

Elizabeth
1558-1603
Potential
Questions &
Writing
Frames Pack

Q1: Study the sources below and then answer the question which follows.

What can we learn from Sources A and B about the theatre in Elizabethan times.
[12 x answer line]

Source A

There are four theatres in London of beauty which have various names. In them a different play is presented to the public every day. Of all the theatres, the largest is the Swan, it has space for three thousand persons and is built of flint stones supported by wooden columns, painted to look like marble. It looks like a Roman building.

[A description of Elizabethan theatres, written by Johannes de Witt, a Dutch visitor to England (1596)]

Source B



[A drawing of the Swan Theatre from the late sixteenth century]

Source A tells me Elizabethan theatres were **"WRITE A QUOTE HERE"**.
This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me Elizabethan theatres were **DESCRIBE PART OF THE PICTURE HERE**.
This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: An account of the changes in buildings and lifestyle identified by the clergyman William Harrison in his book *Description of England* (1577)

The... houses of our gentlemen are... built lately... of brick or stone, or both; their rooms large and comfortable. Those of the nobility are...so magnificent and stately that a dog today has the same comforts as a prince of olden times... There are old men in the village [who] have noted three things to be marvellously altered in England... One is the multitude of chimneys... The second is the great improvement in lodging (homes). The third... is of the change from wooden platters (plates) into pewter, and wooden spoons into silver and tin.

Source B: A photograph of Hardwick Hall in Derbyshire which was built in the 1590s by Elizabeth, Countess of Shrewsbury.



What can you learn from Sources A and B about the houses for the rich during Elizabethan times?

Source A tells me houses for the rich during Elizabethan times were **"WRITE A QUOTE HERE"**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me houses for the rich during Elizabethan times were **DESCRIBE PART OF THE PICTURE HERE**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: In his book, *The Description of England* (1577), William Harrison commented upon the expansion of university education during Elizabeth's reign.

There are three noble universities in England...Oxford...Cambridge...London (Inns of Court)...of which the first two are the most famous... In most of our colleges there are also great numbers of students, of which many are found by the revenues of the houses and other by purveyances (money) of their rich friends... They were built by their founders... for poor men's sons, whose parents were not able to bring them up unto learning, but now they have the least benefit of them, by reason the rich do so encroach upon them.

Source B: Eastbury Manor House, Barking, London, an early brick merchant's house built in the 1570s by wealthy merchant Clement Sisley.



What can you learn from Sources A and B about the lifestyle of the gentry during Elizabethan times?

Source A tells me lifestyle of the gentry during Elizabethan times was **"WRITE A QUOTE HERE"**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me lifestyle of the gentry during Elizabethan times was **DESCRIBE PART OF THE PICTURE HERE.**

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: In his book, *The Description of England* (1577), William Harrison comments upon the diet of the lower classes.

Poore neighbours are inforced to content themselves with rie (rye), or barleie (barley), yea, and in times of dearth, with bread made... of peason, beans or otes (oats)..

Source B: Originally built in the 1490s, this timber framed home of a yeoman farmer was modernised during Elizabeth's reign through the addition of a brick built chimney and glass windows.



What can you learn from Sources A and B about the lifestyle of the lower classes during Elizabethan times?

Source A tells me lifestyle of the lower classes during Elizabethan times was **"WRITE A QUOTE HERE"**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me lifestyle of the lower classes during Elizabethan times was **DESCRIBE PART OF THE PICTURE HERE.**

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: A reference to the Puritan practice of studying the scriptures made by a contemporary, William Western in his book *The Autobiography of an Elizabethan* (c.1580).

From the very beginning a great number of Puritans lived here... Each of them had his own Bible, turning the pages and discussing the passages among themselves...they would start arguing about the meaning of passages from the scriptures - men, women, boys, girls, rustics (simple country folk), labourers, and idiots - and more often than not, it was said, it ended in violence.

Source B: A contemporary woodcut showing a Puritan family at home. Their clothes are plain black and white garments.



