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# AS and A LEVEL
*Delivery Guide*

H105/H505

# *HISTORY A*

Theme: The Late Tudors

October 2015

OCR
Oxford Cambridge and RSA

# CONTENTS

# Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

## KEY

Click to view associated resources within this document.

▶ Click here — Click to view external resources

**AS Level** only — AS Level content only

# Curriculum Content

The period study on Elizabethan England is complemented by its documentary study of the Mid-Tudor Crises, thus having the advantage of enabling a chronological teaching approach which allows students to approach the topic from a firmer foundation. Students will undoubtedly be aware of the general causes, nature and effects of political, religious and economic challenges to the Crown in the early 16th century, thereby encouraging a confident start to their study of Elizabeth and an appreciation of the situation she faced in 1558. Following an assessment of the extent of the problems she inherited at her accession and her methods in dealing with them, students will be able to gain breadth over the remainder of her reign through in-depth studies on the three major areas of challenge to royal authority: religion, government and society. In addition, they will have the opportunity to assess the final years of Elizabeth's reign and analyse elements of continuity and change across the period. Whether focussing on the further development of the Reformation of the English Church and historical arguments over Elizabeth's personal intentions and eventual actions, or whether analysing her decisions dealing with the threat from Mary Queen of Scots, students will be able to appreciate the overlapping context of religion and politics with its inevitable links to the Continent. The concepts and practice of power, propaganda and diplomacy undoubtedly underpin any study of Elizabeth and ample opportunity is provided to consider a range of personalities and cultural features which exemplify the Renaissance ideals which were firmly established amongst the European nobility by the late 16th century and so evident in the long-held myths, depictions and reputation of the 'Virgin' or 'Faerie' Queen.

Overall, teachers have a chance to focus student learning on one English monarch allowing a synthesis of conceptual understanding, depth of knowledge and the interconnectedness of European developments and expansion into the New World. Rather than the traditionally popular focus on the Early Tudors within an examined unit, students may be enthused by an alternative focus for the exam but still wish to pursue coursework research on topics such as the Wars of the Roses, the Pilgrimage of Grace and the Dissolution of the Monasteries. The topic is prohibited as a combination with the Themes papers on Tudor Rebellions and Foreign Policy, however it would be complemented significantly by the Renaissance, the Catholic Reformation, the Development of the Nation State or the Ascendancy of France, and the Origins and Growth of the British Empire. The World History period studies paper also offers chronological links such as Philip II, Exploration and Discovery, and the German Reformation or conceptual comparisons of monarchy, leadership and power with Charlemagne, Peter the Great, the Mughals, Napoleon or Tsar Nicholas II and Lenin. Alternatively, as a standalone 'early modern' topic, it provides an excellent option to attract students who are likely to study English literature and delve into the realms of Shakespeare and Milton, thereby enhancing their overall learning and confidence.

# Curriculum Content

As general guidance, students should have studied the following:

**Elizabeth and religion:** the religious situation and problems in 1558; the foreign situation and its impact on religious developments; the Elizabethan Religious Settlement; the Puritan challenge and aims, support for Puritanism, the influence of Puritan leaders, attempts to change the church, the MPs' tactics, separatism; the attitude of Elizabeth's archbishops; the Catholic threat and its nature, the increased threat after 1568, government reaction, the Northern Rebellion (1569), Papal excommunication (1570), Mary Queen of Scots, plots, seminary priests, Jesuits; the problems facing Catholics 1558–1589.

**The nature of the Elizabethan Monarchy, Government and Parliament:** the role of the court, ministers and Privy Council, including the role and influence of William Cecil; Elizabeth's use and management of faction; the role of gender; the roles of the Houses of Commons and Lords; Parliament's relationship with the Queen; the attitudes of Elizabeth, the Privy Council and Parliament to the issues of marriage, succession and parliamentary privilege and their impact on domestic and foreign affairs; the impact of Mary Queen of Scots and James VI.

**Elizabeth's management of financial, economic and social affairs:** the financial and economic situation in 1558; sources of Crown income; the problem of inflation; methods of raising finances, ordinary revenue, parliamentary taxation; methods of reducing costs, financial administration; the impact of war; overseas trade; the issue of purveyances and monopolies; the Statute of Artificers, poverty and the Poor Law.

**Elizabethan later years 1588–1603:** the defence of the royal prerogative, relations with Parliament; the domestic effects of war with Spain; economic and social problems, harvests and the impact of rising prices, local unrest, food riots, the Oxfordshire rising; the Irish rebellion, Essex's rebellion; Elizabeth's reputation in this period.

