COURSE:
World History since the Fifteenth Century, Grade 12 University Preparation

OVERALL EXPECTATION EXPLORED:
B.1. analyze the roles, status, and contributions of a variety of groups in societies in various regions of the world during this period.

ABSTRACT:
This resource pack focuses on the internal struggles of Tudor England, particularly during the reigns of Henry VIII, Mary I, and Elizabeth I. Although a significant portion of this resource pack explores the causes, consequences, significance, and perspectives on the English Reformation, these lessons also explore the social, cultural, economic, and political effects of this moment in British history and world history at large.

KEYWORDS:
Continuity and change; historical perspective; historical significance; cause and consequence; English Reformation; religion; Protestantism; Elizabeth I; Henry VIII; Mary I; English Golden Age

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Continuity and Change

LESSON #:
1 of 4

TITLE OF STORY:
Exploring Continuity and Change in England as a Result of Henry VIII’s Reign

OVERVIEW:
This lesson will explore the life of King Henry VIII and how his decisions as king helped to push England into the religious reformation. We will examine how the path Henry VIII took shaped the future for England; exploring the continuity and change in England.

LENGTH:
90 minutes

ACCOMMODATIONS:
• Chromebooks are available for all and are beneficial to students who may have trouble with writing notes by hand
• Paper will be provided for all
• Handouts will be provided for all
• Writing utensils will be provided if needed
• Students are allowed to take notes in whatever manner they want; however, Chromebooks are available for all and PowerPoint will be shared with students so they can follow along at the same pace and revisit prior slides if needed to complete the crossword and student information sheet
• Only keywords will be on slides to avoid overstimulation
• Visual aids are provided (PowerPoint including keywords and pictures)
• This lesson involves individual work, class discussions and group work to accommodate multiple learning styles

MATERIALS/RESOURCES:
• SMARTboard
• Chromebooks
• Students will be provided paper for AfL
• Students will be provided writing utensils if needed
• Students will be given Student Information Sheet
• Students will be given Tudor Dynasty Crossword

LEARNING GOAL:
• Students will understand the historical continuity and change that occurred during Henry VIII’s reign.

SUCCESS CRITERIA:
• Students will analyze primary sources from this period
• Students will compare and contrast the changes that occurred in England at the time of King Henry VIII's reign and what has stayed the same since then
• Students will participate in class discussion, using primary sources, lecture notes, PowerPoint slides and handouts about the continuity and change in England during King Henry VIII’s reign

ORGANIZATION OF LESSON:

Plan of Instruction:

Step 1: Warm up (5 minutes)
• Assessment for learning. Students will write down everything they know about King Henry VIII, the Church of England, Christian Reformations, Protestantism, 16th century England or all of the above. Then write down at least one question or wondering that they have surrounding these.

Step 2: Discussion (12-15 minutes)
• Students should speak with their elbow partner about what they've written down - their similarities and differences, then, as a class discuss what students have written down as their background knowledge and create a “Wonder Wall” poster paper on the wall and have one student from each elbow partner group come up and write down some of their questions and wonderings.

Step 3: Modelling (45-50 minutes)
• Direct Instruction: with a PowerPoint to aid visual learners, this will explain
  1. Religious turmoil - Protestant vs Catholic (Protestant Reformation in England)
  2. Henry VIII (Catholic to Protestant + reasons for the shift, 6 wives)
  3. Breaking from Rome + reasons and consequences of this + continuity and change of these events.
• This portion will be split it up every 5-10minutes to write down or look for answers to the Student Information Sheet and Crossword.

Step 4: Guided Practice (12-15 minutes)
• Student Information Sheet and Crossword can be completed independently or with their elbow partner. The Defender of the Faith primary source documents (both the Latin and English versions) will be studied and discussed as a class. We will explore the continuity and change of this title. And then as a class we will watch a two minute YouTube video about Queen Elizabeth II as the defender of the faith. [https://www.premierchristianity.com/Christianity-Homepage-Assets/Queen-Elizabeth-II-Defender-of-the-Faith](https://www.premierchristianity.com/Christianity-Homepage-Assets/Queen-Elizabeth-II-Defender-of-the-Faith)
  o The Defender of the Faith was originally entitled to Henry VIII for defending the Catholic faith and since then it has been applied to English monarchs as defenders of the Anglican faith. We will discuss the implications of the primary source and then discuss how this title has
remained the same for monarchs but has changed to defending the Anglican faith instead of the Catholic faith.

Questions to consider while looking at our primary source:
Who: Who is the source about and who created it?
What: What is the source about and what is the message the source is trying to communicate?
When: When was the source created (historical context)?
Where: Where was the source created and where was it important (what nation or area)?
Why: Why was the source created? (For what purpose)
  • Why might we examine the source today?
How: How was this source important during Henry VIII’s reign?
  • How has the message or importance of this source changed since its original creation?
  • How is this source important today?

Step 5: Independent Activity (to be completed throughout or as homework if unfinished by the end of class)
  • Student Information Sheet, Crossword, note taking

Step 6: Sharing / Discussing / Teaching (5-10 minutes)
• Consolidating learning, wrap up of lesson, Q&A about content/student Information Sheet/Crossword, opportunity for discussion and completing crossword and student information sheet.

Assessment:

• Assessment for learning: blank paper, in silence students will write down everything they know about King Henry VIII, the Church of England, Christian Reformations, Protestantism, 16th century England or all of the above. Then write down one question or wondering that they have surrounding these.
  o This will allow me to see where their knowledge base is and if they possess a significant amount of knowledge or a limited amount
• Assessment as learning: Student Information Sheet and Crossword Puzzle
  o Students will be able to see how much they know about each question and try to answer questions from memory first and can then refer back to slides to see where they went wrong or to find more information. The whole practice is for students to see how much they know and how much they can apply their knowledge to the questions and information provided.
• Assessment of learning:
  o The consolidation of the lesson acts as a summary, but it is also for the teacher to assess how much students have learned in the lesson by letting them ask questions for clarification and discuss how the continuity and change during Henry VIII’s reign plays a role in our understanding of history
PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Historical Perspectives

LESSON #:
2 of 4

TITLE OF STORY:
Battle of Religious Power: Mary, Elizabeth, and Those You Haven’t Heard About

OVERVIEW:
This lesson will focus on the historical perspectives of various ethnic and religious groups during the reigns of Mary I and Elizabeth I of England. With the backdrop of religious tensions, students, in this lesson, will look at how “heretics” and “martyrs” are problematized in different contexts and how non-Protestants and non-Catholics might have lived under these circumstances--that although the major conflict was between these two sects, there were other sorts of people living in England at this time, whose perspectives might have been downplayed in history.

LENGTH:
90 minutes

ACCOMMODATIONS:
• All writing utensils will be provided
• Students are allowed to take notes in whatever manner they want; they may record the class (but prior arrangement is require)
• Chromebooks are beneficial to students who may have trouble with writing
• Lack of excessive words on the board will not distract or overwhelm students
  o Have keywords only

MATERIALS/RESOURCES:
• Projector
• SMARTboard
• Chromebooks
• Paper and writing utensils
• Youtube (sound)

LEARNING GOAL:
• Students will understand the various historical perspectives during Mary I and Elizabeth I’s reigns

SUCCESS CRITERIA:
• Students will analyze primary sources from this period
• Students will compare and contrast the experiences of different people (in particular Catholics and Protestants) in this period
• Students will participate in debate, using primary sources and lecture notes, about the succession crisis
ORGANIZATION OF LESSON:

Plan of Instruction:

Step One: Warm up (15 minutes)
- Kahoot
  - Students will answer 8 questions regarding the previous lesson
- Display images of Bloody Mary (myth and alcoholic drink) and poster of Elizabeth: the Golden Age
  - Discuss briefly how Mary and Elizabeth are represented in the contemporary mindset and how these myths have perpetuated into pop culture and our regular lives

Step Three: Modelling (5 minutes)
- Close read the lyrics to Thomas Tallis piece to explain religious contexts of England during Mary and Elizabeth’s reigns
- Demonstrate to students how to read primary sources using the 5 W’s and H

Step Two: Guided practice (15 minutes)
- Working in groups of 2-3, students will be assigned one primary source (BLM 2.2-2.6)
- Each group will use the technology available and prior knowledge to analyze these sources
- Each group will receive a Primary Source Examination Guideline (BLM 2.1) in order to guide their inquiry
- Students will take notes during this time

Step Four: Teaching and discussion (30 minutes)
- Overview of Mary and Elizabeth’s reigns
  - How they both persecuted religious “heretics”: Protestants for Mary and Catholics for Elizabeth
    - Discuss and maybe problematize the idea of “heretics” and “martyrs” (hint: it all depends on the perspective!)
      - Who was considered martyrs and who was considered heretics?
      - Reference Foxe’s Book of Martyrs (PSD 2.7)
    - Other marginalized groups: witches, the Irish, Jews Scots, etc.
- During the lecture, I will address each group and its primary source when relevant
  - Allow 5-10 minutes for each group to share their analysis with the class
  - Tie the primary documents to class discussion
    - How the sources offer different perspectives
    - How certain figures were represented at the time

Step Five: Sharing (10 minutes)
- Each student is assigned a role (as a group discussed in lecture)
• Students will work with other students with the same role to come up with arguments whether a Mary reign or an Elizabeth reign would be better for them
  o Students have to draw on prior knowledge, the primary sources discussed in class, and lecture/discussion notes

**Step Six: Discussion (15 minutes)**

• Students debate about succession
• Debrief how these perspectives might have shifted our modern view of the era
  o Which perspectives have been pushed out? Why?
  o How do various perspectives play in our current society?

**Assessment:**

• Assessment for learning
  o I will assess, using Kahoot, how much student has already learned from the prior lesson, if they have enough background knowledge to continue to today’s lesson
• Assessment as learning
  o The whole succession debate process, from brainstorming to actual debate, is for students to see how much they know and how much they can apply their knowledge to a task
• Assessment of learning
  o The debrief acts also a summary of the lesson, for me to assess how much students have learned in the lesson by letting them discuss how perspectives play a role in our understanding of history
PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Historical Significance

LESSON #:
3 of 4

TITLE OF STORY:
Understanding the role and impact of the Church of England as it pertains to Canada’s history identity and “multicultural identity.”