What can you learn from Sources A and B about Puritans?

Source A tells me Puritans were **"WRITE A QUOTE HERE"**.
This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me Puritans were **DESCRIBE PART OF THE PICTURE HERE.**
This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: An account of the workings of the 1572 Vagabonds Act given by William Harrison in his book *A Description of England* (1577)

A rogue being apprehended, committed to prison, and tried in the next assises [court session]... if he happen to be convicted for a vagabond... he is then immediately adjudged to be grievously whipped and burned through the gristle of the right eare, with a hot iron of the compass of an inch about.



Source B: A woodcut from Holinshed's *Chronicle* of 1577 which shows a vagabond being whipped through the streets. On the left is another vagabond being hanged, the final penalty for begging

What can you learn from Sources A and B about the punishment given to vagabonds?

Source A tells me the punishment given to vagabonds were **"WRITE A QUOTE HERE"**.
This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me the punishment given to vagabonds were **DESCRIBE PART OF THE PICTURE HERE.**
This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source B: In 1598, Paul Hentzner, a German visiting England, reported seeing a blinded bear being attacked by a group of six men for popular entertainment.

The bear cannot escape from them because of the chain; he defends himself with all his force and skill, throwing down all who come within his reach... and tearing whips out of their hands and breaking them.



Source B: A woodcut showing bear-baiting in action, c. 1620

What can you learn from Sources A and B about cruel sports during Elizabethan times?

Source A tells me that cruel sports during Elizabethan times were **"WRITE A QUOTE HERE"**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me that cruel sports during Elizabethan times were **DESCRIBE PART OF THE PICTURE HERE.**

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: In 1566, in a letter to the pope, Philip expressed his determination to crush the Dutch rebellion in the Netherlands.

Before suffering the slightest damage to religion and the service of God, I would rather lose all my states, and a hundred lives if I had them, because I do not propose to be the ruler of heretics.

Source B: A contemporary painting, *The Massacre of the Innocents*, by the Dutch artist Pieter Bruegel, c. 1567. It shows the harsh policy adopted by Alba's forces in suppressing the Protestant rebellion.



What can be learnt from Sources A and B about Philip's attitude towards Dutch protestants?

Source A tells me Philip's attitude towards Dutch protestants was **"WRITE A QUOTE HERE"**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me Philip's attitude towards Dutch protestants was **DESCRIBE PART OF THE PICTURE HERE.**

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: A contemporary account of Mary's execution sent to Lord Burghley in February 1587.

Groping for the block, she laid down her head, putting her chin over the block with both her hands... Then she, lying very still upon the block... she endured two strokes of the... executioner with an axe, she making a very small noise or none at all, and not stirring... And so the executioner cut off her head, save for one little gristle. Once cut asunder, he held up her head... and said, 'God Save The Queen'. Her lips stirred up and down a quarter of an hour after her head was cut off. Then one of the executioners... espied her little dog which had crept under her clothes. It could not be gotten away from her except by force.

Source B: An anonymous painting of the execution of Mary, Queen of Scots, in February 1587, drawn by an eyewitness.



What can be learnt from Sources A and B about the execution of Mary, Queen of Scots?

Source A tells me the execution of Mary, Queen of Scots was **"WRITE A QUOTE HERE"**. This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me the execution of Mary, Queen of Scots was **DESCRIBE PART OF THE PICTURE HERE**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

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

Elizabeth... the pretended queen of England... having seized on the kingdom, and monstrously usurped (taken power illegally or by force) the place of Supreme Head of the Church in all England, and the chief authority and jurisdiction thereof... [I] declare the aforesaid Elizabeth, as being a heretic and favourer of heretics... to have incurred the sentence of excommunication and to be cut off from the unity of the body of Christ... We do declare her to be deprived of her pretended title to the kingdom... and we do command and charge all and every noblemen, subjects, people and others aforesaid, that they presume not to obey her, or her orders, mandates and laws.