Recommended texts and resources are:

Dawson, I. (1993) *The Tudor Century 1485–1603*

Doran, S. (1994) *Elizabeth I and Religion 1558–1603*

Fletcher, A. and MacCulloch, D. (5th edition 2008) *Tudor Rebellions*

Guy, J. (1990) *Tudor England*

Guy, J. (2000) *The Tudors: A Very Short Introduction*

Haigh, C. (1998) *Elizabeth I: Profiles in Power*

Heard, N. (1992) *Tudor Economy and Society*

Levin, C. (2002) *The Reign of Elizabeth I*

# Curriculum Content

Loades, D. (National Archives 2003) *Elizabeth I: The Golden Reign of Gloriana*

Loades, D. (2003) *Elizabeth I*

Starkey, D. (2000) *Elizabeth*

Warren, J. (2008) *Elizabeth I: Meeting the Challenge, England 1541–1603*

▶ Click here

John Guy
A Level page and links to primary sources:
http://www.tudors.org/as-a2-level/

▶ Click here

British Library
Ireland: Propaganda and Plantations – overview and lesson ideas:
http://www.bl.uk/learning/histcitizen/uk/ireland/irelandintro.html

▶ Click here

Elizabeth and the Spanish Armada – overview and lesson ideas:
http://www.bl.uk/learning/histcitizen/uk/armada/intro.html

Timelines TV
Video clip on Plantations in Ireland:
http://timelines.tv/index.php?t=2&e=2

▶ Click here

Open Yale Courses
Professor Wrightson on Early Modern England: episodes 10 and 11:
http://oyc.yale.edu/history/hist-251#sessions

▶ Click here

Luminarium
Commentaries, articles and primary sources:
http://www.luminarium.org/renlit/eliza.htm

▶ Click here

BBC History
Commentaries and links:
http://www.bbc.co.uk/history/british/tudors/

▶ Click here

Tudor Times
Articles and book reviews:
http://tudortimes.co.uk/

▶ Click here

# Thinking Conceptually

The British Period Studies require students to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. Students will be required to recall, select and deploy appropriate knowledge and communicate this clearly and effectively within traditional essay-based questions. They will also be expected to demonstrate an ability to explain, evaluate and analyse the relationships between key features of the period studied in order to reach substantiated judgements. At times, this will involve the need to identify elements of progression and stagnation or the need to focus on key individuals and turning-points. A student's ability to achieve this will be greatly enhanced by exposure to a variety of resources, therefore a continuation in terms of developing primary source analysis is recommended in order to approach the exam paper holistically in terms of both narrative content and historical skills. If a variety of teaching approaches are used to encourage a synthesis of narrative, explanation, evaluation and prioritisation, students will acquire the ability to assess the key issues extending across a wider period as well as those which are more focussed. A degree of depth and breadth will need to be encouraged in terms of relevant and careful selection of exemplar material to support historical argument. This might be achieved through traditional teaching methods of directed reading and note-taking, or interactive and kinaesthetic tasks.

In terms of the context and nature of domestic politics, this topic is complemented by its linked Enquiry on the earlier Mid-Tudor Crises, thus paving the way for a clear understanding of the motives, inheritance and precedence shaping the thought processes of Elizabeth I, the nobility and populace. However, a key aspect of the period which might pose difficulties for students is the changing political or religious allegiance of noble families, individuals or clergy. In addition, specific roles or functions at court, parliament or within the Church can become confusing. Maps, visual prompts and summary profiles will all assist students if viewed against chronological overviews and key turning-points in the development of Elizabethan England either in the context of the 'nation' or specific challenges Elizabeth faced. Although students are required to focus on the domestic scene, it will be important to set this against England's position within Europe and the emerging New World before focussing on any one aspect. It is inevitable that religious and political sentiments, pressures, and government action within the period are intertwined in terms of domestic and foreign policy. Therefore, the extent of the perceived mutual threat of Catholicism and Protestantism by the late-16th century is an essential element which students will need to grasp first in order to understand the circumstances in which plots, wars and religious polemic were conceived. Although detailed knowledge of the course of foreign wars is not required, the motives or causes of English involvement and the effects of war and enmity on domestic issues are certainly needed. This can be easily complemented by use of historical interpretations and continued practice with primary sources.

# Thinking Conceptually

Students will need to have a sound understanding of the following terms relating to the early modern and Tudor period:

Catholicism
Lutheranism
Calvinism
Huguenot
Orthodoxy
Doctrine
Sacrament
Imperialism
Colonialism
Anticlericalism
Heresy
Iconoclasm
Primogeniture
Capitalism
Mercantilism
Monopoly
Royal Prerogative
Humanism
Encyclical

Further resources which may be useful for teachers in terms of accessible primary sources:

National Archives
Primary sources, images and teaching resources:
http://www.nationalarchives.gov.uk/museum/dates.asp?date_id=2

▶ Click here

John Foxe Online
Sources and commentary:
http://www.johnfoxe.org/

▶ Click here

Digital Project on Bess of Hardwick
Commentary, letters and podcast:
http://www.bessofhardwick.org/home.jsp

▶ Click here

Anglican Library
Marprelate Tracts:
http://www.anglicanlibrary.org/marprelate/index.htm#top

▶ Click here

CELL
The Diplomatic Correspondence of Thomas Bodley:
http://www.livesandletters.ac.uk/bodley/biography.html

▶ Click here

# Thinking Contextually
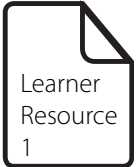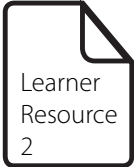
The following activities are all based on the themes of 'spheres of influence' in the context of Elizabeth's inheritance, the nature of foreign affairs, religious problems and her role as a female monarch. Through viewing the 'reality' of her position in 1558 in the European arena, Elizabeth's style of government and her religious settlement can be assessed through considering the role of personality as well as politics. This can be extended to look at the challenges she faced throughout her reign and her methods of dealing with factionalism. The activities can be adapted to varying topics although the overall focus here is on **Elizabeth and Religion** with an underlying theme of 'perception versus reality' in terms of enmity, representation and propaganda. Teachers may wish to extend the suggested activities with analysis of Elizabethan portraiture, theatre and literature in order to strengthen students' understanding of Renaissance court culture and diplomacy.

