

Name:

Year 11 Home Learning Term 2

Topic: Early Elizabethan England 1558-1588

Focus: Elizabethan Society in the Age of Exploration (Unit 3)

- Education and Leisure
- The Problem of the Poor
- Exploration and Voyages of Discovery
 - Raleigh and Virginia



Can you trace Sir Francis Drake's expedition around the world?

This homework booklet can be made available electronically if you prefer.

Learning Outcomes:

By the end of this home learning project you will:

- Know about the lives of ordinary Elizabethans, including how they spent their leisure time.
- Understand why the Elizabethans were so concerned about the poor and how they tried to tackle the problem of poverty.
- Understand what made men like Francis Drake and Walter Raleigh undertake long and difficult voyages.
- Know and understand why the Early English colonies that settled in North America struggled to survive.

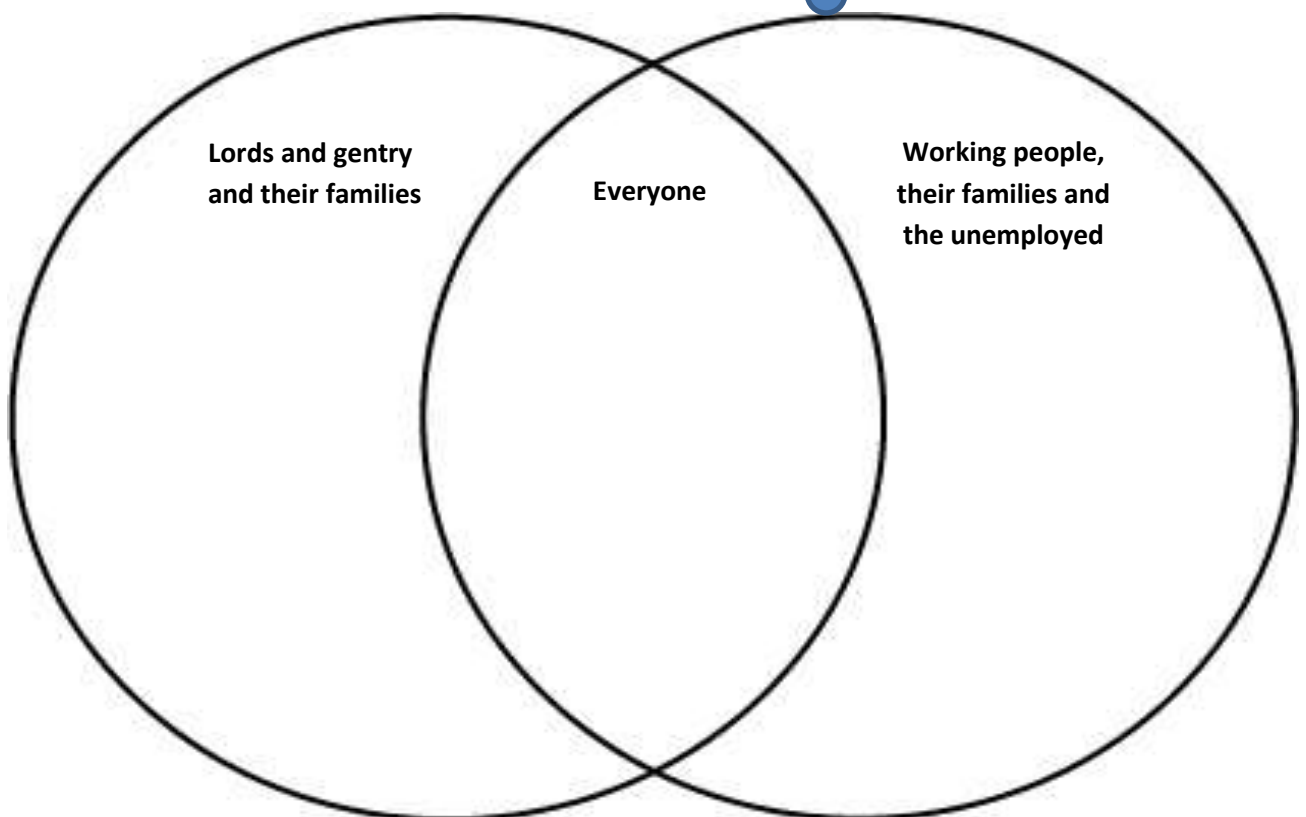
Title: Sports, Pastimes (Leisure) and the Theatre

Task: The images on Worksheet 1 are evidence of Elizabethan Leisure and Pastimes. Complete the Venn diagram below, by writing in the different pastimes enjoyed by the different groups of people.

Resources needed for this task

Worksheet 1

(Hodder pages 82-83)



N.B 'The fourth sort' An Elizabethan phrase for the majority of workers (farm labourers, shopkeepers, carpenters etc) and the unemployed.



Task: Read the information below

The Elizabethan Theatre: An Important Tudor Pastime!

Going to the Theatre

The Romans built the first theatres in England. Entertainment was a very important part of life in the Roman Empire (think Chariot racing, Gladiators etc). However after they left the theatres were abandoned. Travelling plays and entertainment continued though – actors, jugglers, acrobats and minstrels performed in marketplaces and inn yards up and down the country. Miracle plays were often performed (based on a bible story or life of a saint).

There was not one theatre when Elizabeth became Queen. Many local authorities viewed travelling actors as a threat to law and order. However in London, some powerful nobles supported acting troupes – giving them financial and legal support. This meant many plays were performed in London and consequently four theatres were built in or around London during Elizabeth's reign. (The Theatre, The Curtain, The Rose and most famously, The Globe)

People from all classes loved the theatre. Entrances fees were cheap; for one penny the audience could stand in the pit near the actors. They also got wet if it rained! For two or three pennies, richer spectators could stand or sit in one of the three covered galleries. The upper classes sat on stools on the stage, presumably to be seen as much as to see.

Elizabethan playwrights wrote some the most popular and highly regarded plays ever written, with complex plots, gripping drama and memorable lines. Theatre became incredibly popular in Elizabethan times.

However some people opposed the theatre. They thought it would encourage idleness, spread disease and create trouble. Puritans (v. strict Protestants believed that theatres were the work of the evil. However, the only time theatres were closed done, despite these objections were during times of plague.

Queen Elizabeth did not visit the theatre but invited the actors to her Court to perform their plays there. She clearly enjoyed theatre. Record show she gave a tip of £3 for one theatre performance. However the Queen also worried that the plays may contain religious or political messages that attacked her and her government. From 1572 censorship was introduced. All plays had to get a royal licence and to get this all scripts had to be submitted to be read perform permission would be given for the license.



What about Shakespeare? Shakespeare is by far the most famous playwright of Elizabethan times but his first play was performed in 1591, your course on Elizabeth ends in 1588 so he is not strictly relevant!



Task: Answer this exam question in the space below:

**Describe two features of theatres in Elizabethan London
(4 marks)**

Title: Elizabethan Education



Task: Research the education available during the Elizabethan Age by reading the resource sheet, then complete the grid and the questions on the next page.

Resources needed: Worksheet 2

Elizabethan Education

Questions:

1. How many people do historians estimate could read and write at the start of Elizabeth's reign? Why did so few people receive an education?
2. Why was there a greater emphasis on education throughout Elizabeth's reign? Give 3 reasons in your explanation.

Type of School	Key Details (who attended, age, sex, subjects taught etc.)
Parish Schools	
Petty Schools	
Grammar Schools	
Private Tutors	
Universities	

Title: The Problem of the Poor

Task: Read Worksheet 3 in order to complete a spider diagram below that summarises the reasons for poverty in Elizabethan England (make sure you look closely at the graphs – they contain very useful information)

Resources needed: Worksheet 3

Reasons for the Increase in Poverty and Vagabondage



Task: Write a paragraph, correcting or developing the statement below, depending on whether you agree with it or not, using evidence from Worksheet 3 to help you support or challenge it.

Fewer people were poor during Elizabeth's reign.

Paragraph Response:

Question: What were vagrants and vagabonds? Provide a definition below:



Changing Attitudes towards the Poor

As the Elizabethan reign went on, attitudes towards the poor changed. There were several reasons for this. Firstly, people were concerned poverty might lead to disorder and rebellion. The Elizabethan government worried the discontented poor might side with a rebellion against her. Also, the poor were becoming more visible, as they lost their jobs on the land, they often moved from town to town. Sometimes the poor and desperate turned to crime and there was no police force. Also wandering groups of vagabonds were accused of spreading deadly disease like the plague. It seemed that the numbers of the poor were increasing rapidly.

