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

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.
<table>
<thead>
<tr>
<th>Type of School</th>
<th>Key Details (who attended, age, sex, subjects taught etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish Schools</td>
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<tr>
<td>Petty Schools</td>
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<tr>
<td>Grammar Schools</td>
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<tr>
<td>Private Tutors</td>
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<tr>
<td>Universities</td>
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</table>
**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*

Reasons for Poverty in Elizabethan England
Question: What were vagrants and vagabonds? Provide a definition below:
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
The Elizabethan Government responded to the growing problem of the poor in different ways, and over time attitudes and actions changed.

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

4 marks

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.
**Test Yourself!**

<table>
<thead>
<tr>
<th>1. List three reasons why the number of poor grew in Elizabeth’s reign.</th>
<th>2. List three things taught at Elizabethan grammar schools.</th>
<th>3. How did Elizabeth’s government tackle the problem of the poor in 1572 and 1576?</th>
<th>4. Give two examples of how vagabonds tried to make money.</th>
<th>5. Name two sports and pastimes of the wealthy.</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Fortune and Adventure</th>
<th>The Search for New Routes to the East</th>
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</thead>
<tbody>
<tr>
<td>Better Navigation Technology</td>
<td>Better Built, Stable and Faster Ships</td>
</tr>
<tr>
<td>Better Defences and Fire Power on Ships</td>
<td>Need for New Trade Opportunities</td>
</tr>
<tr>
<td>Improved Maps</td>
<td>Better Navigation Technology</td>
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<tr>
<td>Private Investment in Voyages</td>
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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?

Sir Hugh Willoughby and Richard Chancellor, 1553
Willoughby and Chancellor thought that they could reach China by sailing around the north of Asia. They set sail in 1553. Willoughby was killed when his ship was trapped in ice north of Novaya. Chancellor reached Muscovy (Moscow in modern Russia). Seven years later, the Muscovy Company was formed to trade with Russia.

John Hawkins, 1562–48
Hawkins made three voyages during the 1560s. He sailed to the west coast of Africa and captured Africans. Then he sailed to the West Indies and Central America to sell the people he had captured as slaves to Spanish settlers. In 1567, during his third voyage, the Spanish attacked his fleet. Hawkins lost four ships and over 200 men. After this, Hawkins worked in England designing and building ships for the navy.

Martin Frobisher, 1578
Frobisher believed that it was possible to reach China by sailing around North America. In 1576, he reached Baffin Island in the Arctic. He found a black rock, which he thought contained gold. However, he was wrong. He made two more voyages but each time was turned back by the cold and ice.

Francis Drake, 1577–80
In 1577, Drake set sail to attack Spanish settlements in Central America. He sailed around South America and attacked Spanish towns in Mexico, capturing gold, silver and jewels. He returned to England by sailing across the Pacific and Indian Oceans and then up the west coast of Africa. Drake became the first Englishman to sail around the world. He made a large profit from the voyage.

Sir Humphrey Gilbert, 1583
Gilbert wanted to establish an English settlement in North America. He believed that there was a route to China around North America. He set sail in 1583 and reached Newfoundland. He explored the coast of North America but his ship was hit by storms. He never returned.

Sir Walter Raleigh, 1584–87
Raleigh was an influential writer and poet. He wanted to establish a strong English presence in North America. He called it Virginia, in honour of Elizabeth the Queen. He organised three expeditions to take settlers to the colony. The first settlers came home after one year. The second group had never been seen again.

John Davis, 1556–7
Davis made three voyages to North America in search of a route to China. He reached Baffin Island, but was stopped from going further by the cold and ice.

Sir Walter Raleigh, 1584–87
Sir Walter Raleigh was a famous explorer and poet. He wanted to establish an English colony in North America. He called it Virginia, in honour of Elizabeth the Queen. He organised three expeditions to take settlers to the colony. The first settlers came home after one year. The second group had never been seen again.
Task: Using your research, plus worksheet 5, complete the following spider diagram.

Drake’s Circumnavigation of the world 1577 - 1580

Drake’s Aims

Resources needed: Worksheet 5
Drake’s Voyages of Exploration
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

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

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

The Virginia colony failed for a range of different reasons.