**Sequencing cards** are provided for chronological understanding, analysis or revision in preparation for essay writing on the issue of religion. Whether using them on their own or alongside other activities, they can be adapted to the needs of students by reducing the collection or making additions.

**Historical interpretations** can supplement this to stretch students beyond simply compartmentalising 'religion' as separated from systems of Elizabethan government and political ambition.
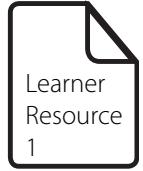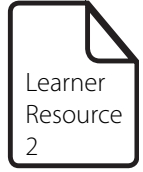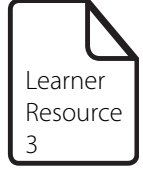
# Thinking Contextually

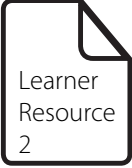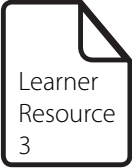| Activities | Resources |
|---|---|
| **Spheres of influence**<br>The following activities aim to develop analytical skills while the narrative is being covered. Both **Learner Resources 1** and **2** can be applied to various key issues or oppositional groups, whether taking a lengthy chronological period (England's position in Europe, England and Spain, court and parliament), a narrower focus with a defined scope (Catholic and Protestant in 1558–9) or a specific event (Northern Rebellion, Ridolfi Plot). With Learner Resource 2, the aim is to note key individuals, features or events which belong firmly on either side, whilst identifying those which defy simple categorisation and are members of 'both groups' with overlapping loyalties, features or experiences. This is intended to prevent students from making generalisations and to encourage greater use of exemplar material to support arguments. | Learner Resource 1<br><br>Learner Resource 2 |

# Thinking Contextually

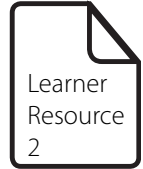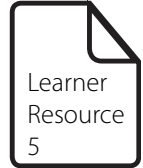| Activities | Resources |
|---|---|
| **Stage 1: Inheritance**<br><br>1) Discuss the range of motives and influences upon Elizabeth at her accession to the throne. For example, her education, early experiences, personality, sex, political situation, religious differences. What was the context into which she was propelled as Queen of England? What were the problems she inherited, expectations, pressures of government and the reality of monarchic power?<br><br>2) Complete **Learner Resource 1**, making bullet point notes on the European situation and the issues Elizabeth had to consider in 1558. Suggested labelling: France, Spain, Netherlands, Ireland/Scotland, Rome/Papacy, Holy Roman Empire or Switzerland. Inevitably this will encourage review of the extent of Calvinism, relations with Philip II and the Marian legacy. Reference might also be drawn to events or polemic which challenged Elizabeth as a female monarch such as Foxe's 'First Blast of the Trumpet'.<br><br>3) Complete **Learner Resource 2** on the issue of Protestantism by 1558. Label one side England and the other Europe. List individuals, practices or religious thought existing in each place in 1558. The intersection will highlight exiles, European influence and links with Swiss Reformists.<br><br>4) Provoke further discussion of Elizabeth's position using interpretations: **Learner Resource 3**, a movie trailer and Doran's article.<br><br>British Royals<br>'Elizabeth' movie trailer:<br>http://www.britroyals.com/movie.asp?page=movies.asp&movieid=elizabeth&am=UK<br><br>History Today<br>Doran, S., Elizabeth I: Gender, Power and Politics:<br>http://www.historytoday.com/susan-doran/elizabeth-i-gender-power-and-politics | Learner Resource 1<br><br>Learner Resource 2<br><br>Learner Resource 3<br><br>▶ Click here<br><br>▶ Click here |

# Thinking Contextually

| Activities | Resources |
|---|---|
| **Stage 2: Personal and Political Influences** | |
| 1) Discuss the 'religious settlement' in England prior to 1563 and how Elizabeth could balance her personal beliefs, current practices and division within government. What did she want and what could she feasibly do? | Learner Resource 2 |
| 2) Give students a selection of sequencing cards (**Learner Resource 3**) relative to events prior to 1563 only. Test students' knowledge by asking them to place cards in chronological order. Discuss which events reflect Elizabeth's personal views and those which involved foreign influence, ministerial pressure or religious compromise. | |
| 3) Using the cards as prompts, complete **Learner Resource 2** with 'Elizabeth's views' and 'Political Influences' as labels. Where do they converge? Where was compromise reached? | Learner Resource 3 |
| 4) Repeat **Learner Resource 2** to analyse Catholic and Protestant views or practices in England before 1563. The intersection will identify the confusion which existed amongst the population and the difficulty historians face with using 'labels'. Which practices did Elizabeth retain which might be deemed Catholic and yet formed part of her 'reformation'? How far did the population or priests adapt their practices according to government policy? | |