Landowners had a duty to help the poor by giving them gifts of food and money (Poor Relief). However until Henry VIII's reign the monasteries and the monks and nuns also helped care for the poor. After Henry VIII shut the monasteries, the burden fell on the landlords alone. They felt they could not cope.

Puritans (strict Protestants) saw idleness as a sin so they believed those who refused to work should be strictly punished.



Research: Find out what the following strange sounding categories of vagabond were!

- Angler
- Counterfeit crank
- Clapper dudgeon

- Doxy



Policies towards the Poor

The Elizabethan Government responded to the growing problem of the poor in different ways, and over time attitudes and actions changed.

Policies towards the poor in Elizabethan times

Action	Type of change	Detail
Poor rate	Continuity – these measures existed before Elizabeth's reign and continued throughout Tudor times.	A local tax organised by Justices of the Peace (JPs), with the proceeds spent on improving the lives of the poor. The poor were given money or things to make and sell.
Charity		Often funded by local wealthy people, who gave their name to the charitable foundation – e.g. Lady Cecil's Bequest for Poor Tradesmen, Romford.
Statute of Artificers, 1563	Progressive – government's response to increased unemployment caused by falls in the wool trade.	Those refusing to pay the poor rates could be put in prison. Officials who failed to organise poor relief could pay a penalty of up to £20.
1576 Poor Relief Act		JPs were required to provide the poor with wool and raw materials, to enable them to make and sell things. The poor who refused to do so were sent to a special prison known as the house of correction.
1572 Vagabonds Act	Repressive change that targeted vagrants. Parliament felt vagrants posed a threat to public order and had to be deterred through harsh punishment. Yet the Act also recognised the need to help the poor by providing them with work.	Vagrants were: <ul style="list-style-type: none"> • whipped and a hole drilled through each ear as a mark of shame, to warn others of their vagrancy • imprisoned if arrested again for vagrancy • given the death penalty for a third offence. The Act introduced a national poor rate, to provide support, including money and work, for the impotent poor. Justices of the Peace had to keep a register of the poor. Those in authority (JPs, parish councils, etc.) were tasked with finding work for the able bodied poor.



Task: Answer this exam question in the space below:

Describe two features of the Elizabethan system of poor relief that were new to her reign. **4 marks**

Test Yourself!

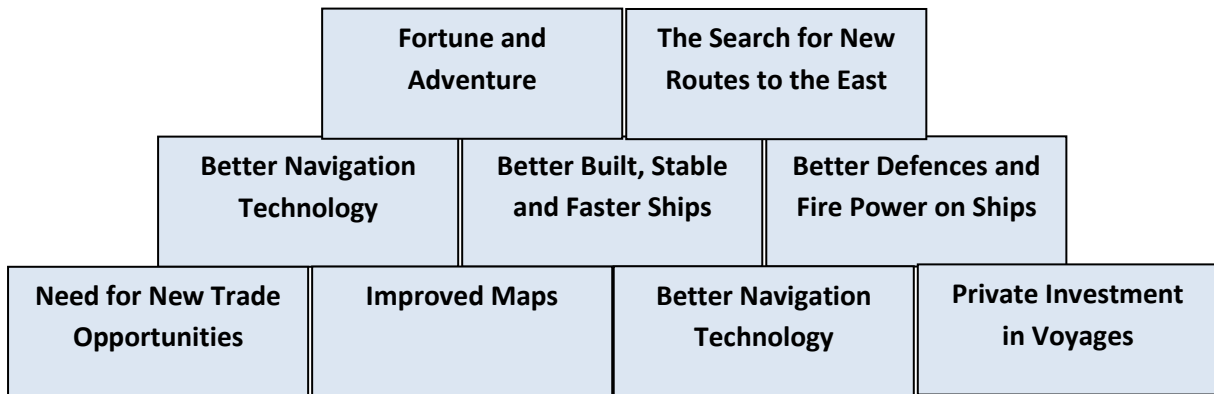
1. List three reasons why the number of poor grew in Elizabeth's reign.	2. List three things taught at Elizabethan grammar schools.	3. How did Elizabeth's government tackle the problem of the poor in 1572 and 1576?	4. Give two examples of how vagabonds tried to make money.	5. Name two sports and pastimes of the wealthy.
6. Name two sports and pastimes for ordinary people.	7. What was meant by the idle poor?	8. What did debasing the coinage mean?	9. How did Henry VIII help make the problem of the poor worse?	10. Give one punishment a vagrant might receive after the 1572 Vagabonds Act.



The Voyages of Exploration – What were the Factors behind increased Exploration in Elizabeth’s reign?

During the Medieval Period before the Tudors ruled, little was known of the world outside of Europe and many lands were yet to be discovered by Europeans. No-one had sailed far enough to find them (or if they had, they had not got back again to tell the tale.) Maps were very inaccurate and places such as the Americas and Australia were simply missing.

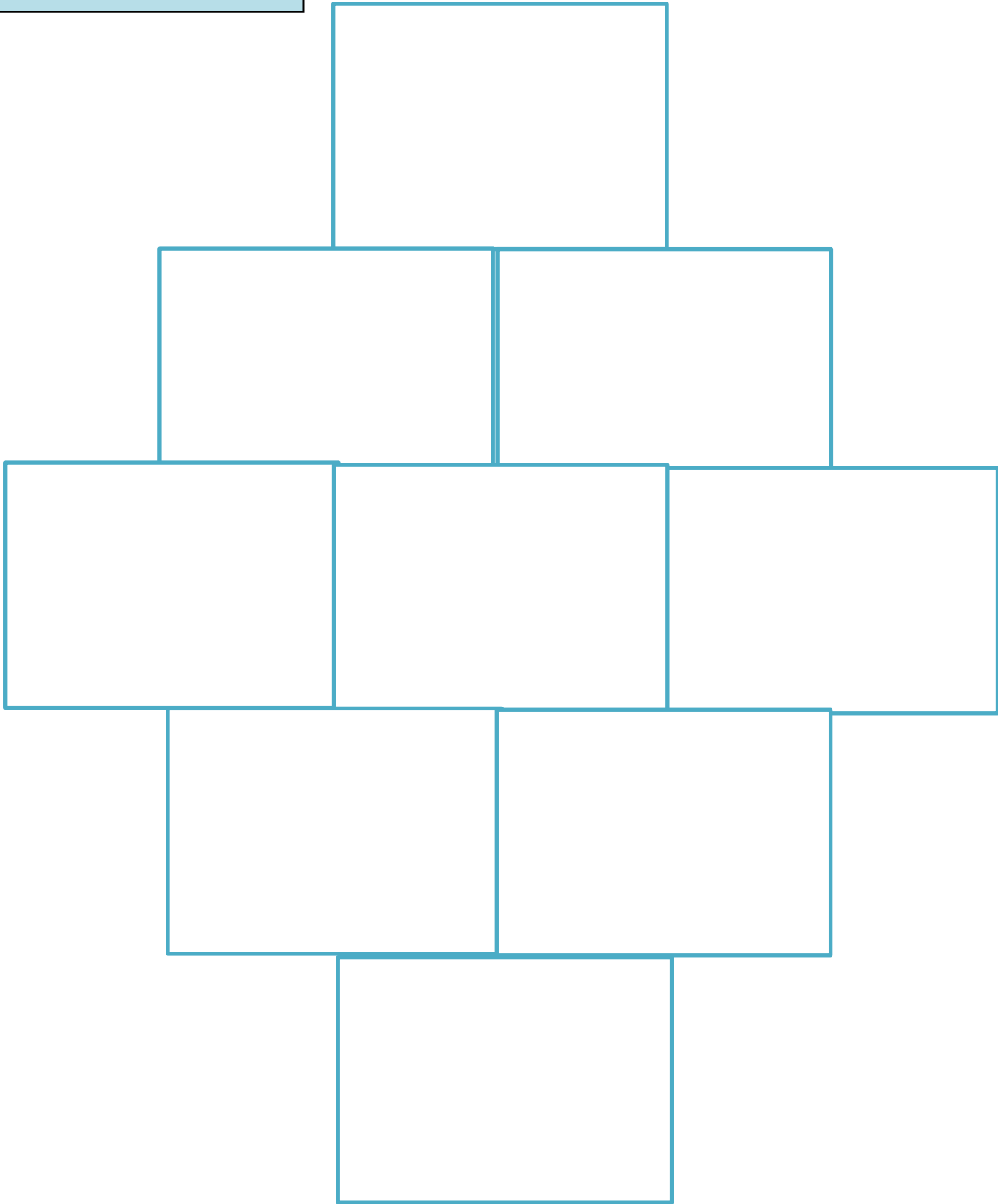
During the Tudor Age, and specifically the Elizabethan Age, that began to change. It became a period of exploration and discovery. There were a number of factors behind this change.



