



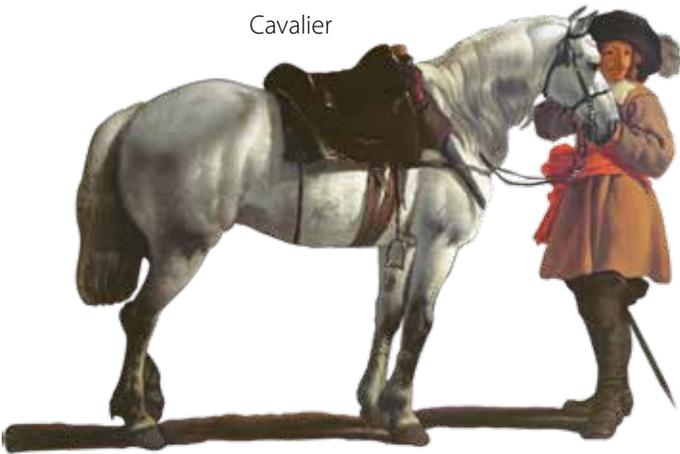
England in the Golden Age



Queen Elizabeth I

Teacher Guide

Cavalier

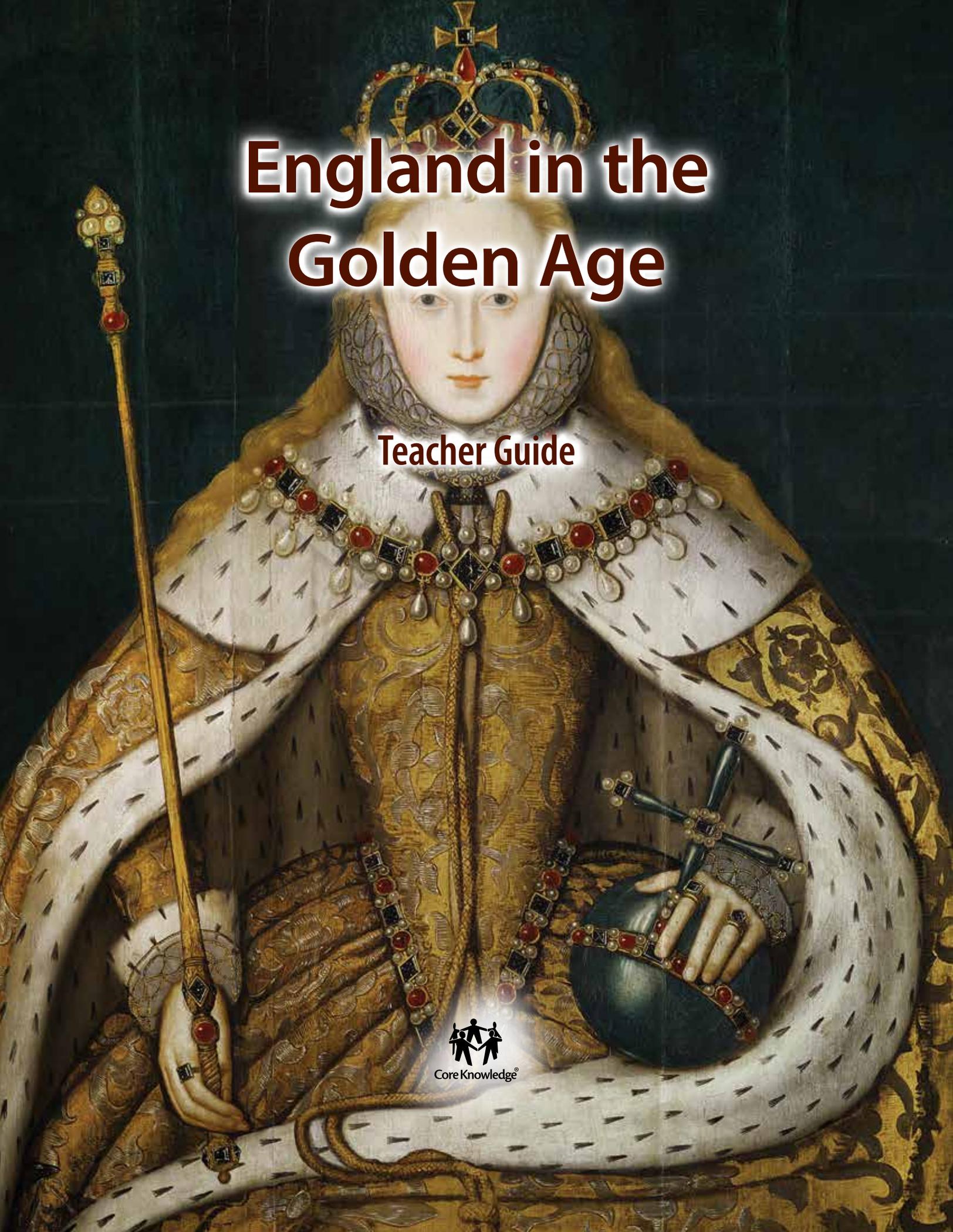


Oliver Cromwell



Queen Elizabeth I knights Sir Francis Drake.





England in the Golden Age

Teacher Guide



Core Knowledge®

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England in the Golden Age

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England in the Golden Age
Teacher Guide

Core Knowledge Sequence History and Geography 5

Introduction

ABOUT THIS UNIT

The Big Idea

The 1500s and 1600s were a time of English expansion abroad and consolidation of Parliamentary power at home.

This period of English history was full of conflicts. Conflicts about religion highlighted an even more basic conflict between Parliament and the king. These tensions resulted in a civil war, which then led to the execution of the king.

When the Catholic James II came to the throne, he was deposed and driven out of the country. Parliament chose new, solidly Protestant rulers and required their allegiance to a new Bill of Rights and the laws of Parliament before it would allow them to be crowned. After the Glorious Revolution, kings had less power, and Parliament had more. Great Britain was well on its way to becoming a constitutional monarchy.

What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

Grade 1

- English settlers
 - Story of the Lost Colony: Sir Walter Raleigh, Virginia Dare
 - Virginia: Jamestown, Captain John Smith, Pocahontas and Powhatan
 - Slavery, plantations in Southern colonies
 - Massachusetts: Pilgrims, Mayflower, Thanksgiving Day, Massachusetts Bay Colony, the Puritans

Grade 3

- The search for the Northwest Passage
 - John Cabot, Newfoundland
 - Champlain: “New France,” Quebec
 - Henry Hudson, the Hudson River
- Geography
 - “New France” and Quebec, Canada; St. Lawrence River
 - The Great Lakes: Superior, Michigan, Huron, Erie, Ontario
- The thirteen colonies
 - Differences in climate and agriculture among the three colonial regions
 - Location of the thirteen colonies and important cities, such as Philadelphia, Boston, New York, Charleston
 - Southern colonies: Virginia (especially the story of Jamestown), Maryland, South Carolina, Georgia; the founders of these colonies, their reliance on slavery; the Middle Passage
 - New England colonies: Massachusetts (especially Pilgrims and Puritans), New Hampshire, Connecticut, Rhode Island; development of maritime economy and the influence of religion
 - Middle Atlantic colonies: New York, New Jersey, Pennsylvania, Delaware; the Dutch in New York; Penn and the Quakers in Pennsylvania

Grade 4

- England in the Middle Ages
 - Henry II: beginnings of trial by jury; murder of Thomas Becket in Canterbury Cathedral; Eleanor of Aquitaine
 - Magna Carta, King John, 1215
 - Parliament, beginning of representative government
 - The Hundred Years’ War, Joan of Arc
 - The Black Death sweeps across Europe.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1517 to 1689.

1517	Martin Luther posted his Ninety-five Theses.
1534	Henry VIII of England established the Church of England.
1558	Queen Elizabeth I began her almost half-century of rule.
1577–1580	Sir Francis Drake robbed other ships’ treasures for Queen Elizabeth I.
1588	The Spanish Armada was defeated.
1588–1613	Playwright William Shakespeare wrote plays to entertain Elizabeth I and her successor.
1603	James VI of Scotland became King James I of England.
1607	A group of English colonists established Jamestown. Other English colonies in North America followed.
1625–1649	King Charles I reigned, after marrying the Catholic princess Henrietta Maria of France.
1642–1649	Supporters of the king fought supporters of Parliament in the English Civil War.

1645	Oliver Cromwell led Parliament's army to victory in the English Civil War.
1649	Charles I was tried and executed.
1653	Oliver Cromwell became Lord Protector.
1660	English Parliament invited Charles II back to England to be king, beginning the Restoration.
1666	Plague and fire created hardship and difficult times for many English people.
1688–1689	The transfer of power from James II to William and Mary became known as the Glorious Revolution.
1689	The English Bill of Rights limited the power of kings and queens in England.

What Students Need to Learn

- Henry VIII and the Church of England
- Elizabeth I
- British naval dominance
 - Defeat of the Spanish Armada
 - Sir Francis Drake
 - British exploration and North American settlements
- The English Revolution
 - King Charles I, Puritans, and Parliament
 - Civil War: Cavaliers and Roundheads
 - Execution of Charles I
 - Oliver Cromwell and the Puritan regime
 - The Restoration (1660): Charles II restored to the English throne, many Puritans leave England for North America
- The “Glorious Revolution” (also called the Bloodless Revolution)
 - King James II replaced by William and Mary
 - Bill of Rights: Parliament limits the power of the monarch

AT A GLANCE

The most important ideas in Unit 6 are:

- Henry VIII established the independence of the Church of England when he could not get his way with the Roman Catholic Church.
- Much of English history and politics during this period turns on questions regarding religion. The key debates were whether England should be Catholic or Protestant and whether the Church of England had been sufficiently reformed and purified of Catholic ideas and practices.
- The reign of Elizabeth I was a time of expansion abroad and peace and prosperity at home.
- Charles I's need for money brought him into conflict with Parliament; this conflict deteriorated into a civil war.
- The English Civil War pitted supporters of Charles I, known as Cavaliers, against supporters of greater Parliamentary control, known as Roundheads.
- Whatever advantages Charles I had at the beginning of the Civil War, he could not overcome Oliver Cromwell's leadership of the rebel army.
- During the late 1640s and 1650s, England was ruled as a republic, or commonwealth, with no king.
- Cromwell's Commonwealth could not survive after his death. In 1660, Charles II was invited to take the throne in this period known as the Restoration.
- The Glorious Revolution removed James II from the English throne in favor of Mary and William of Orange from the Netherlands, who agreed to rule under the English Bill of Rights.

WHAT TEACHERS NEED TO KNOW

England in the Golden Age

Background

The two centuries from 1500 to 1700 were a particularly eventful time in the history of England. The nation struggled over religion, vacillated between Catholicism and Protestantism, defeated an invasion by Spain, became a sea power, embarked on worldwide colonization, fought a civil war, executed a king, transformed itself into a republic, restored the monarchy, drove a king from the throne because of his Catholicism, and finally emerged as a parliamentary government with strong checks on the power of the monarch. An understanding of this period of English history is particularly important for Americans because American politics of the Revolutionary era were based on issues and disagreements in the mother country.

The House of Tudor

Members of the House of Tudor were a family of Welsh descent that ruled England from 1485 until 1603. The first Tudor was Henry VII, who ruled from 1485 to 1509. He was the father of Henry VIII and the grandfather of Queen Elizabeth I. Henry VII took control of the monarchy after defeating Richard III in the War of the Roses (so-named because a red rose and a white rose were the symbols of the houses of Lancaster and York, respectively). The reign of the Tudors ended when Elizabeth, who did not have any children, died in 1603.

Henry VIII and the Church of England

By the time of the Renaissance, the Roman Catholic Church was the dominant religion in Europe. The head of the Church was the pope in Rome, who for a time wielded great power in Europe and could even control heads of state. As monarchs in the 1400s and 1500s shaped nation-states from their assorted feudal domains, they saw papal power as a threat to their new sovereignty.

Henry VIII of England did not begin his monarchy expecting to overthrow the Roman Catholic Church in England. In 1521, Henry published a work attacking the errors of Martin Luther's teachings. For this, Henry was given the title "Defender of the Faith" by a grateful pope. However, Henry's personal concerns eventually led him to abandon his staunch support of the Church.