# Thinking Contextually

| Activities | Resources |
|---|---|
| **Stage 3: Monarchy and Government**<br><br>1) Repeat **Learner Resource 2** using generic labels 'Monarch' and 'Government' to create a summary of the religious settlement up to 1563. Note the range of personalities or groups 'opposed' to Elizabeth within 'government' together with their actions, beliefs or influence determining policy. The intersection will reflect those who were supportive or influential. Push students to analyse the value and limitations of 'labelling' and 'generalisation' by questioning whether individuals or groups had a static or 'collective' view throughout those years.<br><br>2) Alongside other activities or reading on Elizabethan government or parliament (e.g. **Learner Resource 5**), repeat **Learner Resource 2** when required to analyse government institutions, ministers and individuals in comparison to Elizabeth or against each other. Students should identify distinct views held by the Privy Council, the Commons, Lords or key personalities. Where was there compromise or agreement? Which government institutions or individuals provided the most challenge in relation to the early religious settlement?<br><br>3) Extension: repeat using generic or specific labels within defined date ranges once the full narrative is covered, thus analysing continuity and change in religious policy.<br><br>Suggested Resources:<br><br>Sommerville, J.P. (University of Wisconsin-Madison)<br>Commentaries on Elizabethan Government, Parliament and links:<br>http://faculty.history.wisc.edu/sommerville/123/123%20251%20Elizabeth.htm<br>http://faculty.history.wisc.edu/sommerville/123/123%20252%20Parliament.htm<br><br>History of Parliament:<br>http://www.historyofparliamentonline.org/periods/tudors/elizabethan-settlement<br><br>John Guy<br>Elizabethan Reformation:<br>http://www.tudors.org/undergraduate/the-elizabethan-reformation-an-agenda/ | Learner Resource 2<br><br>Learner Resource 5<br><br>▶ Click here<br><br>▶ Click here<br><br>▶ Click here<br><br>▶ Click here |

# Thinking Contextually

| Activities | Resources |
|---|---|
| **Stage 4: Religion and Politics**<br><br>1) Read the extract by Mattingly (**Learner Resource 3**). Discuss the nature of reality and perception in terms of the Catholic-Protestant division of Europe and the motives for opposition or war.<br><br>2) Focus on England and Spain. Note individuals and attitudes relevant to each side on **Learner Resource 2**. The 'intersection' should feature specific ambassadors, espionage and religious refugees present in either country. This will push students to understand the sources of information, fear and propaganda. Where did the two countries 'coincide' or where was there collusion? If two sheets are completed for an early and later period of time, one might also highlight earlier alliance with Spain against France thus pushing students to assess the cause or nature of developing hostility.<br><br>3) Divide sequencing cards (**Learner Resource 4**) within two columns defining 'religious development in England' and 'internal or external threats'. Place in chronological order maintaining two columns and aligning the events. Is there a connection between policy decision, religious polemic and perceived external threat? Identify turning points.<br><br>4) Alternatively, divide sequencing cards into other categories to provoke debate. For example, 'religion' and 'politics' or 'government methods' and 'actions of others'. Did conflict, opposition or action really occur due to religion or was politics the deciding factor? | Learner Resource 2<br><br>Learner Resource 3<br><br>Learner Resource 4 |

# Thinking Contextually

**Extended specification – Unit Y107: Elizabethan England**

| Elizabeth and Religion | Religious situation and problems in 1558 | • legacy of Henry VIII, Edward VI and Mary with Catholic and Protestant practices<br>• ambiguity of Elizabeth's plans<br>• complexity of religious divisions between Catholics and Protestants, and amongst Protestants<br>• effect of Lutherans, Swiss Reformists, exiles and communication with Bullinger, Peter Martyr, Richard Cox, John Knox<br>• nature and extent of Protestant preaching upon her succession |
|---|---|---|
| | Elizabethan Religious Settlement | • Elizabeth's motives and methods: upbringing, education, personal views, political pressures, compromise<br>• reasons for and nature of the 1559 and 1563 settlements: parliament, Acts of Supremacy and Uniformity, Act of Exchange, convocation<br>• opposition and support within parliament and role of the Lords<br>• public disputations<br>• Royal Injunctions, visitations and Crucifix controversy<br>• significance of the Book of Common Prayer<br>• attitude of the archbishops, Parker and the Vestiarian controversy<br>• roles of Cecil, Grindal, Whitgift, Hutton, Fletcher, Nowell and Norton<br>• Elizabeth's role as Supreme Governor<br>• the extent of maintenance of Catholic traditions and ceremonials<br>• ambiguity and local variations of liturgical practice<br>• whether the church was 'Anglican' or took a *'via media'* |

| | Impact of foreign situation on religious developments | <ul><li>Peace of Cateau-Cambresis</li><li>Lutheran princes and the Augsburg Confession</li><li>Swiss Reformists and Presbyterians</li><li>role of the Papacy and the Council of Trent</li><li>Catholic Spain, Philip II and involvement in the Netherlands</li><li>religious division in France and St Bartholomew's Day Massacre</li><li>links and communication with Protestants in Europe</li><li>ambassadors, spies, intrigue and fear</li><li>beliefs and interpretations of the extent of Catholic and Protestant divisions and threats in Europe</li></ul> |
|---|---|---|
| | The nature and extent of the Puritan challenge | <ul><li>definitions and differences between Conformist, Presbyterian and Separatist</li><li>reasons for the emergence of Presbyterian movements</li><li>Grindal's refusal to suppress prophesying and suspension</li><li>the extent to which Whitgift caused opposition: Three Articles</li><li>roles of Cartwright, Field, Browne, Barrow, Greenwood</li><li>Turner and Cope's pro-Presbyterian bills</li><li>*Martin Marprelate* tracts</li><li>the Lambeth Articles 1595</li><li>reasons for the failure of the Puritan challenge by the 1580s</li><li>perceptions of the threat</li></ul> |