Source B: A contemporary drawing showing Pope Pius V issuing a bull of excommunication against Queen Elizabeth



What can be learnt from Sources A and B about the excommunication of Queen Elizabeth?

Source A tells me the excommunication of Elizabeth I was **"WRITE A QUOTE HERE"**. This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me the excommunication of Elizabeth I was **DESCRIBE PART OF THE PICTURE HERE**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: A report of the trial of Edmund Campion which was printed in a book by Raphael Holinshed *Chronicals of England, Scotland and Ireland* (1577).

On Monday, being the twentieth of November, Edmund Campion ... [and seven others] ... were brought unto the high bar at Westminster where they were severally and together indicted upon high treason. When they convicted them on these matters (which with obstinacy they still denied), they came to the intent of their secret coming into this realm, which was the death of her Majesty and the overthrow of the kingdom. 'Yea' saith Campion... we came over... only for the saving of souls... for that we did pity the miserable state of our country.'

Source B: A contemporary drawing made in Rome in 1584 showing Campion being tortured on the rack during his captivity in the Tower of London.



What can you learn from Sources A and B about the trial and interrogation of Edmund Campion in 1581?

Source A tells me the trial and interrogation of Edmund Campion was **"WRITE A QUOTE HERE"**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me the trial and interrogation of Edmund Campion was **DESCRIBE PART OF THE PICTURE HERE.**

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: Extract from a letter written by Babington to Mary, Queen of Scots, on 28 June 1585.

Myself with ten gentlemen and a hundred of our followers will undertake the delivery of your royal person from the hands of our enemies.

For the dispatch of the usurper, from the obedience of whom we are by the excommunication of her made free, who for the zeal they bear to the Catholic cause and your Majesty's service will undertake that tragic execution.

Source B: The cipher code used by Mary, Queen of Scots, in her letters to Babington.



What can you learn from Sources A and B about the Babington Plot?

Source A tells me the Babington Plot was **"WRITE A QUOTE HERE"**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me the Babington Plot was **DESCRIBE PART OF THE PICTURE HERE.**

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: An Account describing English tactics including the use of fireships, written by Petruccio Ubaldini, an Italian living in England in 1588.

The English with their excellent ships did not fight as expected but kept at a distance and fired at the hulls and sails of their enemy. The English set eight ships on fire amongst the Spanish fleet. Their enemy were woken up and had to cut their cables to get away from their anchors.

Source B: A late 16th century painting by a Dutch artist, showing fireships attacking the Armada in Calais harbour



What can be learnt from Sources A and B about the attack on the Armada in Calais?

Source A tells me the attack on the Armada in Calais was **"WRITE A QUOTE HERE"**. This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me the attack on the Armada in Calais was **DESCRIBE PART OF THE PICTURE HERE**.

This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: An account of action in the Battle of Gravelines fought on 8 August 1588, given by a Spanish captain.

The enemy opened heavy cannon fire on our flagship at seven o'clock in the morning, which carried on for nine hours. So tremendous was the fire that over 200 balls struck the sails and hull of the flagship on the starboard side, killing and wounding many men, disabling and dismounting guns and destroying much rigging. The holes made in the hull... caused such a great leak that two divers has as much as they could do to stop them with tar and lead plates, working all day. The galleon San Felipe of Portugal was surrounded by seventeen of the enemy's ships, which directed heavy fire on both sides and on her stern. The enemy approached so close that muskets and pistols on the galleon were brought into action, killing many enemy men on the enemy ships. The enemy did not dare, however, to come to close quarters, but kept up a hot cannon fire from a distance, smashing the rudder, breaking the foremast and killing over two hundred men in the galleon.

Source B: A scene showing the Battle of Gravelines, drawn by Philippe-Jacques de Louthembourg in 1796.



What can be learnt from Sources A and B about the battle of Gravelines in August 1588?

