

# Elizabethan England To Glorious Revolution

Grade Level or Special Area: 5<sup>th</sup> grade

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Length of Unit: Eight lessons, approximately 2 ½ weeks (45 minutes-one hour each)

## I. ABSTRACT

This unit focuses on the development of England from 1500-1689. Topics discussed will include Henry VIII, Elizabeth I, the Spanish Armada, Charles I, Oliver Cromwell, the Glorious Revolution and the English Bill of Rights. The main goal of the unit is to recognize that various parts of history are affected by both political and religious factors, as well as create more awareness and understanding of English history during this time period.

## II. OVERVIEW

### A. Concept Objectives

1. Recognize that political, religious and philosophical ideas have been a driving force throughout history.
2. Develop a sense of historical empathy by seeing through the eyes of people who were there.
3. Understand the meaning of time and chronology and how major events relate to one another.

### B. Content from the *Core Knowledge Sequence*

1. History and Geography: World History and Geography: Grade: England from the Golden Age to the Glorious Revolution (pp. 114-115)

### C. Skill Objectives

1. Students will study and analyze the English Bill of Rights and how it relates to the United States Constitution. (adapted from Colorado History Standard 5)
2. Students will be able to locate voyages of European (specifically English) explorers. (adapted from Colorado Geography Standard 1)
3. Students will demonstrate a chronological understanding of the study of England (1500-1689) including characteristics of kings and queens, daily life, clashing religions and their effect on society. (adapted from Colorado History Standard 1)
4. Students will locate physical features, cities and bodies of water surrounding the United Kingdom. (adapted from Colorado History Standard 2)
5. Students will describe growth and change in England from 1500-1689 with an emphasis on exploration, religious conflict and controversy over the English throne. (adapted from Colorado History Standard 3)
6. Students will explain the causes, major figures and consequences of the Glorious Revolution in England. (adapted from Colorado History Standard 5)
7. Students will cite examples of hardship in daily life among English commoners and how the Plague affected England and its monarchs.
8. Students will explain the cause of England's victory over Spain in 1588 (Spanish Armada) and how that victory shifted naval power to England.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Ferris, Julie. *Shakespeare's London: A Guide to Elizabethan London*. (Lessons Two-Three)
2. Hodges, C. Walter. *The Puritan Revolution* (Lessons Five-Six)
3. Greenblatt, Miriam. *Elizabeth I and Tudor England*. (Lessons Two-Five)

- B. For Students
  1. *Core Knowledge Sequence*, Grade 1: English Settlers (p. 29)
  2. *Core Knowledge Sequence*, Grade 4: Middle Ages (p. 91)
  3. *Core Knowledge Sequence*, Grade 5: Renaissance (p. 114)
  4. *Core Knowledge Sequence*, Grade 5: Age of Exploration (pp. 113-114)

#### IV. RESOURCES

- A. Hodges, C. Walter. *The Spanish Armada* (Lesson Four)
- B. Marrin, Albert. *The Sea King: Sir Francis Drake and His Times* (Lesson Four)
- C. Stanley, Diane and Peter Vennema. *Good Queen Bess: The Story of Elizabeth I of England* (Lessons Two-Three)
- D. Hodges, C. Walter. *The Puritan Revolution* (Lesson Five)
- E. Bonniere, Rene. *Elizabeth I: Red Rose of the House of Tudor* (VIDEO-Lesson Three)

#### V. LESSONS

##### **Lesson One: Unit Timeline (one hour, but this lesson is ongoing throughout the unit)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Understand the meaning of time and chronology and how major events relate to one another.
  2. Lesson Content
    - a. England from the Golden Age to the Glorious Revolution
      - i. England in the Golden Age
      - ii. From the English Revolution to the Glorious Revolution
  3. Skill Objective(s)
    - a. Students will demonstrate a chronological understanding of the study of England (1500-1689) including characteristics of kings and queens, daily life, clashing religions and their effect on society.
- B. *Materials*
  1. Yard stick
  2. White (or light color) butcher paper (4-5 yards in length)
  3. Colored markers (one pack)
  4. Map/globe of the world - an atlas per student would be helpful (I suggest Rand McNally Classroom Atlas)
  5. Picture of Henry VIII (you can get this from <http://www.britannia.com/history/monarchs/mon41.html>)
  6. Glue stick (one)
  7. Copy of Appendix N for teacher reference
- C. *Key Vocabulary*
  1. Timeline – a schedule of activities or events; a timetable
- D. *Procedures/Activities*
  2. Begin the day by talking about the new unit. Introduce key people (Elizabeth I, Oliver Cromwell) and tell the students that they will be learning about the people and events in England from 1500-1689.
  3. Point out England on the map or have students find it in their atlas. What country is this? (England) What is the capital of this country? (London) Have the students turn to England in their atlases or ask a volunteer point out England on the globe or classroom map.
  4. Point out the blank white paper on the wall. Tell the students they are going to be making a timeline to document all the events they will be learning in this unit.

After each lesson, a student that you choose (this can be different each time) will add that year and event to the classroom timeline. If there is time at the end of each lesson, have a student get on the internet in the classroom computer and print out a picture of the event/person they added to the timeline.

5. Teacher will model how students will add to the timeline now by beginning it at year 1491- Henry VIII is born. Draw a vertical line (either up or down from the main line in the middle of the butcher paper) and label the year and event. Glue your picture to the timeline right above the writing. You can also use Appendix N as a guideline, but you do not need to have all the events on your timeline.

E. *Assessment/Evaluation*

1. Since the timeline will be completed at the end of the unit, there is no evaluation at this time. Check to make sure that all students understand how time timeline will work by asking the class to repeat back the directions.
2. Assess student responses from the KWL chart activity.

**Lesson Two: Henry VIII and The Church of England (two days, one hour each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Recognize that political, religious and philosophical ideas have been a driving force throughout history.
  - b. Understand the meaning of time and chronology and how major events relate to one another.
2. Lesson Content
  - a. England from the Golden Age to the Glorious Revolution: England in the Golden Age
    - i. Henry VIII and the Church of England
3. Skill Objective(s)
  - a. Students will demonstrate a chronological knowledge of the study of England (1500-1689) including characteristics of kings and queens, daily life, clashing religions and their effect on society.
  - b. Students will locate physical features, cities and bodies of water surrounding the United Kingdom.