OVERVIEW:
This lesson will explore the historical significance of the Church of England as it is relevant to Canada’s history. Students will be learning about the Anglican Church of Canada and the negative consequences this had in the “Christianization” of Indigenous Peoples (e.g. Residential Schools).

LENGTH:
90 minutes

ACCOMMODATIONS:
• Parts of the lesson will have both verbal/audio and visual components
• Students will be reading out loud as well as following along with the projected slide
• Group and partner work ensures that students are engaging in the lesson and are on the same knowledge-level as their peers

MATERIALS/RESOURCES:
• SmartBoard/IWB/Projector

LEARNING GOAL:
Students can see the global influence of the Protestant/Catholic divide and how that applies to Canada’s religious history.

SUCCESS CRITERIA:
• I can identify Canada as a multicultural country which promotes a “mixed stew” of vast religious (and cultural) variation
• I can show, through non-verbal cues, the impact of having religion stripped from identity (and thus the impact of religion on identity)
• I can answer inquiry questions about the historical significance and impact of the Anglican Church of England on Canadian culture and history. (E.g. How is the Anglican Church of England relevant to Canada’s historical narrative?). (Guidepost 3).

ORGANIZATION OF LESSON:
Plan of Instruction:

Step 1: Warm-Up (5 mins)
- Making connections between the religion of the British Empire and Canada.
  - Why do we need to know about the Protestant/Catholic schism in England? What does that have to do with us in Canada? Ask students to think critically (in a brainstorm format) about what they already know about Canada’s religious history (Assessment for Learning) and to jot down a few notes. Show students the following picture of students in a residential school. Ask them to look at the picture for a couple of minutes, and write down some observations about the image at first-glance, as well as at least five adjectives that describe the feeling associated with the photograph (your feelings, the subjects’ feelings, the photographers’ feelings, etc.). Students should then speak with their elbow partners and select what they think is the most powerful adjective. One partner from each pair can then write this word on the chalkboard (do not erase these words from the chalkboard as this information will be utilized later in the lesson). Debrief. Discuss why students chose those specific words.

![Image of students in a residential school](http://www.cbc.ca/new)

Step 2: Discussion (20 mins)
- Background into some of Canada’s religious history.
  - Discuss the Anglican Church of Canada. The historical impact and significance of the Anglican Church of Canada.
    - What does the Canadian Encyclopedia say about Anglicanism?
    - “Anglicanism considers itself to stand within the *primitive* Catholic tradition...” (Students should pay attention to this language. Would
you say this is a biased statement? If so, who’s bias?
(http://www.thecanadianencyclopedia.ca/en/article/anglicanism/)

- Anglicanism has origins from the Church of England
- Anglicanism truly gained a following in Canada in the 18th and 19th centuries
- 1955: Name changed from “the Church of England in the Dominion of Canada” to “the Anglican Church of Canada.”
(http://www.anglican.ca/about/history/)

Discuss the Evangelization of Indigenous peoples (the impact of the Church of Canada). Residential Schools: “the “Christian” thing to do.” Examine Guideposts 1 and 4:

- Guidepost 1: “Events, people, or developments have historical significance if they resulted in change. That is, they had deep consequences, for many people, over a long period of time.”
- Guidepost 4: Historical significance varies over time and from group to group.
- Examine the article “How Did Native Americans Respond to Christianity? A collection of eyewitness accounts” by Thomas S. Giles as a class (use projector):

**Truth and Reconciliation Commission:** (Read out loud with students (6 students are needed to read out loud). Handout should include the following bullet points, students can take turns reading different points out loud to the class).

- At their height, the European empires laid claim to most of the earth’s surface and controlled the seas. Numerous arguments were advanced to justify such extravagant interventions into the lands and lives of other peoples. These were largely elaborations on two basic concepts: 1) the Christian god had given the Christian nations the right to colonize the lands they ‘discovered’ as long as they converted the Indigenous populations; and 2) the Europeans were bringing the benefits of civilization (a concept that was intertwined with Christianity) to the ‘heathen.’ In short, it was contended that people were being colonized for their own benefit, either in this world or the next.

- In the fifteenth century, the Roman Catholic Church, building on the traditions of the Roman Empire, conceived of itself as the guardian of a universal world order. The adoption of Christianity within the Roman Empire (which defined itself as ‘civilized’) reinforced the view that to be civilized was to be Christian. The Catholic papacy was already playing a role in directing and legitimizing colonialism prior to Christopher Columbus’s voyages to the Americas in the 1490s, largely by granting Catholic kingdoms the right to colonize lands
they ‘discovered.’ In 1493, Pope Alexander VI issued the first of four orders, referred to as “papal bulls” (a term that takes its name from the Latin word for the mould used to seal the document), that granted most of North and South America to Spain, the kingdom that had sponsored Columbus’s voyage of the preceding year. These orders helped shape the political and legal arguments that have come to be referred to as the “Doctrine of Discovery,” which was used to justify the colonization of the Americas in the sixteenth century. In return, the Spanish were expected to convert the Indigenous peoples of the Americas to Christianity.

- When Canada was created as a country in 1867, Canadian churches were already operating a small number of boarding schools for Aboriginal people. As settlement moved westward in the 1870s, Roman Catholic and Protestant missionaries established missions and small boarding schools across the Prairies, in the North, and in British Columbia.
- Roman Catholic, Anglican, United, Methodist, and Presbyterian churches were the major denominations involved in the administration of the residential school system. The government’s partnership with the churches remained in place until 1969.
- The residential school system was based on an assumption that European civilization and Christian religions were superior to Aboriginal culture, which was seen as being savage and brutal. Government officials also were insistent that children be discouraged—and often prohibited—from speaking their own languages. The missionaries who ran the schools played prominent roles in the church-led campaigns to ban Aboriginal spiritual practices such as the Potlatch and the Sun Dance (more properly called the “Thirst Dance”), and to end traditional Aboriginal marriage practices. Although, in most of their official pronouncements, government and church officials took the position that Aboriginal people could be ‘civilized,’ it is clear that many believed that Aboriginal culture was inherently inferior.
- This hostility to Aboriginal cultural and spiritual practice continued well into the twentieth century. In 1942, John House, the principal of the Anglican school in Gleichen, Alberta, became involved in a campaign to have two Blackfoot chiefs deposed, in part because of their support for traditional dance ceremonies. In 1947, Roman Catholic official J. O. Plourde told a federal parliamentary committee that since Canada was a Christian nation that was committed to having “all its citizens belonging to one or other of the Christian churches,” he could see no reason why the residential schools “should foster aboriginal beliefs.”
George Dorey told the same committee that he questioned whether there was such a thing as “native religion.”


Step 3: Modeling (10 mins)
- Perspective. Ask students to write independently or quietly discuss with their neighbor how they would feel if some aspect of their identity (religion or culture) was being stripped away from them. What would it be like to miss that part of your identity? How would it change who you are today? Introduce activity...

Step 4: Guided Practice (20 mins)
- Students will use their devices to browse the “We are the Children” website (http://wherearethechildren.ca/en/stories/). In pairs (as assigned by the instructor) students will research one survival testimony and write down five adjectives of feelings evoked. Students will choose two of those feelings written, and act them out in the following (independent) activity.
- For the original activity: https://www.facinghistory.org/resource-library/teaching-strategies/bodysculpting-using-theater-explore-holocaust
- To modify the activity to understanding the victims’ perspectives:
  - Students will get into partners; these partners will view one (or more, if timing allows) video on a survival testimony from victims of colonisation and conversion by residential schools. Explain to students that sometimes, these words are so powerful that they leave us speechless. So, instead, we are going to “act out” the emotion evoked from the testimony, and then explain why. Students can use the adjectives already written on the board as a reference point. As a class, students will debrief about their “sculptures:” why you chose what you chose, why it was important to you. The sculpting should be done quietly—silently, if possible. If you feel uncomfortable with being touched, then your partner can show you the way they want you to be sculpted through a drawing or you can mirror their own movements. Partners will take turns: one partner will first be the sculptor, one the clay. Partners will then switch roles and the exercise will be repeated (but with another emotion, not the same one).

Step 5: Independent Activity (25 mins→ recommend that students spend at least five minutes discussing the testimonial with their partners; how it made them feel, and how each student and their partner will act out this feeling.)
- Sculpture Garden with partners. Student discussion about sculptures and their observations/feelings.

Step 6: Sharing/Discussing/Teaching (10 mins)
- Consolidate learning. 3, 2, 1 Assessment as learning activity. Discussion questions: What does it mean to have empathy? Being an all-inclusive and tolerant Nation that promotes multiculturalism (not the "melting-pot" like our U.S.A. neighbors) is all this true? Do you feel religious freedom in Canada today?
Reference article from CBC, “Majority of indigenous Canadians remain Christians despite residential schools” from 2016 (still a current event! still relevant today!) Brief examination into the “Idle No More” campaign. What does religious freedom mean to you?


**Assessment:**

- Assessment as learning
  - 3, 2, 1: Students will write down in their learning portfolios on a piece of paper:
    - 3 new things they learned in this lesson
    - 2 things they found most interesting (could be something positive or negative)
    - 1 thing they want to learn/know more about
PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Cause and Consequences

LESSON #:
4 of 4

TITLE OF STORY:
Exploring Cause and Consequence in Henry VIII, Mary I and Elizabeth I’s Reigns

OVERVIEW:
This lesson will relate the effects of a Protestant nation to how religion influenced reign of the British Empire.

LENGTH:
90 minutes

ORGANIZATION OF LESSON:

Plan of Instruction:

Step One: Warm Up (10 minutes)
• Ask students to write down the steps they took (not literal footsteps) to get to class that day. Have students think critically about guideposts 1-5 while they do so (see below).
  o E.g:
    ▪ got up in the morning (because of alarm bell)
    ▪ Walked to school
    ▪ Went to the nearby mall for lunch
    ▪ Late because I went away for lunch
• Then, students will share what they have
• The teacher will ask students further questions as to why some steps were taken
  o E.g. Why did you set the alarm bell (at that particular time, which might be due to the speed of walking, which might be due to how far students lived from school, which might be due to their parents’ decisions in getting a place, which might be due to various factors, etc.)? Why did you need to go to the mall for lunch, etc. -> basically, push these questions to the point almost being ridiculous, just to show that we’re indeed here for a reason
  o Also, what would your day have been like if these events were placed out of order? What would the consequences of that be?
  o How influential was each event to your day? Was something more or less significant than something else? Why?
  o What “actors” were present during your day? How did they operate and how did that effect your actions?