Source A tells me the battle of Gravelines in August 1588 was **"WRITE A QUOTE HERE"**. This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B shows me the battle of Gravelines in August 1588 was **DESCRIBE PART OF THE PICTURE HERE**. This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: Extract from the Act of Supremacy 1559

All and every Archbishop, Bishop and all and every other cleric, ... and all and every judge, justice, mayor, and every other lay or officer and minister and every other person having Your Highness's fee or wages shall make a[n] oath ... I ... do utterly testify and declare in my conscience that the Queen's Highness is the only Supreme Governor of this realm and ... that no foreign prince, person, bishop ... hath or ought to have any jurisdiction, power, superiority, or [authority over religion or state matters within the realm].

Source B: Extract from the Act of Uniformity 1559

All and every person and persons inhabiting within this realm ... shall diligently and faithfully, having no lawful or reasonable excuse to be absent, endeavour themselves to resort to their parish church or chapel accustomed ... upon every Sunday and other [religious days] ... upon pain that every person so offending shall forfeit for every such offence twelve pence to be [collected] by the church wardens of the Parish ...

What can you learn from Sources A and B about the Religious Settlement of 1559?

Source A tells me the Religious Settlement of 1559 was "WRITE A QUOTE HERE". This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B tells me the Religious Settlement of 1559 was "WRITE A QUOTE HERE". This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Q1: Study the sources below and then answer the question which follows.

Source A: A comment made by Philip II as he talked to survivors of the Armada in 1588.

I sent my ships to fight against men, not against the wind and waves of God.

Source B: This medal was issued on the orders of Elizabeth in 1588 to commemorate victory against the Armada. The inscription reads 'God blew with His wind, and th



What can you learn from Sources A and B about the reasons why the Armada failed?

Source A tells me the reasons why the Armada failed was "WRITE A QUOTE HERE". This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Source B tells me the reasons why the Armada failed was "WRITE A QUOTE HERE". This means ... **NOW EXPLAIN ANSWERING THE QUESTION.**

Question 2 writing frame:

Source C shows how ___ write the focus of the question here ___ because it discusses ___ detail what the source discusses ___

This source is an accurate reflection of ___ write the focus of the question here ___ because from my own knowledge I know ___ use own knowledge about different Puritan religious beliefs

CONNECTIVE Source C is/is not a truly accurate reflection because it was created in ___ which means ___ explain why could/could not be accurate based on the year it was created ___

CONNECTIVE, Source C is/is not a truly accurate reflection because it was created by ___ which means ___ explain why could/could not be accurate based on the person it comes from ___

CONNECTIVE, Source C is/is not a truly accurate reflection because it is a ___ which means ___ explain why could/could not be accurate based on the type of source it is ___

Overall, Source C is an accurate reflection to a certain extent.

Q2: To what extent does Source C accurately reflect the view that MPs did not have total freedom of speech?

Source C: The Lord Keeper's reply to a petition from Parliament for freedom of speech, 1593.

For freedom of speech her Majesty commands me to say that no man should be afraid to say yes or no to bills. But he is not there to speak of all things that come into his mind or to suggest new religions and governments. She said that no monarch fit to rule would allow anything so stupid

Q2: To what extent does Source C accurately reflect the social structure of Elizabethan society?

Source C: In 1593 the satirist Thomas Nash wrote an amusing comment about how society was ordered.

In London the rich look down on the poor. The Courtier the townsman. The townsman the countryman. The merchant the retailer. The shopkeeper the craftsman. The better sort of craftsman the poorer. The shoemaker the cobbler. The cobbler the cartman.

Q2: To what extent does Source C accurately reflect the importance of education in the lives of Elizabethan gentry families?

Source C: In his book, *Book of Nurture, or School of Good Manners* (1577), the Tudor gentleman Hugh Rhodes offered advice to parents and teachers.

There are few things more necessary than to teach and govern children in learning and good manners, for it is a high service to God... (Parents should) cause their children and servants to use fair speech, with reverence and courtesy to their Elders and Betters (and tell them off) for idle talk and stammering, also clumsy gestures in going or standing... Keep them from reading fables, fantasies and songs of love which cause much mischief.