Task: Read up on the 9 different factors behind the exploration in Elizabethan times. Then, using the Diamond 9 template on the next page, summarise and put in order of importance your research on these factors

Resources needed: Worksheet 4
Factors behind Elizabethan Voyages of Exploration

**Reasons for the Voyages of
Exploration in the Elizabethan Era**



Question: How did new technology help encourage long journeys?



Internet Research: Find out about the English explorer, Sir Francis Drake

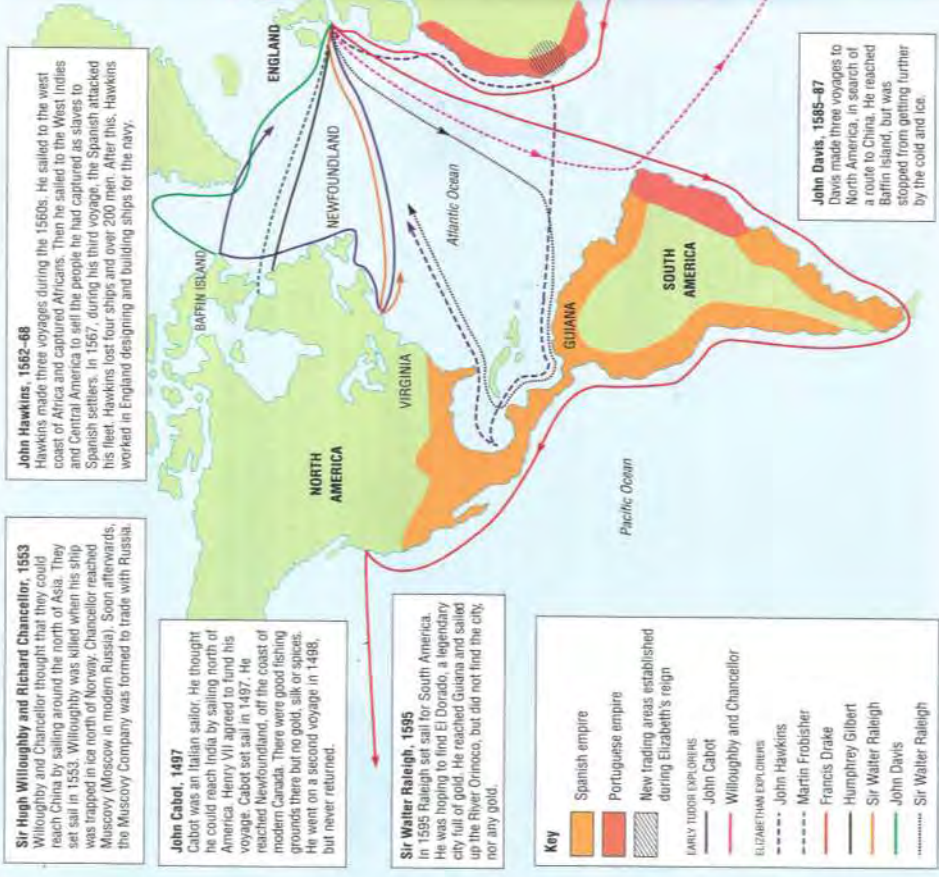
Make sure you include – his circumnavigation of the globe (find out what this means!), his raids on Spanish Ships, the treasure haul he brought back, what Elizabeth I thought of him.

Task: Using your research, plus previous page and Worksheet 5, answer the following questions:

Questions:

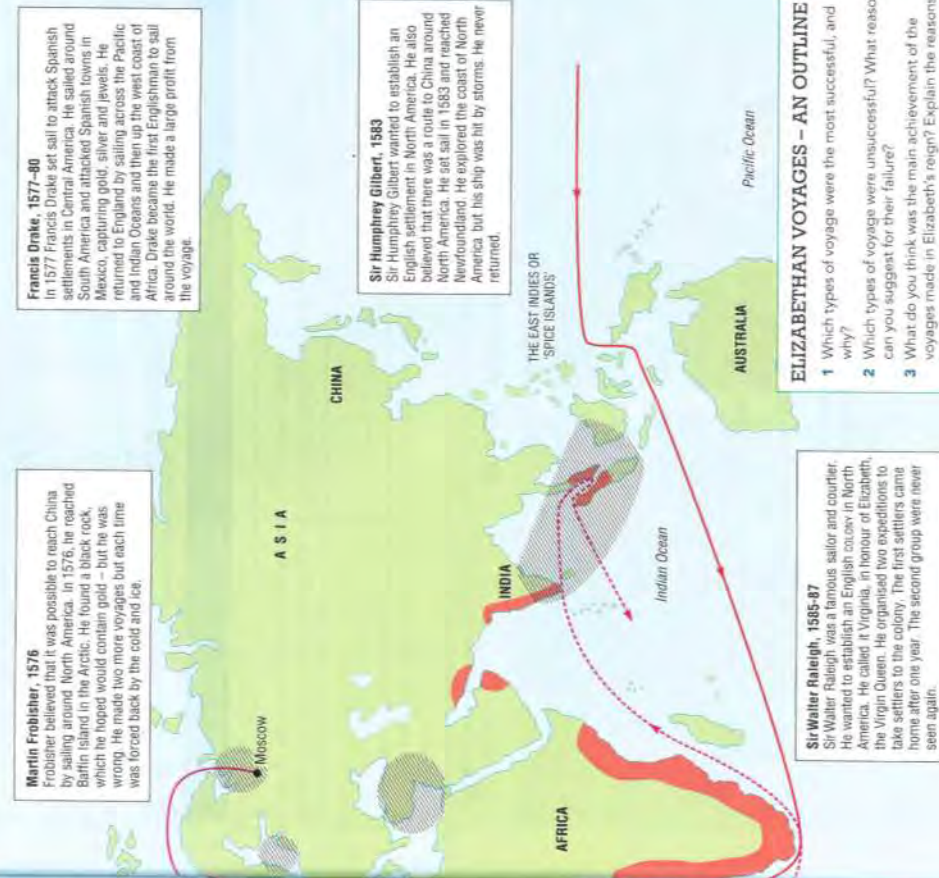
- 1) From the map information on the next page, give two examples of successful voyages and the reasons why you consider them to have been successful.
- 2) Give two examples of unsuccessful journeys. What reasons can you suggest for their failure?

7.2 Your enquiry: were the voyages of Drake and Raleigh really so significant?



English voyages of exploration, 1558–88

These two pages summarise the major voyages of exploration during Elizabeth's reign. Your detailed enquiry begins on page 98.



Drake's Circumnavigation of the world 1577 - 1580

Task: Using your research, plus worksheet 5, complete the following spider diagram.

Resources needed: Worksheet 5
Drake's Voyages of Exploration



Drake's Circumnavigation of the World 1577 – 1580:

Stage 1 – Sailing from Plymouth to Brazil Nov 1577 - 1578



▲ The first stage of Drake's voyage.

Questions:

- 1) Summarise the details of the crew and ships that Drake was taking on this expedition.
- 2) What problems had the expedition met with in these first five months?

Drake's Circumnavigation of the World 1577 – 1580:

Stage 2 – Sailing from Brazil to Guatulco April 1578 - April 1579

Stage 3 - Sailing from South America to Plymouth April 1579 – September 1580



▲ Drake's circumnavigation of the world.

Questions: Stage 2

1) What were the highs and lows of the second stage of his journey?

2) Did Drake achieve any of his aims in this second stage? (Look back to your spider diagram.)