In 1509, he married Catherine of Aragon, the daughter of Ferdinand and Isabella of Spain and the widow of his older brother Arthur. All their sons died in infancy. Only a daughter, Mary, born in 1516, survived. This worried Henry VIII. He was eager to have a male heir. Although a daughter could accede to the throne, Henry's concern was that a daughter would probably get married, at which point her property would transfer to her husband's control. If that happened, England might become part of the husband's kingdom. By the late 1520s, Henry had convinced himself that they had failed to have a son because Catherine had first been married to Henry's older brother. Henry asked the pope for an annulment because of Catherine's first marriage. By this time, Henry wanted to marry Anne Boleyn, a courtier.

The pope refused to annul the marriage for political as much as ecclesiastical reasons. The pope did not want to antagonize Catherine's nephew, the Holy Roman Emperor. Not to be denied, in 1529 Henry began taking steps to have Parliament declare the church in England separate from the church directed from Rome by the pope. Henry proceeded to marry Anne Boleyn and had his marriage to Catherine annulled in 1533. Their daughter, Elizabeth, was born the same year. The following year, Henry had Parliament pass the Act of Supremacy, which made the monarch the head of the Church of England (later known as the Anglican Church).

To build support among powerful Catholics, Henry had Parliament confiscate Church lands (e.g., monasteries and nunneries) and sold the lands, most of

which were bought by members of the gentry class who wanted to own property.

In Europe at this time, people within a country were expected to practice the religion that their government approved. To do otherwise was to risk fines, imprisonment, and even death. All English subjects were expected to remain loyal to the Church of England, with Henry at its head, because the Church was the “official” or established church of the country. Henry VIII demanded that all Englishmen take an oath of allegiance to him as the head of the new church. Some people, including Sir Thomas More, the Lord Chancellor of England, remained loyal to the pope and refused to swear the oath. More was one of several executed for refusing the oath.

By 1539, Henry had launched a series of persecutions of English Catholics on the one hand and of extreme Protestants on the other. The former objected to the Church because of the break with Rome. The latter objected because they felt that Henry had not gone far enough in his break with Rome. Although Henry VIII had rejected papal authority, the Church at this point was still very similar to the Catholic Church in its doctrines, ceremonies, and hierarchy. Protestants, influenced by the ideas of John Calvin, thought Henry’s reformation had not gone nearly far enough.

In addition to initiating the English Reformation, Henry VIII is famous for his series of six wives. After Catherine of Aragon (1509–1533) and Anne Boleyn (1533–1536), came Jane Seymour (1536–1537), Anne of Cleves (1540), Catherine Howard (1540–1542), and Catherine Parr (1543–1547). A well-known rhyme describes the fate of each wife:

Divorced, beheaded, died

Divorced, beheaded, survived.

Protestant or Catholic?

When Henry VIII died, it was unclear whether England would ultimately become a solidly Protestant country or revert to Catholicism. Henry’s son with Jane Seymour, Edward VI, became king in 1547 when he was only nine years old. Although Henry had older children, Edward was next in line for the succession because he was a male. Edward’s chief advisers were Protestant, and during Edward’s reign, England became more solidly Protestant, introducing changes in doctrine, liturgy, and ceremonies. During Edward’s brief rule, the *Book of Common Prayer* (a book of prayers) and *Forty-Two Articles of Religion* (the official statement of the articles of belief of the Church of England) were published. However, Edward VI lived for only a few years. He died of tuberculosis in 1553. In 1553 Mary I ascended to the throne. She was the daughter of Henry VIII and his first wife, Catherine of Aragon. Mary had been raised a Catholic, and she attempted to return England to Catholicism. She dissolved the Church of England, married a Spanish (Catholic) prince, and had many Protestants executed or severely punished, earning herself the name

“Bloody Mary.” Several hundred Protestants were burned at the stake during the last years of her reign, which ended in 1558.

To learn more about specific topics in this unit, use this link to download the CKHG Online Resource “About England in the Golden Age”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

England and the Golden Age Student Reader—six chapters

Teacher Components

England in the Golden Age Teacher Guide—six chapters. The guide includes lessons aligned to each chapter of the *England in the Golden Age* Student Reader, with a daily Check for Understanding and Additional Activities, such as literature connections and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 58.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

England in the Golden Age Timeline Image Cards—seventeen individual images depicting significant events and individuals related to England in the Golden Age. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

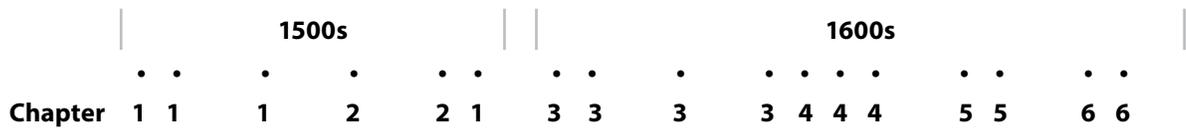
Timeline

Some preparation will be necessary prior to starting the *England in the Golden Age* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create two time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **1500s**
- **1600s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:



You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

1500s



Introduction (Chapter 1)

1500s



Introduction (Chapter 1)

1500s



Chapter 1

1500s



Chapter 1

1500s



Chapter 2

1500s



Chapter 2

1600s



Chapter 3

1600s



Chapter 3

1600s



Chapter 3

1600s



Chapter 3

1600s



Chapter 4

1600s



Chapter 4

1600s



Chapter 4

1600s



Chapter 5

1600s



Chapter 5

1600s



Chapter 6

1600s



Chapter 6

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does CE mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *England in the Golden Age* unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of nine days have been allocated to the *England in the Golden Age* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	How did Queen Elizabeth I manage the conflicts between the Catholics and the Protestants?
2	Why might the Catholics in England have chosen to be loyal to their Protestant queen, rather than support King Philip of Spain?
3	Why did Parliament distrust Charles I and his wife Henrietta?
4	Why might Oliver Cromwell have once earned the reputation of being a dictator?
5	Why did many people not want James II to be king?
6	Why was a foreign ruler invited to invade England?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	coronation, annul, persecute, ritual, custody, English Parliament, aristocrat, pageant
2	galleon, nobleman, ambassador, dub, resin, current
3	“divine right of kings,” alliance, official, civil war, “country estate”
4	gentry, rank, treason, monarchy, republic, “public policy,” dissolve, dictator
5	fugitive, Restoration, compromise, disband, convert, bubonic plague
6	English Channel, heir, bail, petition

Activity Pages

Activity Pages



AP 1.1

AP 1.2

AP 3.1

AP 5.1

AP 6.1

The following activity pages can be found in Teacher Resources, pages 67–72. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—Tudor and Stuart Family Tree (AP 1.1)
- Chapter 1—World Map (AP 1.2)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 5—Domain Vocabulary: Chapters 4–5 (AP 5.1)
- Chapter 6—Match the Monarchs (AP 6.1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Fiction and Nonfiction Excerpts

Use this link to download the CKHG Online Resources, where the specific links to the fiction and nonfiction excerpts and related activity pages may be found.

www.coreknowledge.org/ckhg-online-resources

These excerpts may be used with the chapter specified, either for additional classwork or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Note: These excerpts and their activities can also be found in Unit 4, *The Renaissance*.

Fiction Excerpts

- Chapter 1—From *A Midsummer Night's Dream* (FE 1)
- Chapter 1—The Language of Shakespeare (AP 1.3)

Nonfiction Excerpt

- Chapter 1—"Biography of William Shakespeare" (NFE 1)

CROSS-CURRICULAR CONNECTIONS

Language Arts

Drama

- *A Midsummer's Night Dream* (William Shakespeare)

Music

Musical Connections

- *A Midsummer's Night Dream* (Felix Mendelssohn)

Note: This musical piece was written after the historical time period addressed in *England in the Golden Age* but could be listened to when/after students read Shakespeare's *A Midsummer Night's Dream*

BOOKS

Aliki, William. *Shakespeare and the Globe*. New York: HarperCollins, 2000.

Stanley, Diane. *Bard of Avon: The Story of William Shakespeare*. New York: HarperCollins, 2015.

Stanley, Diane. *Good Queen Bess: The Story of Elizabeth I of England*. New York: HarperCollins, 2001.

Weiss, Jim. *The Queen's Pirate: Elizabeth I and Sir Francis Drake*. Charles City, VA: The Well-Trained Mind Press. Audio Recording.

Weiss, Jim. *Shakespeare for Children*. Charles City, VA: The Well-Trained Mind Press. Audio Recording.

The following primary link will take you to the link where you can purchase these audio recordings:

www.coreknowledge.org/ckhg-online-resources

ENGLAND IN THE GOLDEN AGE SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt;
NFE–Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

England in the Golden Age

<p>“Elizabeth I” Core Lesson (TG & SR, Chapter 1)</p>	<p>“Biography of William Shakespeare” and start “Exploring a <i>Midsummer Night’s Dream</i>” (TG, Chapter 1, Additional Activities, NFE 1 & FE1)</p>	<p>Finish “Exploring a <i>Midsummer Night’s Dream</i>” (TG, Chapter 1, Additional Activities, FE1)</p>	<p>“Britannia Rules the Waves” Core Lesson (TG & SR, Chapter 2)</p>	<p>“The Civil War” (TG & SR, Chapter 3)</p>
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CKLA

“Don Quixote”				
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Week 2

Day 6

Day 7

Day 8

Day 9

England in the Golden Age

<p>“The Puritan Ruler” (TG & SR, Chapter 4)</p>	<p>“Merry Monarch and Brother” (TG & SR, Chapter 5)</p>	<p>“The Glorious Revolution” (TG & SR, Chapter 6)</p>	<p>Unit Assessment</p>
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CKLA

“Don Quixote”	“Don Quixote”	“Don Quixote”	
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ENGLAND IN THE GOLDEN AGE SAMPLE PACING GUIDE

_____’s Class

(A total of nine days have been allocated to the *England in the Golden Age* unit in order to complete all Grade 5 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

England in the Golden Age

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Week 2

Day 6

Day 7

Day 8

Day 9

England in the Golden Age

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CHAPTER 1

Elizabeth I

The Big Question: How did Queen Elizabeth I manage the conflicts between the Catholics and the Protestants?

Primary Focus Objectives

- ✓ Identify Henry VIII as the king who started the Church of England because he wanted to remarry and have a male heir. **(RI.5.2)**
- ✓ Explain why Elizabeth I became queen, following Mary I's death. **(RI.5.2)**
- ✓ Describe how Elizabeth I kept peace between the Catholics and Protestants in England. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *coronation, annul, persecute, ritual, custody, English Parliament, aristocrat, and pageant*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Elizabeth":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- Display and individual student copies of Tudor and Stuart Family Tree (AP 1.1)
- Display and individual student copies of World Map (AP 1.2)
- Individual student copies of Biography of William Shakespeare (NFE 1)
- Individual student copies of *From A Midsummer Night's Dream* (FE 1)

Core Vocabulary (Student Reader page numbers listed below)

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

Example: The queen's coronation was a grand celebration.

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

Example: Henry VIII worked many years to have the pope annul his first marriage.

Variations: annuls, annulled, annulment

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

Example: The king persecuted people who did not practice the same religion he did.

Variations: persecutes, persecuted, persecution

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

Example: One example of a ritual is when the bride and groom each say “I do” during a wedding ceremony.

Variations: rituals

custody, n. imprisonment or protective care (9)

Example: Elizabeth I kept her cousin Mary Queen of Scots in custody to prevent Mary from trying to overthrow her.

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)

Example: During her reign, Queen Elizabeth worked closely with the English Parliament.

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

Example: Usually, only an aristocrat could be a regular member of a king or queen’s court.

Variations: aristocrats, aristocracy

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

Example: To honor Queen Elizabeth when she visited their district, the people often put on a pageant.

Variations: pageants.

THE CORE LESSON 35 MIN

Introduce *England in the Golden Age Student Reader*

5 MIN

Display and read the captions of the first two Timeline Cards, depicting Martin Luther and Henry VIII. Place both cards on the timeline in the early 1500s. Use the cards to prompt student recollections of the Reformation unit that students using the *Core Knowledge History and Geography* series recently completed. Explain that the effects of changes in religious thinking during the Reformation were also felt in England, the subject of this unit.

Distribute copies of the *England in the Golden Age Student Reader*, and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents

and various illustrations; record this information in a list on the board or chart paper. Students will likely mention kings, queens, buildings, ships, and maps.

Introduce “Elizabeth I”

5 MIN

Activity Page



AP 1.2



Display the World Map (AP 1.2) and have students find England. Point out to students that England is an island and that being separate from Europe has played a role in shaping its history.