B. *Materials*

1. Poster Board (one-two, size 22"x 28")
2. Wide ruled Lined paper
3. Colored markers (one package)
4. *Elizabeth I and Tudor England*
5. Computer with internet access or computer lab access
6. Copies of Appendix A for each student
7. Copies of Appendix B for each student (if needed)
8. Copies of Appendix C for each student (if needed)

C. *Key Vocabulary*

1. Excommunicate – to deprive of the right of church membership by ecclesiastical authority (the religious authority of a particular church)
2. Church of England – Henry VIII broke away from the Catholic Church when the pope wouldn't give him a divorce; he created the Church of England and proclaimed himself the head

D. *Procedures/Activities*

1. Begin this day with a KWL chart (Appendix A). You will only be able to fill in the K (what students already know) and W (what students want to know) today; the L (what students learned) will be filled in after the lesson. Have a few

pictures of Henry VIII for the students to review and ask them if they've ever heard or recognize this man. You can find pictures on the internet or in *Elizabeth I and Tudor England*. Begin filling in the chart with ideas that the students have about this monarch (even if they are few). After you have modeled how to fill in a KWL chart, give the students 10-15 minutes to fill in the rest of their own charts (Appendix A). \* *Due to the sensitive nature of this material (divorce, beheading), if there are students for whom this content may be difficult or troubling, consider discussing it with the student or parent first.*

2. Talk about Henry VIII and his legacy. A great website for this is [www.brims.co.uk](http://www.brims.co.uk). Why did Henry have so many wives? (One main reason is that he wanted a son who would take over the throne and most of his wives had daughters. Although he did have one son, children died very easily during that time period, so Henry needed a second son to ensure his legacy would continue on.) What are some of the reasons that Henry executed some of his wives? (Again, because they were giving birth to daughters.) This would also be a good time to teach the ever popular rhyme to remember all of his marriages- "Divorced, beheaded, died. Divorced, beheaded, survived."
3. Next, divide the class in half. One half of the class will be working on a poster of the family tree of Henry VIII (see instructions below in #5.) The other half will be writing a journal entry pretending to be Henry VIII (see instructions below in #6.)
4. Have 2-3 people on your classroom computer looking up pictures of Henry VIII, his wives and his children to print out to glue on the poster with the family tree (you can also use Appendices B and C). The others in this group will be outlining the poster with the family tree. Teach the format of a family tree. Make sure that they put the fate of the person next to their name and the tree can end with Henry's children. Let the students know that this poster will be displayed in the classroom, so they should not rush through. They can use the timeline in Appendix B to help and if you do not have internet access, Appendix C has some pictures of Henry VIII wives' and some background knowledge (also on [www.larmouth.demon.co.uk](http://www.larmouth.demon.co.uk)).
5. While the family tree group is working, the rest of the class is writing a journal entry **taking on the persona of Henry VIII**. Ask the class the following questions they can use as prompts for their journals:
  - a. Why did Henry behead and divorce some of his wives?
  - b. Which one of his wives was your favorite? Why?
  - c. What do you think might happen after Henry VIII dies?
  - d. Who will take over the throne of England?Students can write about anything they've learned in class, or if possible, take the class to the computer lab and have this group research what facts they want to include in their journal entry. They can even include a picture if they choose.
6. When finished, hang the poster up on a bulletin board with some of the journal entries surrounding the poster.
7. Have the students choose (by anonymous voting) what event from the lesson they want to add to the timeline. Pick a student to add that event and picture.

E. *Assessment/Evaluation*

1. Finish KWL chart. Have students present the family tree poster and ask for volunteers who want to read their journal entry. This will not be a graded project, just an activity to give the students background knowledge for this unit.
2. **EXTENSION (or for GT students):** Have the students complete their own family tree.

### **Lesson Three: Good Queen Bess (two days, one hour each day)**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Recognize that political, religious and philosophical ideas have been a driving force throughout history.
  - b. Develop a sense of historical empathy by seeing through the eyes of people who were there.
2. Lesson Content
  - a. England from the Golden Age to the Glorious Revolution: England in the Golden Age
    - i. Elizabeth I
3. Skill Objective(s)
  - a. Students will demonstrate a chronological knowledge of the study of England (1500-1689) including characteristics of kings and queens, daily life, clashing religions and their effect on society.
  - b. Students will describe the growth and change in England from 1500-1689 with an emphasis on exploration, religious conflict and controversy over the English throne.

#### **B. Materials**

1. Colored construction paper (two per student with at least half the paper being of a lighter color)
3. Lined paper (5-10 per student)
4. White computer paper (three per student)
5. Colored markers/crayons/colored pencils
6. String or stapler
7. Three-hole punch
8. Pearson Learning Core Knowledge History Book- Level 5 (one per student)
9. *Elizabeth I and Tudor England*
10. *Elizabeth I: Red Rose of House of Tudor* (Video)
11. Overhead transparency or copies for each student of Appendix D

#### **C. Key Vocabulary**

1. Coronation – the ceremony or act of crowning a ruler
2. Persecute – to hurt or harass a group of people, in this case for their religion
3. Parliament – the national legislative body of nobles and elected representatives in England
4. Aristocrat – a member of the upper, or noble, class
5. Progress – Queen Elizabeth’s journeys outside London to visit the common people

#### **D. Procedures/Activities**

1. After reading about Elizabeth I in the Pearson Learning Core Knowledge History book (pp. 98-102), discuss the difference in the monarchs that have been studied so far in this unit.
  - a. How is Elizabeth different from her father? (She is well liked by her subjects, she never marries, she visits her subjects outside of London)
  - b. How is she different from Mary I/Bloody Mary? (Elizabeth is Protestant, Elizabeth is popular with her subjects)
  - c. What are the problems that face young Queen Bess? (The ever present issue of religion- Catholics vs. Protestants)

You can also use the book *Elizabeth I and Tudor England* to show students more pictures of Elizabeth throughout her life.