## Reasons why the colonisation of Virginia failed

<table>
<thead>
<tr>
<th>Reason</th>
<th>Description</th>
<th>How it led to the failure of the colony</th>
</tr>
</thead>
</table>
| Lack of food          | • 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. | • 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       | • 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. | • 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 | • Both expeditions lacked the experience and skill sets needed to make the expedition a success.  
• This meant both expeditions were doomed from the start. | • 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 | • 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 demand for food, also attacked between 1585 and 1586. | • 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     | • From 1585, England was effectively at war with Spain. | • 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:

<table>
<thead>
<tr>
<th>Elizabethan Society in the Age of Exploration 1558-88</th>
<th>Home Learning</th>
<th>Review 1</th>
<th>Review 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education in the home, schools and universities</td>
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<td>Sport, pastimes and the theatre</td>
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<tr>
<td>The reasons for the increase in poverty and vagabondage</td>
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<td>The changing attitudes and policies towards the poor</td>
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<tr>
<td>Factors prompting exploration. The impact of new technology on ships and sailing and the drive to expand trade</td>
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<tr>
<td>The reasons for and the significance of Drake’s circumnavigation of the globe</td>
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<tr>
<td>The significance of Raleigh and the attempted colonisation of Virginia</td>
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<tr>
<td>Reasons for the failure of Virginia</td>
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Make notes on anything below that you were not sure of or want to go through with your teacher.
<table>
<thead>
<tr>
<th>Education and Leisure</th>
<th>The Problem of the Poor</th>
<th>Changing Attitudes Towards the Poor</th>
<th>Exploration and the Voyages of Discovery – the Reasons Behind Them</th>
<th>The Reasons for and significance of Drake’s Circumnavigation of the Globe</th>
<th>The Attempted Colonization of Virginia by Raleigh</th>
<th>Reasons for the Failure of the Rezoque colony in Virginia</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are able to write analytical explanations of the education and supported reforms available in Elizabethan times and can identify changes from the situation previously. You can address the impact educational changes may have on Elizabethan society. Your line of reasoning is generally coherent and sustained.</td>
<td>You are able to write analytical explanations that assess the reasons for why people were poor and getting poorer. You can identify changes from the situation previously. Your line of reasoning is generally coherent and sustained.</td>
<td>You can address the impact educational changes may have on Elizabethan society. Your line of reasoning is generally coherent and sustained.</td>
<td>You are able to write analytical explanations of the wide range of factors that made sailors go longer and more dangerous voyages and evaluate which were more significant. (Technological, Financial etc.)</td>
<td>You are able to write analytical explanations concerning the wide range of reasons why Drake went on his voyages and assess the consequences for Drake personally, Elizabeth and England both in the short and long term. Your line of reasoning is generally coherent and sustained.</td>
<td>You are able to write analytical explanations concerning the wide range of reasons why the English wanted to settle in North America and assess the consequences for Drake personally, Elizabeth and England.</td>
<td>You are able to write analytical explanations concerning the wide range of reasons why the English wanted to settle in North America and assess the consequences for Drake personally, Elizabeth and England.</td>
<td>3. Your arguments are immediate and reasoning is clear. You clearly and use a format of four writing appropriate to the complexity of the subject matter and organise information clearly, coherently, using specialist vocabulary.</td>
</tr>
<tr>
<td>You are able to discuss and address a range of the education and supported reforms available in Elizabethan times and can identify changes from the situation previously. You can assess the impact educational changes may have on Elizabethan society. Your line of reasoning is generally coherent and sustained.</td>
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<td>S, P and G are applied consistently and meaning is often clear.</td>
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<tr>
<td>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. Your answers generally are coherent and clear.</td>
<td>You can access a range of reasons for why people were poor and getting poorer. Your line of reasoning is generally coherent and clear.</td>
<td>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. Your line of reasoning is generally coherent and clear.</td>
<td>You are able to explain a range of factors that made sailors go on longer and more dangerous voyages and assess which were more significant. (Technological, financial etc). Your line of reasoning is generally coherent and clear.</td>
<td>You are able to explain a range of reasons why Drake went on his voyage and some of the consequences for Drake personally, Elizabeth and England. Your line of reasoning is generally coherent and clear.</td>
<td>You are able to explain a range of reasons why the English wanted to settle in North America and assess those most significant. Your line of reasoning is generally coherent and clear.</td>
<td>You are able to explain the reasons for the failure of the settlement in Virginia, showing clear understanding about the first and second attempts. Your line of reasoning is generally coherent and clear.</td>
<td>S, P and G are applied consistently and meaning is often clear. Select and use a form of writing appropriate for the topic and organise information clearly using appropriate vocabulary.</td>
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<td><strong>5</strong></td>
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<td>S, P and G are considered. Use sentences and descriptive points to organise information into paragraphs using some accurate vocabulary.</td>
</tr>
<tr>
<td>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. Your answers generally are coherent although occasionally may lose focus.</td>
<td>You can explain a range of reasons for why people were poor and getting poorer. Your line of reasoning is generally coherent although you occasionally may lose focus.</td>
<td>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. Your line of reasoning is generally coherent although you may lose focus at times.</td>
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<td>You are able to explain a range of reasons why the English wanted to settle in North America. Your line of reasoning is generally coherent although you can occasionally lose focus.</td>
<td>You are able to explain the reasons for the failure of the settlement in Virginia. Your line of reasoning is generally coherent although you can occasionally lose focus.</td>
<td>S, P and G are considered. Use sentences and descriptive points to organise information into paragraphs using some accurate vocabulary.</td>
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<td><strong>4</strong></td>
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<td></td>
<td>S, P and G are not always consistent. Few sentences are structured appropriately and development of points is rare. Subject specific vocabulary is sometimes used.</td>
</tr>
</tbody>
</table>
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 89 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.