Q2: To what extent does Source C accurately reflect the problems caused by an increase in the number of wandering beggars?

Source C: Concern over rising crime rates caused Edward Hext, a justice of the peace in Somerset, to write to Lord Burghley on 25 September 1596.

And this year there assembled 80 rogues... and took a whole load of cheese from the countryman and... shared it out amongst themselves... They say the rich men have got it all in their own hands and will starve the poor... I say that the large numbers of idle, wandering people and robbers of the land are the chief cause of the food shortage, for they do not work but lie idly in ale-houses [pubs] day and night eating and drinking excessively... And when they are put in jail, the poor country people they have robbed are forced to feed them.

Q2: To what extent does Source C accurately reflect the seriousness of the problems caused by increased vagrancy?

Source P: A section from the Vagabonds Act of 1572.

Where all the parts of the realm of England and Wales be presently exceedingly pestered with rogues, vagabonds and sturdy beggars, by means whereof daily happeneth horrible murders, thefts and other outrages, be it enacted that all persons above the age of fourteen, being rogues, vagabonds or sturdy beggars... shall be grievously whipped and burnt through the gristle of the right ear with a hot iron. And forasmuch as charity would that poor aged and impotent persons should necessarily be provided for [and] have habitations and abiding places to the end that they nor any of them should hereafter beg or wander about; it is therefore enacted that the Justices of the Peace shall make a register book of the names and surnames of all aged poor, impotent and decayed persons... and shall be tax all and every the inhabitants to such a weekly charge as they and every of them shall weekly contribute towards the relief of the said poor people.

Q2: To what extent does Source C accurately reflect the seriousness of the threat posed by Mary, Queen of Scots, in 1572?

Source C: Extract from Parliament's charges against Mary, Queen of Scots, made in May 1572.

She has wickedly challenged the Crown of England.

She has sought to withdraw the Duke of Norfolk from his natural obedience, against the Queen's express prohibition [to forbid something].

She has stirred the Earls of Northumberland and Westmoreland to rebel.

She has practiced [tried] to procure [get] new rebellion to be raised within this realm.

We, your true and obedient subjects, do most humbly beseech [ask, beg] your Majesty to punish and correct all the treasons and wicked attempts of the said Mary.

Q2: To what extent does Source C accurately reflect the seriousness of the threat posed by Mary, Queen of Scots to Elizabeth in 1568?

Source C: Letter written by Sir William Cecil to Elizabeth on 16th October 1569

The Queen of the Scots is and shall always be a dangerous person to your estate. Yet there are degrees of danger. If she is kept a prisoner... it will be less, if at liberty, greater.

Q2: To what extent does this source accurately reflect the extent of Elizabeth's Protestant beliefs?

Source C:

Elizabeth had been influenced by Protestants as she was growing up. Her mother, Anne Boleyn, had placed Elizabeth's religious education in the hands of her chaplain, Matthew Parker. Elizabeth and her brother, Edward, had been taught by a Protestant tutor, Roger Ascham. Elizabeth had been close to her father's last wife, Catherine Parr, who was a Protestant.

From a modern text book written on behalf of Eduqas, an exam board, for the purpose of teaching the new GCSE (1-9) in schools. Published in 2016.

Q2: To what extent does Source C accurately reflect the criticism of new theatres during Elizabethan times?

Source C: Extract from a document written by the Council of the City of London in December 1574, expressing concern over maintaining law and order.

Great disorders and inconveniences have affected this city by the great multitudes [crowds] of people, especially youths, who do to plays and shows - especially quarrels and fights; drunkenness in inns which have open stages and galleries adjoining them; withdrawing of the Queen's subjects from church services on Sundays and holidays when plays are performed; the waste of money by poor persons; various robberies by picking and cutting of purses.

Q2: To what extent does Source C accurately reflect the threat the new theatres posed to maintaining law and order during Elizabethan times?