2. Watch *Elizabeth I: Red Rose of the House of Tudor* (30 minutes). Discuss any new details learned about this queen.
    - a. How was Elizabeth raised? (She was seen as the invisible princess, always vying for her father’s attention.)
    - b. What was the relationship like between Elizabeth and her half-sister, Mary? (Very competitive. Mary is constantly getting in Elizabeth’s way of succeeding.)
  3. After the discussion, have students begin work on their “Golden Age” book that they will create themselves. This book will be used throughout the unit for various projects that relate to lessons in this unit. Each student will receive two pieces of construction paper (any color they choose, but make sure that the cover of their book is a LIGHT color as they will be writing on it.) Either have the students punch holes with the three-hole punch in their construction paper, or the teacher could have done this before to handing them out. Next, give the students three pieces of white computer paper (again, this paper needs to have three holes punched out with a three-hole punch in order to make a book.) Lastly, give students 5-10 pieces of lined paper each. Have the students line up all their papers (construction paper on the front and back like flaps of a book, blank computer paper next, then lined paper) and thread string through the three holes to keep the book together. You can also use a stapler if you don’t have a hole punch or string, but it does not hold up as well. **MAKE SURE THE LIGHTER COLOR OF CONSTRUCTION PAPER IS THE TOP COVER OF THE BOOK.** Each student should now have his/her own, handmade book!
  4. Elizabeth had an excellent education. She read many different types of books in English and many other languages. The Elizabethan period is known for its incredible arts and literature and her reign made it possible for artists to focus on their works. Queen Elizabeth was known for her beautiful signature. On the overhead (or as a copy,) show the students Appendix D, Elizabeth’s signature. Tell them that the “R” after her name stands for “regina,” the word for queen in Latin. On the cover of their books, the students will now sign their signature in the style of Elizabeth. Encourage the students to **PRACTICE** their signature on a blank piece of paper first since they’ve already made their books and they can’t take them apart if they “mess up.”
  5. Students need to bring their “Golden Age” book to class on a daily basis as they will be assigned class work and homework to be completed in the book.
  6. Have the students choose (by anonymous voting) what event from the lesson they want to add to the timeline. Pick a student to add that event and picture.
- E. *Assessment/Evaluation*
1. The teacher will monitor students as they are completing their “Golden Age” books to ensure they are following directions.

**Lesson Four: British Naval Dominance and the Spanish Armada (one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand the meaning of time and chronology and how major events relate to one another.
2. Lesson Content
  - a. England from the Golden Age to the Glorious Revolution: England in the Golden Age
    - i. British naval dominance
      - a) Defeat of the Spanish Armada

- b) Sir Francis Drake
- 3. Skill Objective(s)
  - a. Students will be able to locate voyages of European (specifically English) explorers.
  - b. Students will explain the cause of England’s victory over Spain in 1588 (Spanish Armada) and how that victory shifted naval power to England.
- B. *Materials*
  - 1. Pearson Learning Core Knowledge History Book- Level 5 (one per student)
  - 2. “Golden Age” student self-made books
  - 3. *The Spanish Armada*
  - 4. *The Sea King: Sir Francis Drake and His Times*
  - 5. Copy of Appendix E for teacher to use to grade
- C. *Key Vocabulary*
  - 1. Galleon – a large Spanish sailing vessel, used as a warship or a trader
- D. *Procedures/Activities*
  - 1. Read and discuss in Pearson Learning Core Knowledge History Book, *Britannia Rules the Waves* (pp. 103-105) \*As stated in the background knowledge for students, I teach the Explorer unit before I teach this unit so the Spanish Armada is review. If you have not taught the Explorer unit previous to this one, your students will need some additional background knowledge on this battle. You can use the books in the materials section so the students can get more of a visual sense of this battle.
  - 2. As students have studied previously in other explorer units, some explorers had a daily journal in which they wrote the happenings of the day or simply their feelings about their voyage. As you are reading about Sir Francis Drake and the Spanish Armada, have the students begin to keep a journal of their own in their “Golden Age” books.
  - 3. Answer this question in more than 70 words: **Why did the Armada fail?** Proofread (check for spelling, grammar, punctuation) and turn in the final draft in cursive next class period. Appendix E is a rubric for evaluation. Ask for volunteers to read their short essays.
  - 4. Have the students choose (by anonymous voting) what event from the lesson they want to add to the timeline. Pick a student to add that event and picture.
- E. *Assessment/Evaluation*
  - 1. Teacher collects and scores essays based on Appendix E rubric.

**Lesson Five: Roundheads vs. Cavaliers/ Oliver Cromwell and the Puritans (three-four days-one hour each day)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Recognize that political, religious and philosophical ideas have been a driving force throughout history.
    - b. Understand the meaning of time and chronology and how major events relate to one another.
    - c. Develop a sense of historical empathy by seeing through the eyes of people who were there.
  - 2. Lesson Content
    - a. England from the Golden Age to the Glorious Revolution: From the English Revolution to the Glorious Revolution
      - i. The English Revolution
        - a) King Charles I, Puritans and Parliament

- b) Civil War: Cavaliers and Roundheads
    - c) Execution of Charles I
    - d) Oliver Cromwell and the Puritan Regime
  - 3. Skill Objective(s)
    - a. Students will demonstrate a chronological understanding of the study of England (1500-1689) including characteristics of kings and queens, daily life, clashing religions and their effect on society.
    - b. Students will describe growth and change in England from 1500-1689 with an emphasis on exploration, religious conflict and controversy over the English throne.
- B. *Materials*
  - 1. Pearson Learning Core Knowledge History Book- Level 5 (one per student)
  - 2. "Golden Age" student self-made books
  - 3. Pens/pencils
  - 4. Overhead/transparencies
  - 5. White computer paper (around 20 sheets)
  - 6. Black marker (use this to label computer paper with Jeopardy type numbers.
  - 7. Ruler (one per child)
  - 8. *The Puritan Revolution*
  - 9. Copies of Appendix G for each student
  - 10. Copies of Appendix H for each student
  - 11. Copy of Appendix I for teacher reference
  - 12. Copy of Appendix F for teacher reference
- C. *Key Vocabulary*
  - 1. Divine Right of Kings – the belief that kings and queens have a God- given right to rule and that rebellion against them is a sin
  - 2. Gentry – people who own land and have high social standing but no titles of nobility
  - 3. Treason – the crime of betraying one’s own country
  - 4. "Roundheads" – people who lived in London and other large towns who supported Parliament
  - 5. "Cavaliers" – in general, nobles who had country estates who supported the king.
- D. *Procedures/Activities*
  - 1. This lesson is designed to be taught over the course of three-four days. Please go at your own pace, but a good breaking point for day one would be after procedure #3. A good breaking point for day two would be after procedure #6. The students can create the game on day three and play it on day four.
  - 2. Students will read and discuss The Civil War section (pp. 106-108) in Pearson Learning Core Knowledge History Book. Have the students jot down or highlight facts that they think are important in this section. These facts will be used later on in this lesson when students will create a game (see Appendix I for examples).
  - 3. After reading about the conflict between the Roundheads and Cavaliers (this conflict mainly revolves around Charles I wanting to keep absolute power in England without help of Parliament), compare and contrast the two different views on an overhead. Use T-chart format (Appendix F as a teacher reference) to model similarities and differences among the Roundheads and Cavaliers. A few obvious similarities would be:
    - a. both groups are from England, both lived in crowded, dirty conditions that allowed diseases to be spread quickly
    - b. both sides demanded food and livestock from innocent villagers.

Some differences might include:

- a. the Cavaliers supported King Charles while the Roundheads supported Parliament
- b. Cavaliers were mostly made up of the noble class, while Roundheads were common people

Students must recreate with a ruler our compare/contrast diagram from the overhead in their "Golden Age" books and have at least **FIVE** similarities and **FIVE** differences among the two groups. If they need more resources, use *The Puritan Revolution* from the material section.

