# Revising History

This includes resources for Elizabeth, USA and Crime and Punishment. Resources include knowledge organisers, website links and the intervention sessions from previous weeks.

Eduqas Digital Educational Resources

Elizabeth I - GCSE History Revision - Eduqas - BBC Bitesize

The USA: A nation of contrasts, 1910-1929 - GCSE History Revision - WJEC - BBC Bitesize

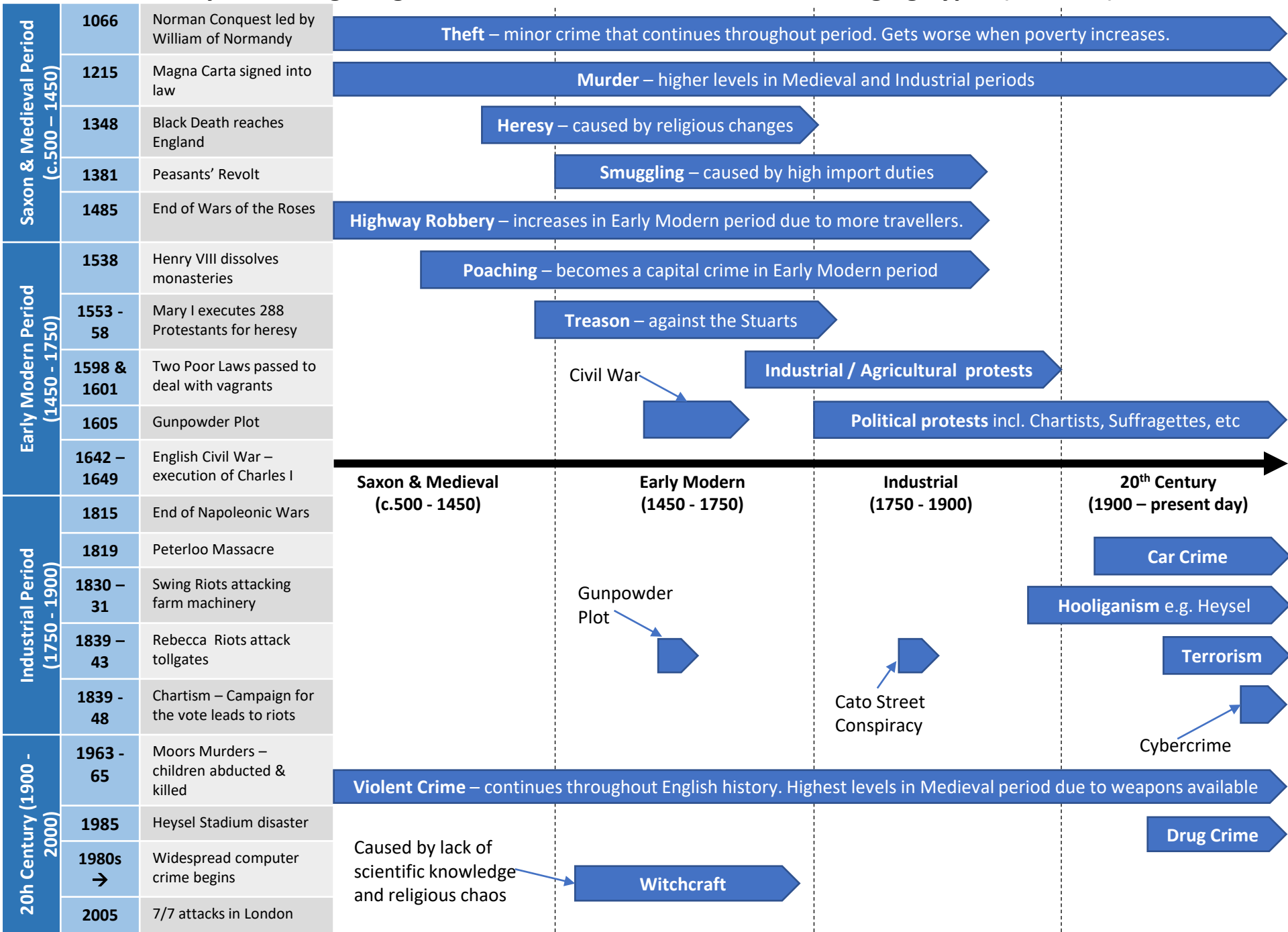Changes in crime and punishment, c.1500 to the present day - GCSE History Revision - WJEC - BBC Bitesize

Past papers can be accessed here:

