relative, James Stuart, the son of her great enemy, Mary Queen of Scots.

Unlike his mother, however, King James VI of Scotland was a Protestant. In England he was called James I.

### King James I

James I believed he ruled by the **divine right of kings**. Like Elizabeth I, King James I wanted to keep Protestants and Catholics at peace with each other. He held a conference in 1604, shortly after he was crowned, to try to bring the two groups together. The only thing they

#### The Big Question

Why did Parliament distrust Charles I and his wife Henrietta?

#### Vocabulary

**“divine right of kings,”** (phrase), the belief that kings and queens have a God-given right to rule and that rebellion against them is a sin



IACOBVS 6  
SCOTORVM  
REX ET ANGLIAE  
ET FRANCIAE REX  
1567

James I became king of England and Scotland after Elizabeth I's death.

agreed on, however, was that a new translation of the Bible was needed. James ordered a new translation. The result was the King James Version, also known as the King James Bible. It became one of the most widely read and quoted books in English.

In 1607, a group of English colonists settled in Virginia and named their colony Jamestown, after King James I. The Jamestown settlers endured many hardships. They finally succeeded in establishing the first permanent English colony in North America.

Around this same time, two groups of Protestants in England were unhappy with the Church of England. One group, called the Separatists, wanted to separate entirely from the Church of England. The other group decided they wanted to worship in a simpler way that they felt was truer to the faith of the Bible. They were called Puritans because they wanted to “purify” the Church of England.

In 1620 a group of 103 Separatists sailed to North America to create a colony. They settled in Plymouth, Massachusetts. We remember them today as the Pilgrims. In 1630, English Puritans, the people who wanted to change or “purify” the Church of England, settled in what is now Boston, Massachusetts. They built towns throughout “New England.” They generally lived in plain and simple ways. Puritans frowned on such pastimes as dancing and gambling. They also did not wear fancy clothes or jewelry.

When King James I died in 1625, his son, Charles I, took the throne.



The English Separatists who settled in Plymouth, Massachusetts, became known as Pilgrims.

## Trouble All Around

Charles I was a weak, sickly child. He did not walk until he was seven years old. Like his father, James I, and Queen Elizabeth I before him, he believed that he had been chosen by God to rule. Unlike Elizabeth, however, Charles did not understand that he needed the support of his people to stay on the throne.

Charles I was devoted to the Church of England. But he chose Henrietta Maria, the Catholic daughter of the king of France, as his wife. As monarchs did back then, Charles married to form an **alliance** with another powerful country. The idea was that, if the king married a French princess, the two countries would be less likely to go to war against each other.

### Vocabulary

**alliance**, n. an agreement between nations in which they work together toward a common goal or fight on the same side in a war



Charles I married France's Princess Henrietta. Because Henrietta was Catholic, her presence created conflict in England.

The French Catholic princess brought a large group of priests and other French Catholics to wait on her. When some members of the English government found out, they were furious. Within a year, King Charles was forced to send a bishop, 29 priests, and 410 of the queen's attendants back to France.

The king or queen of England was the head of the Church of England, unlike the Catholic Church whose head was the pope. The Church of England, however, still kept many of the rituals of the Catholic Church in its church services. As we have seen, some Protestants, such as the Separatists and Puritans, did not like this.

By now the Puritans had become a more powerful group. In fact, many of the men in the English Parliament were Puritans or agreed

with Puritan ideas. In Scotland, which was also part of Charles's kingdom, Protestants who wanted to remove Catholic influences from the Church of England were called Presbyterians. Puritans and Presbyterians were suspicious of Charles, his Catholic wife, and their love of religious rituals and symbols.

## A Prayer Book and a Civil War

Worried about the growing power of the Puritans, King Charles ordered Presbyterians in Scotland to start using a prayer book based on the one used in the Church of England. His order angered some people, and riots broke out. When Charles refused to take back his order, a Scottish army marched into England.

The English Parliament distrusted King Charles so much that it had not given him money for an army for many years. The army that he sent to fight the Scots in 1639 was unpaid and poorly equipped. The English soldiers ran away from the enemy. Charles asked members of Parliament again for money. Because he was so unpopular, they responded by having two of his most important **officials** arrested.

Charles then marched to Parliament with three hundred soldiers to arrest the ringleaders of what had become a rebellion. The men he was looking for had escaped.

### Vocabulary

**official**, n. a person who carries out a government duty

"I see the birds have flown," said Charles, and it was clear now that he had few, if any, supporters in Parliament. London was in an uproar. King Charles realized that it was not safe for him to stay in the capital city. In 1642 he escaped to northern England to raise an army to fight his own Parliament.

## Roundheads and Cavaliers

Like most **civil wars**, this one was painful and confusing. Families were divided, with some members supporting the king and others supporting Parliament. Some were loyal to the king even though they thought he was at fault.

In general, nobles who had **country estates** supported the king. Many of the people who worked on these estates supported the king as well, either out of loyalty to their landowners or because they were afraid to take another position. The Royalists, those who supported the king, were also called Cavaliers. The word comes from the Spanish word *caballero*, which means horseman or cavalry. Cavaliers were given that name

### Vocabulary

**civil war**, n. a war between people who live in the same country

**“country estate,”** (phrase), a large home located on a large piece of land in the countryside



A Cavalier (left) and a Roundhead (right)

by those who opposed them. Those people shouted “cavalier” at the well-dressed, aggressive young nobles who strutted in the streets of London. Today we might describe someone who seems arrogant and thoughtless as cavalier.