Questions: Stage 3

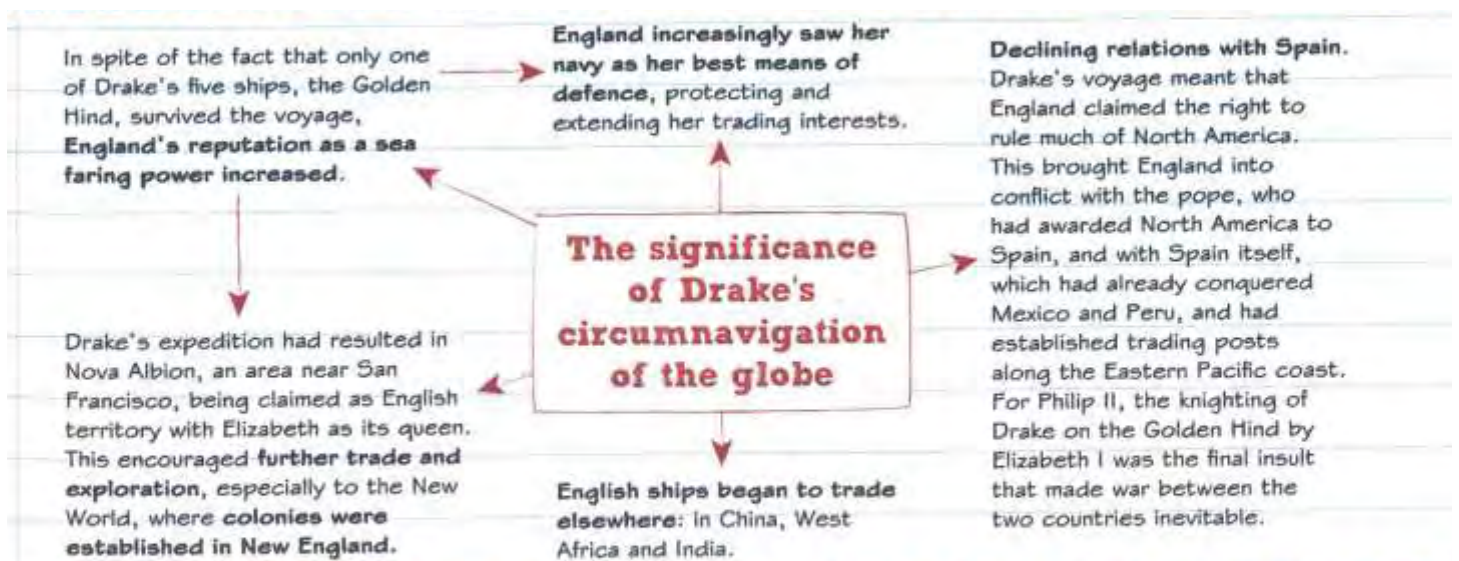
- 1) Summarise the main achievements of Stage 3 of this voyage.
- 2) Why do you think Queen Elizabeth I knighted Drake? (Gave him an important title so he became **Sir** Francis Drake)



Task: Answer this exam question in the space below:

Describe two features of Drake's circumnavigation of the world. (4 marks)

The Significance of Drake's Circumnavigation of the World





Were the Voyages of Sir Walter Raleigh really significant?

Walter Raleigh was born into a gentry family. He became an explorer and member of Elizabeth's court, where his 'dashing and flamboyant nature' caught Elizabeth's attention and he became a close favourite. She knighted him, gave him considerable amounts of land in England and Ireland, and made him Captain of the Queen's Bodyguard and Vice-Admiral of Devon and Cornwall.

In 1584, he was given a grant from Elizabeth I to explore and settle in lands in North America. There had already been two failed attempts at settlements by the English explorer Sir Humphrey Gilbert (Raleigh's half-brother) and Raleigh had been present as a captain on one of the ships on the second failed attempt where Gilbert drowned. Raleigh was confident however, and said he would name the lands Virginia, in Elizabeth's honour. She gave Raleigh, what amounted to, exclusive rights to own and exploit all the resources of the area, including minerals – except where other Europeans were already established.

To establish a base for attacking Spanish interests in the area.

To launch raids on Spanish treasure ships and Spanish territory in West Indies.

To prevent Spanish and French settling there.

To provide opportunities for a better life for the poor of England who could settle there.

Why did England want to establish a colony in North America?

To gain access to the rich resources and raw materials there. (animal skins, fur, gold etc.)

To add to the territories under the control of the English crown and so increase prestige and power.

To produce crops such as cotton, tobacco and sugar to bring back to England.

Raleigh's Planning and Organisation to prepare for the Voyage to and Settlement of Virginia

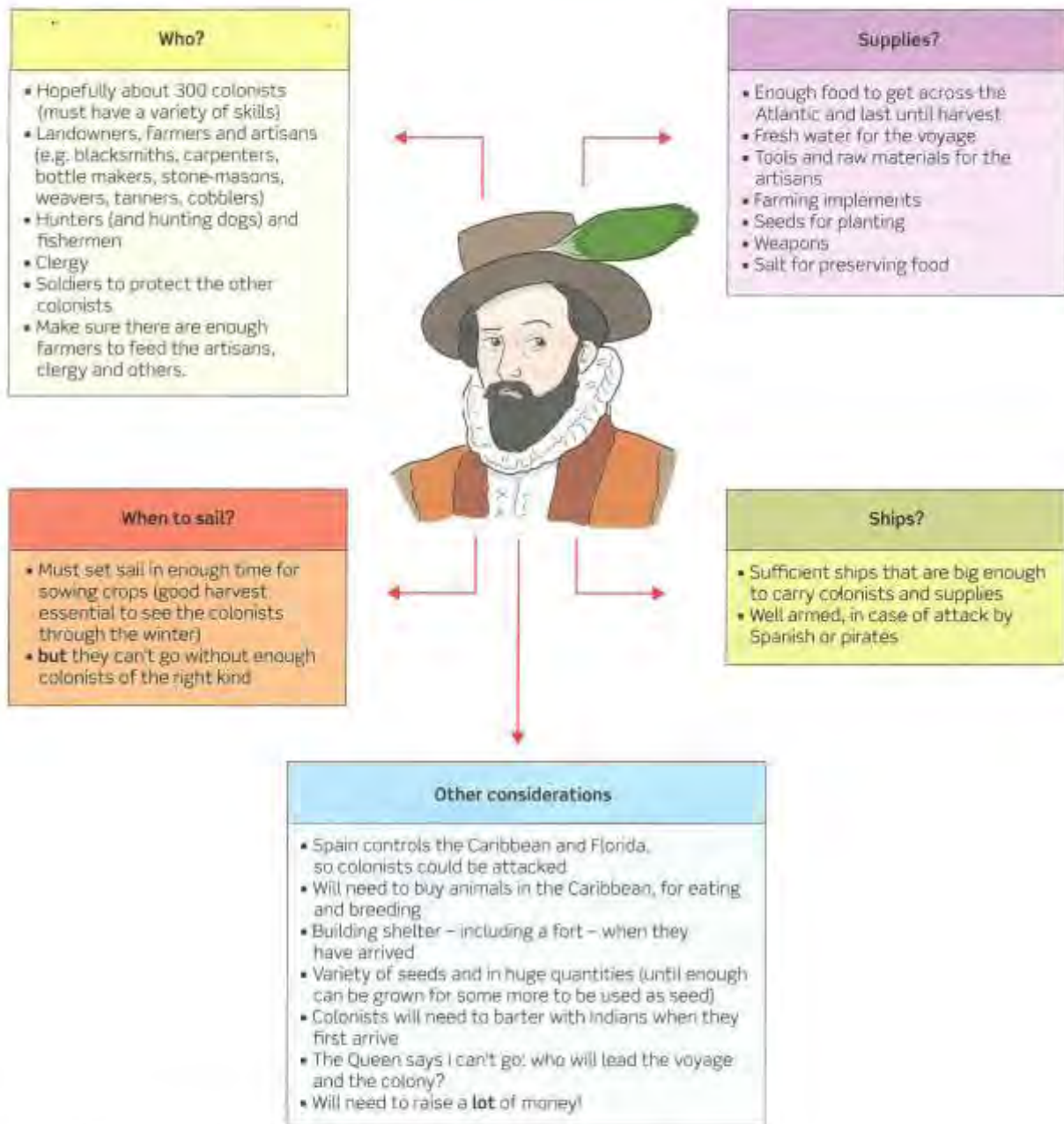


Figure 3.8 Raleigh's organisations and planning to prepare for the voyage to Virginia.

Sir Walter Raleigh was responsible for planning, organising and financing the two voyages that sailed in his name in 1585 and 1587 to establish English colonies in America. **However, he did not sail with them.**

He did lead some voyages later, after 1588 (and therefore after this unit ends), towards the end of Elizabeth's reign.



Task: Answer these exam questions in the space below:

Give two features of the English desire to establish a settlement (colony) in North America.

Give two key features of the planning and organisation required by Raleigh for his voyages to North America. (4 marks)

Raleigh's Voyage to and Settlement of Virginia – Why did both attempts fail?

The 1585 Voyage

108 men sailed to America under the command of Ralph Lane and Sir Richard Grenville. Grenville's ship hit rocks, took on water and damaged supplies and ruined much of the seed crops they were going to plant. They landed on **Roanoke Island** (see map, below) in late 1585, already too late for planting crops they would need to see them through the winter. They were increasingly reliant on the local Native American population who initially were helpful but grew tired of the English demands for help, and, not surprisingly, the expectation they would be able to use them as labour. Also, the English seemed able to kill without weapons (thanks to the diseases they brought with them the Native Americans had no resistance to). All of this strained relations between the settlers and the original population.