Quickly review what students learned about Henry VIII in the Reformation unit. Henry VIII broke with the Catholic Church for personal reasons because the pope would not annul Henry’s marriage to Catherine of Aragon. To get the divorce he wanted, Henry appointed his own Church officials and then married Anne Boleyn, who gave birth to Elizabeth. After being excommunicated by the Catholic Church, Henry established the Church of England with himself as its head. Tell students that the setting in the chapter they are about to read takes place in England about ten years after Henry VIII’s death.

Display the Tudor and Stuart Family Tree (AP 1.1). Explain that this type of graphic, called a “family tree,” is a way to show the relationships among various members of one or more families. Use the tree as a visual reference to describe the succession of individuals who ruled England following Henry VIII’s death.

Note: The succession to the British throne following Henry VIII’s death is complicated. Students are not expected to memorize a list of the kings and queens who followed Henry VIII. The Tudor and Stuart Family Tree (AP 1.1) and the information included in this chapter are provided to give students a general sense of the succession as starting first with Henry VIII’s male heir, Edward VI, and then progressing to Henry’s remaining children on the basis of their ages.

Locate Henry VIII on the tree. After having two daughters (Mary and Elizabeth) by two different wives, Henry finally had a son in his marriage to Jane Seymour. His son, Edward VI, who was a Protestant, became king after Henry’s death and ruled for six years. Be sure students understand that even though Edward was one of Henry’s younger children, he inherited the right to rule before his older sisters because he was a male.

After Edward VI died, Henry’s oldest daughter, Mary, a Catholic, ruled for five years. Tell students that in this chapter they will read about an important change regarding who would rule England when Mary died.

Call attention to the Big Question, and encourage students to look for ways that Elizabeth I managed the conflicts between Catholics and Protestants in England.

Guided Reading Supports for “Elizabeth I”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Long Live the Queen,” Pages 2–4

Scaffold understanding as follows:

Invite a volunteer to read the three paragraphs of “Long Live the Queen.”

Activity Page



AP 1.1

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 manage the conflicts between the Catholics and the Protestants?

Page 2



SUPPORT—Display the Tudor and Stuart Family Tree (AP 1.1). Have students find Mary and Elizabeth. Explain to students why Elizabeth inherited the English throne after Mary. (*Because there were no other male heirs, the crown passed to each of Henry's other children on the basis of their ages.*)

After the volunteer reads the text, ask the following question:

EVALUATIVE—What are at least two things suggested about Elizabeth's personality and character that you can infer from this section?

» Possible responses: Elizabeth was educated; Elizabeth was religious; Elizabeth was glad to become queen.

“A Dress of Gold and a Velvet Cape,” Pages 4–6

Scaffold understanding as follows:

Invite a volunteer to read the first two paragraphs of “A Dress of Gold and a Velvet Cape” on page 4.

CORE VOCABULARY—Point out the vocabulary term *coronation* and its definition at the bottom of the page. Tell students that Elizabeth I used her *coronation*, or the ceremony at which she was crowned queen, to show her power and position as the new queen.

Have students read the rest of the section on pages 4–6 quietly to themselves or with a partner, being sure to look carefully at the illustration on page 5.

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 heavenly impression Elizabeth I

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

Page 4



After students read the text, ask the following questions:

LITERAL—For her coronation, what did Elizabeth do to show her power as a monarch?

- » She marched to London with more than one thousand people she had chosen as advisers and servants. She also made sure her coronation would be unforgettable by wearing extravagant clothing and a gold crown that looked like what only a queen or king would wear.

LITERAL—What did Elizabeth do during the coronation ceremony to send a signal of peace and acceptance to both Catholics and Protestants?

- » She included both Catholic and Protestant elements in the ceremony. The bishop who performed the ceremony was Catholic, but he read from the Protestant version of the Bible.

“A Dangerous Situation” and “Queen of her People, Bride of Her Nation,” Pages 6–9

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.

After King Henry's death, Edward, Elizabeth's younger half brother, reigned from 1547 to 1553. Edward VI supported the end of England to become a Protestant

Page 6

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph of the section “A Dangerous Situation” on page 6, stopping to explain the vocabulary word *annul*.

Invite volunteers to take turns reading aloud the rest of the section “A Dangerous Situation” on pages 6–9.

CORE VOCABULARY—Pause to explain the vocabulary terms *persecute*, *ritual*, and *custody* as they are encountered in the text.

SUPPORT—After reading the section “A Dangerous Situation,” display the Tudor and Stuart Family Tree (AP 1.1), and have students find the two Marys mentioned in this section: Mary Tudor and Mary Stuart (Mary Queen of Scots). Ask students how each Mary was related to Elizabeth and what they had in common. Why might Elizabeth have felt threatened by them?

- » Mary Tudor was Elizabeth's half sister; Mary Stuart was Elizabeth's cousin. Both Marys were Catholic, and Elizabeth was Protestant. Mary Tudor had imprisoned Elizabeth for several months while Mary was queen. After Elizabeth became queen, Mary Queen of Scots made it clear she thought she should become queen instead of Elizabeth.

CORE VOCABULARY—Read aloud the section “Queen of Her People, Bride of Her Nation” on page 9, stopping to explain the Core Vocabulary term *English Parliament*.

Activity Page



AP 1.1

After King Henry VI died, his son Edward reigned, but 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.

Page 7



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 brought to Elizabeth's mother.

Page 8

After you read the text, ask the following questions:

LITERAL—After she became queen, why did Elizabeth have her cousin, Mary Queen of Scots, brought to trial, and what was the outcome?

- » Mary Queen of Scots was caught in a plot to have Elizabeth killed and was brought to trial and found guilty.

INFERENTIAL—Why did Elizabeth have to be careful, even as queen?

- » Elizabeth had to be careful because there were people such as Mary Stuart who believed Elizabeth should never have been made queen.

LITERAL—What did Elizabeth's advisers encourage her to do? How did Elizabeth respond?

- » They wanted her to marry and produce an heir to the throne. Elizabeth refused, saying that marriage would distract her from being a queen.

Elizabeth's advisers 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 advisers 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 agreed, however, that marriage would only distract her from her many duties as queen. She considered England to be her husband and her duty.

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 why in the summer.

Page 9

"The Queen's Travels," Pages 9–12

Scaffold understanding as follows:

Have students read the section to themselves or with a partner.

CORE VOCABULARY—Point out the vocabulary boxes for *aristocrat* and *pageant* on pages 11 and 12. Encourage students to refer to the boxes as they read.

After the students read the text, ask the following questions:

LITERAL—What are two reasons Elizabeth traveled through the English countryside?

- » She traveled to escape the heat, dirt, and smell of London, and to connect with her subjects, both noble and common.

LITERAL—What did the people do to honor Elizabeth during her visits?

- » They held presentations and put on plays and pageants.

EVALUATIVE—Do you think it was wise for Elizabeth I to journey frequently throughout the countryside?

- » Possible response: It was wise as she was able to meet the common people, see how they lived, and listen to their concerns.

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 any 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 carvans 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, dirt could be kicked up by 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 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.

Page 10



It was not unusual for the journey from one castle to another to last several days. During this time, the queen and her attendants could be seen by the common people of England.

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.

Page 11

“Glorious Reign,” Pages 12–13

Elizabeth I 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.

Vocabulary
pageant, in a show or play usually based on a legend or history.

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, husband until she could be sure.

Page 12

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.

Page 13

Scaffold understanding as follows:

Read aloud the section “Glorious Reign” on pages 12–13.

After you read the text, ask the following questions:

LITERAL—How did Elizabeth combine practices of the Catholic and Protestant churches?

- » In the Protestant Church of England, she had the priests wear robes as Catholic priests did, but they could marry. The Protestant services were in English, not Latin.

INFERENTIAL—Mary I, who was queen before Elizabeth, was described as “Bloody Mary” because she persecuted Protestants who did not follow the Catholic Church. How would you describe Elizabeth I as a ruler?

- » Students might describe Elizabeth as fair, practical, or tolerant. They should be able to identify examples in the text to support their answers.

LITERAL—Why might Elizabeth’s rule of England and this time period in history be called the “Elizabethan Age”?

- » Elizabeth unified and strengthened her kingdom. Her reign was a time of great literature and exploration, including the works of William Shakespeare and the exploits of Sir Francis Drake.

Timeline

- Show students the two remaining Chapter 1 Timeline Image Cards. Read and discuss the captions.
- Review and discuss the Big Question: “How did Queen Elizabeth I manage the conflicts between the Catholics and the Protestants?”
- Post the images to the Timeline under the date referencing the 1500s; refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did Queen Elizabeth I manage the conflicts between the Catholics and the Protestants?”
 - » Key points students should cite include: she included aspects of both the Catholic and Protestant religions in her coronation; she did

not persecute her subjects for their religious beliefs; she combined and introduced aspects of both the Catholic Church ceremony and the Protestant Church of England ceremony into the new Church of England she established in her reign.

- Choose one of the Core Vocabulary words (*coronation, annul, persecute, ritual, custody, English Parliament, aristocrat, or pageant*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

“Biography of William Shakespeare” (RI.5.1)

25 MIN

Materials Needed: Sufficient copies of “Biography of William Shakespeare” (NFE 1)—Use this link to download the CKHG Online Resources for this unit, where the specific link to the nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources



Background for the Teacher: For background information, download the CKHG Online Resource, “About Shakespeare.”

Call on student volunteers to read the “Biography of William Shakespeare” (NFE 1) aloud. After students finish reading the excerpt, post the following questions, and have students write their responses:

1. What is one way that people refer to Shakespeare without using his name? Why do you think he received this nickname?
 - » People call him the Bard of Avon or the Bard. He probably received this nickname because of his popularity and the quality of his writing.
2. Why do some people believe William Shakespeare did not write his plays?
 - » He did not attend a university. Some argue that he was not educated well enough to write such amazing plays.
3. Why did William Shakespeare move to London?
 - » He wanted to become an actor.
4. What caused many theaters to close? What did William Shakespeare do at this time?
 - » The bubonic plague forced many theaters to close. Shakespeare wrote sonnets during this time.

5. How would you describe the audience at the Globe Theater?
 - » The audience at the Globe Theater was very diverse. Wealthy people paid for seats in upper balconies that were shielded from the weather. People of lesser means sat on the ground. The crowd often grew rowdy and threw things at the performers.
6. What impact has William Shakespeare had on daily life and popular culture?
 - » Shakespeare is credited with having invented more than one thousand words. His works are still enjoyed today in their original form and as adaptations.

Exploring *A Midsummer Night's Dream* (RL.5.1, RL.5.10) ACTIVITY LENGTH FLEXIBLE

Materials Needed: Sufficient copies of *From A Midsummer Night's Dream* (FE 1), highlighters, signs with the characters' names that students can wear. Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources



Background for the Teacher: For background information, download the CKHG Online Resource "About Shakespeare."

Note: Students will benefit from multiple readings of this excerpt from *A Midsummer Night's Dream*, first listening to the excerpt read aloud by the teacher and then reading it aloud themselves, with different students assigned the roles of different characters.

Distribute copies of *From A Midsummer Night's Dream* (FE 1). Read aloud the excerpt, as students follow along.

- As you read, it may be helpful to write each character's name on the board or chart paper as he or she is encountered, being sure to explain the relationships among the various characters.
- As you read aloud actual dialogue, read with the drama, rhythm, and intonation called for by the text to enhance students' understanding of the text and the many comic misunderstandings.
- Call attention to the actual dialogue of specific characters, noting the quotation marks, and pause to help students translate Shakespeare's archaic language into modern language.
- Pause to explain challenging vocabulary as it is encountered.
- Call attention to the fact that this excerpt is actually "a play within a play."

After you have finished reading, ask the following questions and have students respond orally:

1. What is the setting of the story?
 - » The story takes place in Athens, Greece.
2. Why are Hermia and Helena upset?
 - » Hermia is in love with Lysander but is supposed to marry Demetrius. Helena is in love with Demetrius, but Demetrius is in love with Hermia.
3. Who else is in the woods, and what are they doing?
 - » A group of tradesmen are in the woods practicing for a performance for the duke. Titania, Oberon, and Puck (fairies) are also in the woods. Titania and Oberon are fighting, while Puck helps Oberon play a trick on Titania.
4. What trouble does Puck cause?
 - » Puck mistakenly gives a love potion to Lysander, causing him to fall in love with Helena. He also gives Bottom, one of the actors, the head of a donkey. When Puck gives Titania a love potion, she falls in love with the donkey-headed man.
5. How is the conflict in the story resolved?
 - » Puck and Oberon undo the effects of the love potion on Lysander so he returns to loving Hermia. They give Demetrius a love potion so he loves Helena. Then Hermia and Lysander and Helena and Demetrius are very content, and the duke allows them to marry on the same day as his own wedding.