Source P: A letter addressed to the Privy Council written by the Lord Mayor of London in 1597 in which he complains about the problems caused by the rise in number of theatres in the city.

Theatres are common places of vagrants, masterless men, thieves, horse-stealers, whoremongers, cheats, swindlers, traitors and other idle and dangerous persons to meet together to the great displeasure of Almighty God and the hurt and annoyance of her Majesty's people. We cannot prevent this for the theatres are outside the area of our control.

They maintain idleness in such persons as have no work, and draw apprentices and servants from their work, and all sorts of people from attending sermons and other religious services, causing great damage to the trade and religion of this realm.

In times of sickness many who have sores amuse themselves by hearing a play, whereby others are infected.

Q2: To what extent does Source C accurately reflect attitudes towards rough sports during this period?

Source C: A description of the game of football written by a Tudor clergyman, the Archdeacon Philip Stubbs in his book *The Anatomy of Abuses* (1585)

Football is more a fight than a game... Sometimes their necks are broken, sometimes their backs, sometimes their legs. .. Football encourages envy and hatred ... sometimes fighting, murder and great loss of blood.

Q2: To what extent does Source C accurately reflect the seriousness of the Spanish threat to England in 1588?

Source C: In his book, *Annales* (1615), the chronicler William Camden spoke about the backlash against English Catholics after 1588.

In this difficult time, some beat it many times into the Queen's head, that the Spaniards were not to be as much feared as the Catholics in England. For safety, they advised the heads of the chief Catholics should be chopped off on a false charge. The Queen thought this cruel advice and did no more than imprison some.

Q2: To what extent does this source accurately reflect the seriousness of the threat from the rebellion of the Northern Earls?

Source C: The Spanish Ambassador to England, writing in a letter to King Philip II of Spain (October 1569).

The Earl of Northumberland's servant spoke to me and said the Earls will release Queen Mary of Scotland by armed force and take possession of the North, restoring the Catholic religion in this country. They only ask that, after they have released the Queen, they should be aided by your majesty with a small number of armed soldiers.

Question 3 writing frame:

Intro: _____(give some background info on the focus of the question)_____

Main:

The first reason why _____(write the focus of the question here)_____ was _____(write your first reason here)_____.

This was because _____(give details of your reason)_____

This was an issue because _____(explain)_____

The second reason why _____(write the focus of the question here)_____ was _____(write your first reason here)_____.

This was because _____(give details of your reason)_____

This was an issue because _____(explain)_____

Conclusion: _____(give your opinion, answer the question with support)_____

Q3: Why was William Cecil, Lord Burghley, significant during the reign of Elizabeth?

Q3: Why were playwrights significant in the development of the theatre during Elizabethan times?

Q3: Why were changes in farming methods a significant cause of the increase of poverty during Elizabethan times?

Q3: Why was poverty seen as a significant threat to law and order during the reign of Elizabeth I?

Q3: Why was the settlement of the religious question a significant threat to Elizabeth?

Q3: Why was the Puritan movement seen as a significant threat to the Religious Settlement of 1559?

Q3: Why did religious conflict create significant threats to Elizabeth's reign?

Q3: Why was the 'Middle Way' significant in dealing with the problem of religion during this period?

Q3: Why was the attack on Cadiz a significant event in weakening Philip's plans for the invasion of England?

Q3: Why was Philip II of Spain seen as a significant threat to Elizabeth's reign?

Q3: Why was the weather a significant factor in explaining reasons for the defeat of the Armada?

Question 4 writing frame:

Issues chosen _____ and _____

Main:

The first reason why these factors are connected is __ (give connection) __

I know this because from my own knowledge __ (explain connection in detail

- either what they have in common or how one led to another) _____

The second reason why these factors are connected is __ (give connection) __

I know this because from my own knowledge __ (explain connection in detail

- either what they have in common or how one led to another) _____

Conclusion:

In conclusion the main reason why these factors are connected is _____

____ (give your opinion, answer the question with support) _____

Q4: Explain the connection between **TWO** of the following that are to do with Elizabethan government.