In addition, many of the people who went on the first voyage were merchants and 'gentlemen', who were expecting to get rich quickly through gold and did not want to do the hard work of establishing a colony and farming. There were also too many craftsmen and not enough farmers. Their gunpowder supplies had also been damaged aboard ship so shooting birds and deer was also difficult.

One particular Native American chief, Wingina, from the Algonquian people, turned against the settlers and was planning an ambush. This was discovered by the settlers and Wingina was killed.

By spring of 1586, the settlers decided to return to England. The first attempt had failed.



Figure 3.9 Roanoke Island and the surrounding area, where the English colonists first settled.

The 1587 Voyage

Raleigh was determined to learn from the information brought back from the first settlers. The second expedition took more farming families (including 17 women) and intended to land further north, at Chesapeake Bay which was a better harbour. However, due to a fear of hurricanes, they ended up at Roanoke again as the master pilot refused to take them any further.

They had with them John White who had been on the previous expedition and knew what to expect. They established a second colony but again were too late to plant crops and were short on supplies again. Relations with the local Native Americans were poor. White decided to return to England for more supplies but came back at the time of the Armada when all ships and crew were needed to fight the Spanish. He could not get back to Roanoke until 1590 whereby he discovered that all the settlers had disappeared. They have become known as the 'Lost Colony.'

Test Yourself!

1. When did Drake sail around the world?	2. List two reasons why the English wanted to set up a colony in North America.	3. Where was the colony set up by Raleigh's expedition?	4. Give two examples bad luck in attempting to set up this colony.	5. Give two examples of bad planning in attempting to set up this colony
6. What was the name of the Native American chief who became hostile to the settlers?	7. In which years did Raleigh's voyages to North America sail?	8. What raw materials did the English hope to get from a colony in North America?	9. How did the Armada influence the fate of the colony?	10. These voyages of exploration helped establish a terrible trade – what was it?

The failure of Virginia

The Virginia colony failed for a range of different reasons.


Reasons why the colonisation of Virginia failed

Reason	Description	How it led to the failure of the colony
Lack of food	<ul style="list-style-type: none"> First colonists left England too late to reach Virginia in time to plant crops. One of their five ships let in seawater, ruining the food it was carrying. 	<ul style="list-style-type: none"> Unable to provide for themselves, those participating in the first expedition simply abandoned the colony in 1586. The second "lost" colony may also have struggled to feed itself, making the colonists dependent on local Indian tribes.
Poor leadership	<ul style="list-style-type: none"> The leader of the first expedition, Richard Grenville, was hot headed and did not get on with Ralph Lane, governor of the colony. The leader of the second expedition, John White, abandoned the colony in 1587. 	<ul style="list-style-type: none"> Poor leadership meant that those involved in both expeditions had little direction or purpose. This may explain the subsequent decision to abandon the first colony in 1586, as well as the fact that the second colony was found abandoned in 1590.
Lack of skills and experience	<ul style="list-style-type: none"> Both expeditions lacked the experience and skill sets needed to make the expedition a success. This meant both expeditions were doomed from the start. 	<ul style="list-style-type: none"> Merchants and landowners lacked physical capacity for manual work. A lack of stonemasons meant that a stone fort was never built, leaving the colony vulnerable to Indian attack. Soldiers could defend the expedition but lacked the ability to farm the land.
Native American attack	<ul style="list-style-type: none"> In 1586, angered by the diseases they had brought, Algonquian Chief Wingina led an attack on the colonists. Other Indian tribes, suspicious of the English and angered by their demands for food, also attacked between 1585 and 1586. 	<ul style="list-style-type: none"> Wingina's attack was beaten off but led to a crisis within the first expedition, forcing the colonists to abandon Roanoke. It is possible a second expedition was wiped out by an Indian attack led by Chief Powhatan. Alternatively, an attack may have led to some of the settlers becoming slaves or being assimilated into local Indian tribes.
The war with Spain	<ul style="list-style-type: none"> From 1585, England was effectively at war with Spain. 	<ul style="list-style-type: none"> The threat from the Armada meant that few ships were available to visit or resupply the colonists. The colonists were increasingly isolated and vulnerable to attack.

The significance of the attempted colonisation of Virginia

The colony was a failure but it did serve as a template for future settlements, including that at Jamestown in 1607.

By the end of the 17th century, 13 colonies, each with their own system of government, had been established along the eastern seaboard of the New World.



Task: Answer this exam question in the space below:

Explain why attempts to colonise Virginia in the 1580s failed. (12 marks)

You may use the following in your answer:






- Lack of Food
- Native American Attacks

You must also use information of your own.

Glossary of Terms for this Unit: Provide the Definitions

- The 'Fourth Sort'
- Hawking
- Vagabonds
- Vagrants
- Poverty
- Monasteries
- Dissolution of the Monasteries
- Galleon
- Astrolabe
- Voyage
- Colonies
- Settlement
- Hostile
- Virginia
- Roanoke
- The 'New World'


Checklist:

	 Home Learning	 Review 1	 Review 2		
<u>Elizabethan Society in the Age of Exploration 1558-88</u>					
Education in the home, schools and universities					
Sport, pastimes and the theatre					
The reasons for the increase in poverty and vagabondage					
The changing attitudes and policies towards the poor					
Factors prompting exploration. The impact of new technology on ships and sailing and the drive to expand trade					
The reasons for and the significance of Drake's circumnavigation of the globe					
The significance of Raleigh and the attempted colonisation of Virginia					
Reasons for the failure of Virginia					

Make notes on anything below that you were not sure of or want to go through with your teacher.

Assessment Overview Grid – GCSE History – Early Elizabethan England 3 – Elizabethan Society in the Age of Exploration 1558 – 1568

AO1: Demonstrate Knowledge and Understanding AO2: Explain and Analyse Historical Events and Periods Studied

	Education and Leisure	The Problem of the Poor	Changing Attitudes Towards the Poor	Exploration and the Voyages of Discovery – the Reasons Behind them	The Reasons for and significance of Drake's Circumnavigation of the Globe:	The Attempted Colonisation of Virginia by Raleigh	Reasons for the Failure of the Roanoke colony in Virginia	Literacy
	<p>You are able to discuss a range of aspects of the education and sport available in Elizabethan times and can identify changes from the situation previously. You can assess the impact educational changes may have on Elizabethan society.</p> <p>Your answers generally are coherent and clear.</p>	<p>You can explain each of the methods used to deal with the poor by Elizabeth and her Government and assess continuity and change in these policies.</p> <p>Your line of reasoning is generally coherent and clear.</p>	<p>You are able to explain a range of factors that made sailors go on longer and more dangerous voyages and assess what were more significant (Technological, financial etc.).</p> <p>Your line of reasoning is generally coherent and clear.</p>	<p>You are able to explain a range of reasons why Drake went on his voyage and assess some of the consequences for Drake personally, Elizabeth and England.</p> <p>Your line of reasoning is generally coherent and clear.</p>	<p>You are able to explain a range of reasons why the English wanted to settle in North America and assess what was significant.</p> <p>Your line of reasoning is generally coherent and clear.</p>	<p>You are able to explain the reasons for the failure of the Roanoke colony in Virginia, showing clear understanding about the first and second attempt.</p> <p>Your line of reasoning is generally coherent and clear.</p>	<p>S, P and E are applied consistently and missing a few letters. You select and use a form of writing appropriate for the topic and organise information clearly using appropriate vocabulary.</p>	<p>S, P and E are applied consistently and missing a few letters. You select and use a form of writing appropriate for the topic and organise information clearly using appropriate vocabulary.</p>
6	<p>You are able to discuss a range of aspects of the education and sport available in Elizabethan times and can identify changes from the situation previously.</p> <p>Your answers generally are coherent and clear.</p>	<p>You can explain each of the methods used to deal with the poor by Elizabeth and her Government and identify continuity and change in these policies.</p> <p>Your line of reasoning is generally coherent although you may lose focus at times.</p>	<p>You are able to explain a range of factors that made sailors go on longer and more dangerous voyages (Technological, financial etc.).</p> <p>Your line of reasoning is generally coherent although you may lose focus at times.</p>	<p>You are able to explain a range of reasons why Drake went on his voyage and assess some of the consequences for Drake personally, Elizabeth and England.</p> <p>Your line of reasoning is generally coherent although you may lose focus at times.</p>	<p>You are able to explain a range of reasons why the English wanted to settle in North America.</p> <p>Your line of reasoning is generally coherent although you occasionally lose focus.</p>	<p>You are able to explain the reasons for the failure of the Roanoke colony in Virginia.</p> <p>Your line of reasoning is generally coherent although you occasionally lose focus.</p>	<p>S, P and E are considered. You use sentences and identify the points to organise information into paragraphs using some accurate vocabulary.</p>	<p>S, P and E are considered. You use sentences and identify the points to organise information into paragraphs using some accurate vocabulary.</p>
5	<p>You are able to discuss a range of aspects of the education and sport available in Elizabethan times.</p> <p>Your answers generally are coherent although occasionally may lose focus.</p>	<p>You can describe each of the reasons for why people were poor and getting poorer.</p> <p>Your line of reasoning is generally coherent although you occasionally lose focus.</p>	<p>You are able to describe a range of reasons why Drake went on his voyage and assess some of the consequences.</p> <p>Your line of reasoning is generally coherent although you may lose focus at times.</p>	<p>You are able to describe a range of reasons why the English wanted to settle in North America.</p> <p>Your line of reasoning is generally coherent although you occasionally lose focus.</p>	<p>You are able to describe the reasons for the failure of the Roanoke colony in Virginia.</p> <p>Your line of reasoning is generally coherent although you occasionally lose focus.</p>	<p>S, P and E are not always consistent. Few sentences are structured appropriately and development of points is slow. Six year specific vocabulary is sometimes used.</p>	<p>S, P and E are not always consistent. Few sentences are structured appropriately and development of points is slow. Six year specific vocabulary is sometimes used.</p>	<p>S, P and E are not always consistent. Few sentences are structured appropriately and development of points is slow. Six year specific vocabulary is sometimes used.</p>
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6.2 Sport, pastimes and the theatre

