

# Kings and Queens

## England: The Golden Age

Grade Level: 5<sup>th</sup> grade

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Length of Unit: 10 lessons

### I. ABSTRACT

The focus of this unit is for students to develop a historical understanding of England from the Golden Age to the Glorious Revolution. This includes geographical mapping of Great Britain as well as the expedition of Sir Francis Drake. Through the study of the rulers of England, the student will develop an acute awareness of the interwoven relationship between religion and state. This unit will provide many opportunities to reinforce writing, speaking, and listening skills using a variety of assessment techniques to ensure that the student will come away with an understanding of the Golden Age of England and its place in history as related to the world and to the development of our country, America.

### II. OVERVIEW

#### A. Concept Objectives

1. Learn how major events relate to each other through chronology.
2. Understand how historical events have multiple causes and effects.
3. Learn how a nation's literature and arts react to its political and social development.

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

1. England from the Golden Age to the Glorious Revolution (p.114-115)

#### C. Skill Objectives

1. The student uses geographic tools to collect, analyze, and interpret data. (5.6)
2. The student analyzes the effects rulers, religions, and leadership philosophies have on England. (5.23)
3. The student uses writing as a tool for learning and research. (5.21)
4. The student speaks clearly and appropriately to different audiences for different purposes and occasions. (5.5)
5. The student reads to increase knowledge of his/her own culture, to the cultures of others, and the common elements of cultures. (5.14)
6. The student will explain how people adapt to and modify their environment. (5.9)
7. The student communicates in written, oral, and visual forms. (5.26)
8. The student relates music to history, to society, and to culture. (5.5)
9. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (5.25)
10. The student listens actively and purposely in a variety of settings. (5.1)

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. Davis, Kenneth C. *Don't Know Much About the Kings and Queens of England*. Harper Collins Publishers, 2002, 0-06-028611-3.
2. Ferris, Julie. *Shakespeare's London: A Guide to Elizabethan London*. New York, NY: Kingfisher, 2000, 0-7534-5234-0.
3. Hirsch, Jr., E.D. *Pearson Learning Core Knowledge: History and Geography Level Five*. Pearson Learning, 2002, 0-7690-5026-3.

#### B. For Students

1. Europe in the Middle Ages
2. Shakespeare in language arts
3. European Exploration and Trade and Clash of Cultures
4. World geography
5. Social Studies from *What Your Fourth Needs to Know*

#### IV. RESOURCES

- A. Chrisp, Peter. *Shakespeare*.
- B. Davis, Kenneth C. *Don't Know Much About the Kings and Queens of England*.
- C. Ferris, Julie. *Shakespeare's London: A Guide to Elizabethan London*.
- D. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History and Geography Level 5*.
- E. Hirsch, Jr. E.D. *What Your Fifth Grader Needs to Know*.
- F. Thompson, Gare. *52 Ways to Use Paperbacks in the Classroom for Grades K to 6*.

#### V. LESSONS

##### Lesson One: Geography of England

- A. *Daily Objectives*
  1. Concept Objectives
    - a. Learn how major events relate to each other through chronology.
    - b. Understand how historical events have multiple causes and effects.
  2. Lesson Content
    - a. England in the Golden Age (p. 114)
  3. Skill Objectives
    - a. The student uses geographic tools to collect, analyze, and interpret data. (5.6)
    - b. The student communicates in written, oral, and visual forms. (5.26)
    - c. The student listens actively and purposely in a variety of settings. (5.1)
- B. *Materials*
  1. map of England (Appendix A)
  2. *Shakespeare's London: A Guide to Elizabethan London*
  3. map pencils
  4. globe
  5. student atlas
  6. poster board
  7. markers
  8. map key for grading (Appendix B)
  9. KWL graphic organizer (Appendix C)
- C. *Key Vocabulary*
  1. England-one of the countries of the United Kingdom of Great Britain and Northern Ireland. London, Birmingham, Liverpool, and Manchester are in England. The king or queen of England is the king or queen of the United Kingdom. The name England is often used to refer to all of Great Britain.
  2. English Channel-Arm of the Atlantic Ocean between France and Britain.
  3. Wales-One of the four countries that make up the United Kingdom.
  4. London-Capital of Britain, located in southeastern England on both sides of the Thames River. Home of Westminster Abbey, Hyde Park, Buckingham Palace, Big Ben, the Tower of London.
- D. *Procedures/Activities*

1. Brainstorm what we already know about England. Students can draw on their knowledge from previous units of study such as European exploration and trade, and the Renaissance and the Reformation. Write information on KWL chart that will be referred to throughout the unit. Have three poster boards for each topic (What We Know, What We Want to Know, and What We Learned). Have first poster board up and as students mention things they know, write them on the What We Know chart.
  2. Look at England in reference to what was learned in previous units. Use a world map or globe and locate the United States. Discuss the location of England in relation to the rest of Europe. (It is to the west) Locate major cities and landmarks such as North Sea, Irish Sea, English Channel, Scotland, Ireland, Wales, Isle of Man, and Atlantic Ocean. Use outline map of England for locating major cities.
  3. Using an adapted map of Shakespeare's London from the book *Shakespeare's London: A Guide to Elizabethan London* that teacher has enlarged to be bulletin board size, locate points of interest in city with students. As you proceed throughout the unit, use the map to show where you are talking about.
  4. To close today's lesson, use your What You Want to Know chart to find out things that the students are interested in learning about the Golden Age in England. Discuss and write down students' thoughts.
- E. *Assessment/Evaluation*
1. Look at the charts that were filled with students' thoughts.
  2. Using a rubric, assess student's maps based on how accurately they label and identify the major cities, bodies of water, and points of interest.
- F. *Extension*
1. As an alternate activity, as students say things that they already know, begin making a power point presentation using this as one of the first slides.