4. Students will read and discuss The Puritan Ruler section (pp. 109-111) in Pearson Learning Core Knowledge History Book (this will most likely be the next class period). Have the students jot down or highlight facts that they think are important in this section. These facts will be used later on in this lesson when students will create a game (see Appendix I for examples).
5. After reading, prompt journal questions below (students will write an entry in their "Golden Age" books) relating to this section. Hand out rubric (Appendix G) to students so that they can see what is expected. What do they think about King Charles I's death? Was it fair? Students can write from the perspective of Oliver Cromwell, Charles I or one of the king's subjects. Journal entries should be  $\frac{3}{4}$  page to a page in length and can be class work or homework.
6. After writing their journal entries, the students will share their writing with the class. Rubric for this assessment is Appendix G.
7. The students are now on their way to creating the final project of this lesson, a game. This game will demonstrate their knowledge and understanding of the material covered in this lesson. The students will be playing a Jeopardy based game on this unit so explain how the game is played (ex. Answers need to be in the form of a question). Hand out rubric (Appendix H is the rubric for the game) to students so that they can see what is expected. Have the students take out the notes they took on the Pearson History book readings (if some students did not take notes, they will be using their history books to find important information.) Divide the class into four groups. Each group will receive three sections (one group will get four) from the Pearson Learning history book. For example, group one will review the sections titled "After Elizabeth," "King James I" and "Trouble All Around" on pages 106-107. They will use these sections (and these sections ONLY) to devise **FIVE** questions AND ANSWERS about the material in these sections. The questions should range from easy to moderate to difficult, and should be key points relevant to their sections.
8. After all groups have generated questions, create a Jeopardy board on the chalk board (or overhead) and begin the game. You can be the "Alex Trebec" or you can choose a student.
9. Have the students choose (by anonymous voting) what event from the lesson they want to add to the timeline. Pick a student to add that event and picture.

E. *Assessment/Evaluation*

1. Use assessment rubric (Appendix H) to ensure students grasped the concepts presented in the Jeopardy game.
2. Teacher will check for understanding at the end of each day throughout the lesson. This will consist of asking review questions about the material covered that day (ex. After day one, ask students if they would have liked Charles I as their king. After day two, ask students if they thought Cromwell was a bit too harsh on the English people.)

**Lesson Six: Merry Monarch and Brother (one hour)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Recognize that political, religious and philosophical ideas have been a driving force throughout history.
  - b. Understand the meaning of time and chronology and how major events relate to one another.
  - c. Develop a sense of historical empathy by seeing through the eyes of people who were there.
2. Lesson Content
  - a. England from the Golden Age to the Glorious Revolution: From the English Revolution to the Glorious Revolution
    - i. The English Revolution
      - a) The Restoration (1660): Charles II restored to the English throne, many Puritans leave England for America
3. Skill Objective(s)
  - a. Students will demonstrate a chronological understanding of the study of England (1500-1689) including characteristics of kings and queens, daily life, clashing religions and their effect on society.
  - b. Students will explain the causes, major figures and consequences of the Glorious Revolution in England.
  - c. Students will describe growth and change in England from 1500-1689 with an emphasis on exploration, religious conflict and controversy over the English throne.
  - d. Students will cite examples of hardship in daily life among English commoners and how the Plague affected England and its monarchs.

**B. Materials**

1. Pearson Learning Core Knowledge History Book- Level 5 (one per student)
2. "Golden Age" student self-made books
3. Colored markers/pencils/crayons (one pack per student)

**C. Key Vocabulary**

1. Restoration – the historical period during which the monarchy was returned to England under Charles II
2. Dissenter – any Protestant who refused to belong to the Church of England
3. Bubonic plague – a deadly disease spread by fleas on infected rats

**D. Procedures/Activities**

1. Have students read and discuss pages 112-115 in Pearson Learning History book. Discuss how the English people might have felt to have a king once again on the throne who did not harshly rule the people like Cromwell's "Sword Rule." Cite a few examples about how different Cromwell and Charles II were (Charles liked to gamble, drink, dance. These were all things that Cromwell outlawed when he was in power. In contrast, though, also bring up the fact that Charles II was rather lazy and did not pay much attention to further prospering his kingdom.)
2. Talk to the students about disease (hopefully they have studied cells in Science so some of the material on bacteria will be review). In the early 1330's, the deadly bubonic plague occurred in China. Once people are infected, they infect other people very quickly. Plague causes high fever and painful swelling of the lymph glands (in your neck) called buboes, which is how it gets its name. It causes spots on the skin that are red first and then black. Several Italian merchant ships returned from China in October 1347. They docked in Sicily and

the plague spread to all of Italy in a matter of days. An eyewitness tells what happened: “Realizing what a deadly disaster had come to them, the people quickly drove the Italians from their city. But the disease remained, and soon death was everywhere. Fathers abandoned their sons. Lawyers refused to make out wills for the dying. Friars and nuns were left to care for the sick, and monasteries and convents were soon deserted, as they were stricken, too. Bodies were left in empty houses, and there was no one to give them a Christian burial.” After the worst was over, small outbreaks occurred for centuries until disappearing in the 1600’s. 25 million people died in Europe in just under five years – 1/3 of Europe’s population! Another interesting fact is that the popular childhood rhyme “Ring Around the Rosie” came from the Black Plague. Ring around the rosie refers to the black rings that appeared on your skin. Pocketful of posies means the people tried magical potions that they thought would cure them. Ashes, ashes refers to the fact that dead bodies, belongings and homes were quite often burned to stop further infection. We all fall down means well, you die. (adapted from [www.rhymes.org.uk/ring\\_around\\_the\\_rosy.htm](http://www.rhymes.org.uk/ring_around_the_rosy.htm))

3. After the gruesome discussion about the plague, have the students get out their “Golden Age” books and turn to a page that is blank paper (not lined.) Their assignment is to create a flyer that might have been put on community boards in the city center to warn people about the plague. Here is the catch...students can use NO WORDS. Since usually only upper class or nobles could read during this age, the warnings can only be in picture form. They will have the rest of the class period to work on their flyers and will present them at the beginning of the next class period, explaining their work fully.
4. Talk about the great fire in London. Even though it destroyed thousands of buildings, did any good come of it? Answer, YES! It stopped the spread of the plague. A very interesting website to have the students compare the skyline of London before and after the fire is: [www.bbc.co.uk/history/games/fire/index.shtml](http://www.bbc.co.uk/history/games/fire/index.shtml).
5. For homework (or class work if time permits) have the students write a journal entry in their “Golden Age” books re-telling the plague/fire of London story through the eyes of an onlooker. What would it have been like to live then? How would your life be different? Would you have been scared? Why or why not?
6. Have the students choose (by anonymous voting) what event from the lesson they want to add to the timeline. Pick a student to add that event and picture.