| | The nature and extent of the Catholic threat | • impact of foreign affairs on perceptions of the threat, war with Spain, problems in Ireland, France and and the Guise<br>• Mary Queen of Scots' flight to England and Norfolk marriage plot<br>• causes, nature and extent of Catholic plots: Throckmorton, Babington and Ridolfi<br>• causes, nature and effects of the Northern Rebellion (1569)<br>• seminary priests, Douai, Jesuits and role of Campion and Parsons<br>• extent and effects of the threat in Ireland: rebellion in Munster by Fitzgerald, Desmond rebellion, O'Neill and the 1595 rising<br>• excommunication by Pope Pius V (1570)<br>• reasons for and effects of the execution of Mary Queen of Scots<br>• problems for Catholics 1558-89: effect of Spanish threat on official policy and internal divisions, Archpriest Controversy<br>• extent of the strength of Catholicism |
|---|---|---|
| **The nature of the monarchy, government and parliament** | The role of the court, ministers and Privy Council | • legacy of early Tudor relations between Crown and nobility<br>• reasons for the importance of presence at court<br>• court lifestyle and royal progresses<br>• patronage<br>• role and influence of William Cecil, ennoblement in 1571<br>• functioning of the Privy Council and effect of factionalism<br>• role of individuals such as Leicester, Walsingham, Hatton and Sussex<br>• influence of the Council in the provinces<br>• creation of the Bond of Association<br>• dominance of court and Council under Robert Cecil |

# Thinking Contextually

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|---|---|---|
| | Elizabeth's personal rule | • use and management of faction<br>• role of gender<br>• personality, charisma and anger<br>• image, representation and propaganda<br>• portraits, pageants and theatre |
| | The role of the Houses of Commons and Lords | • functions, strengths and weaknesses<br>• call and frequency of parliaments<br>• nature and impact of the Privy Council's attempts to use parliament<br>• role in the execution of Mary Queen of Scots<br>• the Monopolies Crisis and parliaments of 1597 and 1601 |
| | The issue of marriage, succession and parliamentary privilege | • attitudes of Elizabeth, the Privy Council and parliament<br>• potential suitors<br>• Alençon negotiations<br>• impact of the issue of marriage and succession on domestic and foreign affairs |
| | Power, strength and stability | • impact of internal and external challenges to the Crown: methods, aims and effectiveness<br>• relations with Scotland: rebellion of the Lords of Congregation , military intervention and Treaty of Edinburgh<br>• the impact of Mary Queen of Scots and James VI<br>• Acts of Attainder and Exclusion<br>• attempts at colonisation in Ireland |

# Thinking Contextually

| Management of financial, economic and social affairs | Nature of the financial and economic situation in 1558 | • government debt<br>• debasement of the coinage<br>• Marian legacy |
|---|---|---|
| | Methods and problems of raising and managing finance | • sources of Crown income<br>• problems of inflation, success and failure, social effects<br>• re-coinage and role of Thomas Smith<br>• ordinary and extraordinary expenditure<br>• valuation of land<br>• local taxation and lord lieutenants<br>• role of parliament |
| | Impact of war on the economy | • effect of the garrison of Le Havre<br>• reliance on Antwerp and search for new cloth markets<br>• development of the New Drapery<br>• Philip II's closure of the Flemish ports and Alva's arrest of English merchants<br>• search for new overseas markets and goods in the Baltic, Mediterranean and Far East<br>• impact of the Treaty of Nonsuch |

| | Methods and effects of overseas trade | • compromise and agreements with the Hanseatic League, Turkey and Barbary companies |
|---|---|---|
| | | • the 'sea dogs', exploration and new 'goods' |
| | | • voyages of Raleigh and Drake |
| | | • privateering and conflict with Spain, capture of Hawkins, Drake's raid on Cadiz |
| | | • growth of the navy |
| | | • development of the Muscovy Company |
| | | • investment and foundation of the Eastland, Levant, Barbary and East India Companies |
| | | • development of home industries such as ship building, printing, glass |
| | Nature, extent and management of poverty | • reasons for poverty |
| | | • government attitudes and distinction between deserving and undeserving poor |
| | | • vagrancy, begging and houses of correction |
| | | • charity, poor relief and legislation |
| | | • famine in Ireland |
| | | • the role of JPs and the Books of Orders |
| | | • success and failure of law and order |
| | Strengths and weaknesses in the management of economic problems | • effectiveness of financial policies, the Beggars Act and the Statute of Artificers |
| | | • relations between locality and the Crown |
| | | • traditional methods versus innovation |