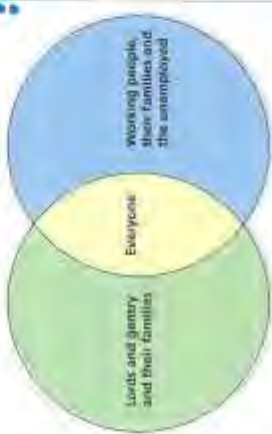
YOUR CHALLENGE

The pictures and descriptions on pages 82-3 provide you with evidence of the many pastimes enjoyed by people in Elizabeth's reign. Use them to complete the tasks below.

1. On your own copy of the Venn diagram, write in the pastimes enjoyed by the different groups of people.
2. Use a chart such as the one on page 80 to collect evidence which supports or challenges the following statement:

There were plenty of opportunities to enjoy life when you were not working.

3. Write a paragraph developing or correcting the statement above, using the evidence in your chart.



▲ Inns and taverns were an important part of everyday life for the lower classes, also was even drunk at breakfast.



▲ Tobacco was becoming increasingly popular, but it was still expensive – a treat for when money was not an issue.



▲ Gambling on the outcome of sports such as bear-baiting, cock-fighting and racing, as well as cards and dice, held out the promise of an easy win, particularly among the poorest classes.



▲ Celebrating feast days, such as Saints' Days, May Day and Plough Monday, offered an opportunity for dancing and drinking in the village.



▲ Archery and fishing were popular at all levels of society. The fourth sort' also took part in wrestling, running and football. Gentlemen patronised fencing, tennis and bowls.



▲ Storytelling played an important part in the lives of the ordinary people. The invention of the printing press led to popular stories like Robin Hood being published for a new mass market, although gentlemen were more likely to line their shelves with translations of famous Greek and Roman texts. The festivities which gentlemen attended were also attended by the 'fourth sort'.



▲ All classes took part in hunting. For the upper classes, this was preferable for deer, but hawking came a close second. The fourth sort' were more likely to hunt rabbit.



▲ Nobles employed household musicians, while the gentry bought medieval songbooks and organized musical evenings. The fourth sort' sang ballads, often adding their own words to tunes composed in London.

The fourth sort'

We have used Holbein's picture to show pastimes enjoyed both working people and the unemployed.

6.3 Education in the home, schools and universities



The number of children going to school increased during Elizabeth's reign. This tells us that it was a time of relative prosperity, when some people, at least, had enough money to pay for their children's education. In addition, learning was valued and individual aspirations were encouraged. However, for the majority of people, education was a luxury, especially when worried about starvation, disease, war or disease. At times when the population was just trying to survive, most people did not send their sons to school regularly.

YOUR CHALLENGE

- Use a sheet such as the one on page 80 to collect evidence from boxes A-K on three pages which supports or challenges the following statement:
The opportunities for better education increased during Elizabeth's reign.
- Write a paragraph developing or connecting the statement above, using the evidence in your sheet.

A. Most people were still too poor to send their children to school. By the end of Elizabeth's reign, 30 per cent of men and fewer than 10 per cent of women could read or write, although the majority of gentry and yeomen were literate.

B. Educational opportunities increased for all classes and ages, but it was mainly boys from well-off families who benefited the most. The upper classes increasingly sent a university education as necessary for a career at court.

C. A courtier's son speaking in the early seventeenth century said:
"This is all we ate in school for: to read common prayers at church and set down (compose) poems at master's, write a letter and make a book, set down the day of the month, our marriage day, and make our will when we are sick for the disposing of our goods when we are dead."
— 1611



D. Discipline was harsh in many Elizabethan schools. Schoolmasters frequently used a birch rod to beat pupils who had not done their work or had broken a rule.

The background image shows a public school, these became really popular for the sons of the wealthy classes in Elizabeth's reign.

E. Education was mainly for well-off boys, but bright boys from the lower classes could go to grammar school, and even university if they had some financial support. Hardly any schooling was there even schools for the lower classes often charged for 'book' charges and educational materials. Even so, there is evidence of an expansion in education. Elizabeth's reign saw access to social classes.

Approximately one-third of students who graduated from both Oxford and Cambridge came from the nobility and gentry, with the remainder coming from the lower classes: tradespeople, farmers and so on. Christopher Marlowe was the son of a cobbler, but he won a scholarship from his local school to go to Corpus Christi College, Cambridge.

F. Rich-POOR? Schools were local schools where young children, from about ages four to seven, were taught to read and write in preparation for moving on to a grammar school. It was nearly always boys who attended, although there were a small number of girls from the upper classes. These schools could be attached to a grammar school, in which case the small boys would be taught by older pupils, or attached to a village church, or might even be in a local woman's house, the so-called dame schools.

G. Sons of gentry, merchants and yeomen would most likely go to a grammar school, from the ages of seven to fifteen, although a small number might attend one of the new public schools. During Elizabeth's reign, 72 new grammar schools were founded. Demand for places increased throughout the reign, from all social classes. The subjects taught were mainly Latin and Greek, as the study of the classics was thought to encourage intellectual, personal and spiritual growth. A typical day might include:

- Latin-to-English translations
- studying the writings of classical authors like Virgil and Cicero
- learning some Greek, and even Hebrew, to help with translations of the Scriptures
- arithmetic
- texts and exams

H. The richest independent or public schools were Winchester and Eton. These fee-paying boarding schools were set up for 'flying-class boys'. All lessons were taught in Latin and the curriculum combined the methods of the grammar schools with an emphasis on the conduct, courtesy and etiquette (manner) necessary to produce gentlemen destined for careers at court.

I. At university, all degrees involved grammar, rhetoric (the art of developing arguments) and logic (with compulsory lectures in mathematics, music, theology, astronomy and geometry). Only after this could an undergraduate specialise. Most chose the traditional route into the professions for boys from non-noble classes. On completion of his education, a gentleman would be distinguishable from the lower classes because he could speak and write 'proper English' and had some knowledge of French and Latin. He would also have learned the correct social etiquette, particularly good table manners and would know how to dance. The number of students entering the two universities of Oxford and Cambridge increased considerably under Elizabeth as all classes realised the importance of higher education in getting to the top, or at least near it.

J. Sons of the nobility were first educated at home by a private tutor. At age fifteen, they would go to university, although some might first attend one of the new public schools. Daughters would also be educated at home. Most wealthy and titled women were able to read and write, and some, like Elizabeth herself, received an exceptional education at home, from their books.

K. Some of the lower classes were taught to read and write by their masters at their place of work, and in the case of servants and apprentices, this would probably be where they lived as well.

EDUCATION IN ELIZABETHAN ENGLAND

- What were the types of school available in Elizabethan England?
 - grammar schools
 - universities
- Who was taught at home?
 - the nobility
 - the gentry
 - the lower classes
- Give three reasons why the Elizabethans valued education.