## **Lesson Two: Henry VIII and the Church of England**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Learn how major events relate to each other through chronology.
    - b. Understand how historical events have multiple causes and effects.
  2. Lesson Content
    - a. England in the Golden Age (p. 114)
  3. Skill Objectives
    - a. The student analyzes the effects rulers, religions, and leadership philosophies have on England. (5.23)
    - b. The student uses writing as a tool for learning and research. (5.21)
    - c. The student communicates in written, oral, and visual forms. (5.26)
    - d. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. (5.14)
    - e. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (5.25)
    - f. The student listens actively and purposely in a variety of settings. (5.1)
    - g. The student will explain how people adapt to and modify their environment. (5.9)
- B. *Materials*
1. yarn, ribbon, or brad fasteners
  2. six or more pieces of construction paper per student

3. watercolor weight paper
  4. Pearson Learning History and Geography
  5. Questions and answers for class activity (Appendix D)
  6. notepaper
  7. note taking outline (Appendix E)
  8. notes for teacher (Appendix F)
  9. pencil
  10. map colors
  11. four and a half by eleven inch strips of construction paper
  12. small rings
  13. single hole punch
  14. timeline for teacher (Appendix G)
  15. Henry VIII rubric (Appendix H)
- C. *Key Vocabulary*
1. Church of England-the established church in England. The Church of England is Protestant, and is governed by bishops, with the king or queen as its official head.
- D. *Procedures/Activities*
1. Begin this day by binding folios with the students that they will use to keep work together that relates to this unit. Each day the student will add information that was learned into their folio. They can also add quizzes and activities that will all be turned in at the end of the unit. In Shakespeare's day, scribes would rewrite his works. Some scribes or the printer would leave out some words to save money on paper. Unlike Shakespeare, the students will be in charge of what they write in their folios. Have students fold three pieces of paper together, at a time, to form a signature. (This is a bookbinding term.) Punch three holes in each signature, one at a time, using the first signature as a guide. Fold the watercolor weight piece of paper together; decorate the front cover of your folio. Decorate however you wish. When cover is complete, place the signatures inside centering them on the cover. Thread ribbon through the holes to bind your folio.
  2. Discuss with the students what was learned previously about the Reformation. Teacher will have a list of questions that will be asked out loud. The students will have strips of paper with answers on them. As the teacher asks a question, the student with the correct answer will stand up and read the answer. Continue until all questions have been answered correctly.
  3. Hold up picture of Henry VIII. Ask students who the person is and if they know anything about him. Tell the students that an outline of today's lecture will be given out but that they must take notes as the discussion goes on.
  4. Introduce timeline that will be added to piece by piece. Help students place events from the Golden Age to the Glorious Revolution in England's history in order by giving each student six four and a half by eleven-inch strips of white construction paper. Ask them to label each strip with the following time periods: 1450-1499, 1500-1549, 1550-1599, 1600-1649, 1650-1699, and 1700-1750. Then have the students punch one hole in the top left hand corner so that they can be easily stored on a ring in their binder. Have the students write the following events under the appropriate time periods on their cards. Today we will add that King Henry was born in 1491. He became king in 1509. Henry established the Church of England in 1529. Henry died in 1547.
  5. To end today's lesson, we will have a little fun with King Henry. What is King Henry VIII known for? Having six wives. There is an easy way to remember the fate of each of Henry's wives. This little rhyme will help you remember them:

Divorced, beheaded, died; Divorced, beheaded, survived. This is what happened to each of his wives. The first was divorced for failure to produce a son. The second was beheaded because she had one daughter and some failed pregnancies, but no son. The third died in childbirth while giving Henry a son. The fourth was divorced because he thought that she was ugly. The fifth was beheaded because she was in love with one of Henry's advisors. The sixth survived Henry and took care of him until he died.

6. The student will write a "Henry the Eighth I Am" paper. Using the Pearson History and Biography book, notes, and their own imagination the students will write a short biography about Henry VIII. They need to include when and where he was born, what happened during his life, what people influenced his life, and what lasting changes he made for the future.

E. *Assessment/Evaluation*

1. Evaluate how students worked on their timelines.
2. Using a rubric, look over students' papers about Henry VIII and grade.

**Lesson Three: Elizabeth I**

A. *Daily Objectives*

1. Concept Objectives
  - a. Learn how major events relate to each other through chronology.
  - b. Understand how historical events have multiple causes and effects.
2. Lesson Content
  - a. England in the Golden Age (page 114)
3. Skill Objectives
  - a. The student analyzes the effects rulers, religions, and leadership philosophies have on England. (5.23)
  - b. The student communicates in written, oral, and visual forms. (5.26)
  - c. The student uses geographic tools to collect, analyze, and interpret data. (5.6)
  - d. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (5.25)
  - e. The student listens actively and purposely in a variety of settings. (5.1)
  - f. The student will explain how people adapt to and modify their environment. (5.9)
  - g. The student relates music to history, to society, and to culture. (5.5)

B. *Materials*

1. Pearson Learning Core Knowledge History and Geography book
2. timelines
3. pencil
4. feather
5. scissors
6. cutting board
7. knife
8. jar of ink
9. parchment paper
10. rubber cement
11. notes for teacher (Appendix I)

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 religious beliefs
3. Parliament-the national legislative body of nobles and elected representatives in England
4. aristocrat-a member of the upper, or noble, class

D. *Procedures/Activities*

1. Introduce vocabulary. Students will read and discuss the Elizabeth I lesson in the Pearson Learning Core Knowledge History and Geography book pages 98-102.
2. Take out timelines and add some more dates. In 1547 Edward the Sixth (Jane Seymour's son) was king. In 1553 Bloody Mary was ruling. In 1558-1603 Elizabeth was crowned queen. In 1559 Queen Elizabeth became head of the English Church. In 1586 Queen Elizabeth signs the death warrant of Mary, Queen of Scots.
3. Referring to your bulletin board map of London, label the Tower of London and Saint Paul's Cathedral as a class.
4. Elizabeth was known for her ornate signature. You will be able to find a copy of her signature in many of our sources listed. Discuss her signature that appeared on legal documents. It is important to have a signature of your very own. Have the students make their own quill pens by taking a feather and starting at the bottom of the quill cut two inches of feather along each side of the stem, making sure not to cut the stem. To create the writing nib, or the point of the pen, cut the flat bottom of the stem at a sharp angle with scissors. Place the quill on a cutting board and with the knife, carefully make a half inch slit down the center of the quill in the hollow part of the nib. Have the students dip their pen in the jar of ink and design their own signatures using a quill pen and parchment paper. These signatures can then be cut and glued onto another piece of paper to have the look of a frame. Display signatures where others can see them. Hint: you may want to place signatures around a picture of the bust of Shakespeare, which is holding a quill pen, and tell about some of the history of the pen.

E. *Assessment/Evaluation*

1. The teacher will monitor as the students add to their timeline.
2. The teacher will monitor students as they make their quill pens and design their signatures making sure that they are following directions.

**Lesson Four: Elizabethan Age (3 days)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Understand how historical events have multiple causes and effects.
  - b. Learn how a nation's literature and arts react to its political and social development.
2. Lesson Content
  - a. England in the Golden Age (page 114)
3. Skill Objectives
  - a. The student uses writing as a tool for learning and research. (5.21)
  - b. The student speaks clearly and appropriately to different audiences for different purposes and occasions. (5.5)
  - c. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. (5.14)
  - d. The student communicates in written, oral, and visual forms. (5.26)
  - e. The student relates music to history, to society, and to culture. (5.5)

- f. The student uses geographic tools to collect, analyze, and interpret data. (5.6)
- g. The student listens actively and purposely in a variety of settings. (5.1)
- h. The student will explain how people adapt to and modify their environment. (5.9)

B. *Materials*

- 1. one poster board per three students
- 2. construction paper
- 3. markers
- 4. pencils
- 5. map pencils
- 6. rubber cement
- 7. computer
- 8. copy machine
- 9. research materials
- 10. white paper
- 11. scissors
- 12. rulers
- 13. presentation rubric (Appendix J)

C. *Key Vocabulary*

- 1. Students will make their own lists of new vocabulary during the activities of this lesson.