Step Two: Discussion (20-30 minutes)
• Direct instruction of cause and consequence of each reign
Henry VIII, Mary I, and Elizabeth I
Note that especially for Mary and Elizabeth, the causes of their reigns relate back to Henry’s quite directly (even if a little convoluted)
Also discuss the effects in modes of thoughts and living via the Reformation: individualism, scientific progress, etc.

Step Three: Independent Activity/Group Activity/Class discussion (20 minutes)
• Students are given one primary source to read over
• After they read independently, students can turn to their elbow partner(s) to discuss what they have each read
• Then, the discussion will open up to the entire class

Step Four: Modelling (10 minutes)
• Examine the issue of The Quiet Revolution (English vs. French Canada)
  o Brief overview of The Quiet Revolution: characterized by the secularization of Quebec
    ▪ Quebec has been deeply Catholic
    ▪ Roman Catholicism was deeply tied to Quebec Nationalism to counter English Canadian forces
      • English Canada was Protestant, but not necessarily Anglican
      • Mirrors the hostility between Protestant England and Catholic France
      • Examine how this religious strife prevails in Canada up until very recently
  • Overview of Anglo-Franco relations in Canada
    o Point out how all these events would be linked back to events of the English Reformation period, even if indirectly
      ▪ But stress that history is a mixture of causes and consequences: there is rarely one single that leads to one single consequence

Step Five: Guided Practice (20 minutes)
• Students will work in group of 4-6. Give each group a modern or contemporary world event (The Troubles, Scottish Referendum, Founding of America, Manitoba Schools Question). Each group will discuss how these events might have been direct or indirect consequences of the reigns discussed earlier. In other words, how might have the reigns, or earlier events, have caused these later events?
• Each group will share their ideas
  o Contribute to what they have as needed

Assessment:
• Assessment as learning
  o ICE Table (BLM 4.2): Students will fill out the three columns, Information, Connections, and Extensions. The table will act as a record of their learning in this class.
o After class, students will fill out three new things that they learned into the ICE table. They will use the guiding questions to prompt critical thinking.
o This gives the students a chance to reflect on new concepts, events, people, issues, etc. that they learned about and also to think about how it might relate to events in their own personal life. It will also give them an opportunity to think about, and/or search for appropriate sources for information.

• Assessment of learning
  o The consolidation of the lesson acts as a summary, but it is also for the teacher to assess how much students have learned in the lesson by letting them ask questions for clarification and discuss how the cause and consequence in the different Tudor reigns plays a role in our understanding of history.
Primary Sources

PSD 1.5 Catherine of Aragon (slide 9): [http://www.thehistorypress.co.uk/articles/12-little-known-facts-about-catherine-of-aragon/](http://www.thehistorypress.co.uk/articles/12-little-known-facts-about-catherine-of-aragon/)
PSD 1.9 Henry the religious writer: [https://faculty.history.wisc.edu/sommerville/361/361-08.htm](https://faculty.history.wisc.edu/sommerville/361/361-08.htm)

PSD 1.12 Henry age 20: [https://englishhistory.net/tudor/monarchs/henry-the-8th/](https://englishhistory.net/tudor/monarchs/henry-the-8th/)
PSD 1.14 Mary Boleyn: http://www.bbc.co.uk/history/british/tudors/boleyn_mary_01.shtml
PSD 1.15 Charles V: https://en.wikipedia.org/wiki/Charles_V,_Holy_Roman_Emperor
PSD 1.16 Cardinal Wolsey:
PSD 1.17 The King’ Great Matter:
http://popebenedictxviblog.blogspot.com/2009_06_01_archive.html
PSD 1.18 Henry in Lust:
PSD 1.19 Anne Boleyn: https://en.wikipedia.org/wiki/Anne_Boleyn
PSD 1.20 Thomas Cranmer: https://en.wikipedia.org/wiki/Thomas_Cranmer
PSD 1.21 Princess Elizabeth:
https://englishhistory.net/tudor/monarchs/queen-elizabeth-i/
PSD 1.22 Sir Thomas More:
https://artsandsciences.colorado.edu/ctp/2014/08/the-utopia-of-thomas-more/
PSD 1.23 Jane Seymour: https://en.wikipedia.org/wiki/Jane_Seymour
and http://www.tudorplace.com.ar/aboutJaneSeymour.htm
PSD 1.24 Baby Edward:
PSD 1.25 Family photo (Jane, Edward and Henry):
PSD 1.26 Anne of Cleves: http://tudorhistory.org/cleves/gallery.html
PSD 1.27 Hans Holbein:
https://www.nationalgallery.org.uk/artists/hans-holbein-the-younger
PSD 1.28 Thomas Cromwell:
https://en.wikipedia.org/wiki/Thomas_Cromwell
PSD 1.29 Catherine Howard:
https://en.wikipedia.org/wiki/Catherine_Howard
PSD 1.30 Catherine Parr:
https://en.wikipedia.org/wiki/Catherine_Parr
PSD 1.31 A secret Protestant:
http://www.sudeleycastle.co.uk/exhibitions/
PSD 1.32 Old Henry VIII:
PSD 1.33 Henry the end:
https://theloveforhistory.wordpress.com/people/henry-viii/henry-viii-on-his-deathbed/
PSD 1.34 Edward’s will:
PSD 1.35 Archbishop Cranmer:
PSD 1.36 Edward:
PSD 1.37 Lady Jane Grey:
https://en.wikipedia.org/wiki/Lady_Jane_Grey

PSD 2.1
I Call and Cry to Thee, O Lord
By Thomas Tallis

I call and cry to thee, O Lord. Give ear unto my plaint. Bow down thine eyes and mark my heavy plight, and how my soul doth faint. For I have many ways offended thee. Forget my wickedness, O Lord, I beseech thee.

Courtesy of
http://www2.cpdl.org/wiki/index.php/I_call_and_cry_to_thee,_O_Lord_(Thomas_Tallis)

PSD 2.2
Foxe’s Book of Martyrs

[Jane Gray’s] reign was of only five days’ continuance, for Mary, having succeeded by false promises in obtaining the crown, speedily commenced the execution of her avowed intention of extirpating and burning every Protestant. She was crowned at Westminster in the usual form, and her elevation was the signal for the commencement of the bloody persecution which followed.


PSD 2.3
Giovanni Michieli, the Venetian ambassador to her court, on Queen Mary I

She is of low rather than of middling stature, but, although short, she has not personal defect in her limbs, nor is any part of her body deformed. She is of spare and delicate frame, quite unlike her father, who was tall and stout; nor does she resemble her mother, who, if not tall, was nevertheless bulky. [...] In short, she is a seemly woman, and never to be loathed for ugliness, even at her present age, without considering her degree of queen. But whatever may be the amount deducted from her physical endowments, as much more may with truth, and without flattery, be added to those of her mind, as, besides the facility and quickness of her understanding, which comprehends whatever is intelligible to others, even to those who are not of her own sex (a marvellous gift for a woman), she is skilled in five languages, not merely understanding, but speaking four of them fluently – English, Latin, French, Spanish, and Italian, in which last, however, she does not venture to converse, although it is well known to her; but the replies she gives in Latin, and her very intelligent remarks made in that tongue surprise everybody.…

Besides woman’s work, such as embroidery of every sort with the needle, she also practices music, playing especially on the clavichord and on the lute so excellently that, when intent on it…she surprised the best performers, both by the rapidity of her hand and by her style of playing. Such are her virtues and external accomplishments. Internally, with the exception of certain trifles, in which, to say the truth, she is like other women, being sudden and passionate, and close and miserly, rather more so than would become a bountiful and generous queen, she in other respects has no notable imperfections; whilst in certain things she is singular and without an equal, for not only is she brave and valiant, unlike other timid and spiritless women, but she courageous and resolute that neither in adversity nor peril did she ever even display or commit any act of cowardice or pusillanimity, maintaining always, on the contrary, a wonderful grandeur and dignity, knowing what became the dignity of a sovereign as well as any of the most consummate statesmen in her service; so that from her way of proceeding and from the method observed by her (and in which she still perseveres), it cannot be denied that she shows herself to have been born of truly royal lineage.

[She is also subject to] a very deep melancholy, much greater than that to which she is constitutionally liable, from menstruous retention and suffocation of the matrix to which, for many years, she has been often subject, so that the remedy of tears and weeping, to which from childhood she has been accustomed, and still often used by her, is not sufficient; she requires to be bled either from the foot or elsewhere, which keeps her always pale and emaciated.

Courtesy of https://englishhistory.net/tudor/queen-mary-i-description/
The Execution of Archbishop Cranmer
March 1556

But that I know for our great friendships, and long continued love, you look even of duty that I should signify to you of the truth of such things as here chanceth among us; I would not at this time have written to you the unfortunate end, and doubtful tragedy, of Thomas Cranmer late bishop of Canterbury: because I little pleasure take in beholding of such heavy sights. And, when they are once overpassed, I like not to rehearse them again; being but a renewing of my woe, and doubling my grief. For although his former life, and wretched end, deserves a greater misery, (if any greater might have chanced than chanced unto him), yet, setting aside his offenses to God and his country, and beholding the man without his faults, I think there was none that pitied not his case, and bewailed not his fortune, and feared not his own chance, to see so noble a prelate, so grave a counsellor, of so long continued honour, after so many dignities, in his old years to be deprived of his estate, adjudged to die, and in so painful a death to end his life. I have no delight to increase it. Alas, it is too much of itself, that ever so heavy a case should betide to man, and man to deserve it.

But to come to the matter: on Saturday last, being 21 of March, was his day appointed to die. [...] Where was prepared, over against the pulpit, an high place for him, that all the people might see him. And, when he had ascended it, he kneeled him down and prayed, weeping tenderly: which moved a great number to tears, that had conceived an assured hope of his conversion and repentance . . .