6.4 Reasons for the increase in poverty and vagabondage

YOUR CHALLENGE

Read pages 88–9 quickly to get an overview of the content, then read them again and complete these tasks:

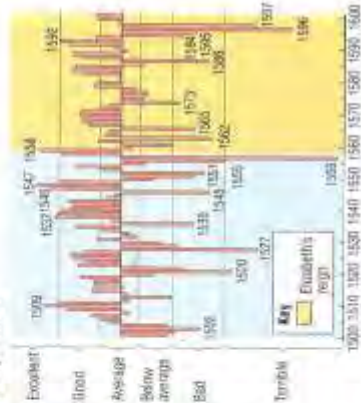
1. Use a chart such as the one on page 88 to collect evidence which supports or challenges the following statement:
Fewer people were poor during Elizabeth's reign.
2. Write a paragraph developing or correcting this statement above, using the evidence in your chart.
3. Draw a spider diagram to summarise the causes of poverty.
4. Choose a range of years between 1558 and 1588 when poverty was particularly bad. Explain your choice.

Harvests and changes in farming

Everyone depended on food grown by farmers, but farmers were at the mercy of the weather. The graph on the right shows exactly when there were good harvests and bad, and when people were in danger of starvation. You can see that the worst harvests of the century was in 1556, just before Elizabeth became Queen. During her reign, there were two really bad winters of harvests, in the early 1570s and the mid-1590s. However, even one bad harvest caused food shortages and this meant that the price of bread and other foods went up. At these times, the poor suffered most because they struggled to afford higher bread prices.

Many farmers began to look for more profitable ways to earn their living, by switching to different methods of agriculture. One method was to enclose land with hedges and put sheep on it instead of growing crops. This saved the farmer money because they did not have to employ labourers to work the land. The village labourers who worked on this land lost their jobs and homes, and many moved to towns hoping to find work. Some landlords also increased the rent on the lands they rented out to farmers. This was called rack-renting. Many farmers could not afford to pay these higher rents, so they too moved to towns in search of work.

Quality of harvest



▲ Graph showing the quality of the harvests in England between 1590 and 1600. You saw part of this graph on page 28, showing the bad harvests before Elizabeth became Queen. Here we are using it to see the harvests during Elizabeth's reign. Remember that your course ends in 1588 so do not mention later events in your exam.

▼ Harvesting early in the sixteenth century. By the reign of Elizabeth, about 95 per cent of the population still lived in the countryside, where the main occupation was farming.



Unemployment in industries

The only important industry in the sixteenth century was the cloth trade, where English woollen cloth was exported to Europe. This had provided work for many farmers and weavers. When the cloth trade collapsed in the 1550s, see top right graph, tens of thousands of people lost their jobs.

More and more people

The country's population had fallen by nearly half at the time of the Black Death in 1348–9. It remained low until the sixteenth century, when it began to increase. As you can see in the bottom right graph, the rise in population means that more people were needed, but as you have read above, there were fewer jobs in farming and the cloth industry. Many of our people could not find work, so could not earn money.

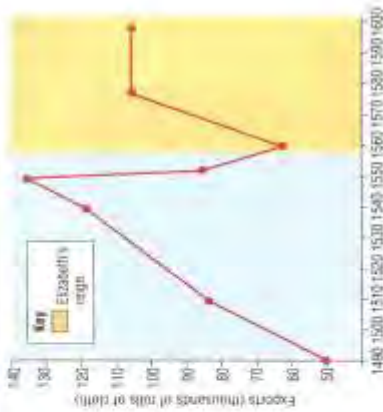
Inflation – rising prices

Another problem causing poverty was inflation – prices were going up all across Europe. Look at the bottom right graph. The red line shows that wages began to rise in the 1550s and continued to rise until about 1577. After that, they increased very slowly. However prices, especially the price of food, rose much more sharply, especially after 1570. The result was that people, especially those on lower wages, struggled to afford even basic food. Prices might be going up, but their wages were not. Although historians do not all agree about the causes of inflation, most think that it was caused by an increase in demand for goods such as food, probably due to the growing population, and an inability to produce enough to meet this demand.

Henry VIII's debasement of the coinage in the 1540s, when he lowered all the coins to be melted down, also played a part in the rise in prices. In the middle of the sixteenth century, these coins had contained precious metal (like gold or silver, but when new coins were minted, they contained far less gold and silver). Henry made himself nearly a million pounds, but he had 'debased' the coinage. After this, people no longer trusted its value, so merchants and shopkeepers began to put up prices, so they felt they were getting the same value for what they sold.

The closure of the monasteries

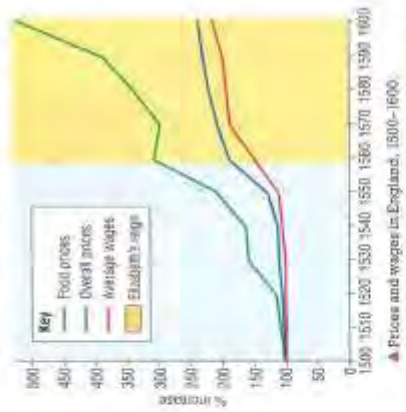
Until the 1530s, the monasteries provided food and shelter for the homeless and unemployed. However, they were closed down by Henry VIII in the late 1530s. This dissolution of the Monasteries meant there was less help for the poor, and many of them were left to wander the roads or drift to the owners' search of work.



▲ Cloth exports from London in the sixteenth century. Elizabeth was the country's biggest port.



▲ The population of England and Wales, 1500–1600.



▲ Prices and wages in England, 1500–1600.

Learning objectives

- Understand why Elizabethans wanted to explore the world
- Know about Francis Drake and the significance of his circumnavigation of the globe.

What led Elizabethans to explore?

Expanding trade

Trade was expanding rapidly as the New World began to open up new opportunities. English merchants needed to look for more new trading opportunities, as conflict with Spain and in the Netherlands had hit the traditional wool and cloth trade hard. As England relied upon its exports of cloth so much, it was vital to find new markets and new products to sell. Reports from the Americas suggested that there was an abundance of different crops, animal skins and precious metals.

Private investors, including Elizabeth I and her courtiers, funded many of the voyages of discovery. Although it was risky, the rewards could be enormous. Spain was certainly becoming very rich thanks to its silver mines in Peru, as well as the export of exotic crops such as sugar cane and tobacco. The vast majority of the Americas was undiscovered and there were hopes of finding even more riches away from the coasts, where there had been little exploration.

The Triangular Trade

Slavery has existed for thousands of years across all continents, societies and cultures. During Elizabeth I's reign English merchants first began to exploit the ancient African slave trade. It eventually developed on a massive trans-Atlantic scale, with the buying or selling of hundreds of Africans to ship to the New World, a raised untold misery to the many and made huge fortunes for the few.

John Hawkins was a navigator, slave trader and the man behind some of the key developments in the English navy that enabled the Armada to be defeated (see page 61). He first bought slaves from Africa in 1562, transported them across the Atlantic and sold them to the Spanish colonists. He bought ginger, animal hides, sugar and pearls with some of the proceeds, making a huge profit and repeating the journey in 1564. This helped to lay the foundations of the infamous **Triangular Trade**.



Figure 3.5 The early triangular trade that began to develop after John Hawkins' 1591-93 voyage

Extend your knowledge

North-West Passage

The discovery of the Americas led to the belief that there was an alternative, faster and safer route via North America to the Pacific and the Far East. The search for this North-West Passage was another driving force behind the voyages of exploration and discovery during Elizabethan times. Although this passage was not discovered until 1845, explorers found out much more about the coastline of North America looking for it.

Adventure

Some young Elizabethan men, especially from the gentry and nobility, went on voyages of discovery and exploration in the hope of adventure and making their fortunes. The publication of accounts of voyages to the Americas, and the treasures to be found there, persuaded people to venture into the unknown (even though many of the rumours were pure speculation).

New Technology

Navigation

Navigation was becoming increasingly more precise. For example, by 1584, the English mathematician Thomas Harriot worked out a simpler way of using the Sun to calculate the true sailing direction of a ship. This made voyages safer, more direct and faster. Other mathematical methods of navigation were also figured out and published in books.

Since the 15th century, quadrants* and astrolabes* had been increasingly used to make more accurate calculations about a ship's position. They used the position of the stars to do this. Making navigation simpler and more accurate was vital for long voyages of discovery. These journeys were sometimes recorded, making it easier for others to follow the routes mapped out. Printed books detailing voyages were becoming increasingly available.

Key terms

Quadrant*

Similar to an astrolabe, it was used by sailors to help with navigation at sea. It was the shape of a quarter circle.

Astrolabe*

An instrument used by sailors to help with navigation at sea. It was circular.

Source A

An illustration from c. 1551. French sailing manuals showing how to use an astrolabe.