Most people who lived in London and other large towns supported Parliament. These people were known as Roundheads because they favored the short, simple haircuts of Puritans.

Soldiers on both sides lived in crowded, dirty conditions that allowed the spread of deadly diseases. These diseases sometimes spread to nearby towns and killed people who were not even fighting in the war. Soldiers also demanded taxes, food, and livestock from the villages that they marched through on their way to battle. All in all, the war brought suffering to everyone, even those who tried to stay out of it. By the end, about one in five people in England had been killed by the war or the diseases it brought.

# Chapter 4

## The Puritan Ruler

**The End of the War** The English Civil War dragged on for four years. One reason it lasted so long was that neither side really knew what it was doing. In those days, England had no standing army—that is, it had no permanent troops ready to go to war at a moment’s notice. Most of the men fighting on both sides were poorly trained.

### The Big Question

Why might Oliver Cromwell have once earned the reputation of being a dictator?

The few professional soldiers in the country fought on the side of the king. Even the commanders had very little experience on the battlefield. Yet there was one commander on Parliament’s side who had a talent for leadership. That man was Oliver Cromwell.

### Young Oliver Cromwell

Oliver Cromwell was born four years before the death of Queen Elizabeth I. His family belonged to the class of people called the gentry. Members of the **gentry** were a level lower than nobles on the social ladder.

### Vocabulary

**gentry**, n. people who own land and have high social standing but no titles of nobility



Oliver Cromwell commanded Parliament's troops during the English Civil War.

One of Cromwell's ancestors had been a high-ranking advisor to King Henry VIII, Queen Elizabeth's father. When Henry broke away from the Catholic Church, he took land away from the monasteries in England and gave it to his friends. Cromwell's family received a large grant of land at that time.

Although Cromwell grew up in a Puritan family, it was not until he was nearly thirty that he became deeply religious. After suffering from a series of mysterious illnesses, he had a religious experience and dedicated himself to serving God.

## **Cromwell in the Civil War**

Cromwell was not happy under the rule of Charles I. He did not approve of Charles's sympathy for Catholics. Also, Cromwell was a member of Parliament, which had its own troubles with the king.

When the English Civil War began in 1642, Cromwell pulled together a troop of soldiers and led them to fight against Charles I. As their captain, Cromwell demanded of his men the same qualities he demanded of himself: selfless dedication and strict discipline.

His troops won battle after battle, and Cromwell rose in **rank**. He began to build up Parliament's armies, trying to accept only religious men to serve as soldiers. He thought that belief in God would give them a reason to fight. He did not allow swearing or drunkenness among his troops. He promoted officers according to their performance, not their background or privilege.

### **Vocabulary**

**rank**, n. a position in a group or organization



Cromwell led Parliament's army to victory in the English Civil War. His troops, nicknamed "Ironsides," never lost a battle.

Parliament used many of Cromwell's ideas to create England's first national army, known as the New Model Army. Before this, quite often different armies had been loyal to individual noblemen, not to the country as a whole. In 1646, the king's Royalist forces surrendered to the New Model Army. Parliament had won the war.

However, once Parliament no longer had to fight the king, many disagreements broke out among its members. Now what would Parliament do?

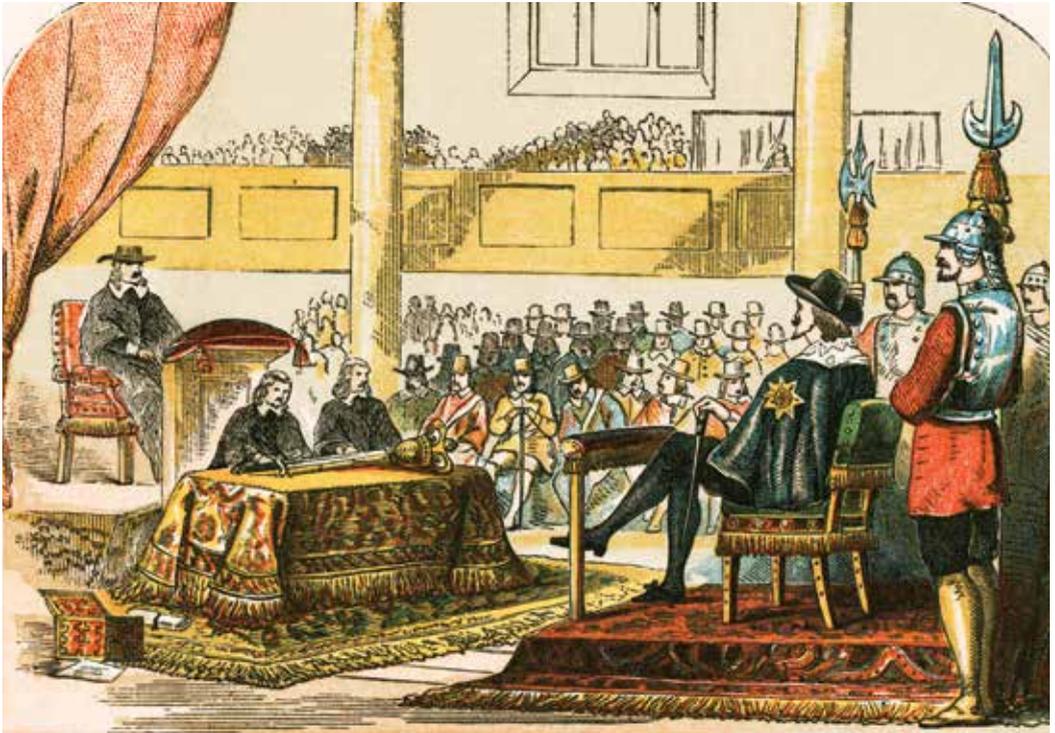
## Treason!