When praying was done, he stood up, and, having leave to speak, said, 'Good people, I had intended indeed to desire you to pray for me; which because Mr. Doctor hath desired, and you have done already, I thank you most heartily for it. And now will I pray for myself, as I could best devise for mine own comfort, and say the prayer, word for word, as I have here written it.' And he read it standing: and after kneeled down, and said the Lord's Prayer; and all the people on their knees devoutly praying with him . . .

And then rising, he said, 'Every man desireth, good people, at the time of their deaths, to give some good exhortation, that other may remember after their deaths, and be the better thereby. So I beseech God grant me grace, that I may speak something, at this my departing, whereby God may be glorified, and you edified . . .

'And now I come to the great thing that troubleth my conscience more than any other thing that ever I said or did in my life: and that is, the setting abroad of writings contrary to the truth. Which here now I renounce and refuse, as things written with my hand, contrary to the truth which I thought in my heart, and written for fear of death, and to save my life, if it might be: and that is, all such bills, which I have written or signed with mine own hand since my degradation: wherein I have written many things untrue. And forasmuch as my hand offended in writing contrary to my heart, therefore my hand shall first be punished: for if I may come to the fire, it shall be first burned. And as for the pope, I refuse him, as Christ's enemy and antichrist, with all his false doctrine.'

And here, being admonished of his recantation and dissembling, he said, 'Alas, my lord, I have been a man that all my life loved plainness, and never dissembled till now against the truth; which I am most sorry for it.' He added hereunto, that, for the sacrament, he believed as he had taught in his book against the bishop of Winchester. And here he was suffered to speak no more…
Fire being now put to him, he stretched out his right hand, and thrust it into the flame, and held it there a good space, before the fire came to any other part of his body; where his hand was seen of every man sensibly burning, crying with a loud voice, 'This hand hath offended.' As soon as the fire got up, he was very soon dead, never stirring or crying all the while.

His patience in the torment, his courage in dying, if it had been taken either for the glory of God, the wealth of his country, or the testimony of truth, as it was for a pernicious error, and subversion of true religion [...] Surely his death much grieved every man; but not after one sort. Some pitied to see his body so tormented with the fire raging upon the silly carcass, that counted not of the folly. Other that passed not much of the body, lamented to see him spill his soul, wretchedly, without redemption, to be plagued for ever. His friends sorrowed for love; his enemies for pity: strangers for a common kind of humanity, whereby we are bound one to another [...]
to any manner of doctrine or preaching other than to the Gospels and Epistles, commonly called
the Gospel and Epistle of the day, and to the Ten Commandments in the vulgar tongue, without
exposition or addition of any manner, sense, or meaning to be applied and added; or to use any
other manner of public prayer, rite, or ceremony in the Church, [Page 417] but that which is
already used and by law received; or the common Litany used at this present in her majesty's
own chapel, and the Lord's Prayer, and the Creed in English; until consultation may be had by
Parliament, by her majesty and her three estates of this realm, for the better conciliation and
accord of such causes, as at this present are moved in matters and ceremonies of religion.

The true advancement whereof to the due honour of Almighty God, the increase of virtue and
godliness, with universal charity and concord amongst her people, her majesty most desireth,
and meaneth effectually, by all manner of means possible, to procure and to restore to this her
realm. Whereunto as her majesty instantly requireth all her good, faithful, and loving subjects
to be assenting and aiding with due obedience, so if any shall disobediently use themselves to
the breach hereof, her majesty both must and will see the same duly punished, both for the quality
of the offence, and for example to all others neglecting her majesty's so reasonable
commandment. Given at her highness's palace of Westminster the twenty-seventh day of
December, the first year of her majesty's reign.

God save the queen.

Courtesy of https://history.hanover.edu/texts/engref/er77.html

PSD 2.6

Act Against Jesuits and Seminarists
(1585),
27 Elizabeth, Cap. 2

Gee, Henry, and William John Hardy, ed.,
Documents Illustrative of English Church History

Editors' Introduction:
THIS Act was the first passed directly against Jesuits and Seminarists, although they virtually
came under the penalties of the Elizabethan Supremacy Act (ante, No. LXXIX), and also under
the Acts 5 Eliz. cap. I, and 13 Eliz. cap. I, sec. I. The present Act was stringently reinforced by I
Jac. I, cap. 4, 'For the due execution of the Statutes against Jesuits, Seminary Priests,' &c.
Proclamations were issued expelling Roman Catholic priests in 1604, 1606, and 1625. After this
time the special anti-Jesuit laws slumbered until 13 Anne, cap. 13, vested the punishment of
Jesuits in Scotland in the Lords of Justiciary.
[Transcr. Statutes of the Realm, iv. pt. i. p. 706.]

Whereas divers persons called or professed Jesuits, seminary priests, and other priests, which
have been, and from time to time are made in the parts beyond the seas, by or according to the
order and rites of the Romish Church, have of late years come and been sent, and daily do
come and are sent, into this realm of England and other the queen's majesty's dominions, of
purpose (as has appeared, as well by sundry of their own examinations and confessions, as by
divers other manifest means and proofs) not only to withdraw her highness's subjects from their
due obedience to her majesty, but also to stir up and move sedition, rebellion, and open hostility
within the same her highness's realms and dominions, to the great endangering of the safety of
her most royal person, and to the utter ruin, desolation, and overthrow of the whole realm, if the
same be not the sooner by some good means foreseen and prevented:

For reformation whereof be it ordained, established, and [Page 486] enacted by the queen's
most excellent majesty, and the Lords spiritual and temporal, and the Commons, in this present
Parliament assembled, and by the authority of the same Parliament, that all and every Jesuits,
seminary priests, and other priests whatsoever made or ordained out of the realm of England or
other her highness's dominions, or within any of her majesty's realms or dominions, by any
authority, power, or jurisdiction derived, challenged, or pretended from the see of Rome, since
the feast of the Nativity of St. John Baptist in the first year of her highness's reign, shall within
forty days next after the end of this present session of Parliament depart out of this realm of
England, and out of all other her highness's realms and dominions, if the wind, weather, and
passage shall serve for the same, or else so soon after the end of the said forty days as the
wind, weather, and passage shall so serve.

And be it further enacted by the authority aforesaid, that it shall not be lawful to or for any Jesuit,
seminary priest, or other such priest, deacon, or religious or ecclesiastical person whatsoever,
being born within this realm, or any other her highness's dominions, and heretofore since the
said feast of the Nativity of St. John Baptist, in the first year of her majesty's reign, made,
ordained, or professed, or here after to be made, ordained, or professed, by any authority or
jurisdiction derived, challenged, or pretended from the see of Rome, by or of what name, title, or
degree soever the same shall be called or known, to come into, be, or remain in any part of this
realm, or any other her highness's dominions, after the end of the same forty days, other than in
such special cases, and upon such special occasions only, and for such time only, as is
expressed in this Act; and if he do, that then every such offence shall be taken and adjudged to
be high treason; and every person so offending shall for his offence be adjudged a traitor, and
shall suffer, lose, and forfeit, as in case of high treason.
The Act Against Puritans
(1593),
35 Elizabeth, Cap. 1

Gee, Henry, and William John Hardy, ed.,
Documents Illustrative of English Church History

Editors' Introduction:
THIS Act was the culmination of the measures taken by Elizabeth to repress Puritanism. Her legislation began with the Supremacy Act (ante, No. LXXVIII), and was continued by the Uniformity Act (ante, No. LXXIX), and the proclamation of 1573 addressed to the bishops appointing a special commission of oyer and terminer. Account must also be taken of the proceedings of the courts of Star Chamber and High Commission. The Act of 1593 was continued by 3 Car. I, cap. 4, saving certain clauses repealed by 3 Jac. I, cap. 4, and was further continued by 16 Car. I, cap. 4. The Toleration Act (post, No. CXXIII) may be considered to have finally abrogated the Act of Elizabeth.


For the preventing and avoiding of such great inconveniences and perils as might happen and grow by the wicked and dangerous practices of seditious sectaries and disloyal persons; be it enacted by the Queen's most excellent majesty, and by the Lords spiritual and temporal, and the Commons, in this present Parliament assembled, and by the authority of the same, that if any person or persons above the age of sixteen years, which shall obstinately refuse to repair to some church, chapel, or usual place of common prayer, to hear divine service established by her majesty's laws and statutes in that behalf made, and shall forbear to do the same by the space of a month next after, without lawful cause, shall at any time after forty days next after the [Page 493] end of this session of Parliament, by printing, writing, or express words or speeches, advisedly and purposely practise or go about to move or persuade any of her majesty's subjects, or any other within her highness's realms or dominions, to deny, withstand, and impugn her majesty's power and authority in causes ecclesiastical, united, and annexed to the imperial crown of this realm; or to that end or purpose shall advisedly and maliciously move or persuade any other person whatsoever to forbear or abstain from coming to church to hear divine service, or to receive the communion according to her majesty's laws and statutes aforesaid, or to come to or be present at any unlawful assemblies, conventicles, or meetings, under colour or pretence of any exercise of religion, contrary to her majesty's said laws and statutes; or if any person or persons which shall obstinately refuse to repair to some church, chapel, or usual place of common prayer, and shall forbear by the space of a month to hear divine service, as is aforesaid, or to come to or be present at any unlawful assemblies, conventicles, or meetings, under colour or pretence of any such exercise of religion, contrary to her majesty's said laws and statutes; or if any person or persons which shall obstinately refuse to repair to some church, chapel, or usual place of common prayer, and shall forbear by the space of a month to hear divine service, as is aforesaid, shall after the said forty days, either of him or themselves, or by the motion, persuasion, enticement, or allurement of any other, willingly join, or be present at, any such assemblies, conventicles, or meetings, under colour or pretence of any such exercise of religion, contrary to the laws and statutes of this realm, as is aforesaid; that then every such person so offending as aforesaid, and being thereof lawfully convicted, shall be committed to prison, there to remain without bail or mainprise, until they shall conform and yield themselves to come to some church, chapel, or usual place of common prayer, and hear divine service, according to her majesty's laws and statutes aforesaid, and to make such open submission and declaration of their said conformity, as hereafter in this Act is declared and appointed.