Assign character roles and sections of the excerpt to students. The following characters have speaking parts:

- Egeus
- Duke Theseus
- Hermia
- Lysander
- Helena
- Demetrius
- Francis Flute/Thisbe
- Oberon
- Titiana
- Puck
- Nick Bottom/Pyramus
- Snug
- Director (of the play within the play)

You may also assign one or more students the role of Narrator, to read the portions of the excerpt that are not dialogue, or you may prefer to take on this role.

The following characters have non-speaking parts but may be assigned to students to act out:

- Snout
- Athenians

Allow students time to practice their parts in small groups.

Note: It may be helpful to prepare signs with each character’s name that students can wear as they practice and act out their part. You might also suggest that students use a highlighter to mark any dialogue that they will read.

Allow time for students to read and act out the excerpt in front of their classmates. As time permits, allow different students to take on and act out different roles, so that all students have a chance to participate.

The Language of Shakespeare (L.5.1)

20 MIN

Activity Page



AP 1.3

Materials Needed: Sufficient copies of The Language of Shakespeare (AP 1.3)—Use this link to download the CKHG Online Resources:

www.coreknowledge.org/ckhg-online-resources



Background for the Teacher: For background information, download the CKHG Online Resource “About Shakespeare.”

Distribute copies of The Language of Shakespeare (AP 1.3) and read aloud to students. Students may complete the activity individually or with partners.

Britannia Rules the Waves

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?

Primary Focus Objectives

- ✓ Describe Sir Francis Drake’s activities and his importance to Queen Elizabeth and England. **(RI.5.2)**
- ✓ Summarize British exploration during the Elizabethan era, including voyages to North America. **(RI.5.2)**
- ✓ Summarize the defeat of the Spanish Armada. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *galleon*, *nobleman*, *ambassador*, *dub*, *resin*, and *current*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the English Navy”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of Tudor and Stuart Family Tree (AP 1.1)
- Display and individual student copies of World Map (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

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

Example: In the 1500s, Spanish galleons sailed the world’s oceans.

Variation(s): galleons

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

Example: The nobleman welcomed Queen Elizabeth I to his estate during her travels.

Variation(s): noblemen

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

Example: The ambassador of France often visited Queen Elizabeth's court in England.

Variation(s): ambassadors

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

Example: The king dubbed the soldier a knight in recognition of his bravery.

Variation: dubbed

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

Example: Along the coast, Englishmen watching for invading ships burned resin to create warning lights for the inland towns.

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

Example: The strong current made swimming in the ocean difficult and dangerous.

Variation: currents

THE CORE LESSON 35 MIN

Introduce “Britannia Rules the Waves”

5 MIN

Explain to students that it was Henry VIII who started building England's navy, but it was Elizabeth I who used it. An important contributor to the increasing strength and presence of England's navy on the world's oceans was Francis Drake. Remind students that they already met Sir Francis Drake when they studied the Age of Exploration. Display Timeline Card 5 and post it on the Timeline, in the 1500s section. Use the image on the card to prompt student recollections of Drake.

Activity Page



AP 1.2



Tell students that Drake played an important role in England's dealings with Spain, a country with which England was increasingly in conflict. Display AP 1.2 and point out the locations of England and Spain. Ask students to describe the relative location of each nation. Call students' attention to the Big Question, and have them keep the question in mind as they read about the conflicts between Spain and England.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Sir Francis Drake,” Pages 14–16

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 die 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, 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.

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

Page 14



Scaffold understanding as follows:

First read aloud the chapter title, “Britannia Rules the Waves,” explaining that *Britannia* is another name for the country of England. Ask students to discuss what the chapter title might mean. Then, read aloud “Sir Francis Drake” on pages 14–16.

CORE VOCABULARY—Review with students the meaning of the words *galleon* and *nobleman* as they are encountered.

After you read the text, ask the following questions:

LITERAL—What did Francis Drake and other English sailors do to Spanish ships traveling back from the Spanish colonies to Spain?

- » They attacked and robbed the Spanish ships of their riches.

LITERAL—What did the English and Queen Elizabeth think of Francis Drake?

- » Queen Elizabeth and the English thought Drake was a brave and skilled sea commander, a hero.

LITERAL—What did many of the Spanish think of Francis Drake?

- » The Spanish thought of Drake as a thief and a pirate.

LITERAL—Was Francis Drake disliked by all of the Spanish who encountered him? How do you know?

- » No, not all Spanish people disliked him. One Spanish nobleman described Drake as a “great navigator and commander,” saying that Drake treated his fellow sailors well and earned their respect.

“Our Golden Knight,” Pages 16–17

Scaffold understanding as follows:

CORE VOCABULARY—Preview with students the meaning of the words *ambassador* and *dub*, using the image on page 17 of Elizabeth dubbing Sir Francis Drake as support.

Ask students to read the section “Our Golden Knight” on pages 16–17 quietly to themselves or with a partner. Encourage students to refer to AP 1.2 as they read to identify different places mentioned in this section on the map.

Activity Page



AP 1.2

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 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.

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.

Vocabulary

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

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

dub, v. to officially make someone a knight

Page 16

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

Page 17

SUPPORT—Display AP 1.2. Point out the location of the Pacific Ocean. Remind students about what they learned during *The Age of Exploration*: Asia had spices and other valuable goods that Europeans wanted. Like the Spanish, the English wanted to establish trade routes around the tip of South America and across the Pacific Ocean to reach Asia to acquire these goods. On the map, trace the route that Spanish and English ships might have taken: through the Straits of Magellan, north along South America’s western coast, across the Pacific to the Philippines, then to China or Indonesia. Return to England on the map. Starting at England’s southwestern coast, trace a route across the Atlantic to the approximate location of Virginia and North Carolina on the eastern coast of North America. Tell students this is where Walter Raleigh tried to start his colony in the Americas. Ask what ocean Walter Raleigh had to cross to reach North America. (*Atlantic*)

After students read the text, ask the following questions:

LITERAL—Why did Elizabeth I make Francis Drake a knight?

- » He brought back to England riches he’d taken from Spanish ships.

LITERAL—What did the Englishmen who explored the Pacific Ocean hope to do?

- » They hoped to establish trade routes that would bring riches to themselves and England.

LITERAL—What did explorer Walter Raleigh do for Elizabeth I and England?

- » He tried to start a colony in North America.

“The Invincible Armada,” Pages 17–20

Scaffold understanding as follows:

Read aloud the first two paragraphs of the “The Invincible Armada” on pages 17–18.

After reading these paragraphs, ask students these questions:

LITERAL—How did the explorations of Englishmen such as Drake and Raleigh affect Spain?

- » The explorations of Drake and Raleigh provided competition for Spain as it attempted to increase the Spanish empire and continue to control the seas. Drake and other Englishmen also stole the treasures that Spanish ships were carrying.

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 pairs of flammable beacons 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

armada, n. a military collection that comes from three and can be broken down

Page 18

LITERAL—What was one other reason for the tension and conflict between Spain and England?

- » Mary Queen of Scots named the Spanish King Philip II as her successor to the English throne, and the pope offered King Philip gold if he conquered England.

Activity Page



AP 1.1



CHALLENGE—Display a copy of AP 1.1. Why do you think Mary Queen of Scots named the Spanish King Philip II as her successor to the English throne?

- » Possible response: Philip was Catholic, like Mary Queen of Scots, and Mary wanted the English throne to be occupied by a Catholic monarch. Philip II had also been married to Mary I, who held the English throne before Elizabeth. Mary Queen of Scots may have thought that the throne should have passed to Mary I's husband instead of her half sister.

Read aloud the last four paragraphs of the “The Invincible Armada” on pages 18–20.

CORE VOCABULARY—Review with students the meaning of the words *resin* and *current* as they are encountered in the text. Tell students that *resin* is a natural substance found on trees and is often called the “sap” or “gum” of a tree.

Activity Page



AP 1.2



SUPPORT—After reading the last paragraph of this section, display the World Map (AP 1.2). Have students locate Spain, the English Channel, England, Scotland, and Ireland. Ask students to refer to these locations as they explain the role of the weather in the defeat of the Spanish Armada.

After you read the text, ask the following questions:

LITERAL—What event led Spain’s King Philip to decide to invade England?

- » Sir Francis Drake led a surprise attack and destroyed ships in a Spanish harbor.

EVALUATIVE—Why do you think the pope backed Philip’s plans to invade England?

- » He wanted to see England returned to Catholicism.

EVALUATIVE—How did the English sailors’ knowledge of the currents help them fight the Spanish fleet?

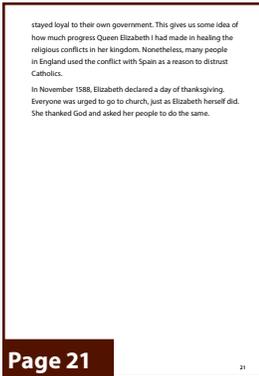
- » Because the English knew the currents of the waters where the battles took place, they could set empty ships on fire and let the ocean currents carry them toward the armada.



EVALUATIVE—What other advantage did the English have, and how did it help them defeat the armada?

- » The English ships were small. They were easier to control and move than the large Spanish ships, which were huge and hard to move.

“Prayer and Thanksgiving,” Pages 20–21



Scaffold understanding as follows:

Have students read the two paragraphs of “Prayer and Thanksgiving” to themselves or with a partner.

After students read the text, ask the following questions:

LITERAL—What did Elizabeth do after the defeat of the Spanish Armada?

- » Elizabeth declared a day of thanksgiving and urged people to go to church to thank God for the defeat of the Spanish, as she did.

INFERENTIAL—What does it tell you, knowing that English Catholics did not rise up against Elizabeth during the battle of the Spanish Armada?

- » It suggests that Elizabeth had made progress in healing the conflicts between the Catholics and the Protestants in England.

Timeline

- Show students the Chapter 2 Timeline Card of the Spanish Armada. Read and discuss the caption.
- Review and discuss 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?”
- Post the image of the Spanish Armada on the Timeline in the 1500s section; refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to 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?”
 - » Key points students should cite include: Elizabeth I did not persecute Catholics; she combined both Catholic and Protestant practices in the new Protestant Church of England that she developed; English Catholics may have been fearful of rule by a foreign king, even though he was Catholic.
- Choose one of the Core Vocabulary words (*galleon*, *nobleman*, *ambassador*, *dub*, *resin*, or *current*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 3

The Civil War

The Big Question: Why did Parliament distrust Charles I and his wife Henrietta?

Primary Focus Objectives

- ✓ Describe who the Separatists and Puritans were and their different approaches to resolving their unhappiness with the Church of England. **(RI.5.3)**
- ✓ Summarize the events involving Charles I, his subjects in Scotland, and the English Parliament that led to the English Civil War. **(RI.5.2)**
- ✓ Identify and describe who the Cavaliers and Roundheads were. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *alliance, official, civil war*; and of the phrases “divine right of kings” and “country estate.” **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the English Civil War”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of Tudor and Stuart Family Tree (AP 1.1)
- Display and individual student copies of World Map (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

“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)**

Example: Many of Europe’s kings believed in the “divine right of kings” and refused to share their power with their subjects.

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)**

Example: Marriage between royalty from two different countries was one way to create an alliance between those countries.

Variation: alliances

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

Example: As an election official, it was Jose’s job to make sure voters obeyed election laws.

Variation: officials

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

Example: The English Civil War lasted for four years.

Variation: civil wars

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

Example: During her travels across England, Elizabeth I often stayed at her nobles’ country estates.

Variation: country estates

THE CORE LESSON 35 MIN

Introduce “The Civil War”

5 MIN

Read aloud the title of this lesson and define the term “civil war.” (*a war between people who live in the same country*) Explain that countries and their leaders face two different kinds of conflicts: external conflicts (conflicts with parties outside the country) and internal conflicts (conflicts between parties within the country). The Spanish Armada, which students read about in the previous chapter, was an example of an external threat and drew the people of England together.

What happens, however, when people are divided by an internal disagreement? Tell students that they will be learning more about what happened in England when it was faced with internal disagreements. Have students consider the Big Question and look for details about Parliament and Charles I as they read.

Guided Reading Supports for “The Civil War”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“After Elizabeth,” Page 22

Scaffold understanding as follows:

Read aloud “After Elizabeth” on page 22.