Charles I believed that God meant for him to rule. The fact that the Cavaliers had lost to the Roundheads was not important to him. Charles tried to use the disagreements among the members of Parliament, the New Model Army, and the Scots to regain power for himself. He made a secret deal with the Scots, promising to share power with them if he could regain the throne. A second, shorter civil war soon began. Cromwell once again defeated the king and his supporters.

After the short, second civil war, Cromwell and other leaders of the army decided to put Charles I on trial for **treason**. This was a shocking idea. That a king, chosen by God to rule a country, could betray that country and be tried for treason was not acceptable to many. Members of Parliament, even those who had supported the civil wars, objected. The army, however, was stronger than Parliament. Soldiers stood outside the courtroom, stopping members of Parliament who opposed the trial from entering.

### Vocabulary

**treason**, n. the crime of being disloyal to one's own country



King Charles I was tried for treason and convicted. He was sentenced to death.

The trial of Charles I lasted five days. At the end, Charles was condemned as “a Tyrant, Traitor, Murderer, and Public Enemy,” to be “put to death. . . .”

## **The Ax Falls**

The execution of Charles took place on a cold day at the end of January 1649. Thousands of people came to see the shocking sight of a king executed by his own people. In 1649, it probably seemed unbelievable to them that such a thing could happen.

Charles put on two shirts so that he would not shiver and cause people to think that he was afraid to die. Even in the face of death, however, he did not change his views. He declared again that the common people should not share in government but be ruled

from above by their king. According to Charles, God chose kings. As the king was executed, one person watching said, "There was such a groan by the thousands then present, as I have never heard before, and desire I may never hear again."

## Lord Protector

Parliament wanted Cromwell to become the king, but he refused. If he had accepted, the army probably would have turned against him. Instead of continuing as a **monarchy**, England, Scotland, Wales, and Ireland essentially became a **republic**.

The army made Cromwell the head of the nation. His title was Lord Protector. Although he was not a king, he governed like one. His new government passed laws that reflected Puritan views. These laws dictated what people could or could not do on Sundays. There were also harsher punishments for swearing, gambling, and drunkenness. These laws, however, were not strictly enforced.

In his personal life, Cromwell was not as strict as he was in his **public policies**, nor was he as strict as many of his followers. Cromwell did however impose very harsh policies against Catholics in Ireland. Thousands of men, women, and children died at the hands of his soldiers. Cromwell took away land from Irish Catholics and gave it to

### Vocabulary

**monarchy**, n. a government led by a king or queen

**republic**, n. a government in which people elect representatives to rule for them

**"public policy,"** (phrase) laws or rules, both written and unwritten, that govern society

English landowners. But in England, Catholics and followers of other faiths had a greater degree of religious freedom.

Throughout his five years as head of the country, he experimented with different forms of government, trying to find one that worked. He got rid of one Parliament and then, two years later, he created a new one, which he later **dissolved**. At one point, he appointed eleven major generals to manage different areas of England.

### Vocabulary

**dissolve**, v. to end something, such as an organization

**dictator**, n. a ruler who has total control over the country

None of the methods that Cromwell tried worked very well. Today, though, historians believe that his willingness to try different things helped move England toward a more democratic system. For about two hundred years after he died, however, history remembered him largely as the man who killed a king and ruled as a **dictator**.

# Chapter 5

## Merry Monarch and Brother

**The Fugitive King** Although the Parliamentarians, led by Oliver Cromwell, had executed King Charles I, they had not killed his son, Charles II. The people of Scotland were unhappy that the English had killed Charles I, who was their king, too. They proclaimed Charles II their new king.

### **The Big Question**

Why did many people not want James II to be king?

In 1650, the year after the execution of his father, Charles II led an army of Scots against Cromwell. As usual, Cromwell was victorious. Young Charles, little more than a teenager then, was suddenly on the run from Cromwell's army.

The Parliamentarians offered a large amount of money for the capture of "a tall young man two yards high, with hair deep brown to black." For six weeks, Charles hid in villages and forests until he could arrange for a ship to take him to France. In a short span of time, his life greatly changed from that of the son of a king to that



After his father was executed, Charles II tried to fight Cromwell's army and ended up fleeing to France.

of a **fugitive** hiding in the woods. Many people must have seen him and known who he was, yet no one turned him in.

### Vocabulary

**fugitive**, n. a person who runs away or hides to avoid capture

Charles escaped to France and then, for the next eight years, he wandered around Europe. He had no money and few friends. Cromwell turned the governments of France and Holland against him.

## The End of "Sword Rule"

People called the military government of Oliver Cromwell "sword rule." Remember, Cromwell had made the English army stronger than it had ever been. That had allowed the Parliamentarians to defeat the forces of Charles I and the Scots who fought for Charles II. Once the wars were over, however, the army was still strong. The army practically controlled the government, and the English people did not like that.