- Privy Council
- Parliament
- Lord Lieutenant
- Justices of the Peace(JPs)

Q4: Explain the connection between **TWO** of the following that are to do with the lifestyle of the rich.

- New building styles
- Landscaped gardens
- Fashion
- Education

Q4: Explain the connection between **TWO** of the following that are to do with popular entertainment during Elizabethan times.

- Theatres,
- Bear- and bull-baiting,
- Cockfighting,
- Large crowds.

Q4: Explain the connections between TWO of the following that are to do with the causes of poverty during this period.

- Enclosures
- Population growth
- Sheep farming
- Rising prices

Q4: Explain the connection between **TWO** of the following that are to do with the reasons for the increase in poverty during the sixteenth century:

- Changes in farming methods
Bad harvests
- Rural depopulation
- Rising population

Q4: Explain the connection between **TWO** of the following that are to do with Elizabeth's popularity.

- Royal portraits
- Royal progress
- Her character
- Her appearance

Q4: Explain the connection between **TWO** of the following that are to do with local government during Elizabethan times.

- Lord lieutenant
- Justices of the peace
- Parish constables
- Overseer of the poor

Q4: Explain the connection between **TWO** of the following that are to do with Catholic threats.

- Mary, Queen of Scots
- The Ridolfi Plot
- The Throckmorton Plot
- Bull of excommunication

Q4: Explain the connection between **TWO** of the following that are to do with the demands for changes to the Religious Settlement made by MPs.

- Walter Strickland
- Peter Wentworth
- Anthony Cope
- Sir Christopher Hatton

I agree with the Interpretation that ____ (write the focus of the question here) ____ to a certain extent.

The interpretation discusses ____ (summarise the interpretation) ____.

I know this to be accurate because from my own knowledge I know ____ (support your answer with detailed own knowledge) ____.

The author of this Interpretation can be relied upon because... (consider the date, author, type of interpretation and if it could be bias etc.) ____.

However, this Interpretation may not be accurate because another point of view is ____ (give the viewpoint) ____ (discuss, in detail, another threat of view from your own knowledge and explain why it was a bigger threat) ____.

Other authors may present a different viewpoint because ____ (consider reasons why other historians have other viewpoints) ____.

Overall, this interpretation could be viewed as part of the wider historical debate which includes a range of different viewpoints, therefore I agree with it to a certain extent.

Q5: How far do you agree with the interpretation that Elizabeth had little connection to the Wyatt Plot?

Interpretation 1: J.E. Neale, an historian who specialised in Tudor history, writing in his biography, *Queen Elizabeth*, published in 1934.

Mary had no doubts about Elizabeth's involvement in the plot, and if this could be proved there was small hope of mercy. Wyatt and others were examined and re-examined for evidence to convict her. It was discovered that Wyatt had twice written to her and received answers, but they were verbal only and amounted to nothing. They may not even have been hers, for some of her servants had been involved in the conspiracy, and there is no saying what use they had made of her name.

Q5: How far do you agree with the interpretation that Elizabeth maintained control over her ministers through awarding offices and favours?

Interpretation 1: An evaluation of Elizabeth's control over the Royal Court made by the writer Barbara Mervyn who was commissioned to write the book *The Reign of Elizabeth: England 1558-1603*, published in 2001.

Elizabeth can be credited with maintaining a politically stable central government by creating a Court where she exercised control by awarding offices and favours. In this way she could control rival factions.

Q5: How far do you agree with the interpretation that factional rivalry within the Privy Council may have lessened its importance?

Interpretation 1: A view of the role of the Privy Council given by the historian John Warren in his book *Elizabeth I: Meeting the Challenge: England 1541-1603*, published in 2001.

Its main functions were to advise the Queen, to administer the realm and to implement decisions taken by the Queen and Council. Since its leading Councillors headed departments of state, and were responsible for the royal finances, courts of law and national security, it is not surprising that they exercised considerable influence... However, the Council was neither a unified nor an unchanging body. Although there was much continuity among some key office holders, factional rivalry may have lessened its importance.