GCSE History | Eduqas

# GCSE History Knowledge Organiser: Crime and Punishment 1 – Changing Causes of Crime

| Period | Year | Event |
|---|---|---|
| **Saxon & Medieval Period (c.500 – 1450)** | 1066 | Norman Conquest led by William of Normandy |
| | 1215 | Magna Carta signed into law |
| | 1348 | Black Death reaches England |
| | 1381 | Peasants' Revolt |
| | 1485 | End of Wars of the Roses |
| **Early Modern Period (1450 - 1750)** | 1538 | Henry VIII dissolves monasteries |
| | 1553 - 58 | Mary I executes 288 Protestants for heresy |
| | 1598 & 1601 | Two Poor Laws passed to deal with vagrants |
| | 1605 | Gunpowder Plot |
| | 1642 – 1649 | English Civil War |
| **Industrial Period (1750 - 1900)** | 1815 | End of Napoleonic Wars |
| | 1819 | Peterloo Massacre |
| | 1830 – 31 | Swing Riots attacking farm machinery |
| | 1839 – 43 | Rebecca Riots attack tollgates |
| | 1839 - 48 | Chartism – Campaign for the vote leads to riots |
| **20h Century (1900 - 2000)** | 1920s | Mass production of motorcar begins |
| | 1985 | Heysel Stadium disaster |
| | 1980s → | Widespread use of computers begins |
| | 2005 | 7/7 attacks in London |

## Causes of Crime - **Poverty**

Although the **causes** of poverty have changed, it has continued to be the major cause of crime throughout every time period.

| Period | Causes |
|---|---|
| **Saxon & Medieval** | • **Famine** and **disease** caused problems for England's **mostly agricultural** communities |
| **Early Modern** | • England's population increased, causing higher demand for food, clothing & work<br>• Bad harvests in 1540s led to high food prices<br>• Changes in farming meant common land was **enclosed** and less need for workers<br>• Henry VIII closed the monasteries, ending the charity they had given to the poor |
| **Industrial** | • Urbanisation led to terrible conditions in cities |
| **20th Century** | • Inequality has led to gangs and gun and knife crime |

## Causes of Crime - **Religion**

| Period | Causes |
|---|---|
| Saxon & Medieval | • Very few heretics because everyone was Catholic. The Lollards |
| Early Modern | • The Reformation led to conflict between Catholics and Protestants<br>• 288 Protestant heretics executed by Mary I |
| Industrial | • Very little religious crime due to settled religion (Protestant) |
| 20th Century | • Northern Irish troubles between Protestants & Catholics leads to terrorism |

## Causes of Crime – **Government Policies**

| Period | Causes |
|---|---|
| Saxon & Medieval | • The Norman Forest Laws and trial by combat criminalised ordinary people<br>• Harsh taxation led to revolts (e.g. the Poll Tax led to the Peasants' Revolt) |
| Early Modern | • Dissatisfaction with the King's policies led to the Gunpowder Plot and the English Civil War |
| Industrial | • There was no income tax so high import duties on luxury goods (to pay for foreign wars) led to increased smuggling<br>• Refusal of gov't to give people the vote led to political protests |
| 20th Century | • British foreign policy led to increased terrorism – IRA (Ireland) and Islamists (Middle East) |

## Causes of Crime – **Changes in Society**

| Period | Causes |
|---|---|
| Saxon & Medieval | • Availability of sharp weapons meant that violent crime like murder was common |
| Early Modern | • Vagrants became much more common<br>• Chaos of English Civil War led to witch hunts |
| Industrial | • Urbanisation led to alcoholism, prostitution and drug addiction |
| 20th Century | • World Wars and 60s 'revolution' led to breakdown of respect for elders, causing hooliganism, gang and drug crimes |

## Causes of Crime – **Technology**

| Period | Causes |
|---|---|
| Saxon & Medieval | • Very little technological change (except in warfare) |
| Early Modern | • Improvements in farming lead to fewer workers needed & higher poverty<br>• Improvements in 1700s roads means more travel and more highway robbery |
| Industrial | • Industrial revolution leads to urbanisation and riots as workers try to destroy machines, etc taking their jobs |
| 20th Century | • Rapid change in technology leads to new crimes: cars, computers, terrorism, etc |

# GCSE History Knowledge Organiser: Crime and Punishment 2 – Changing Types ('Nature') of Crime

## Saxon & Medieval Period (c.500 – 1450)

| | |
|---|---|
| 1066 | Norman Conquest led by William of Normandy |
| 1215 | Magna Carta signed into law |
| 1348 | Black Death reaches England |
| 1381 | Peasants' Revolt |
| 1485 | End of Wars of the Roses |

## Early Modern Period (1450 - 1750)

| | |
|---|---|
| 1538 | Henry VIII dissolves monasteries |
| 1553 - 58 | Mary I executes 288 Protestants for heresy |
| 1598 & 1601 | Two Poor Laws passed to deal with vagrants |
| 1605 | Gunpowder Plot |
| 1642 – 1649 | English Civil War – execution of Charles I |