Courtesy of https://history.hanover.edu/texts/engref/er86.html
PSD 3.1
PSD 3.2

PSD 4.1

Elizabeth I’s Map, 1558 (First created for Mary I)

Courtesy of http://www.bl.uk/learning/timeline/item126361.html

PSD 4.2
Written when the order came that she was to be sent to the Tower, on suspicion that she was implicated by Wyatt's rebellion. Wyatt's correspondence with Elizabeth was seized, and amongst the evidence produced was an alleged copy of a letter written by Elizabeth to Henri II; this was apparently a forgery.
If any ever did try this old saying, 'that a king's word was more than another man's oath,' I most humbly beseech your Majesty to verify it to me, and to remember your last promise and my last demand, that I be not condemned without answer and due proof, which it seems that I now am; for without cause proved, I am by your council from you commanded to go to the Tower, a place more wanted for a false traitor than a true subject, which though I know I desire it not, yet in the face of all this realm it appears proved. I pray to God I may die the shamefullest death that any ever died, if I may mean any such thing; and to this present hour I protest before God (Who shall judge my truth, whatsoever malice shall devise), that I never practised, counselled, nor consented to anything that might be prejudicial to your person anyway, or dangerous to the state by any means. And therefore I humbly beseech your Majesty to let me answer afore yourself, and not suffer me to trust to your Councillors, yea, and that afore I go to the Tower, if it be possible; if not, before I be further condemned. Howbeit, I trust assuredly your Highness will give me leave to do it afore I go, that thus shamefully I may not be cried out on, as I now shall be; yea, and that without cause. Let conscience move your Highness to pardon this my boldness, which innocence procures me to do, together with hope of your natural kindness, which I trust will not see me cast away without desert, which what it is I would desire no more of God but that you truly knew, but which thing I think and believe you shall never by report know, unless by yourself you hear. I have heard of many in my time cast away for want of coming to the presence of their Prince; and in late days I heard my Lord of Somerset say that if his brother had been suffered to speak with him he had never suffered; but persuasions were made to him so great that he was brought in belief that he could not live safely if the Admiral lived, and that made him give consent to his death. Though these persons are not to be compared to your Majesty, yet I pray to God the like evil persuasions persuade not one sister against the other, and all for that they have heard false report, and the truth not known. Therefore, once again, kneeling with humbleness of heart, because I am not suffered to bow the knees of my body, I humbly crave to speak with your Highness, which I would not be so bold as to desire if I knew not myself most clear, as I know myself most true. And as for the traitor Wyatt, he might peradventure write me a letter, but on my faith I never received any from him. And as for the copy of the letter sent to the French King, I pray God confound me eternally if ever I sent him word, message, token, or letter, by any means, and to this truth I will stand in till my death.

Your Highness's most faithful subject, that hath been from the beginning, and will be to my end,

ELIZABETH,

I humbly crave but only one word of answer from yourself.
The Tudors Information Sheet

I. Henry VII
   a. Defeated_____________________ and began Tudor Monarchy

II. Henry VIII
   a. Married ______ times
      i. Catherine of Aragon
         1. Daughter named___________________________
         2. Marriage ended in divorce
            a. Since the pope would not approve the divorce, Henry decided to ________________________________
   ii. Anne Boleyn
      1. Daughter named____________________________
      2. Henry had her __________________________ because he accused her of ________________________________
   iii. Jane Seymour
      1. Son named_______________________________
      2. Marriage ended because ________________________________
      3. Henry probably loved her best of all his wives because ________________________________
   iv. Anne of Cleves
      1. The marriage was arranged sight unseen. Once Henry saw her, he thought she looked like a _______________. Eventually she realized the king was not attracted to her so she ________________________________
   v. Catherine Howard
1. The Duke of Norfolk vouched for her character and urged the King to marry her
2. It was discovered that she ____________________________
3. Henry had her ____________________________
4. The king blamed ____________________________ for what had happened

vi. Catherine Parr
1. Very kind to Henry’s three children

2. Survived Henry

b. Edward VI
   i. Became king at the age of nine years old
   ii. Died at the age of ____________________________
   iii. Said _______ and ________ couldn't succeed him as heirs to the throne

   c. Lady Jane Grey

   Was named ____________________________ by ____________________________

   ii. She was queen for _______________ days
   iii. Ultimately she was ____________________________

III. Mary I
    1. She was determined to return England to
       ____________________________
    2. She is often known as “Bloody Mary” because
       ____________________________
    3. Died from sickness at the age of ________

IV. Elizabeth I
    1. Many consider her to be one of England’s ____________________________ monarchs
    2. Ruled during the time of ____________________________
    3. Ruled for ____________ years
    4. Never married

   i. Since she had no children, she named ____________________________ her
      heir to the English throne
Tudor Dynasty Crossword

Across
4. Henry founded what religion by asserting himself as the head of the Church of England?
6. Henry broke with what nation to gain his divorce from Catherine of Aragon?
8. Elizabeth's nickname was the ______ queen.
10. Who was the mother of Henry's daughter Elizabeth?
12. Protestant church services were in this language.
14. Henry's sixth wife was Catherine ______.
17. Name of Henry and Catherine of Aragon's child?
18. How many wives did Henry VIII have?
19. Who was the mother of Henry's son Edward?
20. How many of Henry's children became monarchs?

Down
1. Who was Henry VIII first wife?
2. Mary's nickname (named because of the brutality of her reign)?
3. Henry had two wives named this.
5. Henry's fourth wife was Anne of ______.
7. Henry's founded religion is very similar to this other religion (two of his children followed this faith).
9. Henry was originally called "The Defender of the Faith" for what religion?
11. Who was the king who had six wives?
13. Catholic church services were in this language.
15. Henry had three wives named this.
16. Henry's fifth wife is Catherine ______.
20. Henry's last name?
Tudor Dynasty Crossword
BLM 1.3

INSTRUCTIONS FOR TEACHER:

• In prior lessons we’ve discussed Lutheranism and Calvinism so students should have some knowledge of the European reformations.
• Chromebooks are booked for this class. All students will have access to a device which will accommodate all students including those with IEPs and those in need of accommodations. All students are expected to keep notes of the key terms we discuss in point form. Just include the name or date and significance of this. Ex. Henry VIII = King of England, was Catholic, became head of the Church of England, had six wives, etc.
• Assessment for learning: blank paper, in silence students write down everything you know about King Henry VIII, the Church of England, Christian Reformations, Protestantism or 16th century England or all of the above. Then write down one question or wondering that you have surrounding these. You have 5 minutes.
• Distribute BLM 1.1 and BLM 1.2 (assessments as learning) to students face down while they are doing their assessment for learning and explain to them not to look at the handouts until they are told to. They can fill them in during the direct instruction portion of the class.
• Students should speak with their elbow partner about what they've written down - their similarities and differences. 2 minutes.
• As a class discuss what students have written down as their background knowledge and create a “Wonder Wall” poster paper on the wall and have one student from each elbow partner group come up and write down some of their questions and wonderings. 10 minutes.
• Direct Instruction: with a PowerPoint to aid visual learners, this portion should take about 45-50 minutes. Will split it up every 5-10 minutes to look for answers to the student notes and Crossword. The PowerPoint and direct instruction will explain
  4. Religious turmoil - Protestant vs Catholic (Protestant Reformation in England)
  5. Henry VIII (Catholic to Protestant + reasons for the shift, 6 wives)
  6. Breaking from Rome + reasons and consequences of this. Discuss continuity and change of these events.
• Halfway through lecture (about 30 minutes into the 50 minute direct instruction portion) we will look at a primary source document and explore the continuity and change of it. 10 minutes The Defender of the Faith was originally entitled to Henry VIII for defending the Catholic faith and since then it has been applied to English monarchs as defenders of the Anglican faith. We will discuss the implications of the primary source (both the Latin and English versions) and then discuss how this title has remained the same for monarchs but has changed to the Anglican faith instead of the Catholic faith. Watch 2 minute YouTube video.
• Final Activity: crossword of key terms (21 questions), to be done during direct instruction or for the final 10 minutes of class or to be finished as homework.
• Consolidation of lesson, wrap up, Q&A about content/student information sheet/crossword, discussion. Assessment of learning. 5 minutes.
The Tudors and the English Reformation

Purpose of Lesson

- Describe the religious and political ideas of the major figures during the English Reformation.
- Identify and locate some of the European regions that remained Catholic and what happened as a result of England becoming Protestant and explain how the division affected the country at that time.
- Discuss continuity and change associated with the English Reformation.
The Two Roses

- The English Civil War was fought between two branches of the ruling Plantagenet family.
- The war lasted from 1455-1485.
- The symbol for the House of Lancaster was the Red Rose.
- The symbol for the House of York was the White Rose.
- Thus the name, the War of the Roses.

Richard III—The “Black” Prince

- He was the guardian of the underage King, Edward V.
- Not satisfied by this, he plotted to kill Edward (age 12) and his younger brother Richard (age 9).
- He did this while the two were held in the Tower of London in April 1483.
- With some political maneuvering, Richard is pronounced the new King.
- This set off the last round of fighting in the war.
Henry Tudor

- Henry had a slight claim to the throne from the Lancaster side; he said that he was legitimate because he was the last male heir to Edward III.
- With borrowed money and an army of 5,000 men, he engaged Richard at the Battle of Bothwell in 1485.
- Henry’s outnumbered army was enlarged with the defection of several of Richard’s allies—this was critical to the outcome of the battle.
- Richard was killed in the battle and Henry claimed the throne.
- Tired of war and devastation, few opposed him.
- Henry will become an efficient administrator, even earning the title of penny pincher for his wariness of spending money.

How to Shore Up a Shaky Throne

- To re-unify the two houses, Henry VII (a Lancaster) marries Elizabeth of York (left).
- Henry knows that his grasp on England is not secure.
- He decides to improve this by marrying his children off to strong powers.
- Eventually, he will marry his children into the houses of Spain, France and Scotland.
The easiest way to shore up support is to marry your children to your rivals.
Henry did this very well.
Princess Mary was married to Louis XII of France.
Princess Margaret was married to James IV of Scotland.
Prince Henry (the younger son) was not married off, as he was destined for the clergy.
Prince Arthur was to be married to a Spanish Princess, the daughter of Ferdinand and Isabella.