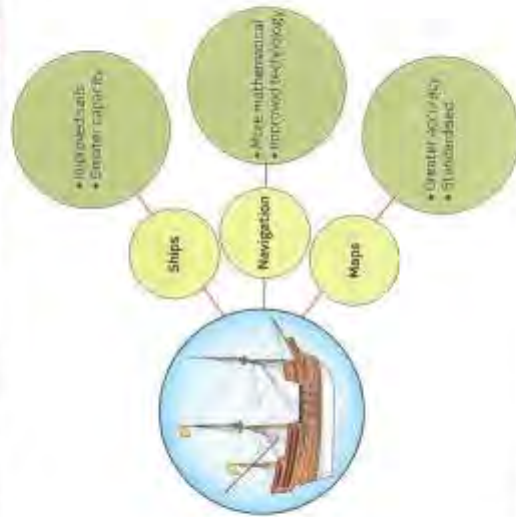


Figure 3.6 Improved technology on ships during Elizabeth's reign.

Maps

Improved navigation and records of voyages contributed to more accurate maps. In 1569, the **Mercator map** was developed by the cartographer (map maker) Gerardus Mercator. He used parallel and evenly spaced lines of **longitude** and **latitude** to place lands more accurately on a map. Sailors now had a much more realistic picture of the world to use when plotting voyages. Printing also enabled these maps to become more widespread and consistent between different copies. Previously, maps had been copied and hand drawn, which led to a lot of mistakes and inconsistencies.

Map by Gerardus Mercator, printed in 1567. The world's geography is clearly recognizable.



Ship design

Extend your Knowledge

Shipyards

Because there were many new shipyards built during the Elizabethan period, better ships could be built in larger quantities.

Larger, more stable ships

Ship design improved, making longer journeys possible.

Galleons were developed in the 16th century. Galleons were ships that were much larger than traditional trading ships, which meant larger cargoes could be stowed on board. Galleons enabled more supplies to be taken on board, essential for long journeys across the Atlantic and Pacific oceans. This made them useful for both trade and voyages of discovery. Another design improvement was that, previously, ships had high, built up **bows** and **sterns** known as **castles** – the fore and the aft castles. On galleon ships, these were lowered, making the ship more stable in heavy seas. (See Figure 3.7.)

Faster, more manoeuvrable ships

Galleons also used different sail types on the same vessel: traditional square sails for speed on the bowsprit, fore and main masts; and Latin (triangular) sails on the mizzen-mast, making them easier to

manoeuvre. More masts and sails enabled longer, faster and more accurate voyages. Figure 3.7 shows the various parts of the ship.

Better fire power

Another important development concerning galleons was that they had gun decks running the length of the ship. Cannon could therefore fire from the sides as well as the bow and stern. This was important; its piracy was common, so ships often had to defend themselves. English and Spanish ships often attacked each other, too.

Activity

Work in pairs. Make a large splash diagram, or a poster, to show how each of the following factors was important to voyages of exploration: economics; politics; printing; ship design.

- a Join with another pair: How important is each factor? You have 25 marks to share out between the four factors. How many marks does each one get and why? Show the marks on a bar chart and bullet point the evidence for each factor underneath.
- b In your groups of four, do a class survey: add up how many points each factor got to work out the rank order of the factors according to your class.

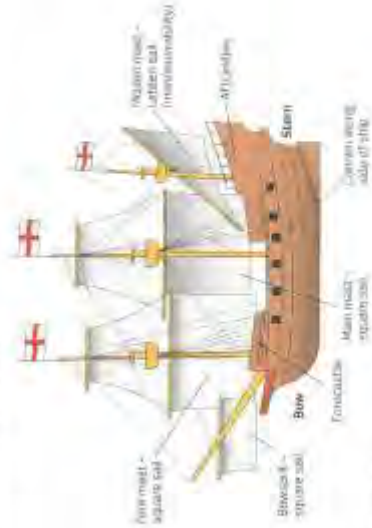


Figure 3.7 A 16th-century galleon ship.

KEY TOPIC 3: Elizabethan society in the age of exploration, 1558-88

Stage 2: sailing from Brazil to Guatulo, April 1578-April 1579

The fleet sailed down the coast of Brazil, reaching Pter-Se-Juliano on 20 June 1578. When some of the crew were ashore to trade, they were finished in a fight with local people and two sailors were killed. Tensions among the crew grew worse until Drake was forced to charge his friend, Sir Thomas Doughty, for reasons that are still unclear to us, with mutiny, and order his execution. Drake then put all his men and seven men on his three best ships, leaving the others.

The reduced fleet continued down the east coast of South America, entering the dangerous Bay of Magellan at the bottom of the continent on 21 August. It was here that Drake's voyage added considerably to the knowledge of world geography at that time. He discovered that Terra del Fuogo, the land west to the south of the Magellan Strait, was not a large southern continent, as had been supposed, but a group of islands. This opened up the possibility of sailing to the Cape of Good Hope, the southern tip of the African continent, by going south of Terra del Fuogo.

In September, Drake's remaining three ships reached the Pacific Ocean and made their way up the west coast of South America. They were hit by stormy weather which forced the fleet to abort. The *Magdalen* sank and the *Elizabeth* got lost, but eventually managed to find her way back to England. The loss of the *Elizabeth* meant that Drake was left with just one ship, which was running low on food and water. However, when he landed on the island of Moteca to take on water, he was attacked by an aboriginal. Drake was wounded by arrows to the face and hand.

The last part of this stage, however, resulted in far more success. After they recovered from their wounds, Drake and the crew attacked Spanish settlements along the coast of Peru. At Valparaiso, they captured gold, corn and supplies of wine, oil and rice. They seized 57 tons of silver and at the port of Lima, they attacked twelve ships loaded with silk and Spanish coins. Then Drake heard that the *Cadiz*, a Spanish treasure ship, had recently left port. He gave chase and captured to cargo, returning according to John Drake:

A certain quantity of jewels and precious stones, between twenty of value, 80 pounds weight of gold, 26 tons of silver and two very fair gilt drinking bowls.

Finally, Drake and his crew attacked Luanabua, seizing yet more silver, gold and jewels.

DRAKE'S VOYAGE: STAGE 2

1. What were the high and low points of this second stage of Drake's circumnavigation?
2. Did Drake achieve any of his aims during these twelve months?
3. Could any of these achievements be said to be significant, and, if so, why?



4. Drake's circumnavigation of the world.

7 Exploration, voyages of discovery, Raleigh and Virginia

Stage 3: sailing from South America to Plymouth, April 1579-September 1580

At Guatulo, Drake had to decide on his route to return to England. If he turned round and retraced his steps, he would face certain attacks from Spanish ships who would be expecting him. He would also have to go back through the treacherous Magellan Strait. Drake showed his daring and desire to learn more by deciding to find a route back to England around North America.

By now, Drake had only one ship and about 55 men. Even so, he sailed up the coast of North America to a latitude no English explorer had ever reached before. He landed in California and claimed it for Queen Elizabeth, naming it Nova Albion (New England). This led to California was the basis of future plans to establish colonies of English settlers in America. The native people of California thought Drake was a god and gave him presents of feathers and tobacco.

From California, Drake sailed west across the Pacific Ocean and, after two months, reached the Molucca Islands, where locals gave him food and water. He then sailed on to Ternate, famous for spices. Drake made a treaty with the king of the island, which allowed English merchants to trade in spices. He loaded up the *Golden Hind* with tons of cloves, ginger and pepper, although most had to be thrown overboard in January in order to lighten the ship's load when it ran aground on dangerous rocks.

Drake's route through the East Indies, or Spice Islands, then followed the uncharted southern coast of Java. Drake discovered that Java was an island and not connected to a southern continent, as earlier Dutch explorers had believed. Then Drake sailed across the Indian Ocean, past the Cape of Good Hope and up the coast of West Africa. His first question when he reached land in Plymouth on 26 September 1580, was whether the Queen was still alive.



▲ Francis Drake was treated as a national hero, as this portrait shows. The Queen knighted him aboard the *Golden Hind*. He had brought back gold, silver and jewels worth about £140,000 (about £200 million pounds today). The Queen's share enabled her to pay off the national debt. He had successfully challenged the unremitting of the Spanish Empire, which encouraged others to do the same; he had claimed new lands for England, made valuable trading contacts with the Spice Islands and increased knowledge of the known world.

DRAKE'S VOYAGE: STAGE 3

1. What have you learned about Drake's skills as a commander and as a sailor?
2. How successful do you think Drake was in achieving the aims?
3. Did the voyage have any unexpected results?
4. Could any of these achievements be said to be significant? If so, explain why.
5. Complete your table from stage 9E for this voyage.

Why does the portrait show Drake with two a national hero and a gladiator?

Why would the Queen in particular have been delighted with Drake's return home?