When Cromwell died in 1658, his son Richard took over, but he was not a strong leader. England seemed to be falling apart. Many in England wanted to return to a government with a king and a Parliament. In 1660, the English Parliament invited Charles II back to England to be king.

## The Merry Monarch

Charles II returned to England on May 29, 1660. It was a day of great excitement and rejoicing. People were tired of the strict Puritan laws and the high taxes collected by the army. The return of a monarch was called the **Restoration**.

The excitement over the return of Charles II and the hopes for a stable government led people to regard Charles as a hero for his years in hiding. Paintings and tapestries showed him hiding behind oak trees to escape from Cromwell's soldiers.

Charles, unlike his father, understood that he needed the support of Parliament and of his people to stay on the throne. He said that he had no wish "to go on his travels again." He supported Parliament as it reestablished the Church of England. Many people in England now saw the Church of

England as a good **compromise** between what most still viewed as the dangers of the Catholic Church and the strictness of the Puritans. Parliament also **disbanded** the army.

### Vocabulary

**Restoration**, n. the historical period during which the monarchy was reestablished

**compromise**, n. when each side in a dispute gives up some of its demands to reach an agreement

**disband**, v. to end a group or an organization; dissolve



The monarchy was restored, and Charles II was welcomed back as king.



Charles II was called “the Merry Monarch” because he liked to have fun.

Charles was certainly no Puritan. He was known as the Merry Monarch because he loved the kind of pleasures that many Puritans had tried to outlaw during the rule of Cromwell. He liked to gamble and to go to horse races. He also enjoyed attending the theater. Under Charles II, for the first time in England women could appear on the stage as actors. Before that, men and boys played all the women’s parts. Charles was known as fun-loving, but many considered him lazy, too!

## **Parliament Has the Upper Hand**

The nation had a king again, but there was no doubt about how the king had arrived. Parliament had invited the king back, and Parliament did not give up all its power when Charles arrived.

Charles would have been happy to allow religious tolerance everywhere. Many people believed that he was a Catholic at heart. In fact, he **converted** to the Catholic religion on his deathbed. During his reign, however, Charles knew that if he admitted that he was Catholic, he would lose his throne.

### Vocabulary

**convert**, v. to change from one belief or religion to another

Charles would have liked to let the English people practice any religion they wished. Parliament, however, was now suspicious of both Catholics and Puritans. Parliament restored the Church of England and made it stronger than ever. Puritans lost their jobs, and their worship services were forbidden. Instead, Puritans, Quakers, and other Protestants who did not belong to the Church of England were called Dissenters. Some of them went to colonies in North America to escape persecution.

## Plague, Fire, and Trouble

The laziness of Charles made many people anxious. In some ways, the country seemed to still be falling apart. The kingdom was running out of money. Rivalry over trade routes led to several small wars with Holland. Then, Dutch ships sailed into an English harbor, sank five English ships, and towed a battleship back to Holland. People ridiculed Charles for not paying enough attention to running his kingdom.

During Charles II's rule, two other setbacks occurred. They were not Charles's fault, but they cast a shadow on his reign. One event was an outbreak of the **bubonic plague**.

Officials recorded almost one hundred thousand deaths from the plague in London alone in 1665.

### Vocabulary

**bubonic plague,**  
n. a deadly disease spread by fleas on infected rodents

The other unfortunate event happened the following year. A baker's oven in a crowded section of London started a fire that burned out of control for four days. The Fire of London destroyed some thirteen thousand houses as well as many important churches. After the fire, about one hundred thousand people were homeless.

The king also faced a problem all too familiar to the English monarchy. Charles II and his queen had no children. The next in line for the throne was James, the brother of Charles. James was a Catholic.



The Great Fire of London raged out of control until Charles II ordered all buildings in its path to be blown up.