## Industrial Period (1750 - 1900)

| | |
|---|---|
| 1815 | End of Napoleonic Wars |
| 1819 | Peterloo Massacre |
| 1830 – 31 | Swing Riots attacking farm machinery |
| 1839 – 43 | Rebecca Riots attack tollgates |
| 1839 - 48 | Chartism – Campaign for the vote leads to riots |

## 20th Century (1900 - 2000)

| | |
|---|---|
| 1963 - 65 | Moors Murders – children abducted & killed |
| 1985 | Heysel Stadium disaster |
| 1980s → | Widespread computer crime begins |
| 2005 | 7/7 attacks in London |

**Theft** – minor crime that continues throughout period. Gets worse when poverty increases.

**Murder** – higher levels in Medieval and Industrial periods

**Heresy** – caused by religious changes

**Smuggling** – caused by high import duties

**Highway Robbery** – increases in Early Modern period due to more travellers.

**Poaching** – becomes a capital crime in Early Modern period

**Treason** – against the Stuarts

**Industrial / Agricultural protests**

Civil War

**Political protests** incl. Chartists, Suffragettes, etc

**Saxon & Medieval (c.500 - 1450)**   **Early Modern (1450 - 1750)**   **Industrial (1750 - 1900)**   **20th Century (1900 – present day)**

**Car Crime**

**Hooliganism** e.g. Heysel

Gunpowder Plot

**Terrorism**

Cato Street Conspiracy

Cybercrime

**Violent Crime** – continues throughout English history. Highest levels in Medieval period due to weapons available

Caused by lack of scientific knowledge and religious chaos

**Witchcraft**

**Drug Crime**

# GCSE History Knowledge Organiser: Crime and Punishment 3 – Law Enforcement

## Timeline

### Saxon & Medieval Period (c.500 – 1450)

| Year | Event |
|---|---|
| 1066 | Norman Conquest |
| 1200s | Parish constables first appointed |
| 1280s | Watchmen first appointed |
| 1326 | Justices of the Peace first appointed |

### Early Modern Period (1450 - 1750)

| Year | Event |
|---|---|
| 1601 | Justices of the Peace put in charge of Poor Laws |
| 1663 | Charles II creates 'Charleys' |
| 1749 | Bow Street Runners set up |
| 1754 | Horse Patrol set up to tackle highway robbery |

### Industrial Period (1750 - 1900)

| Year | Event |
|---|---|
| 1792 | Middlesex Justices Act extends Bow Street Runners to 7 areas of London |
| 1798 | London River Police created |
| 1805 | Horse Patrol reintroduced |
| 1829 | Metropolitan Police created |
| 1856 | Police forces made compulsory in every county |

### 20th Century (1900 - 2000)

| Year | Event |
|---|---|
| 1919 | First women police constables |
| 1919 | Flying Squad set up to deal with organised crime |
| 1937 | 999 emergency number introduced |
| 1982 | First Neighbourhood Watch schemes |

## Roles

| Parish Constable | Watchmen | Sheriff | Justices of the Peace | Hundred man | Charley | Bow Street Runners | Metropolit--an Police |
|---|---|---|---|---|---|---|---|
| Maintained law & order | Patrolled towns at night | In charge of counties | Replaced sheriffs; ran courts | In charge of each hundred | First paid watchmen in London | Experiment in paid policing in London | Professional, paid police force |

## Saxon & Medieval Period

| | |
|---|---|
| **Type of policing** | • **Communal** – communities expected to police themselves<br>• **Hierachical** – Kings rely on nobles to keep order; nobles rely on knights, etc |
| **Who was in charge?** | • **The King!**<br>• Hundred men, sheriffs, JPs and parish constables |
| **How did it work?** | • Families grouped in **tithings** and **hundreds**<br>• **Hue and cry** used to catch criminals<br>• England divided into Shires, led by a shire-reeve (sheriff)<br>• From the late 1200s, **parish constables** and **justices of the peace** replaced hundred men and sheriffs<br>• Watchmen introduced in 1280s in towns |
| **Was it effective?** | • Yes, mostly – a **suitable system** for small villages with close-knit communities |

## Early Modern Period

| | |
|---|---|
| Type of policing | • Very similar to medieval – communities are responsible for maintaining law and order |
| Who was in charge? | • The King!<br>• JPs and parish constables, watchmen, Charleys |
| What was new? | • Justices of the Peace given more powers<br>• London grew quickly so paid watchmen were appointed – 'Charleys' |
| Was it effective? | • Mixed - the growth of big cities was starting to put pressure on the system |