# Thinking Contextually

| The later years 1588–1603 | Relations with parliament | • reasons for the increase in MPs' grievances<br>• nature of the parliaments of 1589, 1593, 1597 and 1601<br>• the Monopolies Crisis<br>• extent of Elizabeth's strength and political skill |
|---|---|---|
| | Reasons for war with Spain and effects on the domestic situation | • support of volunteers in the Netherlands and Treaty of Nonsuch<br>• Leicester's expeditionary force in the Netherlands<br>• extent of Spain's power and acquisition of Portugal<br>• assassination of William of Orange<br>• execution of Mary Queen of Scots<br>• effects of the Spanish Armada, Gravelines and the Tilbury Speech<br>• recognition of the United Provinces<br>• attacks on Lisbon, Cadiz and Panama<br>• price inflation<br>• criticism of monarchy |
| | Nature and extent of economic and social problems | • reasons for and reactions to extreme poverty in the 1590s<br>• rising unemployment<br>• plague<br>• food riots, anti-enclosure riots and the Oxfordshire Rising (1596)<br>• government responses and the role of the Privy Council<br>• the Poor Law Acts of 1598 and 1601 |

| | | |
|---|---|---|
| | Causes, nature and effect of rebellion in Ireland | • changing attitude to Ireland, fear of foreign intervention and assertion of authority<br>• impact of discovery of the New World and colonialism<br>• legacy of previous revolts, wars and intervention<br>• role and skill of Hugh O'Neill, Earl of Tyrone<br>• development of disciplined Irish troops<br>• alliance with Maguire and the O'Donnells<br>• impact of the Battle of Yellow Ford and destruction of the Munster plantation<br>• the Spanish army at Kinsale<br>• role of the English commanders, Essex and Mountjoy |
| | Causes, nature and effect of the Essex Rebellion | • impact of Robert Cecil and court faction<br>• personality of Essex<br>• failure in Ireland and arrest<br>• economic ruin<br>• extent of support and threat<br>• Elizabeth's methods in crushing the rebellion |
| | Elizabeth's reputation and methods of propaganda | • arguments of decay and indecision in later years versus continuity and effectiveness<br>• relative seriousness of problems beyond 1588<br>• stage management of James' succession |
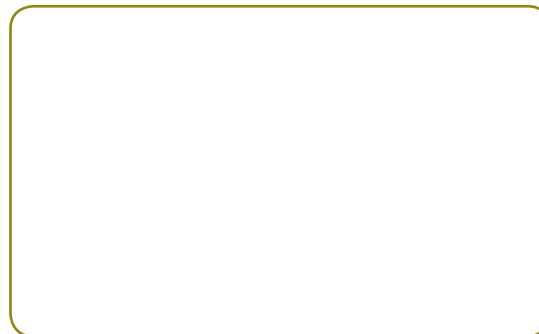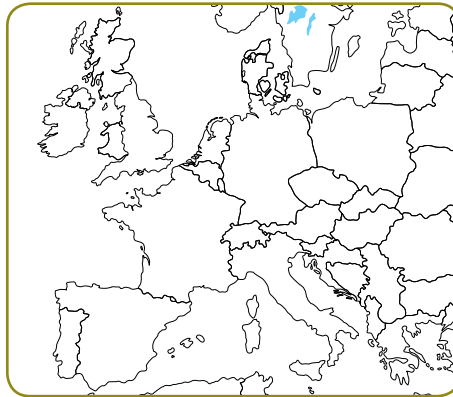
# Learner Resource 2 Spheres of influence
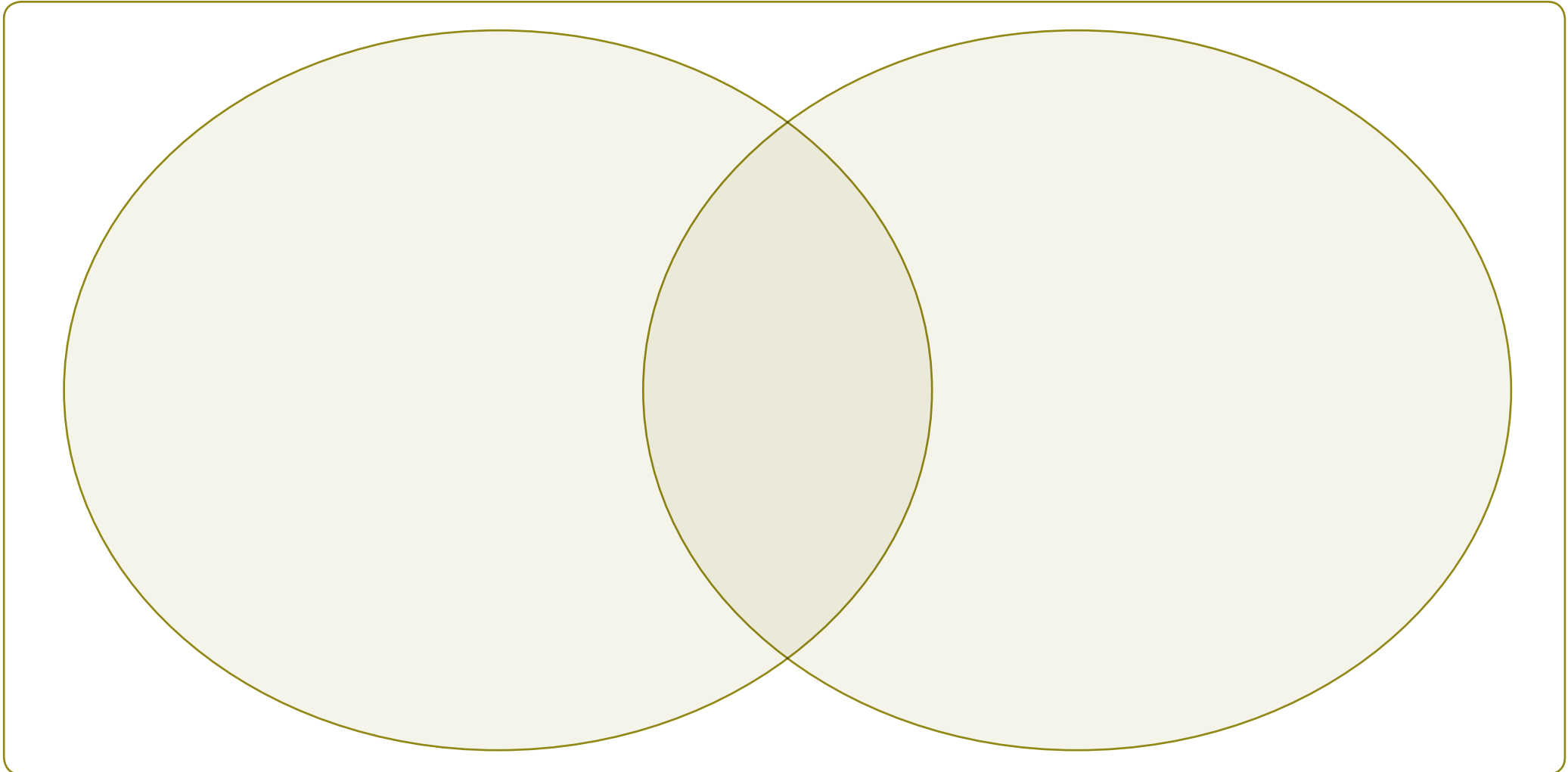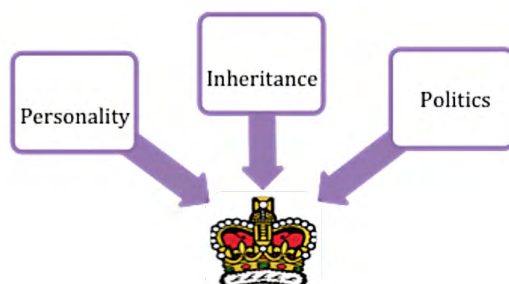
In 1558 Elizabeth I inherited a country which had seen four successful rebellions in seven decades, and which had been seething with disturbances for the entire previous decade. The queen then pushed through a religious settlement which many of her subjects disliked and of which only a minority positively approved. The prospects were gloomy and there was plenty of continuing minor local trouble; yet in the end, Elizabeth faced only one serious internal challenge, in 1569. Elizabethan and the early Stuart law courts even came to recognise the lessening violence of the age. After 1569 they had to deal with riot and disorder rather than rebellion, and in response, from the end of the century they evolved a new legal offence to deal with these situations: sedition. The penalties for sedition were serious enough, but did not involve the full savagery of the law of treason. It was a clear acknowledgement that a lesser crime demanded a lesser punishment. Why did the situation change after 1569? First, Elizabeth was better at public theatre than her father. She played up all the rhetoric of obedience to divinely appointed royal power which her predecessors had developed. Famously, she built up an image of herself which even included appropriating some of the verbal imagery associated with the Blessed Virgin Mary. This was helped by the accidents of international politics. The Protestant cause of Elizabeth's regime increasingly stood out against foreign Catholic great powers and a Pope who had actually ordered her own Catholic subjects to kill her. Although a handful tried, and failed, nearly all Catholics were as horrified as Protestants at the idea. The deep loyalty to the children of Henry VIII which had served Mary well in 1553 and 1554 became all the stronger towards Elizabeth.