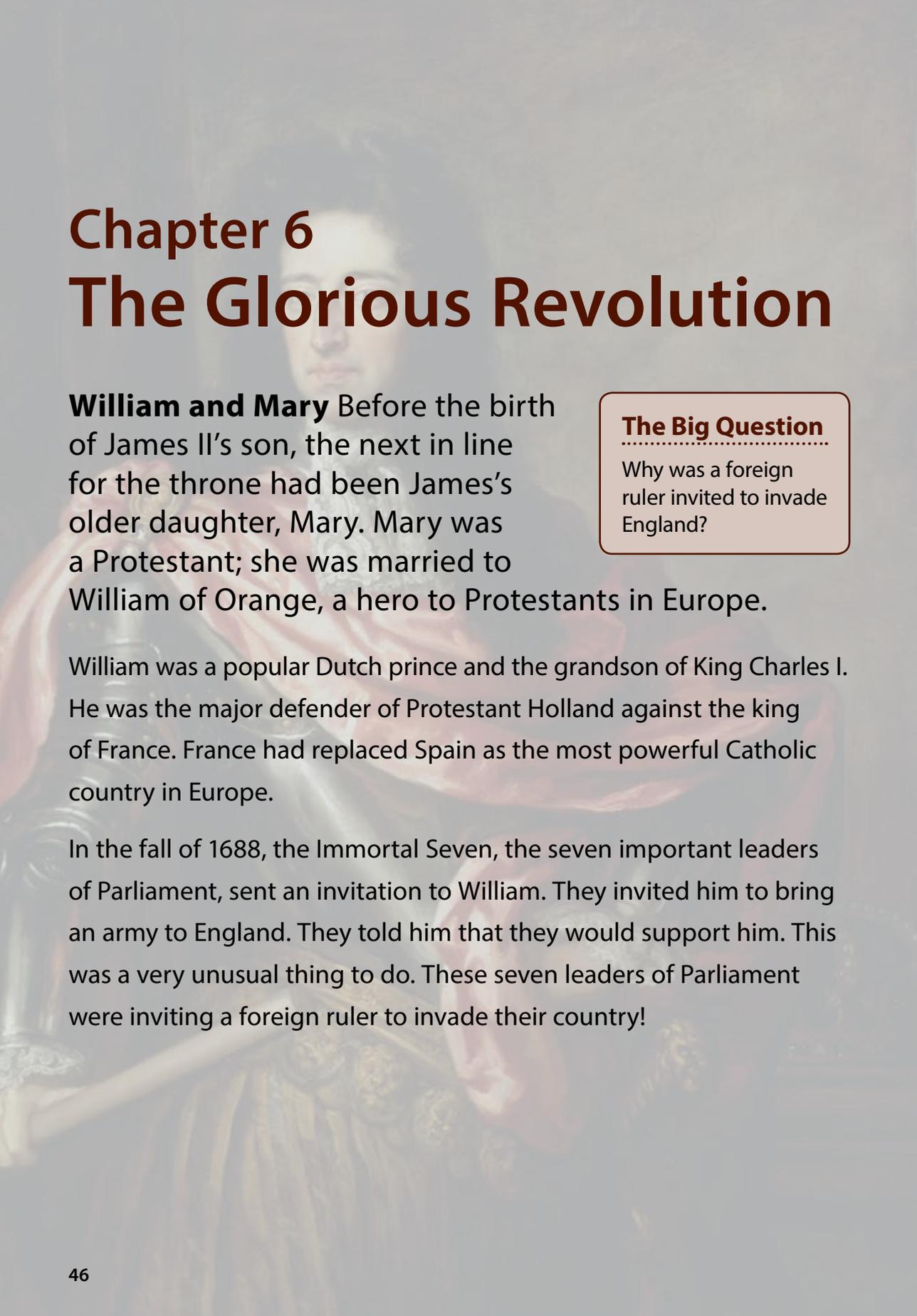
## James II

In 1685, Charles II died and James became King James II. Although James and Charles had been raised in the Church of England, their mother, Henrietta, had influenced them. Charles II converted to Catholicism on his deathbed. James converted to Catholicism when he was about thirty-five.

James first married a Protestant Englishwoman. They raised their children as Protestants in the Church of England. After his first wife died, however, James married a Catholic princess from Italy.

Although it had been more than a hundred years since a Catholic monarch had ruled England, many English Protestants still feared that a Catholic ruler would persecute Protestants. The English people were afraid of their Catholic ruler, James II.

When the Catholic wife of James became pregnant, people became even more worried. If their unborn child was a boy, a long line of Catholic rulers might begin. Many powerful people in England decided that it was time to rid themselves of this king. To achieve this, seven important leaders in Parliament, known to later admirers as the "Immortal Seven," decided to call in some help from the outside.

A faded background image of a portrait of William of Orange, showing him from the chest up, wearing a dark coat and a red sash, holding a sword.

## Chapter 6

# The Glorious Revolution

**William and Mary** Before the birth of James II's son, the next in line for the throne had been James's older daughter, Mary. Mary was a Protestant; she was married to William of Orange, a hero to Protestants in Europe.

### The Big Question

Why was a foreign ruler invited to invade England?

William was a popular Dutch prince and the grandson of King Charles I. He was the major defender of Protestant Holland against the king of France. France had replaced Spain as the most powerful Catholic country in Europe.

In the fall of 1688, the Immortal Seven, the seven important leaders of Parliament, sent an invitation to William. They invited him to bring an army to England. They told him that they would support him. This was a very unusual thing to do. These seven leaders of Parliament were inviting a foreign ruler to invade their country!



William of Orange was married to James II's daughter, Mary. In 1688, leaders of Parliament invited William to invade England.

## William's Motives

William of Orange was only too happy to accept this invitation. He wanted England's military power on his side. William feared that France was going to invade Holland.

But William had two major problems. One was that England's Catholic king, James II, was an ally of France. The other problem was that if William sailed into England, France might take his absence from Holland as an opportunity to invade his country.

By pure chance, two events happened that changed history and allowed William to invade England. The first was that the king of France, King Louis XIV, decided to attack a Protestant region of what is now Germany instead of Holland. The second was that the wind shifted. Normally at that time of year, the winds in the **English Channel**

### Vocabulary

#### **English Channel,**

n. a body of water between southern England and northern France that connects the North Sea and the Atlantic Ocean

blew from west to east, making it difficult to sail from Holland to England. In 1688, however, a strong wind rose up that blew from the northeast. That was exactly the wind that William needed to invade England. Called the "Protestant wind," it allowed William to bring his ships quickly across the channel to England.

Once William landed on English soil, many landowners and members of Parliament joined his cause. The queen took her new baby and escaped to France. Because so many Protestant officers in James's army deserted to fight for William, the king panicked



William of Orange led his troops into London without a fight.

and followed his wife and child. William led his troops into London without fighting a single battle.