SUPPORT—Display the Tudor and Stuart Family Tree (AP 1.1), and have volunteers locate Elizabeth I and James VI of Scotland. Guide students to understand the family relationship between the two monarchs. (*They were cousins.*)

Activity Page



AP 1.1

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.

The Big Question
Why did Parliament elect Charles I and his wife Henrietta?

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, to try to bring only thing they

Vocabulary
"divine right of kings," (divine, the best; and kings and queens have a God-given right to rule and that rebellion against them is a sin)

Page 22

After you read the text, ask the following questions:

- LITERAL**—Whom did Elizabeth I name as her successor as she was dying?
- » She named King James VI of Scotland, who in England was called James I.
- INFERENTIAL**—Why might that have been a surprise to many people?
- » He was the son of her old enemy, Mary Queen of Scots.

“King James I,” Pages 22–25

Scaffold understanding as follows:

CORE VOCABULARY—Preview with students the meaning of the phrase “divine right of kings.”

Invite volunteers to read aloud “King James I” on pages 22–25.

SUPPORT—Review the differences between the Separatists (who became known as the Pilgrims when they settled in Plymouth, Massachusetts) and the Puritans. Point out the relationship between the words *purify* and *Puritan* as a way of helping students remember these differences.

After the volunteers read the text, ask the following questions:

- LITERAL**—What was the King James Bible?
- » It was the new translation of the Bible ordered by King James I.

EVALUATIVE—How were the two groups of English colonists who settled in what is now New England different?

- » The Separatists wanted to separate from the Church of England, and they became known as Pilgrims. The Puritans wanted to purify or change the Church of England, and they lived daily life in plain and simple ways.



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 closer 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.

Page 24

“Trouble All Around,” Pages 25–27

Scaffold understanding as follows:

SUPPORT— Display the Tudor and Stuart Family Tree (AP 1.1) and have volunteers locate James I of England (James VI of Scotland) and Charles I. Guide students to understand the family relationship between the two monarchs. (*They were father and son.*)

CORE VOCABULARY—Preview the meaning of the vocabulary word *alliance*.

Activity Page

AP 1.1



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 country's daughter, the two countries would be joined together.

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

Page 25



Charles I married France's Princess Henrietta. Because Henrietta was Catholic, her presence caused 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.

Some of the more powerful groups in fact, the Puritans or agreed.

Page 26

Have students read “Trouble All Around” on pages 25–27 silently.

SUPPORT—After students read the text, draw students’ attention to the end of the section and the word *Presbyterians*. Remind students that they learned about the Presbyterian Church in their study of the Reformation. While Presbyterians were Protestant, they did not share the beliefs of the Church of England. Instead, the Presbyterians were Calvinists—they followed the ideas of John Calvin—which gave them more in common with England’s Puritans.

Then ask the following questions:

LITERAL—What did Charles I fail to understand that Elizabeth I understood so well?

- » The ruler of England needed the support of the people to stay on the throne.

LITERAL—Why did Charles I marry Henrietta Maria?

- » He married her to form an alliance with France, the country ruled by her father.

LITERAL—How did Charles’s marriage create problems in the English government?

- » Members of England’s government were angered by the number of priests and other Catholics that Charles’s wife brought with her to England.

INFERENTIAL—What was the significance of Parliament having more Puritans or men who agreed with Puritan ideas?

- » The Puritans, once having had little power, now had become a powerful group.

“A Prayer Book and a Civil War,” Page 27

Scaffold understanding as follows:

Ask students to read “A Prayer Book and a Civil War” on page 27 with a partner, referring to the vocabulary box with the meaning of the word *official* if needed.

-  **SUPPORT**— After students read the text, display the World Map (AP 1.2). Have students locate England and Scotland. Point out the location of London on the inset map and the region of northern England. Note that when Charles I fled, he positioned himself between two enemies: Scotland to his north and Parliament in London to his south.

Activity Page



AP 1.2

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 misguides of what had become a rebellion. The men he was looking for had escaped.

Vocabulary
afflict, as a person who carries out a government order

"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. In 1642 he escaped to northern England to raise an army.

Page 27

Then ask the following questions:

LITERAL—What happened when Charles I ordered Presbyterians in Scotland to use the prayer book like the one used in the Church of England?

» A Scottish army marched into England.

LITERAL—Why did Charles flee London?

» He realized he had few supporters in Parliament and it was not safe for him to stay in London.

INFERENTIAL—What effect do you think Parliament's refusal to give money to Charles I had on his power as king?

» It weakened the king's power.

"Roundheads and Cavaliers," Pages 28–29

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, a war between people who live in the same country
"country estates," farmland or farms located on a large piece of land in the countryside



Page 28

Scaffold understanding as follows:

Read aloud "Roundheads and Cavaliers" on pages 28–29.

CORE VOCABULARY—Review with students the meaning of the terms *civil war* and "country estate" as they are encountered

After you read the text aloud, ask the following questions:

LITERAL—Who were the Cavaliers? Who were the Roundheads?

» The Cavaliers were Royalists or supporters of King Charles. The Roundheads were those who supported Parliament.

LITERAL—How did the English Civil War worsen the daily lives of the people of England?

» Soldiers lived in crowded, dirty conditions. Diseases often started with the soldiers and then spread to nearby towns. Soldiers also demanded taxes, food, and livestock from English villagers.

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.

Page 29

Timeline

- Show students the four Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Why did Parliament distrust Charles I and his wife Henrietta?"

- Post the four images to the Timeline in the 1600s section. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why did Parliament distrust Charles I and his wife Henrietta?”
 - » Key points students should cite include: Henrietta was a Catholic and brought a large group of priests and French Catholics to wait on her; many Puritans were members of the English Parliament, and Puritans distrusted Catholics.
- Choose one of the Core Vocabulary words (*alliance*, *official*, or *civil war*) or phrases (“divine right of kings” or “country estate”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–3 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of the Domain Vocabulary: Chapters 1–3 (AP 3.1)

Distribute AP 3.1, Domain Vocabulary: Chapters 1–3, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *England in the Golden Age*.

This activity may be assigned for homework.

The Puritan Ruler

The Big Question: Why might Oliver Cromwell have once earned the reputation of being a dictator?

Primary Focus Objectives

- ✓ Describe how the Puritan Oliver Cromwell rose to power in England. **(RI.5.2, RI.5.3)**
- ✓ Explain what led to the execution of Charles I. **(RI.5.2)**
- ✓ Summarize Oliver Cromwell’s rule as Lord Protector. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *gentry, rank, treason, monarchy, republic, dissolve, dictator*; and of the phrase “public policy.” **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Oliver Cromwell”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display copy of Tudor and Stuart Family Tree (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

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

Example: Oliver Cromwell’s family was part of the English gentry.

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

Example: As one of the debate club’s best speakers, Jason held a high rank in the club.

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

Example: In the 1600s, King Charles I was found guilty of treason and executed.

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

Example: After the death of Queen Elizabeth, England and Scotland shared a monarchy with King James I as its leader.

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

Example: The United States became a republic after the American Revolutionary War.

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

Example: After the English Civil War, Cromwell enacted strict public policies based on Puritan beliefs.

Variation: public policies

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

Example: The students at school voted to dissolve the rowing club.

Variation: dissolves, dissolved

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

Example: Because Oliver Cromwell held so much power and ruled so strictly, many historians think he was a dictator.

THE CORE LESSON 35 MIN

Introduce “The Puritan Ruler”

5 MIN

Explain to students that in this lesson they will be reading about the outcome of the English Civil War and the direction England took in the years that followed the war.

Direct students to the Big Question: Why might Oliver Cromwell have once earned the reputation of being a dictator? Tell students to note all of Cromwell’s actions as ruler of England.

Guided Reading Supports for “The Puritan Ruler”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The End of the War” and “Young Oliver Cromwell,” Pages 30–32

Scaffold understanding as follows:

Read aloud “The End of the War” and the first paragraph of “Young Oliver Cromwell” on page 30.

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 earned the reputation of being a divot?

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 owned more land than nobles on

Vocabulary
gentry, a people who own land and have high social standing but no titles of nobility

Page 30



Page 31

CORE VOCABULARY—Review with students the meaning of the word *gentry* as it is encountered. Explain that the gentry were similar to a “middle class.” They had land and some social status, which put them above commoners on the social ladder, but they lacked the high status and titles of the nobility.

Invite a volunteer to read aloud the last two paragraphs of “Young Oliver Cromwell” on page 32.

After the volunteer reads the text, ask the following questions:

INFERENTIAL—How did the fact that the soldiers on both sides were poorly trained affect the outcome of the English Civil War?

- » Possible responses: The war dragged on for four years; the fact that soldiers and even commanders had so little experience may have made Cromwell stand out even more.

LITERAL—How did Cromwell’s family get their land?

- » Henry VIII had rewarded a Cromwell family ancestor with a large land grant for being his adviser.

“Cromwell in the Civil War,” Pages 32–34

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 ground

Vocabulary
rank, a position in a group or organization

Page 32

Scaffold understanding as follows:

CORE VOCABULARY—Preview with students the meaning of the vocabulary word *rank*.

Then ask students to read the section “Cromwell in the Civil War” on pages 32–34 quietly or with a partner.

After students read the text, ask the following questions:

LITERAL—How did Cromwell rise in rank in the civil war?

- » He was good at organizing and leading the fighting troops, and his soldiers won battles.

EVALUATIVE—How did Cromwell’s leadership reflect his Puritan beliefs and values?

- » Possible responses: He exercised strict discipline. He did not allow swearing or drunkenness among his men.



Page 33

“Treason!,” Pages 34–35

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 war, objected. The army, however, was stronger than Parliament. Soldiers stood outside the courtroom, preventing members of Parliament from attending the trial.

Vocabulary
Treason is the crime of being disloyal to one's own country.

Page 34



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 king should not share in government but be ruled over.

Page 35

Scaffold understanding as follows:

CORE VOCABULARY—Point out the word *treason* in the section title and explain its meaning.

Note: Students in Core Knowledge schools may recall the word *treason* from their reading about Benedict Arnold and the American Revolution in Grade 4.

Have students read the section with a partner.

SUPPORT—Direct students' attention to the first sentence of the section, "Charles I believed that God meant for him to rule." Ask students what name is given to that belief. (*divine right of kings*)

After students read the text, ask the following questions:

LITERAL—What did Charles I promise the Scots in return for their support?

- » He made a secret deal that he would share power with them if he regained the throne.

LITERAL—Why was putting Charles I on trial for treason shocking to many English people?

- » Many people believed in the divine right of kings. They could not accept that a king chosen by God to rule a country could betray that country and be tried for treason.

LITERAL—What was the verdict of the king's trial?

- » He was found guilty.

INFERENTIAL—What can you conclude from the fact that Cromwell's army prevented men opposed to the king's trial from attending the trial?

- » Possible response: Cromwell was determined that the king be found guilty; Cromwell had risen to great power.

“The Ax Falls,” Pages 35–36

Scaffold understanding as follows:

Read aloud “The Ax Falls” on pages 35–36.

SUPPORT—Remind students that never before had a European king or queen been tried and executed by his or her own people. That, in part, is why Charles I's conviction and execution were so shocking to many people.

After you read the text, ask the following question:

LITERAL—Why did Charles wear two shirts to his execution?

- » It was a cold January day, and he did not want to shiver and cause the crowd to think he was afraid to die.

“Lord Protector,” Pages 36–37

Scaffold understanding as follows:

Ask student volunteers to read aloud the section “Lord Protector” on pages 36–37.

CORE VOCABULARY—Pause to explain the meaning of the terms and phrase *monarchy*, *republic*, “public policy,” *dissolve*, and *dictator*.

Note: Students in Core Knowledge schools may recall the terms *republic* and *dictator* from their Grade 3 study of Ancient Rome.

SUPPORT—Review the differences between a monarchy and a republic. Students might recall studying the Roman Republic. While they have studied about many kings and queens, the term *monarchy* may be new to them. Use the term *monarchy* in reference to kings and queens they have already studied. When King Ferdinand and Queen Isabella ruled Spain, the type of government was known as a monarchy.

After students read the text, ask the following questions:

LITERAL—How did Cromwell become Lord Protector?

- » The army made him head of the country after he refused to become king.

EVALUATIVE—Why might Cromwell’s rule have been considered harsh?

- » He implemented strict laws based on Puritan beliefs. He imposed harsh, often violent, policies on Catholics in Ireland.