D. *Procedures/Activities*

- 1. In this lesson the students will research many different aspects of the Elizabethan Age. This research will help the students understand how the rule of Elizabeth helped England to become prosperous both economically and culturally. This growth was due to the political stability. Areas to research are: Shakespeare's childhood, the Globe (staging and the audience), Queen Elizabeth's court, religious conflict, London, the Tower of London, London Bridge, shopping in London (markets), food and drink, recreation (sports), music, and clothing. They will work in groups of three to find out information about their specific topic. Some good ideas for research materials are the Internet, books provided in resources list, library, etc. Allow time for students to brainstorm about their topic and come up with a plan for the poster that will be given to them and to talk about who will be presenting each part. Posters will be given to students after the teacher has approved their plan. The teacher will be looking for organization (use of space, etc.) and information.
- 2. Allow time for students to continue to research on the second day. As they research, the students may add points of interest to the bulletin board map. Begin producing poster within groups.
- 3. Students will need to be prepared to present on third day. Each group will be given ten minutes to present their topic.
- 4. Begin reading Shakespeare's A Midsummer Night's Dream together. This will need to be done at the same time as the rest of the unit as it will be presented in the culminating activity.
- 5. Also have your music teacher begin talking about Felix Mendelssohn and his Overture, Scherzo, and the Wedding March from A Midsummer Night's Dream.

E. *Assessment/Evaluation*

- 1. Rubric evaluation for poster and presentation. (Appendix J)

## **Lesson Five: British Naval Dominance and Exploration and North American Settlements**

### *A. Daily Objectives*

1. Concept Objectives
  - a. Learn how major events relate to each other through chronology.
  - b. Understand how historical events have multiple causes and effects.
2. Lesson Content
  - a. England in the Golden Age (page 114)
3. Skill Objectives
  - a. The student uses geographic tools to collect, analyze, and interpret data. (5.6)
  - b. The student will explain how people adapt to and modify their environment. (5.9)
  - c. The student communicates in written, oral, and visual forms. (5.26)
  - d. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (5.25)
  - e. The student listens actively and purposely in a variety of settings. (5.1)

### *B. Materials*

1. map of world and transparency of map of the world
2. notes for teacher (Appendix K)
3. map pencils
4. journal entry A and B (Appendix L)
5. notes for teacher (Appendix M)
6. overhead
7. timeline
8. pencil
9. rubric for grading maps (Appendix C)

### *C. Key Vocabulary*

1. armada—a fleet of over a hundred ships set by King Philip II of Spain to conquer England in 1588. Although called the “Invincible Armada,” it was destroyed by a combination of English seamanship, Dutch reinforcements, and bad weather.

### *D. Procedures/Activities*

1. On overhead transparency map of the world, follow Sir Francis Drake’s expedition on the seas. Students will mark on their maps important landmarks that Drake passes. (Note: When you reach a darkened word, stop and label location on transparency map as students label individual maps.)
2. Pass out journal paper entitled July 1588. Each student will write a journal entry from the perspective of one of the following people: Francis Drake, Queen Elizabeth, one of Drake’s men, King Philip, one of the Spanish sailors, an English commoner, a Spanish nobleman, or one of the ship builders. The student will write a journal entry about how they think that this battle will progress.
3. Next journal entry will be November 1588. The student will write another journal entry from the same perspective but now being fully aware of when the Spanish Armada was defeated.
4. Add to timeline the following dates: 1577-1580 Drake’s trip around the world, 1588 Spanish Armada is defeated, 1601 Elizabeth’s farewell speech to Parliament. Have students take one piece of yellow or gold paper that extends from the beginning to the end of the Golden Age and label it appropriately.

### *E. Assessment/Evaluation*

1. Check the students’ maps for neatness and accuracy.
2. Evaluate the listening skills of the students.

3. Monitor as students write journal entries.

### **Lesson Six: King James I: Beginning of the Revolution**

#### *A. Daily Objectives*

1. Concept Objectives
  - a. Learn how major events relate to each other through chronology.
  - b. Understand how historical events have multiple causes and effects.
2. Lesson Content
  - a. English Revolution (page 115)
3. Skill Objectives
  - a. The student analyzes the effects rulers, religions, and leadership philosophies have on England. (5.23)
  - b. The student communicates in written, oral, and visual forms. (5.26)
  - c. The student uses writing as a tool for learning and research. (5.21)
  - d. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (5.25)
  - e. The student listens actively and purposely in a variety of settings. (5.1)
  - f. The student will explain how people adapt to and modify their environment. (5.9)

#### *B. Materials*

1. chronicle 5 W's (Appendix N)
2. pencil
3. resource material
4. note taking outline (Appendix O)
5. notes for teacher (Appendix P)
6. timeline

#### *C. Key Vocabulary*

1. divine right of kings-the doctrine that kings and queens have a God-given right to rule, and that rebellion against them is a sin.

#### *D. Procedures/Activities*

1. As an introduction to this lesson, the student will write a chronicle. Remind students that chroniclers were the journalists and historians of the Middle Ages. They should write about Queen Elizabeth giving the throne over to James VI of Scotland. This takes place in London. The year is 1603. Queen Elizabeth was dying and she needed a new successor for England. James was the next in line and he also believed the same as she about the Church of England. The student needs to be sure to include the five "W's" (found above). The teacher can also prompt students by using questions such as: will the people be shocked? How would this change the country?
2. Move on to a note taking discussion with the following information. See Appendix P
3. Add to timeline as a class the following dates: 1603 King James I becomes king of England. 1607 English colonists settle in Jamestown, Virginia (named in honor of King James). 1620 a Puritan group of 103 people sail to North America and settle in Plymouth, Massachusetts (also known as the Pilgrims).