Everyone was quite surprised. When the Immortal Seven invited William to England, they were hoping only to scare James II. They wanted him to give up the Catholic religion and give more power to Parliament. They were not expecting that he would flee the country!

## **A King and a Queen**

Now there was real confusion. William was not in line to take the English throne. His wife, Mary, was the daughter of King James II. Yet William was not willing to rule simply as the companion of the queen.

Many English leaders considered it unacceptable that the throne should pass over Mary, the **heir** to the throne by birth, to a more distant relative. They could think of only one solution. In February 1689, Parliament decided that James II had abandoned the throne when he left England for France. Therefore, Parliament declared that the throne was vacant. Then Parliament offered the crown to William *and* Mary. William would be King William III and Mary would be Queen Mary II. The king and queen would rule together as equals.

### Vocabulary

**heir**, n. a person who will legally receive the property of someone who dies; the person who will become king or queen after the current king or queen dies or steps down

## An Unusual Coronation

Like many monarchs before them, William and Mary had a grand coronation. Never before, however, had two people received crowns at once. And what crowns they received! It is said that 2,725 diamonds, 71 rubies, 59 sapphires, 40 emeralds, and 1,591 large pearls decorated two gold crowns. The crowns were so heavy that both William and Mary looked tired from the effort of wearing them before the coronation ceremony was over.

There was another way in which the coronation was unusual. Previous rulers had promised to uphold the laws of their ancestors when they were crowned. William and Mary, however, promised to uphold the laws of Parliament. They also agreed to uphold the Protestant religion.

The transfer of power from James II to William and Mary became known as the “Glorious Revolution” or the “Bloodless Revolution”. It was an important step toward democracy. Instead of accepting the idea that the choice of a ruler should be based on birth alone, leaders of Parliament chose a ruler based on what they thought was best for the country. The rulers themselves agreed to uphold the laws made by Parliament, not the laws made by previous kings and queens. And the English got rid of a ruler they did not like without resorting to execution.

## **The Bill of Rights**

It was not enough just to choose a new king and queen, however. In 1689, Parliament passed one of the most important acts in the history of England: the English Bill of Rights.

The English Bill of Rights is one of the foundations of the English government. It puts limits on the power of the monarch and gives important powers to Parliament. Since 1689, Parliament has met every year.

The part of the United States Constitution that we call the Bill of Rights was written about a hundred years after the English Bill of Rights. The American Bill of Rights is very different from the English Bill of Rights, however. The American Bill of Rights lists and protects the rights of individual citizens. The English Bill of Rights states some basic rights of Parliament in relation to the monarchy. Parliament at that time consisted mostly of wealthy landowners.

Once these basic rights were established through the Glorious Revolution, however, Parliament continued to claim more rights. The English Bill of Rights was an important step in limiting the power of kings and queens, and in creating a more democratic government in England.