E. *Assessment/Evaluation*

1. Teacher observes students work and progress on their flyers. Encourage detail, but not gruesome scenes. This will not be a graded project; however, the flyers will test non-written skills in communicating.
2. Teacher will review journal entries and have volunteers read to the class.

**Lesson Seven: Glorious Revolution (one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Recognize that political, religious and philosophical ideas have been a driving force throughout history.
  - b. Develop a sense of historical empathy by seeing through the eyes of people who were there.
  - c. Understand the meaning of time and chronology and how major events relate to one another.

2. Lesson Content
    - a. England from the Golden Age to the Glorious Revolution: From the English Revolution to the Glorious Revolution
      - i. The “Glorious Revolution” (also called the Bloodless Revolution)
        - a) King James II replaced by William and Mary
  3. Skill Objective(s)
    - a. Students will demonstrate a chronological understanding of the study of England (1500-1689) including characteristics of kings and queens, daily life, clashing religions and their effect on society.
    - b. Students will describe growth and change in England from 1500-1689 with an emphasis on exploration, religious conflict and controversy over the English throne.
    - c. Students will explain the causes, major figures and consequences of the Glorious Revolution in England
- B. *Materials*
1. Pearson Learning Core Knowledge History Book- Level 5 (one per student)
  2. “Golden Age” books
  3. Colored markers/colored pencils/crayons (one box per student)
  4. Copy of Appendix J for teacher use
- C. *Key Vocabulary*
1. Democracy – a system of government in which power is vested in the people
  2. Coronation (review from Lesson Two) – the ceremony of act of crowning a ruler
- D. *Procedures/Activities*
1. Read and discuss pages 116-118 in Pearson Learning Core Knowledge book. Talk about why the Immortal Seven invited William to England (they wanted him to invade England to overthrow James II because he was Catholic). What were two helpful events that led to William of Orange’s arrival on English soil? (That France invaded Germany instead of Holland and that the wind shifted, making it easy to sail from Holland to England.) Why did King James II flee his own country? (His army deserted him.) Why was the coronation unusual? (England crowned a king AND a queen to rule the country together as equals.)
  2. The next activity is one in which you will need the help of your school technology person. There is a wonderful slides show of the actual coronation (in paintings, of course) available on the internet at <http://www.bbc.co.uk/northernireland/learning/william/reign2.shtml>. Click on the link and look at the right middle of the page where it says, “Relive the pomp and ceremony of William and Mary’s coronation. View the celebrations that took place all over Europe on that joyous occasion.” This should take you to the slide show. If you or your tech teacher can somehow save this on a zip disk and then project it on a screen, the students could really get a sense the magnitude of this event.
  3. Next, have the students get out their “Golden Age” books. Today they will be recreating the crowns that were talked about in the reading. Look back on page 117 in Pearson Learning history book to the paragraph where it talks about William and Mary’s coronation. It was said that the crowns were so heavy with jewels that it was hard for William and Mary to hold up their heads! They will be using their imagination to create a picture of the crowns worn by the king and queen. Hand out Appendix J so that students know what is expected of this project.
  4. Have the students choose (by anonymous voting) what event from the lesson they want to add to the timeline. Pick a student to add that event and picture.

- E. *Assessment/Evaluation*
1. Use Appendix J rubric to grade crowns. Students work does not have to be stellar in artistic quality, but needs to show effort.

**Lesson Eight: Bill of Rights (one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Recognize that political, religious and philosophical ideas have been a driving force throughout history.
  - b. Understand the meaning of time and chronology and how major events relate to one another
2. Lesson Content
  - a. England from the Golden Age to the Glorious Revolution: From the English Revolution to the Glorious Revolution
    - i. The “Glorious Revolution” (also called he Bloodless Revolution)
      - a) Bill of Rights: Parliament limits the power of the monarchy
3. Skill Objective(s)
  - a. Students will study and analyze the English Bill of Rights and how it relates to the United States Constitution.
  - b. Students will describe growth and change in England from 1500-1689 with an emphasis on exploration, religious conflict and controversy over the English throne.
  - c. Students will explain the causes, major figures and consequences of the Glorious Revolution in England.

B. *Materials*

1. Pearson Learning Core Knowledge History Book- Level 5 (one per student)
2. “Golden Age” student self-made books
3. Overhead/transparencies
4. Overhead transparency of Appendix K
5. Overhead transparency of Appendix L
6. Overhead transparency of Appendix M

C. *Key Vocabulary*

1. Parliament (review) – the national legislative body of nobles and elected representatives of England

D. *Procedures/Activities*

1. Review (from yesterday’s reading) page 118 from Pearson Learning Core Knowledge History book about the English Bill of Rights. Discuss the reasons why Parliament felt they needed to create these rules. (So that limits are put on the power of a monarch and that Parliament too is an important ruling part of England.)
2. Discuss with the class why the United States might have created the Bill of Rights (hopefully they can remember some of this from studying the American Revolution and Constitution in Grade 4).
3. Put Appendices K and L on an overhead transparency (or copy them on the board). Have the students draw a Venn diagram (Appendix M) to show the similarities and differences of these two documents (U.S. and English Bill of Rights). Some similarities include: both documents protect citizens from excessive bail or punishment, both protect a citizen’s right to free speech. A few differences are: the English Bill of Rights mainly protects Parliament against a ruler while the U.S. Bill of Rights mainly protects citizens. The English

document says nothing concerning the right to a fair trial, while the U.S. Bill of Rights does not touch upon the issue of taxation. Student's Venn diagrams need to be in their "Golden Age" book.

4. Have the students choose (by anonymous voting) what event from the lesson they want to add to the timeline. Pick a student to add that event and picture.
- E. *Assessment/Evaluation*
  1. Teacher will evaluate Venn diagrams and to check for comprehension. There will be no grade on this exercise.

## VI. CULMINATING ACTIVITY

- A. Test from Pearson Learning Core Knowledge History Book- Level 5 (in addition to the unit test, teacher can also use Appendices P and Q for a more in depth written assessment).
- B. Complete timeline from Lesson One. Every lesson should have added at least one new event to the timeline. See Appendix N for a sample timeline.
- C. Collect and grade "Golden Age" books (see Appendix O for rubric).