#### *E. Assessment/Evaluation*

1. Check over students' chronicle to see if they meet the criteria.

### **Lesson Seven: King Charles I, Puritans and Parliament**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Learn how major events relate to each other through chronology.
    - b. Understand how historical events have multiple causes and effects.
  2. Lesson Content
    - a. English Revolution (page 115)
  3. Skill Objectives
    - a. The student analyzes the effects rulers, religions, and leadership philosophies have on England. (5.23)
    - b. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. (5.14)
    - c. The student communicates in written, oral, and visual forms. (5.26)
    - d. The student speaks clearly and appropriately to different audiences for different purposes and occasions. (5.5)
    - e. The student uses writing as a tool for learning and research. (5.21)
    - f. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (5.25)
    - g. The student listens actively and purposely in a variety of settings. (5.1)
    - h. The student will explain how people adapt to and modify their environment. (5.9)
- B. *Materials*
1. Pearson Learning History and Geography book
  2. paper
  3. pencil
  4. timeline
- C. *Key Vocabulary*
1. none
- D. *Procedures/Activities*
1. Today students will read, in table groups, in Pearson Learning Core Knowledge History and Geography book about King Charles I, the bossy king, found on pages 107-108.
  2. After reading, have groups come up with four questions to play “Stump the Class”. They may use any pages from 99-108 to help them write questions. The students need to have at least two questions from today’s reading. The questions must focus on content. After all groups have finished finding questions, come back together and turn in questions to the teacher. The teacher will monitor the game by asking individual questions to the class. Each group can discuss the answer and then the spokesperson will stand quietly. The first to stand will be able to try and answer the question. If no one is able to answer the question, a point will be awarded to the group that wrote the question. If someone else gets the correct answer, his or her team will receive the point. The team with the most points wins the game.
  3. Add to timeline: 1625 King James I dies and son, Charles takes over throne. 1642 King Charles I escaped to northern England to raise an army against his own Parliament. 1642 Civil War in England begins
- E. *Assessment/Evaluation*
1. Teacher will monitor the “Stump the Class” game.

**Lesson Eight: Civil War: Cavaliers and Roundheads (Oliver Cromwell)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Learn how major events relate to each other through chronology.
  - b. Understand how historical events have multiple causes and effects.
2. Lesson Content
  - a. English Revolution (page 115)
3. Skill Objectives
  - a. The student analyzes the effects rulers, religions, and leadership philosophies have on England. (5.23)
  - b. The student uses writing as a tool for learning and research. (5.21)
  - c. The student speaks clearly and appropriately to different audiences for different purposes and occasions. (5.5)
  - d. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. (5.14)
  - e. The student communicates in written, oral, and visual forms. (5.26)
  - f. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (5.25)
  - g. The student listens actively and purposely in a variety of settings. (5.1)
  - h. The student will explain how people adapt to and modify their environment. (5.9)

B. *Materials*

1. facts chart (Appendix Q)
2. pencil
3. Pearson Learning book
4. notes for teacher transparency (Appendix R)
5. overhead projector
6. timeline
7. debate etiquette transparency (Appendix S)

C. *Key Vocabulary*

1. gentry-people who have their own land and have high social standing but no titles of nobility
2. treason-the crime of betraying one's own country

D. *Procedures/Activities*

1. Using facts chart, students will read information from overhead projector and search for facts that support the main ideas presented. The students should write down facts under the appropriate heading. (Additional information and facts can be found on pages 109-111 in Pearson Learning book.)
2. Add to timeline the following dates: 1642-1646 Civil War in England, 1649 King Charles I was executed and Oliver Cromwell became ruler, 1658 Cromwell died. Have students take one strip of red paper and extend it from beginning to end of English Revolution and label.
3. After note taking, the class will participate in a debate. Divide the class into two groups. Within those groups, have them decide on two speakers for each group. You could also have them assign the part of secretary and researchers to others in the group. They should talk and research about their side (Roundheads or Cavaliers) for about fifteen minutes. Points to include would be reasons why they believe what they believe, why or why not they supported the king, about their religious beliefs, and if they thought that they were doing the right thing. After discussing with their groups, they will come together and present their sides and the remaining panel can ask questions of the sides. After questions, each side will

have an opportunity to present closing arguments and close the debate. The teacher will be the monitor. After all is finished, we will have group discussion about what each side did that made it believable. The students will then fill out an evaluation form about the debate.

- E. *Assessment/Evaluation*
1. The teacher will grade the fact chart to see if the student has at least two or three accurate supporting details.
  2. The teacher will monitor the debate to see if the concepts of the lesson are understood

### **Lesson Nine: The Restoration: Charles II**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Learn how major events relate to each other through chronology.
    - b. Understand how historical events have multiple causes and effects.
  2. Lesson Content
    - a. English Revolution (page 115)
  3. Skill Objectives
    - a. The student analyzes the effects rulers, religions, and leadership philosophies have on England. (5.23)
    - b. The student communicates in written, oral, and visual forms. (5.26)
    - c. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (5.25)
    - d. The student listens actively and purposely in a variety of settings. (5.1)
    - e. The student will explain how people adapt to and modify their environment. (5.9)
- B. *Materials*
1. Venn diagram worksheet (Appendix T)
  2. Pearson Learning book
  3. pencil
  4. timeline
  5. paper
  6. essay rubric (Appendix U)
- 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 silently pages 112-115 in their Pearson Learning book. As the student reads, they are to fill in a Venn diagram (see Appendix T) comparing and contrasting the rule of Charles II and his brother, James II.
  2. When all students have completed their Venn diagrams, come back together and share and record information while adding it to the larger diagram on the board.
  3. Have students write an essay summarizing the information that they found using the Venn diagram. The essay should include similarities and differences as they affected each ones rule.
  4. Add to timeline: 1660 Charles II returned to rule England, 1665 Bubonic Plague, 1666 The Great Fire of London, 1685 King Charles II died and his brother, James II took over the throne

- E. *Assessment/Evaluation*
1. The teacher will listen as students give information to be included on the large Venn diagram.
  2. The teacher will grade the students' essays for grammatical errors as well as content.

**Lesson Ten: King James II Replaced by William and Mary (1-2 days)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Learn how major events relate to each other through chronology.
  - b. Understand how historical events have multiple causes and effects.
  - c. Learn how a nation's literature and arts react to its political and social development.
2. Lesson Content
  - a. Glorious Revolution (page 115)
3. Skill Objectives
  - a. The student analyzes the effects rulers, religions, and leadership philosophies have on England. (5.23)
  - b. The student communicates in written, oral, and visual forms. (5.26)
  - c. The student speaks clearly and appropriately to different audiences for different purpose and occasions. (5.5)
  - d. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (5.25)
  - e. The student listens actively and purposely in a variety of settings. (5.1)
  - f. The student will explain how people adapt to and modify their environment. (5.9)
  - g. The student relates music to history, to society, and to culture. (5.5)

B. *Materials*

1. information about William and Mary on scroll (Appendix V)
2. bell
3. Bill of Rights written on parchment paper (Appendix W)
4. two crowns
5. two sheets that can be used as robes
6. pillows
7. scepter
8. timeline
9. strips of purple paper
10. pencil
11. two chairs to be used as thrones
12. coronation ceremony (Appendix X)
13. questions and answers for teacher (Appendix Y)

C. *Key Vocabulary*

1. democracy-a system of government in which power is vested in the people.