LITERAL—For about two hundred years after his death, how was Cromwell remembered? How is he remembered by historians today?

- » He was remembered as the man who executed a king and ruled as a dictator. Today, historians believe Cromwell helped England move toward a more democratic system.

LITERAL—How did Cromwell help move England toward a more democratic government?

- » He tried different forms of government.

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

Page 36

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.

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**.

Vocabulary

abolish, v. to end something, such as an organization

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

Page 37

Timeline

- Show students the three Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why might Oliver Cromwell have once earned the reputation of being a dictator?”
- Post the images to the Timeline in the 1600s section. Refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why might Oliver Cromwell have once earned the reputation of being a dictator?”
 - » Key points students should cite include: he organized the trial and execution of King Charles I; he was harsh to Catholics in Ireland; he dissolved Parliament.
- Choose one of the Core Vocabulary words (*gentry, rank, treason, monarchy, republic, dissolve, or dictator*) or the phrase “public policy,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Merry Monarch and Brother

The Big Question: Why did many people not want James II to be king?

Primary Focus Objectives

- ✓ Summarize the events that led to the Restoration. **(RI.5.2)**
- ✓ Explain the increased power of Parliament. **(RI.5.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *fugitive*, *Restoration*, *compromise*, *disband*, *convert*, and *bubonic plague*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Restoration”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- Display and individual student copies of the Tudor and Stuart Family Tree (AP 1.1)
- Display and individual student copies of the World Map (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

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

Example: When he was little more than a teenager, Charles II, the son of Charles I, was a fugitive from Parliament.

Variation: fugitives

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

Example: Tired of the army's strict rule, many people hoped that the Restoration would bring peace to England.

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

Example: The two arguing brothers reached a compromise over which TV programs they would watch.

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

Example: Because it had so few members, the chess club decided to disband.

Variations: disbands, disbanded

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

Example: He was raised as a Protestant, but as an adult, James decided to convert to Catholicism.

Variations: converts, converted, converting

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

Example: The bubonic plague killed hundreds of thousands of Europeans.

THE CORE LESSON 35 MIN

Introduce “Merry Monarch and Brother”

5 MIN

Ask students to recall the public policies of Cromwell's Puritan government. (*Possible answers: strict keeping of the Sabbath; harsh punishments for swearing, gambling, and drinking*) Remind students that even though Cromwell did not strictly enforce these laws, people were still largely expected to obey them. Tell students that in this chapter they will read about what happened in England when people became tired of these strict laws.

Call their attention to the Big Question: Why did many people not want James II to be king? Encourage students to look for how the old religious conflict in England continued following Oliver Cromwell's death.

Guided Reading Supports for “Merry Monarch and Brother”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Fugitive King,” Pages 38–40

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.

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 was changed from that of the son of a king to that of a fugitive.

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

Page 38

Activity Page



AP 1.2



Page 39

Scaffold understanding as follows:

Read the title “The Fugitive King” aloud, and explain the meaning of the word *fugitive*. Then ask student volunteers to read aloud “The Fugitive King” on pages 38–40.

SUPPORT—The text describes Charles II as “a tall young man two yards high, with hair deep brown to black.” Have students examine the portrait of Charles II on page 39. Does it match the description? (*No. In the portrait, he has white hair instead of dark hair.*) Explain that during this time period, it was the fashion for men to wear white, or powdered, wigs. Therefore, Charles II is likely wearing a wig in his portrait. If you look at his eyebrows, you can see they are dark, as his natural hair was.

SUPPORT—Display the World Map (AP 1.2) and have students locate France. Tell students that by this time France was the most powerful Catholic country in Europe. Remind students that Charles I had married a French princess. That is why Charles II fled there.

After students read the text, ask the following question:

LITERAL—Why did Charles II become a fugitive?

- » With the Scots, he fought against Cromwell and his government.

“The End of ‘Sword Rule’” Page 40

Scaffold understanding as follows:

Invite a volunteer to read aloud the section “The End of ‘Sword Rule.’”

After the volunteer reads the text, ask the following questions:

LITERAL—Why did the English people call Cromwell’s government “sword rule”?

- » Cromwell’s army practically controlled the government.

LITERAL—Why did Parliament invite Charles II back to rule England as king?

- » Cromwell’s successor, his son Richard, was not a strong leader, and many English people wanted to return to a government of a king and Parliament.

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

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 rules collected by the army. The return

Page 40

Restoration.

“The Merry Monarch,” Pages 40–42

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 send a group or an organization to discontinue



Page 41



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 restored the king back and its power when Charles arrived.

Page 42

Scaffold understanding as follows:

SUPPORT—Point out the word *merry* in the section title. Explain that *merry* can mean happy, as in “Merry Christmas,” but it can also mean lively, or “full of life.” Encourage students to look for ways that Charles II was “full of life.”

Read aloud “The Merry Monarch” on pages 40–42.

CORE VOCABULARY—Review the words *Restoration*, *compromise*, and *disband* and their meanings as they are encountered. Discuss with students what system of government was “restored” in the Restoration.

After you read the text, ask the following questions:

LITERAL—How did English people greet the return of Charles II in the Restoration?

- » Many considered Charles a hero and had high hopes for a stable government during his reign.

EVALUATIVE—Why did people call Charles II the “Merry Monarch”?

- » He was considered a fun-loving king and liked gambling, horse racing, and the theater.

“Parliament Has the Upper Hand,” Pages 42–43

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.

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.

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

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.

Page 43

Scaffold understanding as follows:

Invite volunteers to read aloud “Parliament Has the Upper Hand” on pages 42–43.

CORE VOCABULARY—Review with students the meaning of the word *convert* as it is encountered.

Note: Students may recall the word *convert* from the previous unit about the Reformation.

After volunteers read the text, ask the following questions:

LITERAL—Did Parliament give up its power when Charles II was restored to the throne?

- » No, Parliament did not give up all of its power.

LITERAL—During the Restoration and the reign of Charles II, did Parliament tolerate other religions?

- » No. Parliament at that time was suspicious of Puritans and Catholics.

LITERAL—What groups were considered Dissenters?

- » Puritans, Quakers, and other Protestants who were not members of the Church of England were considered Dissenters.

“Plague, Fire, and Trouble,” Pages 43–44

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.

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.

Vocabulary
bubonic plague, is a deadly disease caused by fleas on infected rodents.



Page 44

Scaffold understanding as follows:

Ask students to read “Plague, Fire, and Trouble” on pages 43–44 to themselves or with a partner, encouraging them to refer to the vocabulary box for the term *bubonic plague* if needed.

Note: Students in Core Knowledge schools might recall the plague from their study of Medieval Europe in Grade 4.

LITERAL—What two catastrophic events happened during the reign of Charles II?

- » An outbreak of bubonic plague and the great London fire occurred. The plague killed hundreds of thousands of people, and the London fire left thousands homeless.

LITERAL—What additional problem did Charles II face?

- » He and his wife, the queen, had no children.

SUPPORT—Display the Tudor and Stuart Family Tree (AP 1.1), and have students locate Charles II and James II. Explain that usually, when a king dies, the throne passes to one of his children. In this case, the throne passed to the king’s brother. Why? (*Charles II had no children. His brother James was his closest surviving relative.*)

Activity Page



AP 1.1

“James II,” Page 45

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.

Page 45

Scaffold understanding as follows:

Invite volunteers to take turns reading aloud the section “James II” on page 45.

After volunteers read the text, ask the following questions:

LITERAL—Why were people in England concerned about having James II on the throne?

- » James II was Catholic, and Protestants feared he would persecute them. Their fears grew when his Catholic wife became pregnant.

EVALUATIVE—Which previous Catholic English ruler do you think may have contributed to the English people’s fear about a Catholic ruler?

- » Students might name Mary Tudor, who earned the nickname “Bloody Mary” for her persecution of Protestants.

LITERAL—Who were the Immortal Seven?

- » They were seven important leaders in Parliament.

Timeline

- Show students the two Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why did many people not want James II to be king?”
- Post the two Timeline Image Cards in the 1600s section; refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why did many people not want James II to be king?”
 - » Key points students should cite include: James II had converted to Catholicism; after his first wife died (she was a Protestant, as were her children), he married an Italian Catholic princess. When she became pregnant, there was great concern over a line of Catholic monarchs being established.
- Choose one of the Core Vocabulary words (*fugitive*, *Restoration*, *compromise*, *disband*, *convert*, or *bubonic plague*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 4–5 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of the Domain Vocabulary: Chapters 4–5 (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 4–5, and direct students to match the definitions to the vocabulary terms they have learned in their reading of *England in the Golden Age*. Have them place the words in the correct crossword puzzle boxes.

This activity may be assigned for homework.

The Glorious Revolution

The Big Question: Why was a foreign ruler invited to invade England?

Primary Focus Objectives

- ✓ Explain why Parliament invited William of Orange to England. **(RI.5.2)**
- ✓ Describe the Glorious Revolution. **(RI.5.2)**
- ✓ Summarize the key points of the English Bill of Rights. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *English Channel*, *heir*, *bail*, and *petition*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Bill of Rights”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of World Map (AP 1.2)
- Display and individual student copies of Tudor and Stuart Family Tree (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

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

Example: The English Channel separates England from the mainland of Europe.

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)**

Example: Elizabeth I was recognized as heir to the throne many years after her father, Henry VIII, died.

Variation: heirs

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

Example: In the English Bill of Rights, high bails are prohibited.

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

Example: The English Bill of Rights gives all English people the right to petition the king.

Variation: petitions

THE CORE LESSON 35 MIN

Introduce “The Glorious Revolution”

5 MIN

Ask students to recall what happened when important members of the English Parliament decided that they were unhappy with Charles I. (*A civil war broke out that resulted in the execution of the king.*) Remind students of the public reaction to the execution of King Charles I and the aftermath that involved Puritan rule and the New Model Army practically running the government.

As students read in the previous chapter, Parliament was once again unhappy with a king: James II. Tell students that a clue to how Parliament handled the situation is in the Big Question: Why was a foreign ruler invited to invade England? Encourage students to look for the answer to this question as they read.

Guided Reading Supports for “The Glorious Revolution”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“William and Mary,” Pages 46–47

Scaffold understanding as follows:

Read aloud “William and Mary” on page 46.

SUPPORT—Display the Tudor and Stuart Family Tree (AP 1.1), and have students find Mary, the older daughter of James II by his first wife. Remind students that James II had Protestant children by his first wife and Mary was one of these children.

Activity Page



AP 1.1

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.

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!

The Big Question
Why was a foreign ruler invited to invade England?

Page 46



Page 47

Wed to James II, daughter Mary in 1688
in return to invade England

After you read the text, ask the following questions:

LITERAL—Who did Parliament invite to invade England?

- » William of Orange

INFERENTIAL—Why do you think the Immortal Seven chose William of Orange to invite to England?

- » Parliament, including the Immortal Seven, were Protestant, and William of Orange was a Protestant hero in Europe. He was also married to the daughter of the English king, James II.

“William’s Motives,” Pages 48–49

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 blow 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.

Vocabulary
English Channel, is a body of water between southern England and northern France that connects the North Sea and the Atlantic Ocean.

Page 48

Activity Page



AP 1.2

Scaffold understanding as follows:

Ask volunteers to read aloud the section “William’s Motives” on pages 48–49.

 **CORE VOCABULARY**—Review with students the meaning of the term *English Channel*. Use the World Map (AP 1.2) to point out the location of the English Channel.

 **SUPPORT**—Display the World Map (AP 1.2). Point out the location of Holland on the inset map. Explain that Holland is now called The Netherlands. It will be referred to as Holland throughout this unit because that’s what it was called at the time of the Glorious Revolution. Have students trace the route William of Orange probably took sailing to England.

After volunteers read the text, ask the following questions:

LITERAL—What were two concerns William had about going to England?

- » He thought France would invade Holland in his absence, and he was concerned that England’s Catholic King, James II, was an ally of Catholic France.

LITERAL—What did King James II do when William landed in England?

- » He and his wife fled to France.

INFERENTIAL—Do you think the outcome of William landing in England was part of the original plan of the Immortal Seven?

- » No, the text says the Immortal Seven had wanted to scare James II into giving up the Catholic religion and grant Parliament more power. They did not think James II would flee.

“A King and a Queen,” Pages 49–50



Scaffold understanding as follows:

CORE VOCABULARY—Preview the meaning of the word *heir*. Point out that because Mary was the daughter of the English king, she, not her husband, was the heir to the throne.