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: KWL chart (Lesson Two)
- B. Appendix B: Background information for Henry VIII family tree (Lesson Two)
- C. Appendix C: Six Wives of Henry VIII (Lesson Two)
- D. Appendix D: Queen Elizabeth's signature (Lesson Three)
- E. Appendix E: Rubric for Essay on Spanish Armada (Lesson Four)
- F. Appendix F: T-chart comparing Roundheads with Cavaliers (Lesson Five)
- G. Appendix G: Rubric for oral journal presentation (Lesson Five)
- H. Appendix H: Rubric for Jeopardy game (Lesson Five)
- I. Appendix I: Sample note-taking (Lesson Five)
- J. Appendix J: Rubric for William and Mary's crown (Lesson Seven)
- K. Appendix K: United States Bill of Rights (Lesson Eight)
- L. Appendix L: England Bill of Rights (Lesson Eight)
- M. Appendix M: Venn diagram (Lesson Eight)
- N. Appendix N: Timeline events (Lessons One-Eight)
- O. Appendix O: Rubric for "Golden Age" books (Lessons One-Eight)
- P. Appendix P: Written Assessment of the unit (Lessons One-Eight)
- Q. Appendix Q: Answers to written assessment (Lessons One-Eight)

## VIII. BIBLIOGRAPHY

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**Appendix A**

**KWL Chart**

<b>What I already <u>K</u>now about this topic</b>	<b>What I <u>W</u>ant to know about this topic</b>	<b>What I <u>L</u>earned about this topic</b>

## Appendix B

# BACKGROUND INFORMATION FOR HENRY VIII FAMILY TREE

- Henry VIII, second son of Henry VII, becomes King of England in 1509. He marries *Catherine of Aragon* in the same year.
- In 1516, their daughter, *Princess Mary is born*.
- In 1533, Henry VIII *divorces Catherine of Aragon* and marries *Anne Boleyn. Princess Elizabeth is born* the same year.
- In 1536, Henry VIII *divorces Anne Boleyn* and she is beheaded.
- In 1536, Henry VIII marries *Jane Seymour*.
- In 1537, *Prince Edward is born* and Jane Seymour dies.
- In 1540, Henry VIII *marries Anne of Cleves and divorces her* that same year.
- In 1540, Henry VIII *marries Catherine Howard*.
- In 1542, *Catherine Howard is beheaded*.
- In 1543, Henry VIII *marries Catherine Parr*.
- In 1547, Henry VIII dies.

Adapted from *THE LIVES OF RENAISSANCE WOMEN*, A Co-operatively Planned Humanities Unit for the Late Intermediate Level, Judith Coffin, Teacher-librarian, Elgin Park Secondary School Marlow Irvine, Integrated Studies Teacher, Semiahmoo Secondary School, Ramona Sousa, Social Studies Teacher, North Surrey Secondary School

Appendix C

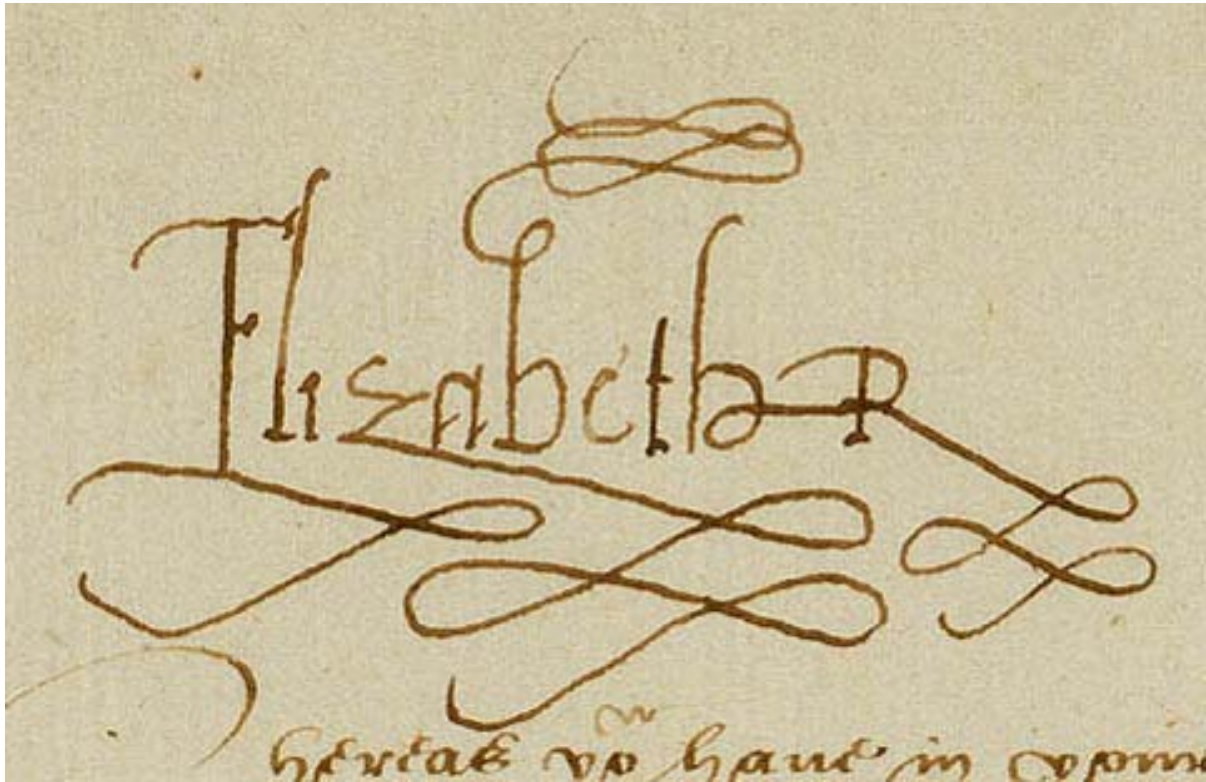
The Six Wives of Henry VIII



Adapted from <http://www.larmouth.demon.co.uk/sarah-jayne/wives/wives.html>

Appendix D

Queen Elizabeth's Signature



Adapted from <http://www.folger.edu/education/kids/queenbooks.asp>

## Appendix E

### 6+1 Trait Writing Model : Essay on Spanish Armada

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Focus on Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Accuracy of Facts (Content)</b>	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Adding Personality (Voice)</b>	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

Adapted from [www.rubistar.4teacher.org](http://www.rubistar.4teacher.org)

Appendix F

Comparing Roundheads and Cavaliers

<b>SIMILARITIES</b>	<b>DIFFERENCES</b>

## Appendix G

### Rubric for The Puritan Ruler Journal/Presentation

#### Oral Presentation Rubric : The Puritan Ruler

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Uses Complete Sentences</b>	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Vocabulary</b>	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes one-two words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (five or more) words or phrases that are not understood by the audience.