Arthur and Catherine

- At this time, Spain is the powerhouse of Europe.
- Enriched by their domination of the New World, they also hold power over the Netherlands, most of the Holy Roman Empire and Italy.
- A marriage between poor England and rich Spain would vastly improve the standing of the House of Tudor.
- Fortunately for Henry, King Ferdinand and Queen Isabella had an eligible daughter for Prince Arthur—Catherine of Aragon.
A Brief Marriage

- Henry is paid a huge dowry by Ferdinand and Isabella.
- Catherine and Arthur are married in November, 1501.
- In May 1502, both Arthur and his young bride fall ill—no one is sure what they had.
- Catherine recovers—Arthur dies.
- This leaves Catherine in the awkward position of being Princess of Wales without a Prince.

Leftover Princess

- Henry VII did not want Catherine to go back to Spain.
- If she did, he would have to re-pay the dowry, and he couldn't have that!
- Ferdinand also did not want her back, as he would have had to support her the rest of her life (princesses are very expensive).
- Add to this that Catherine tells Henry VII that she and Arthur never consummated their brief marriage! In Henry's mind, this still makes her eligible for marriage—to his younger son!
- To serve their own needs, Henry and Ferdinand ask the Pope for a dispensation (special permission) to allow Catherine to re-marry the new heir, Henry. The Catholic Church did not allow re-marriage to another brother.
- In 1504, Pope Julius II, obliges and issues the dispensation.
Henry, Jr. and Catherine

- Henry is betrothed to Catherine after the dispensation is given.
- King Henry VII then begins to find the idea less than appealing.
- He stalls for time and eventually decides that the marriage will not take place. Then fate intervenes—Henry VII dies.

A Long and Happy Marriage

- After his father dies, Henry makes it very clear that he will, indeed, marry Catherine.
- He does so within a few months of becoming King.
- He was genuinely in love with Catherine, of that there is little doubt.
- She was also very much in love with him and together they settle down as King and Queen in a happy life.

Catherine and Henry VIII in 1509 just after their marriage.
What was Henry like?

- He was not: sex crazed; a glutton for food, anti-religious, or a fool...yet.
- He was: very religious; very athletic; a devoted husband; a loving father; an excellent musician; passionate about theology and quite intelligent.
- The myths about Henry today are almost all wrong.
- The television program The Tudors helped to add to the numerous fallacies about Henry and his life.
- You should trust television as much as you trust Wikipedia!

Henry the Religious Writer

- Begun in 1519 as a reaction to Martin Luther’s writings, Henry wrote The Defence of the Seven Sacraments.
- It was dedicated to Pope Leo X, who conferred upon Henry the title, Defender of the Faith.
- The treatise, probably co-authored with his friend Thomas More, resolutely shows Henry’s devotion to the theology of the Roman Catholic Church.
- Another example; he attended Mass five times a day, except, of course, in hunting season.
• Catherine was not only loved by Henry, but also by the English people.

• Catherine was a tireless advocate for the people and sponsored many charitable funds to help improve their condition in life.

• Despite being a foreigner, she was much loved by the populace, clergy, and nobility.

• After a miscarriage in 1510, Catherine had a baby boy in January 1511.

• Henry was elated. Sadly, the child died 52 days later.

• He had always been told by his father that only males can rule, and Henry believed it.

• This point should demonstrate the position of women in 1500’s had in England!

“I need a son!”
If at First You Don’t Succeed...

- Catherine and Henry continue trying for another baby.
- She delivers another son who lives only for a few days and then another stillborn child, also a boy.
- Henry is concerned and worried that he will not have what he needs most in life, a son.
- Finally, in February 1516, she has a healthy baby...girl.
- This is Princess Mary.
- Catherine will have two more stillborn children by 1525.

King Henry VIII at age 20.

Remember the Papal Dispensation they needed because of Arthur?
Well, Henry now thinks that is coming back to haunt him.
In Leviticus 20:21 it says: “If a man takes his brother’s wife, it is impurity; he has uncovered his brother’s nakedness, they shall be childless.”
In Deuteronomy 25:5 it says: “If brothers dwell together and one of them dies and has no son, the wife of the dead shall not be remarried outside of the family to a stranger; her husband’s brother shall go into her, and take her as his wife, and perform the duty of a husband’s brother to her.”
Do you see the conflict? Henry sure did.
He was able to father a son with his mistress, Bessie Blount. This son would be created Duke of Richmond later.
Henry saw this as further proof his marriage was cursed.

Deuteronomy vs. Leviticus

Henry FitzRoy (in old English it means Son of the King), the illegitimate son of Henry VIII.
Yes, it really is a male.
Henry as ‘King of Conquests’

- Even while married to Catherine, Henry had a lot of affairs.
- This was not only common for the nobility, but in many ways, an accepted practice.
- Henry followed a set pattern; seeing the women at court, giving them gifts to get their attention, and then bedding them.
- After he had done this, he generally lost interest in them, fast.

Mary Boleyn was once a mistress of Henry’s. She and Bessie Blount were just two of Henry’s conquests.

1526—Not a Good Year to be the Queen

- By 1526, Henry had all but decided to “set Catherine aside” and re-marry.
- One of his reasons was that Catherine was no longer able to bear children.
- Problem was, she was not too happy about the idea.
- She had, after all, stood by Henry, delivered an heir, and been a good and devout wife.
- Despite this, Henry petitions the Pope for an annulment of his marriage.

Catherine was first removed to Hatfield House after the formal separation from Henry. As time wore on and she remained obstinate, Henry moved her to far worse lodgings.
Catherine Strikes Back

- Henry leaves Catherine at Windsor in July 1531—they will never see each other again.
- With her close proximity to the court, Catherine begins to fight back. She had always been popular at court, and now she uses this influence.
- She also used her influence with her nephew who happened to be the King of Spain, King of Italy, Ruler of the New World, Netherlands and parts of Germany, and Holy Roman Emperor.
- She urged Charles to use his power and influence to make certain she was not set aside by Henry.
- Charles did just that. He was even holding the Pope, Clement VII, as a virtual prisoner in Rome.
- Henry’s response was to remove Catherine from Windsor and banish her to a country estate without contact with the court.
- He also, cruelly, separated Catherine from Princess Mary.

Cardinal Wolsey

- Determined, Henry placed the entire matter into the hands of Cardinal Wolsey, his Chancellor.
- Wolsey was politically astute and knew if Charles blocked the annulment, Henry would have no recourse.
- Despite this, he tried to get Henry what he wanted.
- He also came up with some plans to make the matter irrelevant: two ideas were put forth; that Henry FitzRoy could inherit; and allow Henry to take another wife with the sole purpose of producing another son.
- Complications arose when FitzRoy died, and Henry fell in ‘lust’.
The King’s ‘Great Matter’

- Henry persisted in trying to obtain his annulment.
- Charles persisted in blocking it.
- This diplomatic stalemate caused the matter to fester in Henry’s mind and he became consumed.
- The process also made him turn on Catherine and Mary both of whom were lodged in less than royal conditions to make them submit.
- Henry’s new Chancellor, Thomas More, took on the position with the condition that he did not have to act on the divorce.

This is the petition Henry sent to Rome. It was signed and sealed with the name of every great noble in England except Sir Thomas More’s. This document gave rise to the term, ‘red tape’.

Henry in ‘Lust’

- Henry had a series of affairs before, but none of them proved as long lasting as the one with Anne Boleyn.
- Anne had realized that the secret of keeping Henry interested was to make herself ‘unavailable’ to him.
- She refused to consummate their relationship until she had a ring on her finger and crown on her head.
- Not only did this keep him interested, but also made him obsessive about Anne.
- Anne used this as well to enrich her family with titles, estates and money.
- In the process, she made a great deal of enemies at Court.

“I have spent above IIII Hours this Day, which caused me now to write the shorter Letter to you at this Tyme, because some PAYNE in my Head, wishing my self (specially an Evening) in my Sweethearts Armes whose pritty Duckys I trust shortly to kysse. Writne with the Hand of him that was, is, and shall be yours by his will, H. R.‘
Anne Boleyn

- Henry first saw her when Anne was a lady-in-waiting to Queen Catherine.
- Anne knew all about her sister's affair with Henry and was determined not to make the same mistakes!
- She accepted his gifts and attentions, but refused to become another notch on the royal belt.
- This had the effect of driving him crazy—no one refused the King!
- She became, to Henry, more and more desirable.

The Long Wait

- From 1526 to 1532, Henry waited for action on his petition for annulment.
- By late 1532 it was clear that he would not get his annulment.
- This was for two reasons, one in order to give Henry the annulment, the Pope would be opening the door that an earlier Pope had made a big mistake.
- The second reason was Charles, who still had the Pope under his control, continued to block Henry.
- Things came to a head in December 1532 when Anne, now confident she had Henry to herself, finally relented to his carnal desires.
- She became pregnant, making the matter even more urgent than before.
Thomas Cranmer

- In January 1533, Henry asked Cranmer to grant his annulment in his capacity as Archbishop of Canterbury.
- Cranmer, a secret protestant, did so promptly.
- His move declared Henry’s marriage to Catherine null and void and made Princess Mary a bastard.
- Henry was now free to marry the pregnant Anne, which he secretly did in January 1533.
- The Pope excommunicated Henry from the Church.

Was Henry a Protestant?

- The simple answer was no, he was not.
- Henry’s move was calculated simply to free him from his marriage which, he honestly, believed was cursed.
- Henry never stopped persecuting protestants in England, whom he saw as a religious threat to his throne and as true heretics.
- The facts show that Henry changed little of the rites and practices of the rituals or dogma of the Church—that will come later.
- Despite the continued persecution of protestants, the movement in England grew and became more powerful.
- Henry, distracted by Anne and the threat of war with Spain, failed to see that many of his people at court were closet protestants!
Princess Elizabeth

- Born September 7, 1533.
- Both Henry and Anne were disappointed that she was a girl as the astrologers had all promised a boy (not surprising).
- Upon her birth, she became heiress presumptive because Mary had lost her title.
- She inherited her father’s intellect and gift for languages.
- She was also despised by her older half-sister Mary for displacing her and her mother in the King’s affections.
- Henry and Anne were soon trying for more children shortly after her birth.