D. *Procedures/Activities*

1. To introduce the new information today, the teacher will enter the classroom as a bearer of news ringing a bell with a rolled up scroll that invites the students to the coronation of William and Mary. (Information for scroll on Appendix V)
2. After learning about William and Mary, the class will participate in a royal coronation ceremony.

3. Add to timeline the following dates: 1688 William and Mary have their coronation and the Glorious Revolution began. 1689 English Bill of Rights passed. Have students take one strip of purple paper and extend it from beginning to end of the Glorious Revolution.
- E. *Assessment/Evaluation*
1. Teacher will lead class in question and answer period and discussion. (See Appendix Y)

## VI. CULMINATING ACTIVITY

- A. Have students turn in their folios that were made and that were added to each day of the unit.
- B. To further evaluate students knowledge, the teacher will assess the students by giving them the Pearson Learning test provided in the Pearson Learning History and Geography book.
- C. To end this unit, our class will participate in a Shakespearean Festival. Some activities that might be included in this festival are a *Midsummer Night's Dream* play and a feast. Information about these activities is found in Appendix Z.
- D. As mentioned during the first lesson, assign each student a topic of their choice relating to areas taught in the unit. Make sure there are a wide variety of topics. Have each student prepare a page that will be put together in a power point presentation.

## VII. HANDOUTS/WORKSHEETS

Appendices A – Z

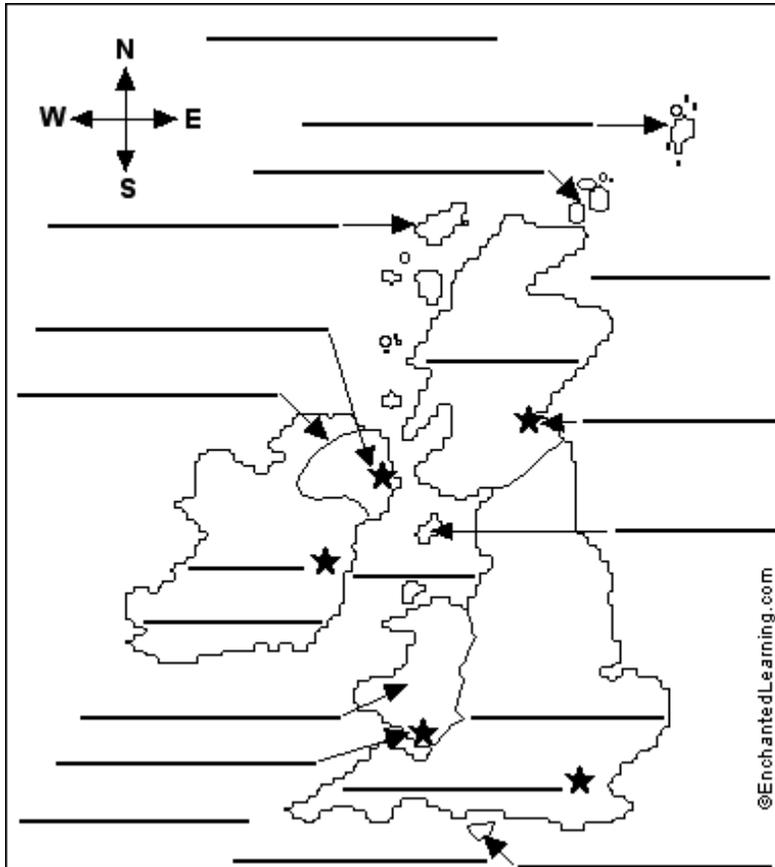
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## Label British Isles

Label the British Isles on the map below.



**Atlantic Ocean** - the body of water in which the British Isles are located

**Belfast** - the capital of Northern Ireland

**Cardiff** - the capital of Wales

**Celtic Sea** - the sea south of Ireland

**Dublin** - the capital of Ireland

**England** - the largest area in the United Kingdom; it is attached to Scotland and Wales

**Edinburgh** - the capital of Scotland

**English Channel** - the body of water off southern England which separates it from France

**Hebrides** - islands off the northwest coast of Scotland

**Ireland** - (the Republic of Ireland) - a country west of England across the Irish Sea (not part of the United Kingdom)

**Irish Sea** - the body of water that separates England and Ireland

**Isle of Man** - an island in the Irish Sea (part of the United Kingdom)

**Isle of Wight** - an island south of England

**London** - the capital of England (and the capital of the United Kingdom)

**North Sea** - the body of water northeast of the British Isles separating it from northwestern Europe

**Northern Ireland** - a part of the United Kingdom bordering the Republic of Ireland on the northeast

**Orkney Islands** - islands off the northeast coast of Scotland

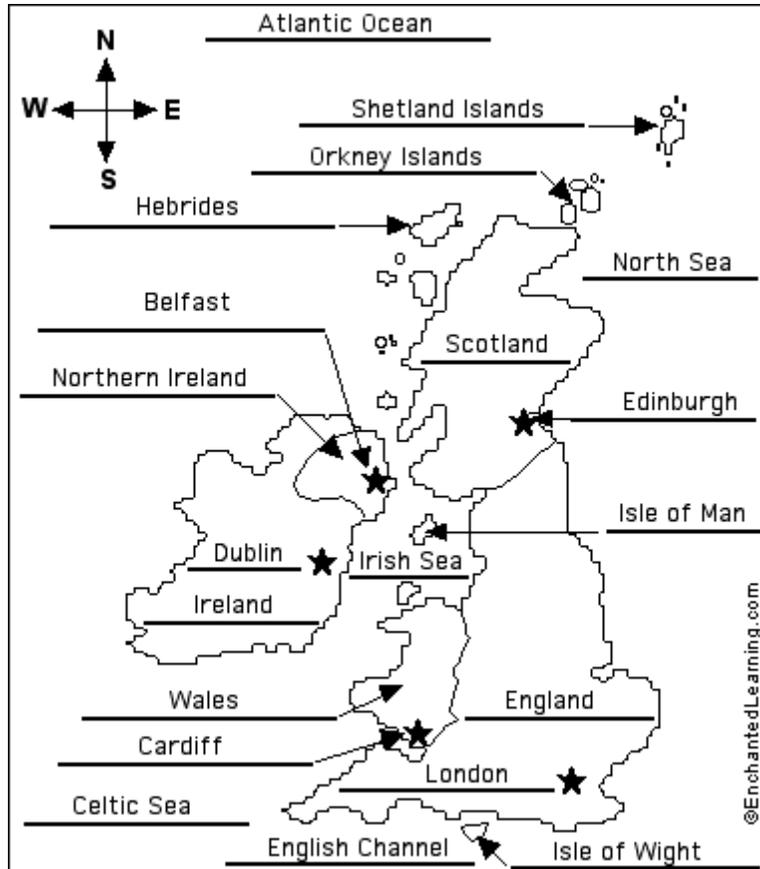
**Scotland** - a part of the United Kingdom bordering England on the north

**Shetland Islands** - islands far off the northeast coast of Scotland

**Wales** - a part of the United Kingdom bordering England on the southwest

*Adapted from enchantedlearning.com*

## Answers - Label the British Isles



Appendix C

Name \_\_\_\_\_ Date \_\_\_\_\_

**England: The Golden Age**

<b>What We Know</b>	<b>What We Want to Know</b>	<b>What We Learned</b>

## Appendix D-1

Directions: Copy the answers on note cards to pass out to students. Read the question; student holding correct response will give answer.