Adapted from [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org)

## Appendix H

### Making A Game : England's Jeopardy Game!

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Knowledge Gained</b>	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state one-two facts about the topic used for the game without looking at the game.	Most students in the group could easily and correctly state one-two facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.
<b>Accuracy of Content</b>	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
<b>Cooperative work</b>	The group worked well together with all members contributing significant amounts of quality work.	The group generally worked well together with all members contributing some quality work.	The group worked fairly well together with all members contributing some work.	The group often did not work well together and the game appeared to be the work of only 1-2 students in the group.
<b>Creativity</b>	The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.	The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.

Adapted from [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org)

## Appendix I

### Sample Note Taking (pages 106-108) in Pearson History Book

- 1603- Elizabeth I died, but appointed James Stuart (Mary I's son!) king
- James I ruled by divine right of kings (see vocabulary)
- King James ordered a new translation of the Bible to try to bring Catholics and Protestants together
- 1607- English colonists settle in Virginia and named it Jamestown after King James
- 1620- Puritans sail to North America to create a strictly Puritan colony= Pilgrims
- James died in 1625 and Charles I (his son) takes over
- Charles I did not understand he needed support from subjects to stay on the throne
- Charles was Protestant, but married a FRENCH CATHOLIC
- England's government was not happy about this marriage because Charles pushed more and more Catholic rituals in churches
- In Scotland (part of Charles' kingdom) they didn't like the Catholic influences in their churches (they wanted simple church services)
- Charles ordered Presbyterians (in Scotland) to use the prayer book based on the Church of England - they refused and the Scottish army marched into England
- English army was not well equipped and didn't support Charles because he didn't pay them well
- Parliament would not give Charles \$ to raise his army so went to arrest the ringleaders in Parliament
- Charles escaped to northern England to raise his army to fight Parliament - Civil War brewing
- War began in 1642 and was very confusing for all
- Cavaliers (named for the Spanish word "caballero" which means man on horseback) supported the king; they were mostly nobles and land owners
- Roundheads (named for their short and simple haircut) supported Parliament
- War brought much disease to the entire country

## Appendix J

### Rubric for Creating a Drawing : William and Mary's Crowns

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
<b>Time/Effort</b>	Class time was used wisely. Much time and effort went into the planning and design of the crown. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	
<b>Planning and Explanation</b>	Student can describe in detail at any point during the drawing process how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.	Student has thought very little about the project. Is present but is not invested in the product.	
<b>Drawing</b>	Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting. Student has great control and is able to experiment a little.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not "branched" out.	Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.	
<b>Creativity</b>	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	

Adapted from [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org)

## Appendix K

### Bill of Rights-United States

- ✓ **Amendment I**
- ✓ Freedom of speech.
- ✓ **Amendment II**
- ✓ The right to bear arms (have a weapon in your home).
- ✓ **Amendment III**
- ✓ Soldiers during war time can (and must) be housed without owners consent.
- ✓ **Amendment IV**
- ✓ Protect citizens against unreasonable search and seizure.
- ✓ **Amendment V**
- ✓ No person can be called to testify against themselves.
- ✓ **Amendment VI**
- ✓ Right to a speedy and fair trial.
- ✓ **Amendment VII**
- ✓ Right to trial by jury of peers.
- ✓ **Amendment VIII**
- ✓ Right to not have an excessive bail or punishment.
- ✓ **Amendment IX**
- ✓ Powers are reserved to the people.
- ✓ **Amendment X**
- ✓ Powers are reserved for the states.

## Appendix L

### Bill of Rights-England (Summary)

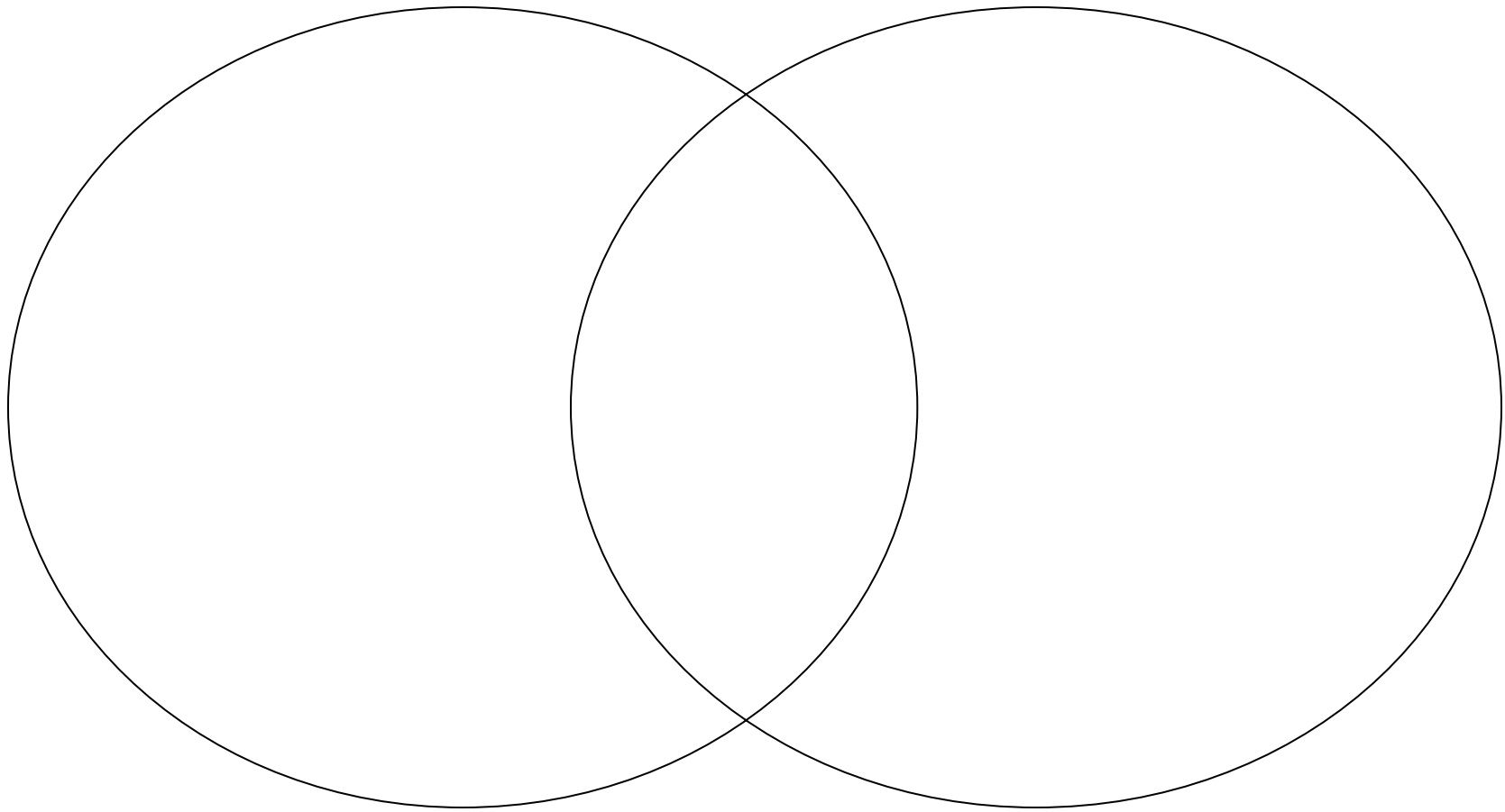
- ✓ A ruler is not allowed to set aside laws made by Parliament.
- ✓ Parliament must meet frequently.
- ✓ The ruler of England must be a Protestant and cannot marry a Catholic.
- ✓ The ruler cannot maintain a standing army in times of peace.
- ✓ A ruler cannot collect taxes without the consent of Parliament.
- ✓ 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 and defend themselves.
- ✓ People should not have to pay excessive bail or fines, nor should they be given cruel and unusual punishments.