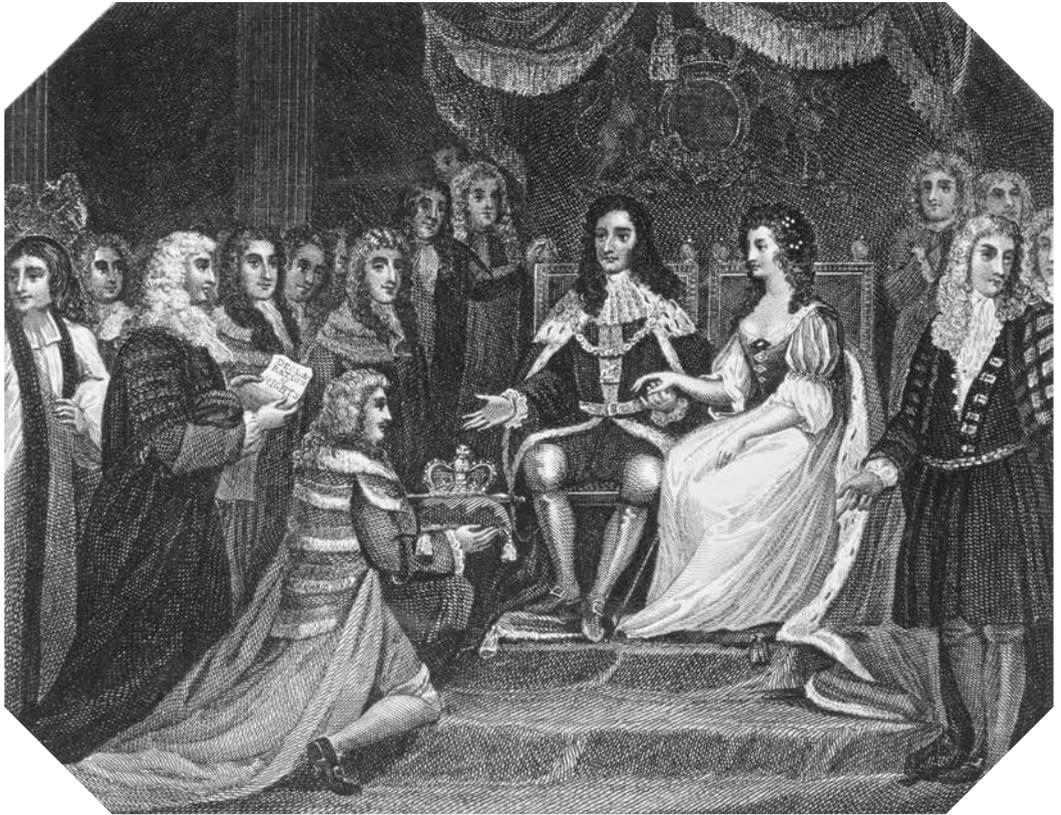
### Vocabulary

**bail**, n. money posted to free a prisoner until his or her trial begins

**petition**, v. to ask a person, group, or organization for something, usually in writing

### Important Points of the English Bill of Rights

- A ruler is not allowed to set aside laws made by Parliament.
- Parliament must meet frequently.
- The ruler must be a Protestant and cannot marry a Catholic.
- The ruler cannot maintain a standing army in times of peace.
- A ruler cannot collect taxes without the consent of Parliament.
- A ruler cannot interfere with the election of members to Parliament.
- All subjects have the right to **petition** the king.
- A ruler cannot interfere in freedom of speech and debate in Parliament.
- Protestants can bear arms to defend themselves.
- People should not have to pay excessive **bail** or fines, nor should they be given cruel or unusual punishments.



**William and Mary accepted the English Bill of Rights, which made it clear that Parliament had gained important powers.**

# Glossary

---

## A

**alliance, n.** an agreement between nations in which they work together toward a common goal or fight on the same side in a war (25)

**ambassador, n.** a person who is an official representative of his or her government in another country (16)

**annul, v.** to officially state that a marriage never existed under the law (6)

**aristocrat, n.** a person of the upper or noble class whose status is usually inherited (11)

---

## B

**bail, n.** money posted to free a prisoner until his or her trial begins (52)

**bubonic plague, n.** a deadly disease spread by fleas on infected rodents (44)

---

## C

**civil war, n.** a war between people who live in the same country (28)

**compromise, n.** when each side in a dispute gives up some of its demands to reach an agreement (41)

**convert, v.** to change from one belief or religion to another (43)

**coronation, n.** the ceremony or act of crowning a ruler (4)

**“country estate,” (phrase),** a large home located on a large piece of land in the countryside (28)

**current, n.** the ongoing movement of water within a larger body of water, such as in a river or ocean (20)

**custody, n.** imprisonment or protective care (9)

---

## D

**dictator, n.** a ruler who has total control over the country (37)

---

**disband, v.** to end a group or an organization; dissolve (41)

**dissolve, v.** to end something, such as an organization (37)

**“divine right of kings,” (phrase),** the belief that kings and queens have a God-given right to rule and that rebellion against them is a sin (22)

**dub, v.** to officially make someone a knight (16)

---

## E

**English Channel, n.** a body of water between southern England and northern France that connects the North Sea and the Atlantic Ocean (48)

**English Parliament, n.** the original law-making branch of the English government that is made up of the House of Lords and the House of Commons (9)

---

## F

**fugitive, n.** a person who runs away or hides to avoid capture (40)

---

## G

**galleon, n.** a large sailing ship, used as a warship or for trade (14)

**gentry, n.** people who own land and have high social standing but no titles of nobility (30)

---

## H

**heir, n.** a person who will legally receive the property of someone who dies; the person who will become king or queen after the current king or queen dies or steps down (50)

---

## M

**monarchy, n.** a government led by a king or queen (36)

---

---

## N

**nobleman, n.** a person of the upper class; an aristocrat (16)

---

## O

**official, n.** a person who carries out a government duty (27)

---

## P

**pageant, n.** a show or play usually based on a legend or history (12)

**persecute, v.** to treat people cruelly and unfairly (7)

**petition, v.** to ask a person, group, or organization for something, usually in writing (52)

**“public policy”, (phrase)** laws or rules, both written and unwritten, that govern society (36)

---

## R

**rank, n.** a position in a group or organization (32)

**republic, n.** a government in which people elect representatives to rule for them (36)

**resin, n.** a sticky substance that comes from trees and can be lit (18)

**Restoration, n.** the historical period during which the monarchy was reestablished (41)

**ritual, n.** an act or series of actions done in the same way in a certain situation, such as a religious ceremony (7)

---

## T

**treason, n.** the crime of being disloyal to one's own country (34)





Core Knowledge®

**CKHG™**

Core Knowledge HISTORY AND GEOGRAPHY™

**Series Editor-In-Chief**

E. D. Hirsch, Jr.

## Subject Matter Expert

John Joseph Butt, PhD, Department of History, James Madison University

## Illustration and Photo Credits

A Cavalier with a Grey Horse (oil on panel), Calraet, Abraham van (1642–1722) / Apsley House, The Wellington Museum, London, UK / Bridgeman Images: Cover B, 28

A Spanish Treasure Ship Plundered by Francis Drake (c.1540–96) in the Pacific (engraving) (later colouration), Dutch School, (16th century) / Private Collection / Bridgeman Images: 15

Arrival of Queen Elizabeth I at Nonsuch Palace, 1598 (hand coloured copper engraving) (detail), Hoefnagel, Joris (1542–1600) / Private Collection / Bridgeman Images: 11

Charles I of England (1600–49) and Queen Henrietta Maria (1609–69) (oil on canvas), Dyck, Anthony van (1599–1641) / Palazzo Pitti, Florence, Italy / Bridgeman Images: 26