**1. What was a time of great achievements in art, literature, and learning?**

Renaissance

**2. When did the Renaissance begin?**

1300's

**3. Where did the Renaissance begin?**

Italy

**4. Which invention accelerated the Renaissance?**

Printing press

**5. Who was an important artist during the Renaissance?**

Brunelleschi

Botticelli

Michelangelo

**6. Which artistic technique made paintings look three-dimensional?**

Perspective

**7. Which city was considered the cradle of the Renaissance?**

Florence

**8. Which industry was Florence chiefly dependent on?**

Wool and banking

**9. Who was the most powerful family in Florence?**

Medici

**10. The great cathedral in the center of Florence is?**

The Duomo

**11. Who is the head of the Roman Catholic Church?**

The pope

**12. The most important church in Rome is?**

St. Peter's Basilica

**13. Which city is built on more than 100 islands?**

Venice

**14. How did Venice become wealthy?**

Trade

**15. What is the title of the ruler of Venice?**

Doge

Appendix D-2

**16. What was Leonardo da Vinci known for?**

Painting  
Inventions  
Sculpture

**17. Which is one of Leonardo's most famous paintings?**

*Mona Lisa*

**18. Who wrote *The Courtier*?**

Castiglione

**19. Who is famous for writing tragedies, comedies, histories, and romances?**

Shakespeare, a "Renaissance man"

**20. A fictional character that tries to imitate a brave knight is \_\_\_\_\_.**

Don Quixote

**21. A castle or huge country house is a \_\_\_\_\_.**

Chateau

**22. Another name for a Christian church is a \_\_\_\_\_.**

Basilica

**23. Another name for a druggist or pharmacist is \_\_\_\_\_.**

Apothecary

**24. What does infallible mean?**

Incapable of doing wrong

## Appendix E

Note taking outline for students to use with lesson 2

### **Henry VIII and the Church of England**

#### **Henry VIII –**

Born –

Age he accepted the throne –

Years ruled –

“Defender of Faith”

Wives –

Rhyme –

#### **Church of England –**

Reasons established –

Bible –

Differences from the Catholic Church –

## Appendix F

### Teacher notes for lesson 2

Tell students that we will discuss the time from the Reformation to the Golden Age. To do that, we should discuss Henry VIII. We have studied the Renaissance, or cultural rebirth, in Italy. Now we will begin talking about what was happening in England during that time. Ask the students the question, “When I say the year 1492, can you think of anything that happened then?” (They should say Columbus.) The year before that, King Henry was born and was to become a very powerful ruler. When Henry was only seventeen, he inherited the throne from his father. Henry was aware of all the changes that were happening in the Catholic Church. He did not agree with Luther and stood up for the Catholic Church and was declared a “defender of faith”. Later, for personal reasons, Henry rebelled against different leaders of the Catholic Church. He did this because he wanted his way and the leaders would not agree. He wanted a son to pass the throne onto, but his wife was unable to produce a son. He had one daughter and wanted a divorce from his wife. The Catholic Church would not grant him the divorce. He got the divorce anyway and married Anne Boleyn. When the church disagreed with his divorce from Catherine of Aragon, he decided to establish the Church of England of which he was the head. He broke off ties with Rome. Henry took over many monasteries and abbeys in England and then he gave them to those who were in his church. (This new church was also called the Anglican Church.) The new Church of England translated the Bible into English so that more people could read it. Henry VIII ruled over England for thirty-eight years until he died in 1547. Before Henry was king, England had many civil wars and many hardships. Henry changed that. He united the country so it could become a major European power.

## Appendix G

### Timeline information

1491 King Henry was born

1509 Henry became king

1529 Henry established the Church of England

1547 Henry died

1547 Edward the Sixth (Jane Seymour's son) became king.

1553 Bloody Mary was ruling.

1558-1603 Elizabeth was crowned queen.

1559 Queen Elizabeth became head of the English Church.

1586 Queen Elizabeth signed the death warrant of Mary, Queen of Scots.

1577-1580 Drake's trip around the world,

1588 Spanish Armada is defeated,

1601 Elizabeth's farewell speech to Parliament.

1603 King James I becomes King of England.

1607 English colonists settle in Jamestown, Virginia (named in honor of King James).

1620 a Puritan group of 103 people sail to North America and settle in Plymouth, Massachusetts (also known as the Pilgrims).

1625 King James I dies and son, Charles, takes over throne.

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

1642 Civil War in England begins.

1642-1646 Civil War in England,

1649 King Charles I was executed and Oliver Cromwell became ruler,

1658 Cromwell died.

1660 Charles II returned to rule England,

1665 Bubonic Plague,

1666 The Great Fire of London,

1685 King Charles II died and his brother, James II, took over the throne

1688 William and Mary had their coronation and the Glorious Revolution began.

1689 English Bill of Rights passed.

## Appendix H

Rubric for chronicle  
Adapted from *rubistar.4teachers.org*

**Henry I Am**

Teacher name: \_\_\_\_\_

Date: \_\_\_\_\_

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>Support for Topic (Content)</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
<b>Conclusion (Organization)</b>	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Penmanship (Conventions)</b>	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.

## Appendix I

### Teacher notes for lesson 3

We will be discussing Queen Elizabeth's coronation and why she felt so strongly about being the people's queen. Some of the reasons she felt this way go back to her childhood: her mother was beheaded when she was two, England was divided by religion, her half-sister, Mary (Bloody Mary), was queen and persecuted Protestants. Other points to discuss while reading would be her upbringing, the reason she never married, being known as "Good Queen Bess," the Queen's Progresses, and her love of Shakespeare. She changed England from a land weakened by conflict into a unified nation. Her 45-year reign was an era known for its great literature and exploration.

## Appendix J

### Rubric for presentation

*Adapted from <http://rubistar.4teachers.org>*

### Elizabethan Age

Teacher name: **Huggins**

Date: \_\_\_\_\_

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

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
<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>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Attire</b>	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).
<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>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<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.

Appendix K  
Teacher notes for lesson 5

Have a transparency outline map of the world on the overhead as well as student copies of the outline map.

Make sure to pause each time you say a bold word and trace the route on your map.