**Appendix M**

**Venn Diagram Comparing U.S. Bill of Rights to English Bill of Rights**

U.S. Bill of Rights

English Bill of Rights



## Appendix N

### Timeline of Events

(not all events need to be on the classroom timeline)

1491- Henry VIII was born

1509- Henry became king

1592- Henry VIII established the Church of England

1547- Henry VIII died

1547- Edward VI (Jane Seymour's son) became king of England

1533- Mary I (Bloody Mary) was queen

1558- Elizabeth I was crowned queen

1559- Queen Elizabeth became head of the English Church

1586- Queen Elizabeth signed the death warrant for Mary I

1577-1580- Sir Francis Drake's trip around the world

1588- Spanish Armada is defeated, England now strongest naval power

1603- Queen Elizabeth died

1603- James I became king of England

1607- English colonists settled in Jamestown, Virginia (named in honor of King James)

1620- Puritan group sailed to North America to flee religious persecution in England (the Pilgrims)

1625- King James I died

1625- Charles I became king of England

1642- King Charles escaped to northern England to raise an army against his own Parliament

1642-1646- Civil War in England

1649- King Charles I executed and Oliver Cromwell becomes ruler

1658- Cromwell died

1660- Charles II returned to rule England

1665- Bubonic (Black) Plague

1666- Great fire of London

1685- King Charles II died

1685- James (King Charles II brother) became king of England

1688- William and Mary's Coronation/ Glorious Revolution

1689- English Bill of Rights passed

## Appendix O

### "Golden Age" Books Rubric

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Content - Accuracy</b>	All facts in the book are accurate.	99-90% of the facts in the book are accurate.	89-80% of the facts in the book are accurate.	Fewer than 80% of the facts in the book are accurate.
<b>Writing - Vocabulary</b>	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use one-two words incorrectly.	The authors do not incorporate new vocabulary.
<b>Spelling and Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the book.	No more than one spelling error remains after one person other than the typist reads and corrects the book.	No more than three spelling errors remain after one person other than the typist reads and corrects the book.	Several spelling errors in the book.
<b>Attractiveness and Organization</b>	The book has exceptionally attractive formatting and well-organized information.	The book has attractive formatting and well-organized information.	The book has well-organized information.	The book's formatting and organization of material are confusing to the reader.
<b>Knowledge Gained</b>	All students in the group can accurately answer all questions related to facts in the book and to technical processes used to create the book.	All students in the group can accurately answer most questions related to facts in the book and to technical processes used to create the book.	Most students in the group can accurately answer most questions related to facts in the book and to technical processes used to create the book.	Several students in the group appear to have little knowledge about the facts or technical processes used in the book.





## Appendix Q, page 1

### Possible Answers to Unit Test

1. There are a few reasons why Elizabeth was so well liked by her subjects. Firstly, on her coronation day, Elizabeth wanted to be seen as a powerful monarch, but she combined practices of Catholic and Protestants during the religious ceremony. This gave the two groups a sense that she was not biased to one or the other. She was also a queen that loved and trusted her people. She went on "progresses" every summer to tour her kingdom. Unlike any monarch before her, she would visit the common people; watch their plays and eat their foods. Every chance she had, she would express her love and appreciation for her subjects.
2. Spain was the major naval power in Europe for centuries. In 1588, an impressive Spanish fleet of 130 ships sailed towards England in their tight formation. The English, though much smaller of an army, decided to set fire to some of their ships and send them out towards the tight Spanish fleet. This forced Spain to break formation and therefore allowed England to fight a battle ship to ship rather than take on the entire fleet. Another reason was the weather. As the Spanish retreated, a powerful wind drove their ships into the rocks.
3. The main cause of the English Civil War was the argument between Parliament and the monarch over power. James I (and his son, Charles I) believed in the divine right of kings (that the king had absolute power). When Charles I became king, he married a French Catholic and this action angered Parliament and the English people. When Charles began to make demands about which Bible was to be used in churches, fighting broke out. Charles tried to raise an army against his own Parliament! The Civil War lasted for four years.
4. Oliver Cromwell was the leader of the Roundheads. After winning several battles against Charles I and the Cavaliers, Cromwell decided to put the king on trail for treason. In January 1649, Charles I was executed. Even though Cromwell did not accept the crown, he did rule England as king and he instilled his strongly religious background upon England. Cromwell was important to England (and ultimately the United States) because he was believed to have tried out many different types of government, which eventually led England to a more democratic system.

## Appendix Q, page 2

5. In the early 1330s an outbreak of deadly bubonic plague occurred in China. Plague mainly affects rodents, but fleas can transmit the disease to people. Once people are infected, they infect others very rapidly. Plague causes fever and a painful swelling of the lymph glands called buboes, which is how it gets its name. The disease also causes spots on the skin that are red at first and then turn black. In October of 1647, an Italian ship returning from China brought the plague to Europe. By the following August, the plague had spread as far north as England. The plague was stopped, however, after the Great Fire of London in 1666. The fire killed all the rats that carried the disease and therefore stopped the spread; however, not after 13,000 houses were destroyed.
  
6. The coronation of William and Mary was very special because the crown was offered to both the king and the queen. The two would rule together as equals, which had not happened previously in England. William and Mary were also important to English history because they made a very important step towards democracy by creating the Bill of Rights in 1689, thus limiting the power of the monarch.
  
7. Various answers.