Act of Supremacy and Oath

- This was the gauntlet the Roman Church could not ignore as it created a recognized schism within the Church itself.
- Henry declared himself the ‘Supreme Head of the Church of England’ which gave him sole authority over the church in England.
- Figuring he had nothing to lose and needing support, he began confiscating Church lands and handing it over to those who supported him in Parliament.
- The Nobility liked this, but the peasants did not. The local clergy suffered the most because of this and the peasants were very supportive of their local priests and monks.
- Henry ordered all of the nobility to swear the Oath which recognized and sanctioned the change.
- One man, Sir Thomas More, refused and had his head separated from his shoulders for defying the King.
Want to Buy a Monastery?

- Henry’s confiscation of Church lands was a move of political genius.
- Needing support for his new Church, he made the nobility beholden to him with gifts of land.
- This ensured that the nobility could not disagree with the confiscations as they were enriched by it.
- Henry also banned the practice of priests being tried in ecclesiastical courts. From then on, they were tried like every other subject of the realm.

Henry and Anne

- Within a few months of their marriage, Henry had grown tired of Anne.
- The one thing she seemed to do a lot of was throw temper tantrums — something Henry loathed.
- He also knew that he was stuck with her—divorcing her would make him look like a fool.
- He decided to resume his old habit of courting other women.
- Anne was not amused, but as she had not yet produced a boy, she could not do much about it.
- Anne knew her security depended on her ability to produce a boy!
- Anne was also wondering if Henry was physically able to father a child!

Hampton court Palace was one of Henry’s favorite residences. It was given to him by Chancellor Wolsey.
The Death of Catherine—January 1536

- On her deathbed, Catherine reached out to Henry for the last time. Despite all she had suffered and endured, she shows no malice and only concern for Henry and his immortal soul.
- “My most dear lord, king and husband,
The hour of my death now drawing on, the tender love I owe you forceth me, my case being such, to commend myself to you, and to put you in remembrance with a few words of the health and safeguard of your soul which you ought to prefer before all worldly matters, and before the care and pampering of your body, for the which you have cast me into many calamities and yourself into many troubles. For my part, I pardon you everything, and I wish to devoutly pray God that He will pardon you also. For the rest, I commend unto you our daughter Mary, beseeching you to be a good father unto her, as I have heretofore desired. I entreat you also, on behalf of my maids, to give them marriage portions, which is not much, they being but three. For all my other servants I solicit the wages due them, and a year more, lest they be unprovided for. Lastly, I make this vow, that mine eyes desire you above all things.
Katharine the Queene.”

Queen Anne’s Enemies

- During the time of the ‘King’s Great Matter’, Anne and her family grew in power.
- They used it to antagonize nearly everyone at Court.
- These enemies were just waiting for a chance to get back at her and her family.
- Charges of corruption and sexual licentiousness began to swirl around the court.
- When Henry actually began to listen to these rumours, her enemies knew they had won.
- When Anne delivered a deformed son, it was said to be due to her practices in witchcraft!
A Family Matter

- Anne was accused of two main crimes; sexual misconduct and witchcraft.
- Anne’s father and uncle were part of the secret investigation, as was Thomas Cromwell.
- That her own father helped in this investigation, shows how desperate he was to save his own neck.
- When the charges came down, Anne laughed at them as she had known some of the men only in passing and never in private.
- She was also accused of having sex with her own brother which resulted in the deformed baby.
- She was accused of doing this to ensure the birth of a baby boy for the King.

Originally used as a palace, the Tower of London is more infamous for its prison, as a place of execution and the location of the Crown Jewels.

“How do you know she is a witch?”

- There were several ways to tell; moles on the body; Anne’s extra finger was a clue; and her sexual ‘magnetism’ towards men which was a sure sign of the devil!
- The facts showed that Anne could not have managed most of these affairs as she had been away with the king when the events took place.
- This was overlooked, as “witches could materialize in any place and any time they wanted.”
- Anne and all of the men, including her brother, were found guilty and executed by drawing and quartering.
- On May 19, 1536, Anne was beheaded.
- Was she guilty? Probably not of the incest and affairs, but certainly of the pride and arrogance which contributed to her downfall.
Jane Seymour

- Jane had been a Lady-in-Waiting to both Queens Catherine and Anne.
- Shortly before her downfall, Anne noticed Jane wearing a locket and snatched it off her neck. She opened the locket and saw a picture of Henry inside. Jane confessed it was a gift from Henry.
- Anne knew this game as she had done the same thing to Catherine!
- She is said to have been sweet, fair looking and mild mannered—something Henry craved after his tempestuous marriage with Anne.
- 24 hours after Anne’s head is cut off, Henry married Jane.

Queen Jane

- Jane made a conscious effort to be the opposite of Anne.
- She did not make enemies at court and deferred every major decision to her husband.
- She also made an effort to reunite good relations between Henry and his daughters.
- Mary was invited to Court for the first time in nearly ten years.
- Elizabeth was also brought to Court to be closer to her father.
- For the rest of her life, she worked to heal the wounds of the Great Matter within the family.
- This was not lost on Mary who developed a genuine closeness with her stepmother.
Henry’s Great Joy

- Queen Jane delivered a baby boy at Hampton Court on October 12, 1537.
- He was named Edward.
- For Henry, this sealed his relationship with Jane.

Henry’s Great Despair

- On October 24, Jane died from complications from childbirth.
- Mary, who attended the birth, remained with Jane until the end.
- Henry was inconsolable with grief and wore black mourning clothes for the next three months and did not marry again for another three years.
- Mary had 1,200 masses said for the soul of her step-mother.
- Had she lived, Henry and Jane probably would never have split up.

Henry had this painted to commemorate Jane and Edward.
The Protestant Movement in England

- While the Act of Supremacy of 1534 drew a clear line of separation between Rome and Henry, the dogma or teachings of the church remained unaltered.
- Henry had no problem with the theology; just with the control of the national church.
- Many of his subordinates though, had major issues over theology. They sought to bring England closer to the protestant camp, secretly.
- It was a very dangerous game to play with Henry.

The Major Differences

- Roman Catholic theology teaches that pious acts, prayer, fulfillment of the sacraments, and attendance at mass is essential to ones soul.
- Protestant theology relies more on faith.
- In the center of this conflict lie the priests. Are they facilitators of salvation or is a person able to do that for themselves?
- Catholics rely on priests; Protestants believe more that a person is responsible for their own soul.
Still the Defender of the Faith

- Closet Protestants, including the doomed Queen Anne, had desired a break with Rome.
- Thomas Cromwell (also in the closet), as Henry’s Chancellor, worked to promote bishops that favored his beliefs.
- Henry was not paying attention...until 1538.
- In 1538, Henry issued decrees that forbade discussion of the sacraments; forbade marriage of the clergy; and denying the real presence of God in the mass.
- In 1539, Parliament passed the Six Articles, which reaffirmed traditional Catholic doctrine in England.
- These moves by Henry showed all that he was still anti-Protestant to the core.

Henry housed heretics in the Tower of London and often resorted to torture to extract confessions before execution.

Anne of Cleves

- Thomas Cromwell found a potential wife for Henry in Cleves.
- He and the artist Hans Holbein were sent to Cleves to arrange the marriage.
- Cleves was chosen because of their ties to the anti-Catholic Protestant Confederation of Germany.
- Holbein was instructed to create a likeness of Anne for Henry’s approval.
- Cromwell had to negotiate the marriage contract.
- Henry was in for a surprise.

Cleves was a small German province that had a Protestant duke. Henry wanted a new wife and could only obtain one from a Protestant country due to his excommunication.
Looking for Love in All the Wrong Places

- After being single for three years, Henry was excited to meet his new, much younger wife. Anne was 24, Henry was 49!
- When he heard that her ship had finally docked in Rochester, he and two friends rode all night long to see her.
- Henry arrived at 6 a.m. and burst into her room.
- Anne was terrified as she did not know who he was. She also did not understand him as she did not speak English!
- Henry looked at her and said, “She looks like a goddamn horse!”
- He promptly left and rode back to London.

Lovely young Anne of Cleves.

Back in London...

- Henry was not amused and he summoned both Cromwell and Holbein.
- He told Cromwell, “You either break the marriage contract or it is your head.”
- Holbein, terrified, thought Henry was going to have him executed. He told Henry that Cromwell ordered him “to pretty her up”.
- Henry forgave the artist.
- Cromwell got to work trying to break the contract, but it was too late.

Hans Holbein was terrified Henry would send him to the Tower for misrepresenting Anne of Cleves. He did it on the orders of Cromwell.
“Once More Unto the Breach...”

• Unable to break the contract, and short of time, Henry unwillingly married Anne.
• Even Henry could not bring himself to consummate the marriage.
• Anne was not aware of the facts of life and was blissfully ignorant that she was not attractive to her new husband.
• Within a few months, Anne wondered aloud to her ladies-in-waiting why she was not pregnant yet. “After all, the King does kiss me good night on my lips.”
• After picking themselves up off the floor, the ladies then took it upon themselves to explain to the Queen how babies were actually made!

A Smart Queen

• Distressed to realize that Henry did not find her appealing, she quickly realized she was in trouble.
• In a brilliant move, she went to Henry and offered a divorce!
• Henry was amazed. He had been searching for a way out of the marriage and here Anne was offering a way out!
• Henry quickly accepted and showered Anne with several estates, a lot of money, and a new important title, “The King’s Sister”.
• Anne not only kept her head, but also maintained a warm and cordial relationship with Henry as well as Princesses Mary and Elizabeth.
• The marriage lasted a little over six months.
• It did not work out so well for Cromwell...
Fall of Cromwell

- Cromwell had made a lot of enemies at court.
- He had been an early and ardent supporter of Anne Boleyn, as well as a secret protestant.
- As Chancellor, he had done an excellent job administering Henry’s kingdom, but the Cleves affair had rankled Henry.
- Cromwell’s enemies seized the opportunity to rid themselves of him once and for all.
- He was accused of several crimes including spreading heretical literature and promoting the protestant movement.
- He was beheaded July 28, 1540.