Charles II dancing at a ball at court, 1660 (oil on canvas), Janssens, Hieronymus (1624–93) / Royal Collection Trust © Her Majesty Queen Elizabeth II, 2016 / Bridgeman Images: 42

Cromwell and his Ironsides, illustration from 'A History of England' by C.R.L. Fletcher and Rudyard Kipling, 1911 (colour litho), Ford, Henry Justice (1860–1941) / Private Collection / The Stapleton Collection / Bridgeman Images: 33

Mary II (oil on canvas), Wissing, Willem (1656–87) (after) / Scottish National Portrait Gallery, Edinburgh, Scotland / Bridgeman Images: 47

Pantheon/Superstock: 7

Portrait of James VI, 1595 (oil on canvas), Vanson, Adrian (fl.1580–1601) (attr. to) / Private Collection / Photo © Philip Mould Ltd, London / Bridgeman Images: 23

Portrait of Mary I or Mary Tudor (1516–58), daughter of Henry VIII, at the Age of 28, 1544 (panel), Master John (fl.1544) / National Portrait Gallery, London, UK / Bridgeman Images: 7

Portrait of Oliver Cromwell (1599–1658) 1649 (oil on canvas), Walker, Robert (1607–60) / Leeds Museums and Galleries (Leeds Art Gallery) U.K. / Bridgeman Images: Cover C, 31

Presentation of the Bill of Rights to William III (1650–1702) of Orange and Mary II (1662–94) (engraving), English School / British Museum, London, UK / Bridgeman Images: 53

Prince Charles Edward Stewart, 1732 (oil on canvas), David, Antonio (1698–1750) / Scottish National Portrait Gallery, Edinburgh, Scotland / Bridgeman Images: 39

Puritan, Roundhead (oil on canvas), Pettie, John (1839–93) / Sheffield Galleries and Museums Trust, UK / Photo © Museums Sheffield / Bridgeman Images: 28

Queen Elizabeth I, c.1600 (oil on panel), English School, (16th century) / National Portrait Gallery, London, UK / Bridgeman Images: Cover A, i, iii, 5

Shari Darley Griffiths: 25

Stock Montage/Superstock: Cover D, 1, 17

The Armada being destroyed by English fire ships, McConnell, James Edwin (1903–95) / Private Collection / © Look and Learn / Bridgeman Images: 19

The Great Fire of London, 1666 (print) (see also 53641), Verschuier, Lieve (1630–86) (after) / Private Collection / Bridgeman Images: 44

The Restoration of Charles II (1630–85) at Whitehall on 29 May 1660, c.1660 (oil on canvas), Fuller, Isaac (1606–72) / Private Collection / Bridgeman Images: 41

Tower of London Seen from the River Thames, from 'A Book of the Prospects of the Remarkable Places in and about the City of London', c.1700 (engraving), English School, (18th century) / O'Shea Gallery, London, UK / Bridgeman Images: 8

Travel Pix Collection/Jon Arnold Images/Superstock: 3

Trial of Charles I, English School, (19th century) / Private Collection / © Look and Learn / Bridgeman Images: 35

William III of Great Britain and Ireland (oil on canvas), Kneller, Godfrey (1646–1723) (attr. to) / Scottish National Portrait Gallery, Edinburgh, Scotland / Bridgeman Images: 46

William III, Prince of Orange, Arriving at Brixham, c.1688–99 (oil on canvas), Dutch School, (17th century) / Royal Collection Trust © Her Majesty Queen Elizabeth II, 2016 / Bridgeman Images: 49

# Core Knowledge Curriculum Series™

Series Editor-in-Chief

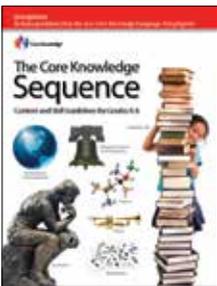
E. D. Hirsch, Jr.

## CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY**

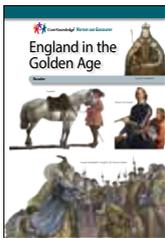
### England in the Golden Age

*Core Knowledge Sequence* History and Geography 5



#### What is the *Core Knowledge Sequence*?

The *Core Knowledge Sequence* is a detailed guide to specific content and skills to be taught in grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the *Core Knowledge Sequence* outlines topics that build chronologically or thematically grade by grade.



#### For which grade levels is this book intended?

In general, the content and presentation are appropriate for readers from the upper elementary grades through middle school. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade 5 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the **Core Knowledge HISTORY AND GEOGRAPHY** series, visit [www.coreknowledge.org](http://www.coreknowledge.org).

# CKHG™

## Core Knowledge **HISTORY AND GEOGRAPHY**

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for grades K–8).

### Core Knowledge **HISTORY AND GEOGRAPHY**

units at this level include:

**World Lakes**

**Maya, Aztec, and Inca Civilizations**

**The Age of Exploration**

**The Renaissance**

**The Reformation**

**England in the Golden Age**

**Early Russia**

**Feudal Japan**

**The Geography of the United States**

**Westward Expansion Before the Civil War**

**The Civil War**

**Westward Expansion After the Civil War**

**Native Americans: Cultures and Conflicts**

[www.coreknowledge.org](http://www.coreknowledge.org)

## Core Knowledge Curriculum Series™

**Series Editor-in-Chief**

E. D. Hirsch, Jr.