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

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 rabbits.

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

Nobles employed household musicians, while the quire bought madrigal songbooks and organised musical evenings. The fourth sort sang ballads, often adding their own words to tunes composed in London.

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

Tobacco was becoming increasingly popular, but it was still expensive—a treat for when money was not so scarce.

Inns and taverns were an important part of everyday life for the lower classes; ale was often drunk at breakfast.

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 list their shelves with translations of famous Greek and Roman texts. The theatres which gentlemen attended were also attended by the ‘fourth sort’.
6.3 Education in the home, schools and universities

YOUR CHALLENGE

1. Use a chart such as the one on page 50 to collect evidence from boxes A-K on these pages which supports or challenges the following statement: The opportunities for better education increased during Elizabeth’s reign.

2. Write a paragraph identifying or correcting the statement above, using the evidence in your chart.

A. Most people were still too poor to send their children to school. By the end of Elizabeth’s reign, 30% of men and fewer than 10% 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 saw university education as necessary for a career at court.

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

D. Parish/Parochial schools were local schools where young children, from about ages four to seven, were taught to read and write as 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.

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. Many apprenticeship was free for boys, even schools for the lower classes often charged for board, lodging, and educational materials. Even so, there was evidence of an expansion in education in Elizabeth’s reign across all 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. Noble families, such as the Marquess of Pembroke or the Earl of Arundel, were sending their sons to university.

F. Parish/Parochial schools were local schools where young children, from about ages four to seven, were taught to read and write as 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 gentles, merchants and women 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 and 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
- writing and essays

H. The earlier independent or public schools were Winchester and Eton. These fee-paying boarding schools were set up for “humble-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 (manners) necessary to produce gentlemen destined for careers at court.

I. At university, 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 specialize. Most chose law as their main course of study, but there were also specialities like medicine, divinity, and most importantly, mathematics; particularly pure mathematics that was the base of all sciences. Mathematicians like John Napier, who was an important figure in the development of logarithms.

J. Sons of the gentry were most likely to study at home by a private tutor. At age fifteen, they would go to university, although some might attend one of the new public schools. Elizabeth herself, received an exceptional education at home, from her tutors.

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 when they needed to learn to read and write in connection with their work.

EDUCATION IN ELIZABETHAN ENGLAND

1. What were the types of school available in Elizabethan England?

2. Describe two features of:
   a. grammar schools
   b. universities

3. Who was educated at home?

4. Give three reasons why the Elizabethan 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 that 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 the 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 harvest of the century was in 1558, just before Elizabeth became Queen. During her reign there were two really bad sequences 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 farmers 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 land they used to let 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.

Unemployment in industries

The most important industry in sixteenth century was the cloth trade, when English woolen cloth was exported to Europe. This had provided work for many spinners and weavers. When the cloth trade collapsed in the 1550s (see top right graph), tens of thousands of workers lost their jobs.

More and more people

The country’s population had fallen by nearly half at the time of the Black Death in 1548-9. It remained low until the sixteenth century, when it began to increase. As you can see in the upper right graph, the rise in population became steeper in Elizabeth’s reign. This rise in population meant that more jobs were needed. But as you have read above, there were fewer jobs in farming and the cloth industry. More and more people could not find work, so could not earn money.

Inflation - rising prices

Another problem creating 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 1570. After that, they increased very slowly. However, prices, especially the price of food, rose much more sharply, especially after 1570. This was partly because 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 a inability to produce enough to meet this demand.

Henry VIII’s breakdown of the monasteries in the 1530s, when he ordered all the cows to be killed down, also played a part in the rise in prices from the middle of the sixteenth century. These cows had contained precious metals like gold and silver. But when new cows were raised, they contained less gold and silver. Henry made himself nearly a million pounds, but he had "robbed" the countryside. After this, people no longer trusted the value of goods, so merchants and the community began to put up prices, so that 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 towns in search of work.
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 new trading opportunities as conflict with Spain and the Netherlands 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 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 had existed for thousands of years across all continents, societies and cultures. During Elizabeth’s reign, English merchants first began to exploit the ancient African slave trade. It eventually developed on a massive, transatlantic scale, with the buying, selling and enslaving of hundreds of Africans to ship to the New World. It caused 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.