Fletcher, A. and MacCulloch, D. (5th edition 2008) *Tudor Rebellions*, pp.136–7

In the international arena, as the French internal crisis deepened, England and Spain were left facing each other, apparently ill-matched antagonists. Unlike as their rulers were in most respects, they had one thing in common. Neither wanted war. But in spite of their vacillations, evasions and delays, both were swept forward until Elizabeth, champion of a reform whose more violent partisans she heartily detested, faced Philip, the almost equally reluctant champion of orthodoxy, and the revolt in the Netherlands, the troubles in Ireland, the endemic civil wars in France, and the long, underhand Anglo-Spanish naval bickering merged in one general struggle in which the issues of power and ideology were inextricably confused. Or, if they were sometimes distinct in the minds of enlightened statesmen, certainly they were thoroughly merged in the minds of the people, who followed or pushed their leaders into war with an enthusiasm which they could never have felt for merely dynastic quarrels. Sometimes, as in Spain, and more slowly in England, the lines of ideological fission came to correspond with territorial boundaries, and religious loyalties and hatreds hardened and fixed the national temper. Sometimes, as in France and Germany, the cleavage cracked or split old national groups. But wherever the lines ran they divided Christendom into two hostile and irrationally suspicious camps. We know now that was no secret Catholic conspiracy running back to Trent and the conference of Bayonne, just as there was no organised Protestant plot to overthrow the monarchies of France and Spain and deliver Europe to anarchy and the Turk. But serious statesmen in both camps once believed these things, and serious historians long repeated them.