Drake left **England** with five ships on a trading expedition to the **Nile**. When he reached **Africa**, he told his crew that they were really going to the **Pacific Ocean** by way of the **Strait of Magellan**. The fleet crossed the **Atlantic** by the **Cape Verde Islands**. They then ran down the **Atlantic South American coast**. He lost two ships and he renamed “The Pelican” to be called “The Golden Hind”. The three remaining ships sailed easily through the deadly Strait of Magellan and entered the Pacific with horrifying storms ahead. The smallest ship went down. Another ship found itself back in the strait and made its way home to England safely. The Golden Hind had been blown very far south, which enabled Drake to discover that there was water below the South American continent. After the storm subsided, Drake sailed north along the **Pacific South American coast**. Drake found himself in Spanish waters where King Philip had previously taken advantage of the residents of the **Chilean Island of Mocha**. For several months, Drake raided Spanish settlements along the coast. They took over Spanish treasure ships and robbed them. They stopped to make repairs off the coast of **Southern Mexico**. Sailing first westward and then north, they ended up near what is now known as the states of **Washington and Oregon**. He turned away from **America** and went out into the Pacific, and spent some time trading in the **Indonesian Archipelago** for spices. Then Drake made his way across the **Indian Ocean** but not before running onto a reef. Then he rounded the **Cape of Good Hope** and sailed up the coast of Africa to return to England in 1580. He had traveled 36,000 miles in nearly 3 years.



## Appendix M

### Teacher notes for lesson 5

People heard rumors that Spain was building a fleet of ships called The Armada. The English began looking for it. Spain was called the Invincible Armada because they had 130 large ships and they were like a floating fortress. These ships had more than 30,000 people on them. The English fleet had small ships and only 1500 men.

The teacher can choose how they wish to assign the journal entry.

Appendix N

*New England Chronicle*  
*Editing Notes for Writers*  
*1603*

<b>Who</b>
<b>What</b>
<b>Where</b>
<b>Why</b>
<b>When</b>
<b>How</b>

## Appendix O

### Student outline for lesson 6

#### **King James –**

The Beginning of the Revolution

James I –

Parents –

**Born –**

Years of Rule –

Basic beliefs –

**Divine right of Kings –**

Protestants –

Bible –

Jamestown –

Puritans –

## Appendix P

### Teacher notes for lesson 6

When Queen Elizabeth died, her cousin, James I, took over the throne. James was a Stuart and all the Stuart kings believed that they had the divine right of kings, which meant that God had given them the right to rule and that no one should rebel against them. This caused problems between the king and Parliament. They did not believe that God had given kings that right. Parliament believed that the king and the people of the country should work together and that the king should have to follow all the same rules as the people. Parliament tried to limit the power of the king by passing a law but the kings, of course, refused to follow or sign the law. James and the other kings that followed also disagreed with the Puritans, who were growing in number in England. The Puritans wanted to purify the Church of England and wanted to change some other things about the society in England. The Puritans were greatly influenced by the Calvinists and both groups thought that activities like dancing were sinful. James refused to let the Puritans influence the Church of England.

Appendix Q  
Facts Chart

Main Idea	Main Idea	Main Idea
Supporting Details	Supporting Details	Supporting Details

## Appendix R

### Teacher notes for lesson 8

Put on transparency and show students on overhead projector.

In 1642, the religion and power of the kings caused problems that brought about a civil war in England. The Cavaliers, on one side, supported the king and his rights. (By the beginning of this civil war, the king was James' son, Charles I). The Roundheads, on the other side, were fighting for more power for Parliament and for freedom of religion for the Puritans. After four years, the Roundheads became the victors winning the war against the Cavaliers. In 1649, Charles I was beheaded (interesting fact-he wore two shirts so that the people watching would not see him shake and think that he was afraid) and the leader of the Roundheads, Oliver Cromwell, became leader of England. He was offered the crown by Parliament but declined it knowing that the army would have probably turned against him. He was king in all but name. He called himself Lord Protector. His rule over England was known as the "Puritan Regime". Since Cromwell was in charge, some English people also thought that Parliament would get more political power. But Cromwell sent members of Parliament home and became hated for his harsh military rule. Under Cromwell's rule, members of the Church of England were treated harshly. Just like the Puritans were treated under the rule of James I and Charles I. After four years of rule, Cromwell died in 1658.