Another Queen Catherine...

- To celebrate Cromwell’s death, Henry got married.
- Less than three weeks after his annulment, Henry married Catherine Howard.
- Catherine was very young (16 to Henry’s 50), very flighty, and from a very Catholic family.
- This was an issue for Archbishop Thomas Cranmer—he feared that the Howard family would use their influence to restore the Roman Church to England.
- Cranmer hated Catherine’s uncle, the Duke of Norfolk, and wanted to discredit him at any cost.
- Catherine provided Cranmer with the means when she hired a former flame, Francis Dereham, as her personal secretary.
...Another Quick Marriage

- Catherine began a secret affair with Dereham and another man named Thomas Culpepper.
- She lacked any reasonable discretion and it soon came to the notice of Cranmer, who acted on it.
- Henry was told about the rumors and asked Cranmer to investigate.
- Both Dereham and Culpepper were sent to the Tower of London and tortured. Both gave evidence that they had, indeed, slept with the Queen.
- Culpepper even had a love letter from the Queen which corroborated the affairs.
- After a trial, Catherine was beheaded on February 13, 1542.

The night before her execution, Catherine Howard practiced putting her head on the block so she could do it right.

One Last Shot...

- The last of Henry’s wives, was Catherine Parr. She married Henry in 1543.
- She was a wealthy widow and Henry married her more for company than carnal desire.
- Like Jane Seymour, she helped Henry repair the relationships he had with his daughters.
- She also had a strong bond with Prince Edward.
- Parr took an active interest in the education of the children.
- In 1544, Henry trusted her enough that when he went to war with France, he left her as the Regent.
A Secret Protestant!

- Catherine was accused by the Chancellor of being a closet protestant in 1546.
- Henry had an arrest warrant drawn up, but Catherine found it.
- She rushed to Henry and pleaded for herself, saying that she only discussed religion with him to take his mind off his problems.
- Quite moved, Henry dropped the matter.
- She had lied. Not only was she a secret protestant, but she also wrote two books on the subject! If Henry had known that, he would have had her head chopped off too!

A copy of Lamentations of a Sinner by Queen Catherine.

Henry—Later in Life

- He was not the picture of health.
- By 1540, his waist size was 54 inches!
- He was probably riddled with the effects of untreated syphilis.
- He suffered from bad skin, especially pus-filled boils and one very bad injury in his leg that emitted a foul stench when it re-opened.
- He was a binge eater too—he preferred just red meat without his veggies. This type of diet added to his gout, which was very painful.
Henry—The End

- Henry died January 28, 1547 at Whitehall Palace.
- His wife became regent for the nine year old King Edward VI.
- He was buried in a crypt at Windsor Castle next to his most beloved wife, Jane Seymour.
- While enroute to Windsor, Henry’s body, already rather large, swelled inside the coffin and actually exploded!

Edward VI

- Edward came to the throne at the age of nine.
- Henry had prepared a regency to exercise royal power while Edward was a minor.
- The Regency Council was headed by his uncle, Edward Seymour.
- Edward’s reign is significant only because it began the transformation from a nominally Catholic country to a solidly protestant one.

Edward’s will in which he removed his half-sisters from the line of succession.
Archbishop Cranmer

- Cranmer was the real driving force behind the protestant movement in England.
- Long a secret protestant; he now was able to reveal his true thoughts on the matter.
- Along with Seymour, who was also a protestant, they began to transform England into a protestant nation.
- Now the removal of Catholic doctrine and practices began in the English Church.

Changes to the Doctrine

- Priests were now able to marry.
- Services were said only in English, not the Latin of the Catholic rite.
- Several sacraments were removed.
- An attempt at creating a common prayer book was also made.
- Cranmer developed the Forty-Two Articles in 1552, but these were not put into place before Edward’s death.
- This was the first serious attempt by the English reformists to re-create the structure of the Church of England.
Edward’s Death and Aftermath

- In July 1553, Edward fell seriously ill.
- It is thought that he had tuberculosis.
- The Council drew up a document that excluded Mary and Elizabeth from the throne.
- The document named Lady Jane Grey as his heir.
- Edward died on July 6, 1553.
- The council made a grave error in not securing Princess Mary before Edward’s death.

Nine Days

- Lady Jane Grey was proclaimed Queen by Edward’s Privy Council.
- This did not sit well with Mary, who was the legitimate heir according to Henry’s will.
- It also did not sit well with the people who thought that Mary SHOULD be Queen.
- Mary began to rally support with the people and began a march on London guarded by the people and accompanied by her sister Elizabeth.
- As Mary neared London, the Privy Council switched sides, fearing for their own lives.
- Jane went from Queen, to prisoner in the Tower of London.
- Mary entered London as a proclaimed Queen.
The Problem of Not Being Decisive

- The lack of strong action caused several movements to spring up in England.
- England became a fertile breeding ground and safe haven for many religious dissenters from the continent who brought their own views and beliefs with them.
- This will cause trouble later on and was a chief cause of the English Civil War.

Works Cited
PRIMARY SOURCE EXAMINATION

Questions to Consider

Who

❖ Who created the source?
❖ Who is the source about
❖ Who was the source created for/who is the intended audience?
❖ Who is not there?

What

❖ What is the source about?
❖ What is message, if any, of the source?
❖ What materials/mediums was the source created in?
❖ What is the tone or mood of the source?
❖ What is not there?

When

❖ When was the source created (historical context)?

Where

❖ Where was the source created?
❖ Where was the creator from?

Why

❖ Why was the source created?
❖ Why might we examine the source today?
❖ Why might something or someone not be included?

How

❖ How was the source created and/or distributed?
❖ How was this source important in its day?
❖ How is this source important today
BLM 2.2

Kahoot Questions

Kahoot.it

Game pin: 4085177

1. Which monarch lead the English Reformation?
   a. Elizabeth I
   b. **Henry VIII**
   c. Richard III
   d. Mary I

2. What drove Henry to separate from the Roman Catholic Church?
   a. His dream about Jesus
   b. The Church deemed him as a heretic
   c. **His desire to divorce Catherine of Aragon**
   d. None of the above

3. How much actual religious change did Henry bring?
   a. **Virtually none**
   b. A whole lot
   c. Some
   d. Not a lot

4. Who is the head of the Church of England?
   a. A new pope
   b. The pope
   c. Martin Luther
   d. **The monarch**

5. How did Henry gather support for his new church?
   a. Gifted the nobility land
   b. Priests had to be tried like any other subject in the realm
   c. Showered priests with riches
   d. Confiscated land

6. What document drew a clear line between Rome and Henry?
   a. Act of Succession, 1534
   b. Act of Uniformity, 1558
   c. **Act of Supremacy, 1534**
   d. Act Against Puritans, 1593

7. What is the major difference between Catholicism and Protestantism?
   a. **Catholics rely more on priests than the individual**
   b. Catholicism is more hierarchal
   c. Protestants focus on faith, not acts
   d. Protestantism promotes vernacular Bibles

8. Who did Edward VI name as his successor?
   a. Mary Tudor
   b. **Jane Gray**
   c. Elizabeth Tudor
   d. Thomas Cranmer
BLM 2.3

INSTRUCTIONS FOR TEACHERS:

- Play Tallis’ I Call and Cry to Thee, O Lord while students come into the class and settle down
- While playing Kahoot, pause after each question to ensure that all students are aware of the background knowledge
- Hand out the Primary Source Examination Sheet (BLM 2.1) before analyzing Tallis’ lyrics
- Allow students to use digital technology in order to do additional research, take notes, or use other assistance
- During step four, balance lecture and discussion
  - Allow each group to present their analyses of the primary source and other students to contribute before saying anything
- Be a facilitator during discussions and debates
  - Let students take more control
Battle for Religious Power

Mary, Elizabeth, and Those You Haven’t Heard About
Learning Goal

Students will understand the various historical perspectives—religious, ethnic, and cultural—during Mary I and Elizabeth I’s reigns.

Primary Source Examination

Who, What, When, Where, Why, How
Religion

I Call and Cry to Thee, O Lord
By Thomas Tallis

I call and cry to thee, O Lord. Give ear unto my plaint.
Bow down thine eyes and mark my heavy plight,
and how my soul doth faint.
For I have many ways offended thee.
Forget my wickedness, O Lord, I beseech thee.

Mary I

- Spanish connections
- Very Catholic
- Repealed previous religious legislations

Courtesy of https://en.wikipedia.org/wiki/Mary_I_of_England
Protestants

- Marian Persecutions: at least 287
- Marian Exiles -> resettlement of population
- Martyrs vs. heretics

Elizabeth I

- Protestant
- Elizabethan Religious Settlement
- Catholic Church: “heretic”
Foxe’s Book of Martyrs

Jane Gray’s] reign was of only five days’ continuance, for Mary, having succeeded by false promises in obtaining the crown, speedily commenced the execution of her avowed intention of extirpating and burning every Protestant. She was crowned at Westminster in the usual form, and her elevation was the signal for the commencement of the bloody persecution which followed.

Catholics

- 1571: anti-Catholic decrees issued
- 1585: decree that banned going overseas to receive sacrament of Ordination to the Catholic priesthood
- **Excommunication** for those who obeyed Elizabeth I
Jews

- Edict of Expulsion, 1290: all Jews expelled from England

- Could only remain in England through Domus Conversorum

- England as refuge for Jews

Africans

- Slave trade

- Connection to wider world

- Religion and conversion

- Role in royal court
Others

- Puritans: deeply Protestant, very anti-Catholic
- Irish: Catholic
  - Historical strife

Succession Debate

- Who would be a better ruler for you: Mary or Elizabeth?
- Neither?
- Consider the primary sources you looked at and class discussions
Human Agency in History

Conditions or Social Forces (e.g. religion)

Individual (e.g. Queen Elizabeth I)

Groups (e.g. British people)
ICE CHART

This table will be a record of your learning in this class. After class, fill out 3 NEW THINGS that you learned into the ICE table. Make sure to answer the guiding questions provided below for each entry.

<table>
<thead>
<tr>
<th>Information</th>
<th>Connections</th>
<th>Extensions</th>
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