NOTE: Students in Core Knowledge schools may recall the word *heir* from their study of Medieval Europe in Grade 4.

Have students read “A King and a Queen” on pages 49–50 to themselves.

After the students have finished reading the text, ask the following questions:

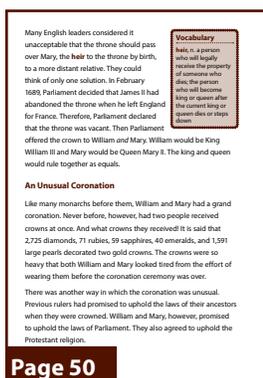
LITERAL—How did Parliament solve the problem of succession to the throne?

- » They offered the crown to William and Mary together.

EVALUATIVE—Do you think in the 1600s it was unusual for a king and queen to rule together as equals?

- » Possible response: Yes, it was. Even though previous monarchs had been married, they had ruled alone—not with their spouses.

“An Unusual Coronation,” Pages 50–51



Scaffold understanding as follows:

Invite volunteers to read aloud “An Unusual Coronation” on pages 50–51.

After volunteers read the text, ask the following questions:

LITERAL—What laws and religion did William and Mary promise to uphold at their coronation?

- » They promised to uphold the laws of Parliament, not the laws of their ancestors. They also promised 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.

Page 51

LITERAL—What was the transfer of power from James II to William and Mary called?

» It was called the Glorious Revolution or the Bloodless Revolution.

LITERAL—How was the Glorious Revolution important to the development of democracy in England?

» It was very important because the rulers agreed to uphold Parliament's laws, not laws made by previous royalty. It also showed that rulers could be removed from power without war or execution.

"The Bill of Rights," Pages 51–53

Scaffold understanding as follows:

Read aloud the section "The Bill of Rights" on pages 51–53, stopping at the box "Important Points of the English Bill of Rights" on page 52.

CORE VOCABULARY—Review the meaning of the words *bail* and *petition*.

NOTE: Students in Core Knowledge schools may recall the word *petition* from their Grade 4 study of the American Revolution.

Then have students read the "Important Points of the English Bill of Rights" to themselves or with a partner. After students read the text, ask the following questions:

LITERAL—What does the English Bill of Rights do?

» It limits the power of the monarch and gives important powers to Parliament.

LITERAL—What does the English Bill of Rights state about a ruler and laws made by Parliament?

» It states that a ruler cannot "set aside" or ignore laws made by Parliament.

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, a money paid to free a prisoner until his or her trial begins
petition, 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.

Page 52



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

Page 53

Timeline

- Show students the two Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Why was a foreign ruler invited to invade England?"
- Post the images of William and Mary and William and Mary with the Bill of Rights to the Timeline in the 1600s section; refer to the illustration in the Unit 6 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why was a foreign ruler invited to invade England?”
 - » Key points students should cite include: James II’s inability to work with Parliament; James II’s Catholicism and the birth of his son by his Catholic second wife; the fear of his reestablishing a line of Catholic monarchs.
- Choose one of the Core Vocabulary terms (*English Channel*, *heir*, *bail*, or *petition*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Match the Monarchs (RI.5.2)

30 MIN

Activity Page



AP 6.1

Materials Needed: Sufficient copies of Match the Monarchs (AP 6.1)

This activity can be done in class, followed by a class discussion, or assigned as homework. Students can complete the activity individually or work in pairs. If the activity is done in class, review with the class and correct any misinformation the students might have regarding the monarchs named in the activity.

Teacher Resources

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The following fiction and nonfiction excerpts and related activity page can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpts

- From *A Midsummer Night's Dream* (FE 1)
- The Language of Shakespeare (AP 1.3)

Nonfiction Excerpt

- "A Biography of William Shakespeare" (NFE 1)

Name _____

Date _____

Unit Assessment: *England in the Golden Age*

A. Circle the letter of the best answer.

1. Elizabeth I was the daughter of
 - a) Charles I.
 - b) Henry VIII.
 - c) Charles II.
 - d) James I.

2. Which statement describes Elizabeth I's religious policies?
 - a) She persecuted Catholics.
 - b) She persecuted Protestants.
 - c) She combined Catholic and Protestant practices in the Church of England.
 - d) She tolerated Catholics and Protestants in England but punished Catholics in Ireland.

3. Elizabeth I's travels were
 - a) banquets at which she moved from one table to another.
 - b) journeys of her court from one aristocrat's castle to another.
 - c) reports that she delivered to her subjects once a year.
 - d) charts on which she kept track of her increasing wealth.

4. Which of the following was not accomplished by Sir Francis Drake?
 - a) attacked Spanish ships to steal treasure
 - b) sailed around the world
 - c) led a surprise attack that destroyed dozens of ships in a Spanish harbor
 - d) began the first successful English colony in North America

5. Who explored North America?
 - a) the English navy
 - b) Walter Raleigh
 - c) James I
 - d) Charles I

6. Who was the winner in the battle of the Spanish Armada?
 - a) England
 - b) Spain
 - c) France
 - d) Holland

- 7.** Why was England's defeat of the Spanish Armada a surprise?
- a)** The English ships were smaller but quicker than the Spanish ships.
 - b)** English sea captains were more familiar with currents in the English Channel than Spanish captains were.
 - c)** English sea captains used fire ships to attack the Spanish fleet.
 - d)** Spain was the greatest sea power in the world at the time.
- 8.** Which event triggered the English Civil War?
- a)** the king's order that Scottish Presbyterians use a new prayer book
 - b)** the flight of Charles II to France
 - c)** the creation of a Protestant colony in Northern Ireland
 - d)** the death of Elizabeth I
- 9.** What names were given to the sides in the English Civil War?
- a)** Scots and Royalists
 - b)** Roundheads and Cavaliers
 - c)** Nobles and Gentry
 - d)** the New Model Army and the Merry Olde Forces
- 10.** Oliver Cromwell was a
- a)** member of Parliament.
 - b)** Catholic.
 - c)** priest.
 - d)** nobleman.
- 11.** Which of the following happened after the English Civil War ended?
- a)** Religious tensions in England disappeared.
 - b)** Oliver Cromwell was driven out.
 - c)** Charles I was executed.
 - d)** The king of Scotland became king of England.
- 12.** Oliver Cromwell
- a)** became king.
 - b)** became Catholic.
 - c)** was named Lord Protector.
 - d)** was accused of treason.
- 13.** The period of English history that began in 1660, when Charles II became king, is known as the
- a)** Civil War.
 - b)** Glorious Revolution.
 - c)** Armada.
 - d)** Restoration.

- 14.** Many people in England were worried about James II because he
- a)** was Catholic.
 - b)** was Puritan.
 - c)** came from France.
 - d)** had no children.
- 15.** William of Orange came to England from
- a)** Spain.
 - b)** France.
 - c)** Holland.
 - d)** Ireland.
- 16.** The Glorious Revolution got that name because it
- a)** involved no bloodshed.
 - b)** brought great wealth to England.
 - c)** restored a king to the throne.
 - d)** united England, Scotland, and Holland.
- 17.** William and Mary were chosen to rule by
- a)** birth.
 - b)** the Immortal Seven.
 - c)** James II.
 - d)** the voters.
- 18.** Which of the following describes the English Bill of Rights?
- a)** It limits the power of the monarch.
 - b)** It limits the power of Parliament.
 - c)** It brought religious freedom to England.
 - d)** It guaranteed that all people were equal.

B. Match each term to its definition.

Terms

Definitions

- | | | |
|-----------|-------------------------|--|
| 19. _____ | persecute | a) the belief that kings and queens have a God-given right to rule and that rebellion against them is a sin |
| 20. _____ | English Parliament | b) to treat people cruelly or unfairly |
| 21. _____ | “divine right of kings” | c) a person who believed that the Church of England needed to be “purified” |
| 22. _____ | civil war | d) a war between people who live in the same country |
| 23. _____ | Puritan | e) the original law-making branch of the English government that is made up of the House of Lords and the House of Commons |
| 24. _____ | monarchy | f) a government in which people elect representatives to rule for them |
| 25. _____ | republic | g) a government led by a king or queen |

Performance Task: *England in the Golden Age*

Teacher Directions: Most of the major political events in England during the 1500s and 1600s were concerned with religious conflicts.

Ask students to write a brief essay that supports the idea that the events during this period were mainly conflicts among religious groups and their attempts to control the government of England. Encourage students to use their Student Reader to take notes and organize their thoughts on the Notes Table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of the influence of religious conflicts that shaped English history to use as the basis of their essay.

Topic	Evidence supporting the claim that religious conflict influenced events in England in the 1500s and 1600s
Henry VIII established the Church of England.	Henry's action started a conflict in England that pitted Christian religious groups (Catholics, Protestants, Puritans, and even Dissenters) against each other as they worked and sometimes fought to control the government.
Various Catholic rulers tried to reestablish a Catholic line of rulers.	Queen Mary, known as "Bloody Mary," tried to reestablish Catholicism and persecuted Protestants, Puritans, and Dissenters. Later Charles I and James II believed they were chosen to rule by God. Both married Catholic wives, which concerned Protestants, who thought they were trying to establish Catholic lineage to the throne.
The Reign of Elizabeth I	Resolving conflicts between Catholics and Protestants was a major issue for Elizabeth during her reign. She reestablished the Church of England and included parts of both Catholic and Protestant church practices. Elizabeth did not persecute Catholics, Puritans, or Dissenters. Catholic Spain attempted to invade Protestant England, but the English navy defeated the Spanish Armada.
Puritan Rule	Cromwell ruled England and forced Puritan laws on the entire population. He persecuted Catholics.
The Glorious Revolution	William and Mary were chosen by members of Parliament because they were Protestant.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their written responses.

Above Average	Response is accurate, detailed, and persuasive. The references clearly show what role religion played in the events in England in the 1500s and 1600s. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The references show how religion played a role in the events in England in the 1500s and 1600s. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The essay helps show how religion played a role in the events in England in the 1500s and 1600s but references few details from the text. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of historical events. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

England in the Golden Age Performance Task Notes Table

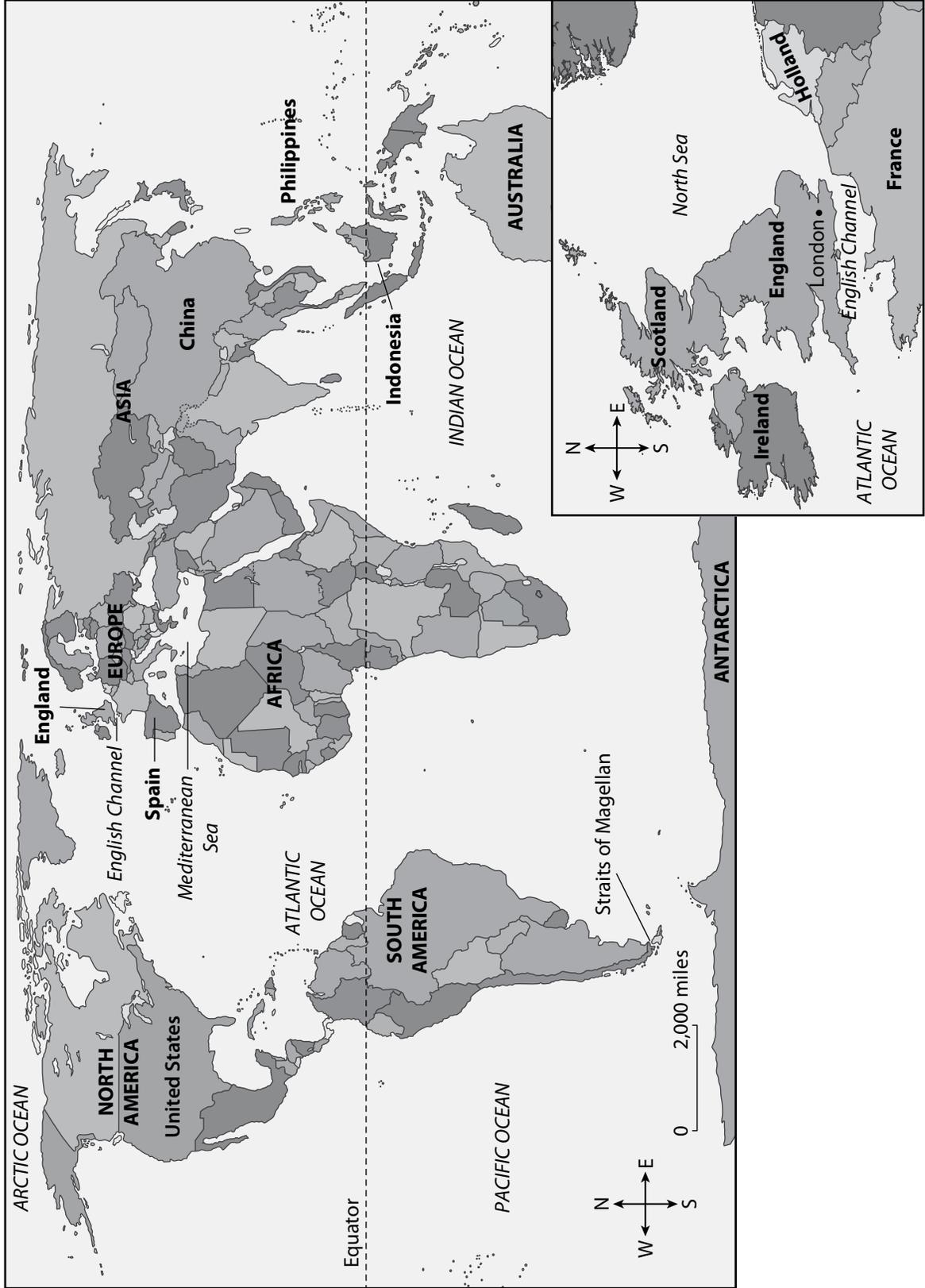
Use the table below to help organize your thoughts as you refer to England in the 1500s and 1600s. You do not need to complete the entire table to write your essay, but you should try to have three to five specific examples of religious conflict in England during the 1500s and 1600s.