Appendix S

Debate Rubric

**The Roundheads and the Cavaliers**

Teacher name: \_\_\_\_\_

Date: \_\_\_\_\_

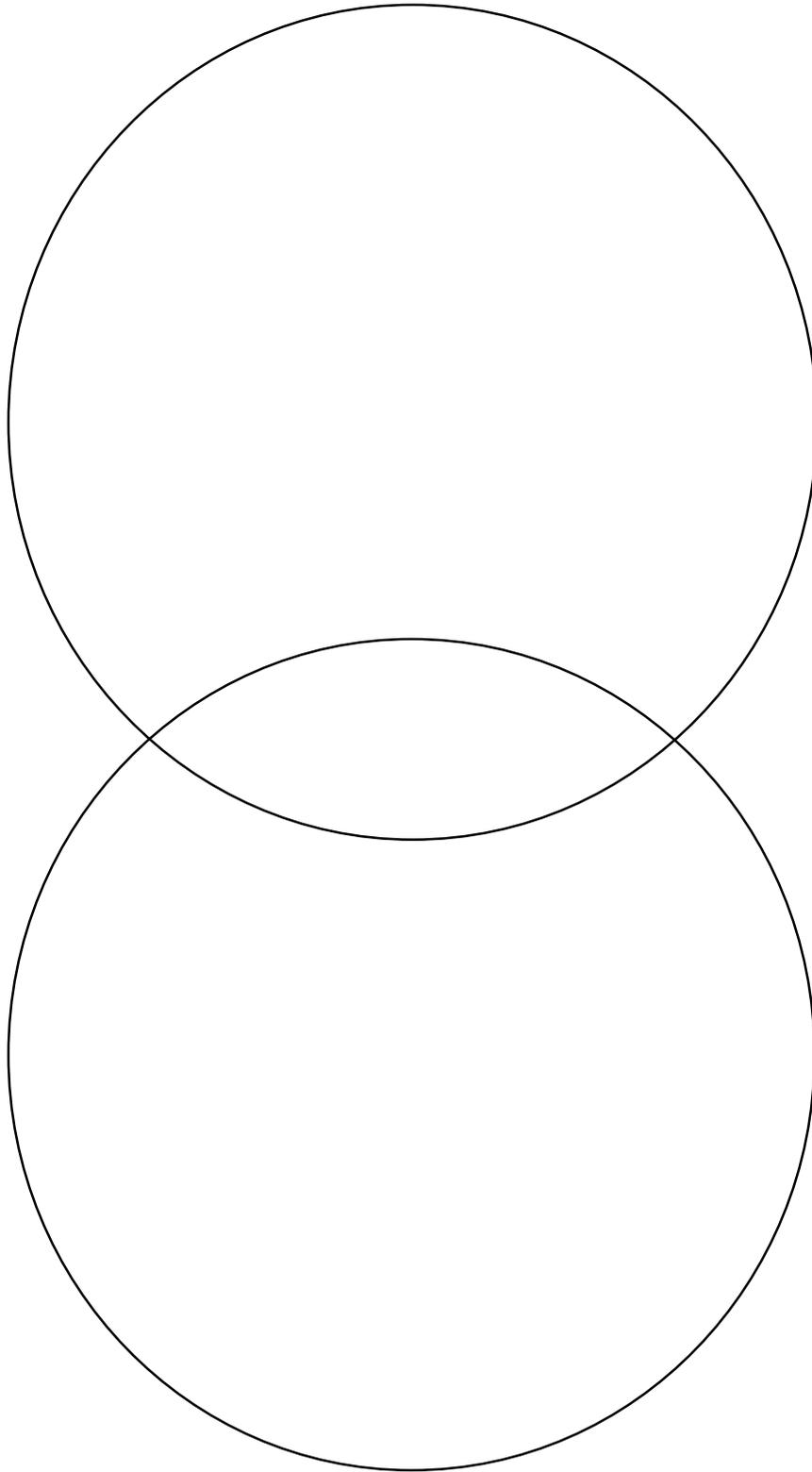
Student Name \_\_\_\_\_

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
<b>Respect for Other Team</b>	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
<b>Information</b>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Rebuttal</b>	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Presentation Style</b>	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
<b>Organization</b>	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).

Adapted from <http://rubistar.4teachers.org>

Appendix T

Venn diagram for use with lesson 9



Appendix U  
**Charles II and James II**

Teacher name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 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>Support for Topic (Content)</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
<b>Conclusion (Organization)</b>	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Penmanship (Conventions)</b>	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.

*Adapted from <http://rubistar.4teachers.org>*

## Appendix V

### Teacher notes for lesson 10

Can be written or typed onto parchment paper for use as a scroll.

Information for William and Mary-During the rule of James II, seven important members of the English Parliament (known as the Immortal Seven) invited William of Orange to invade England and take the throne from James. This was very unusual for them to do, especially since William was married to James' oldest daughter, Mary. William accepted the invitation and began the invasion. When he came to England, he found that no one was willing to fight for the king. James ran off to France and that left the throne empty. This is known as the "Bloodless Revolution" because no one fought or was killed in order for this change to occur. Mary was now the next in line for the crown, but William had no intention of being just the queen's husband, he wanted to be the king and rule alongside Mary. Parliament agreed and they had a coronation ceremony but Mary and William also had to say that they would listen to Parliament and follow their laws. They also promised to keep the Protestant religion. These new rules were known as the Bill of Rights. This Bill of Rights is the reason why another name for the change in rulers and government is the "Glorious Revolution". This Bill of Rights established the idea that a government should be set up by the people not just the rulers. These laws also said that if a ruler broke one of the laws, the members of Parliament could replace them. Remind students that the United States also has a set of Bill of Rights. Just as the American Bill of Rights is the foundation of our government, so is the English Bill of Rights. The English Bill of Rights gives power to the Parliament and limits the power of the king and queen. Our Bill of Rights protects the rights of individual citizens.

## Appendix W

### English Bill of Rights for lesson 10

Can also be written on parchment paper to look like scroll.

#### Important Points of the English Bill of Rights

- A ruler is not allowed to set aside laws made by Parliament.
- Parliament must meet frequently.
- The ruler 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 to defend themselves.
- People should not have to pay excessive bail or fines, nor should they be given cruel and unusual punishment.

## Appendix X

### Coronation information to be used by teacher

Included in the ceremony will be a procession, wearing of large crowns, note that previous rulers had promised to uphold the laws of their ancestors but William and Mary promised to uphold the laws of Parliament as well as uphold the Protestant religion, both William and Mary were crowned. After the ceremony, the focus will change to one year later when Parliament passed one of the most important acts in the history of England...The Bill of Rights. The Parliament will convene and proclaim the Bill of Rights. This will signify the beginning of a more democratic government in England

There are several good websites sites that have scripts for a royal coronation, here is one:

[www.statusquo.org/coronoation.htm](http://www.statusquo.org/coronoation.htm)

You could also type in coronation ceremony and search for some information

## Appendix Y

### Questions and answers to use with lesson 10

These questions will serve as a review of the entire unit. The questions will also most likely lead to a class discussion.

#### **What changes took place as a result of the Reformation?**

Religious society in Europe was spilt between Catholic and Protestants.

The Catholic Church lost some of its power and authority.

The Catholic Church underwent a Counter-Reformation in which some of its practices were changed.

The Bible was made readily available to people in their own language.

#### **What changes took place during England's Golden Age?**

England sunk the Spanish Armada and became a powerful presence on the seas.

Henry VIII established the Church of England and made England a predominantly Protestant nation.

Under Henry VIII and Elizabeth I, England became a united, powerful country free of civil war.

#### **What changes took place as a result of the English Revolution?**

Many Puritans left England for the New World.

The English Bill of Rights was written, which limited the power of the monarchy and established the rights of Parliament and the wealthy in England.

## Appendix Z

Information for teacher about Shakespearean festival to be held at end of unit.

**Midsummer Night's Dream-** Preparation for this part of the culminating activity needs to be taught in the reading part of your curriculum. Go to Core Knowledge website and find fifth grade lesson titled “The Bard, The Globe, The Midsummer Night’s Dream”. This will guide you through a presentation of the play. The presentation takes around three weeks to prepare and should be taught in conjunction with the Renaissance and the Golden Age of England.

**Feast-** In addition to the play, a feast would be a great way for the students to see what kinds of food the people during this time would eat. Things to include would be turkey legs, stew, potatoes, and bread. Have students sit around the table and serve each other. One rule is that they must eat with their hands. Many people did this in the Middle Ages. It is a fun time to be together and share in a meal that they otherwise would not have.

Enrichment Activity  
Slide Show Rubric

**Slide Show of England**

Date: \_\_\_\_\_

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

CATEGORY	4	3	2	1
<b>Clarity and Neatness</b>	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
<b>Use of Time</b>	Used time well during each class period (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress in journal), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress in journal) in spite of several adult reminders to do so.
<b>Spelling &amp; Grammar</b>	No spelling or grammatical mistakes on a storyboard with lots of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the storyboard.
<b>Content</b>	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.
<b>Required Elements</b>	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements were missing from the storyboard.

Adapted from <http://rubistar.4teachers.org>