New Technology

Navigation
Navigation was becoming increasingly more precise. For example, by 1554, the English mathematician Thomas Hariot worked out a simpler way of using the Sun to calculate the true sailing direction of a ship. This made voyages safer and more direct. Later mathematical methods of navigation were also figured out and published in books.

Since the 14th 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.

Extend your knowledge

North-West Passage
The discovery of the Americas had 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 1645, 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 rumors were pure speculation).

Figure 3.5 The early triangular trade that began to develop after John Hawkins’ 1563-64 voyage.

Source A
An illustration from a 1551 French sailing manual, showing how to use the quadrant.
Maps
Improved navigation and records of voyages contributed to more accurate maps. In 1569, the Mercator map was developed by the cartographer (map maker) Gerhardus 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 sailing on 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.

Ship design

Extend your knowledge

Shipyards
Because there were more 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 stored in them. 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 bow and stern, known as ‘castles’ – the fore and the aftercastle. 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 lateen 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, as 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.
WHAT MADE VOYAGES SIGNIFICANT?

Drake and Raleigh were at the top of any list of names explaining why Elizabethan navigators were called a Golden Age. However, in order to understand the reputation of the Queen herself, we need to look at a little deeper and find out why their voyages were vastly significant rather than just famous.

To make a judgement, you need to find out about the voyages themselves, but also about what they achieved. It is also a question of what they achieved if anything. You will also need to make some comparisons between the two men — were the voyages of one more significant than those of the other? Here are the tasks that will help you with this exercise.

1. Decide on your criteria for significance — what would make a voyage of exploration significant? The table below shows four criteria. Decide if you think these made the criteria needed or whether others should be added. For example, would the long-term effects of these voyages be included?

- Drake's voyages
  - 1577-80 Circumnavigation of the world (pages 98-101)
  - 1585 Established as English colony in North America (page 103)
  - 1587 Second expedition to establish a colony in Virginia (page 104)

Drake's ship

Drake's ship was the 88-ton Pelican, later renamed the Golden Hind (see photo on page 98). He sailed with three other ships.

- The Elizabeth was similar in size and was captained by John Fawkes. The three smaller ships were:
  - the Galleon, a 30-ton ship captained by John Thomas
  - the Swan, a 40-ton ship captained by John Cheyney
  - the Christopher, a 20-ton ship captained by Thomas Wodey

In total, there was a crew of 144 sailors. The initial orders were not good. After setting sail from Plymouth on 11 November, the five ships encountered such severe storms that they turned to Plymouth for repairs three days later.

Stage 1: sailing to Brazil, December 1577-1578

The three vessels sailed from Plymouth again in December, and sailed south down the west coast of Africa to the Cape Verde Islands. Here, they captured a Portuguese ship and its cargo of wine. They took it with them across the Atlantic Ocean. As they reached the Equator and the coast of Brazil, quarrels began to break out among the crew. One of them, John Cooke, who sailed on the Elizabeth, wrote:

We met with hideous winds, unwholesome storms, and long-continued gales. Being in the burning zone, we felt the effects of hot sun, heat.

DRAKE'S VOYAGE: STAGE 1

1. Summarise each of Drake's actions one or two words.
2. After the first two months at sea, had Drake achieved any of his aims?
3. What problems did the expedition face?
4. What effect would these problems have on the sailors and on the voyage's chances of success?
Stage 2: sailing from Brazil to Guatulco, April 1578–April 1579

The fleet sailed down the coast of Brazil, reaching Ponte de Juliana on 20 June 1579. When some of the crew were about to defect, they were involved in a fight with local people and two sailors were killed. Tensions among the crew grew until Drake was forced to change his course, for Thomas Doughty, a sailor who was still uncertain, warned him about mutiny, and order his execution. Drake then put all his men and stores onto his three best ships, leaving the others.

The reduced fleet continued down the east coast of South America, entering the dangerous Strait 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 Tierra del Fuego, the land seen to the south of the Magellan Strait, was not a large wilderness 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 Africa, instead of Tierra del Fuego. In September, Drake's remaining three ships reached the Pacific Ocean and made their way south to the west coast of South America. They were hit by stormy weather which lasted for about a month. The Magellan sank and the Elizabeth 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, where he landed on the island of Nicoya, he was able to take water, after he was attacked by its inhabitants. Drake was wounded by arrows to the face and head.

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?

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 his aims?
3. Did he have any unexpected results?
4. Could any of these achievements be said to be significant? If so, explain why.

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 £100,000 (about £200 million pounds today). The Queen's share enabled her to pay off the national debt. He had successfully challenged the invincibility of the Spanish Empire, which encouraged others to do the same; he had claimed new lands for England, made valuable trading contacts with the Spanish Islands, and increased knowledge of the known world.