Q5: How far do you agree with the interpretation that the unemployed who were able to work but could not find suitable work made up little of the wandering poor?

Interpretation 1: G.R. Elton, a leading historian who specialised in Tudor history, writing in his book *England under the Tudors*, published in 1974.

The real problem of the poor was twofold. There were those who could not work and there were those who would not work and there is little evidence that those who wanted to work but could not find it ever made a sizable proportion of the wandering poor.

Q5: Study Interpretation 1. How far do you agree with this interpretation of the aims of Elizabeth's Religious Settlement of 1559?

Interpretation 1: The view of the writer Barbara Mervyn who was commissioned to write a school history textbook, *The Reign of Elizabeth: England 1558- 1603*, published in 2001.

Elizabeth did not want to be associated with Mary's legacy. The restoration of Roman Catholicism and the authority of the Pope were too closely associated in the minds of the English with the persecution of heretics, an unpopular Spanish consort and the loss of Calais. There was much to be gained from embarking on a new policy that would signal a break with the immediate past and enable Elizabeth to emerge as the architect of, and inspiration for, a new order.

Q5: How far do you agree with this interpretation of the Religious Settlement of 1559?

Interpretation 1: The view of writers Nicholas Fellows and Mary Dicken who were commissioned to write a school history textbook called *England 1485- 1603*, published in 2015

The Settlement of 1559 has been described as a *Via Media*, that is a middle way, between Catholicism and Protestantism, but it clearly was far from establishing a Catholic Church. It was a Protestant Settlement, but not an extreme one and the 'wolves coming out of Geneva', against whom one of the Catholic bishops had warned Elizabeth, were dissatisfied with some of the content. They expected further revisions in a more Calvinist direction. But Elizabeth had made her Settlement with some difficulties and sacrifices and she had no intention of re-visiting or revising her decisions. It was some years before the radical Reformers came to understand that the lady was not for turning.

Q5: How far do you agree with this interpretation that Mary, Queen of Scots, was a major threat to Protestant England?

Interpretation 1: The view of the writer Barbara Mervyn who was commissioned to write a school history textbook *The Reign of Elizabeth: England 1558-1603*, published in 2001.

Mary Stuart was a problem for Elizabeth because of her claim to the English throne and the fact that, as she was both half-French and Catholic, recognition of her claim might jeopardise England's future political independence and its official Protestant religion. As her reign progressed, Elizabeth's failure to marry or name her successor encouraged Mary to try and win the recognition she saw as rightfully hers.

Q5: How far do you agree with this interpretation of the reasons for the Spanish Armada?

An interpretation of the reasons for the Spanish Armada, from a modern website called NewAdvent.org. This website promotes the Catholic Church.

Some historians who write in support of Queen Elizabeth maintain that Philip caused the war. They say he encouraged plots against Elizabeth's throne and life, with the aim of overthrowing Protestantism. These statements are incorrect. It is clear that the Spanish Ambassador was being treated with disrespect. Spanish ships were robbed in the Channel and Drake attacked defenceless colonies on the Spanish Main.

Q5: How far do you agree with this interpretation about the threat posed by the separatist movement?

Source I: Extract from the Act against Seditious Sectaries, 1593

If any person or persons above the age of sixteen years shall obstinately refuse to repair to some church... to hear divine service, established by her Majesty's laws... by printing, writing or express words or speeches advisedly and purposely practice or go about to move or persuade any of her Majesty's subjects... to deny... her Majesty's power and authority in causes ecclesiastical [to do with the church]... or to that end or purpose advisedly and maliciously move to persuade any other person... to abstain from coming to church to hear divine service... that then every such person so offending ... shall be committed to prison there to remain until they shall conform... And if any such offender shall refuse to make such abjuration [swear and oath] as is aforesaid... the person so offending shall be adjudged a felon [which carries the death penalty].