Topic	Evidence supporting the claim that religious conflict influenced events in England in the 1500s and 1600s
Henry VIII established the Church of England.	
Various Catholic rulers tried to reestablish a Catholic line of rulers.	
The Reign of Elizabeth I	
Puritan Rule	
The Glorious Revolution	

Name _____

Date _____

World Map



Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

For each term, write the letter of the definition.

Terms

Definitions

- | | |
|----------------------------------|---|
| 1. _____ dub | a) to treat people cruelly or unfairly |
| 2. _____ annul | b) to officially state that a marriage never existed under the law |
| 3. _____ English Parliament | c) imprisonment or protective care |
| 4. _____ ritual | d) to officially make someone a knight |
| 5. _____ persecute | e) an act or series of actions done in the same way in a certain situation, usually in a religious ceremony |
| 6. _____ galleon | f) the original law-making branch of the English government that is made up of the House of Lords and the House of Commons |
| 7. _____ alliance | g) a person of the upper or noble class whose status is usually inherited |
| 8. _____ custody | h) a large sailing ship used as a warship or for trade |
| 9. _____ "divine right of kings" | i) an agreement between nations in which they work together |
| 10. _____ civil war | j) a war between people who live in the same country |
| 11. _____ aristocrat | k) the ceremony or act of crowning a ruler |
| 12. _____ coronation | l) the belief that kings and queens have a God-given right to rule and that rebellion against them is a sin. |

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 4–5

Use the items in the word bank to complete the crossword puzzle. Do not include spaces between words in puzzle boxes for answers that have more than one word.

bubonic plague	compromise	convert	dictator	disband	
dissolve	fugitive	gentry	monarchy	public policy	rank
republic	Restoration	treason			

Across

- 2. to end a group or organization; dissolve
- 4. a ruler who has total control over the country
- 5. to end something, such as an organization
- 8. people who own land and have high social standing but no titles of nobility
- 11. laws or rules, both written and unwritten, that govern society
- 12. the crime of being disloyal to one's own country
- 13. a person who runs away or hides to avoid capture
- 14. to change from one belief or religion to another

Down

- 1. when each side in a dispute gives up some of its demands to reach an agreement
- 3. a deadly disease spread by fleas on infected rodents
- 6. a government led by a king or queen
- 7. a position in a group or organization
- 9. the historical period during which the monarchy was reestablished
- 10. a government in which people elect representatives to rule for them

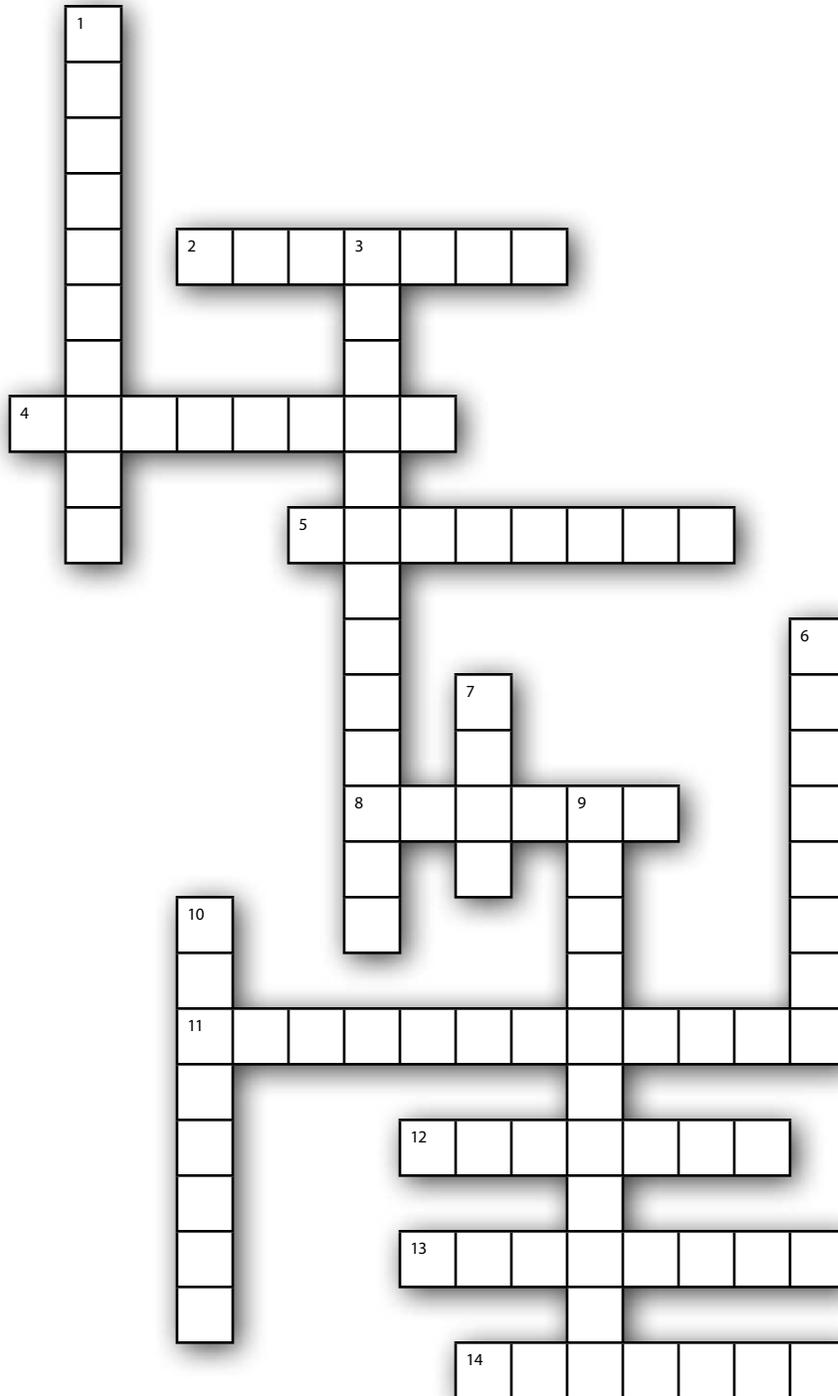
Name _____

Date _____

Activity Page 5.1 Continued

Use with Chapter 5

Domain Vocabulary: Chapters 4–5



Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Match the Monarchs

The words and phrases in the box are related to some of the English monarchs you have studied in this unit. Some terms refer to only one monarch, and some refer to more than one, so you may use some words more than once.

Write each term in the correct squares below.

Bill of Rights	Immortal Seven	Restoration	Catholic king	Cavaliers
brother of Charles II	Holland	Sir Francis Drake	fire of London	
Glorious Revolution	Roundheads	Lord Protector	Spanish Armada	
Shakespeare	Merry Monarch	civil war	executed	Protestant wind
"sword rule"				

Elizabeth I

Charles I

Oliver Cromwell

Charles II

James II

William and Mary

Answer Key: England in the Golden Age

Unit Assessment

A. 1. b 2. c 3. b 4. d 5. b 6. a 7. d 8. a 9. b 10. a
11. c 12. c 13. d 14. a 15. c 16. a 17. b 18. a

B. 19. b 20. e 21. a 22. d 23. c 24. g 25. f

Activity Pages

The Language of Shakespeare (AP 1.3) (used with FE 1)

1. Thou hast sung verses of feigning love, with feigning voice, at her window by moonlight.
2. Her house is removed seven leagues from Athens.
3. I will meet with thee, truly, tomorrow in that same place thou hast appointed me.
4. My Lysander and myself shall meet in the wood, where you and I were often wont to lie upon faint primrose beds, emptying our bosoms of their sweet counsel.
5. When thou dost wake, take what thou see'st for thy true love.
6. Tell me how it came that I was found tonight sleeping here, on the ground with these mortals.

Domain Vocabulary: Chapters 1–3 (AP 3.1) (page 69)

- | | |
|------|-------|
| 1. d | 7. i |
| 2. b | 8. c |
| 3. f | 9. l |
| 4. e | 10. j |
| 5. a | 11. g |
| 6. h | 12. k |

Domain Vocabulary: Chapters 4–5 (AP 5.1) (pages 70–71)

Across:

2. disband
4. dictator
5. dissolve
8. gentry
11. public policy
12. treason
13. fugitive
14. convert

Down:

1. compromise
3. bubonic plague
6. monarchy
7. rank
9. Restoration
10. republic

Match the Monarchs (AP 6.1) (page 72)

Elizabeth I: Spanish Armada, Sir Francis Drake, Shakespeare

Charles I: civil war, executed, Cavaliers

Oliver Cromwell: civil war, Lord Protector, "sword rule," Roundheads

Charles II: Restoration, fire of London, Merry Monarch, Catholic king, civil war

James II: Catholic king, Glorious Revolution, brother of Charles II

William and Mary: Protestant wind, Glorious Revolution, Bill of Rights, Holland, Immortal Seven



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Series Editor-in-Chief

E. D. Hirsch, Jr.

Subject Matter Expert

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

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Portrait of William Shakespeare (1564–1616) c.1610 (oil on canvas), Taylor, John (d.1651) (attr. to) / National Portrait Gallery, London, UK / Bridgeman Images: 8d

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: 9o, 56

Prince Charles Edward Stewart, 1732 (oil on canvas), David, Antonio (1698–1750) / Scottish National Portrait Gallery, Edinburgh, Scotland / Bridgeman Images: 48

Puritan, Roundhead (oil on canvas), Pettie, John (1839–93) / Sheffield Galleries and Museums Trust, UK / Photo © Museums Sheffield / Bridgeman Images: 9g, 38

Queen Elizabeth I, c.1600 (oil on panel), English School, (16th century) / National Portrait Gallery, London, UK / Bridgeman Images: Cover A, i, iii, 8c, 20

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The Armada being destroyed by English fire ships, McConnell, James Edwin (1903–95) / Private Collection / © Look and Learn / Bridgeman Images: 9b, 31

The Great Fire of London, 1666 (print) (see also 53641), Verschuier, Lieve (1630–86) (after) / Private Collection / Bridgeman Images: 9l, 50

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: 49

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: 21

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Trial of Charles I, English School, (19th century) / Private Collection / © Look and Learn / Bridgeman Images: 9i, 43

William III of Great Britain and Ireland (oil on canvas), Kneller, Godfrey (1646–1723) (attr. to) / Scottish National Portrait Gallery, Edinburgh, Scotland / Bridgeman Images: 9m, 54

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: 55

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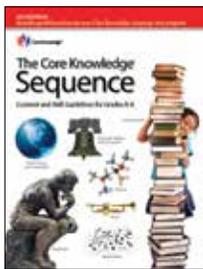
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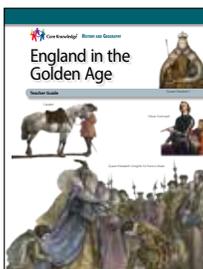
England in the Golden Age

Core Knowledge Sequence History and Geography 5



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