Mattingly, G. (1955) *Renaissance Diplomacy*, p.184

Royal Injunctions

Act of Supremacy

Act of Uniformity

Convocation

Act of Exchange

Crucifix Affair

Whitgift appointed as Archbishop of Canterbury

The Three Articles

An Apology or Answer in Defence of the Church of England

Vestiarian Controversy

Publication of John Foxe's *Book of Martyrs*

The 39 Articles

Catechism of Anthony Nowell

Norton's Reform Bill

John Knox's pamphlet *First Blast of the Trumpet*

Rebellion in Scotland

Murder of Darnley and Mary Stuart's flight to England

Foundation of the seminary at Douai

Norfolk-Mary marriage plot and Revolt of the Northern Earls

Pope Pius V's *Regnans in Excelsis*

Discovery of the Ridolfi Plot

Treason Acts

St Bartholomew's Day Massacre

Council of Trent

Arrival of Jesuits Campion and Parsons

Execution of Cuthbert Mayne

Archpriest Controversy

Fitzmaurice and Sander stir rebellion in Ireland

| | |
|---|---|
| Publication of Browne's Separatist *Treatise of Reformation* | Act '*to retain Queen's Majesty's subjects in due obedience*' |
| John Field's *Admonition to Parliament* | Throckmorton Plot |
| Suspension of Grindal for refusing to suppress prophesying | Assassination of William of Orange |
| Turner's Pro-Presbyterian Bill | Act '*against Jesuits and Seminaries*' |
| Cope's Pro-Presbyterian Bill | Treaty of Nonsuch |
| *Martin Marprelate* Tracts | Babington Plot |
| Cartwright's lectures | Execution of Mary Queen of Scots |
| Alphabet Bills | Defeat of the Spanish Armada |
| Richard Hooker's *Of the Laws of Ecclesiastical Polity* | Allen's *Declaration of the Sentence and Deposition of Elizabeth the Usurper* |
| Lambeth Articles | Tyrone Rebellion |

## Source A

Elizabeth's government intended to introduce a religious settlement in 1559 which would enforce a Protestant form of service through an Act of Uniformity. It also planned to introduce an Act of Supremacy which would legitimise the royal reformation of the Church. Opposition to the legislative programme, however, was mounted by Catholic activists, led by the bishops in the House of Lords, whose resistance was so vigorous that the supremacy and uniformity bills nearly foundered. They were eventually passed only because the queen effectively applied a mixture of compromise and coercion, by making some concessions to appease the consciences of the laity and by weakening episcopal solidarity through arrests and intimidation. As a result of the bishops' refusal to accept the supremacy even after it became law, Elizabeth had to rely on the Marian exiles and other zealous Protestants to fill vacant positions in the Church and enforce the new religious settlement. The new leadership of the English Church was therefore more committed to Protestant reform than Elizabeth would ideally have wanted.

Doran, S. (1994) *Elizabeth I and Religion 1558–1603*, p.10

## Source B

Northumberland had suffered severely from Elizabeth's reassertion of the policies of her father, aimed at weakening the hold of the great magnate families on the marches. She had deprived him of his Wardenship of the Middle March and allowed him no part in the custody of Mary…Northumberland had declined in wealth as well as status…The Earl of Westmorland was also suffering from poverty.

Fletcher, A. (3rd edition 1983) *Tudor Rebellions* as cited in Dawson, I. (1993) *The Tudor Century 1485–1603*, p.345

## Source C

Her task could hardly have been more difficult. She had to resist the machinations of her councillors as they tried to draw her into their schemes. Her sources of intelligence were almost uniformly unreliable, and her own advisors and ambassadors, as well as foreign diplomats, fed her the information which suited them. The specific policies (or tactics) she pursued had little positive support and the officers supposed to carry them out often did not believe in what they were doing. She could not trust her agents – whether they were administrators, ambassadors, local governors, or generals – to obey her orders without continued supervision. She had to buy cooperation from reluctant servants by offering attractive rewards – but the distribution of favour could lead to either monopoly by a patronage-broker or factionalism between competing groups. And she had to achieve all this despite an appalling political handicap; she was a woman in a man's world….

…Queen Elizabeth did not attempt to solve problems, she simply avoided them – and then survived long enough for some to go away. The rest returned to plague her successor, James I – but that was his problem, and she had never given much attention to what would happen after her death. Her refusal to tackle the issue, her sale of Crown lands to finance wars, and her denial of place and reward to the Essex generation showed how limited was her concern for the future. This pragmatic approach to politics was possible because Elizabeth had a restricted conception of her role as queen. Though she spoke much of her duty to God and her care for her people, this was political rhetoric to justify her rule. After the ecclesiastical settlement of 1559, she felt no public obligation to do anything more – she did not reform administration, or purify the church, or improve the lot of the poor, or colonise North America, because she saw no reason why she should. Elizabeth's objective as queen was to be queen; her exercise of royal power was not a means to a higher end, it was an end in itself.

Adapted from Haigh, C. (1988) *Elizabeth I*, pp.171–3

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