## Industrial Period

| | |
|---|---|
| Type of policing | • Communal policing gives way to paid, professional police forces |
| Who was in charge? | • Bow Street Runners (1750s)<br>• Metropolitan Police (from 1829)<br>• County police forces (by 1856) |
| What was new? | • Bow Street Runners – successful experiment in professional policing<br>• Metropolitan Police becomes the model for all other police forces<br>• Beginnings of modern policing (Detective Branch, Special Branch, fingerprinting etc) |
| Was it effective? | • Yes, quite effective. A new model of policing to deal with rapid changes in English society. Gradually accepted by communities; quite popular by 1900. |

## 20th Century

| | |
|---|---|
| Type of policing | • Paid, professional police to maintain order and prevent crime. |
| Who was in charge? | • Regional police forces (e.g. Merseyside Police) |
| What was new? | • Methods and resources:<br>  • Better training in specialist colleges<br>  • More women in the police<br>  • Community Schemes<br>  • Transport and communication<br>  • Growth of specialisation<br>  • Improvements in forensic science |
| Was it effective? | • Yes & no – the police are **highly skilled** and **successful** (and crime rates are generally low) but arguably **less popular** than in 1900 |

# GCSE History Knowledge Organiser: Crime and Punishment 4 – Law Enforcement

## Saxon & Medieval Period (c.500 – 1450)

| 1066 | Norman Conquest |
|---|---|
| 1200s | Parish constables first appointed to replace hundredmen |
| 1280s | Watchmen first appointed |
| 1326 | Justices of the Peace first appointed to assist sheriffs |

## Early Modern Period (1450 - 1750)

| 1601 | Justices of the Peace put in charge of Poor Laws |
|---|---|
| 1663 | Charles II creates 'Charleys' |
| 1749 | Bow Street Runners set up |
| 1754 | Horse Patrol set up to tackle highway robbery |

## Industrial Period (1750 - 1900)

| 1792 | Middlesex Justices Act extends Bow Street Runners to 7 areas of London |
|---|---|
| 1798 | London River Police created |
| 1805 | Horse Patrol reintroduced |
| 1829 | Metropolitan Police created |
| 1856 | Police forces made compulsory in every county and town |

## 20th Century (1900 - 2000)

| 1919 | First women police constables |
|---|---|
| 1919 | Flying Squad set up to deal with organised crime |
| 1937 | 999 emergency number introduced |
| 1982 | First Neighbourhood Watch schemes |

## Key Terms

| Tithing / Tithing man | County assizes | Coroner | Outlaw | Parish | Trial | Verdict | Communal |
|---|---|---|---|---|---|---|---|
| Groups of (roughly) ten families and their leader | Royal court sessions in county towns (3 x per year) | Official who investigates sudden deaths | A fugitive; someone on the run from the law | Area served by a church; often a town or village | Deciding whether someone is guilty | The decision of the jury or judge in a trial | Done by communities themselves |

## Timeline Periods

| Saxon & Medieval (c.500 - 1450) | Early Modern (1450 - 1750) | Industrial (1750 - 1900) | 20th Century (1900 – present day) |
|---|---|---|---|

**Tithings / Hundreds** – Gradually became less important. Although they were never technically abolished, they had no real purpose after the police were introduced.

**Trial by Jury** – Different types existed before 1215; became a legal right with Magna Carta; juries gradually became less familiar with the accused criminal. Originally had to be property-owning, this was abolished in 1970s

**Trial by Ordeal**

**Trial by combat** – introduced by the Normans as an alternative trial by ordeal. Both sides could nominate champions to represent them!

Introduction of the first police force by Sir Robert Peel in 1829 – a key moment in law enforcement history

**Parish Constables**, led hue and cry, were responsible for keeping the peace

**Sheriffs** – originally responsible for maintain jails, collecting taxes, capturing fugitives. Gradually became a purely honorary role.

**Justices of the Peace** – created to help sheriffs and run local courts; became much less important after 1839

Very successful experiment in policing in London from 1749. Became the model for the Metropolitan Police

**Watchmen** – Patrolled towns and cities after dark. Abolished in 1829

**Bow Street Runners**

Mostly unsuccessful experiment with a paid group of watchmen created by Charles II in 1663

**'Charleys'**

**Police constables** – First created with Metropolitan Police, 1829

**Police detectives** – C.I.D. first created in 1878

**Local courts** – known as hundred courts (Saxon), manor courts (medieval) or county courts (early modern onwards). Generally led by J.P.s from 1285 onwards.

**Royal courts** – the most serious crimes were heard in the king's court. From 1293, royal court judges travelled on a national circuit to England's county towns; this was known as the **county assizes**

The government abolished the old medieval courts in 1976 and replaced them with a single crown court system

**Crown Court**

# GCSE History Knowledge Organiser: Crime and Punishment 5 – Changing Attitudes to Punishment

## Timeline

**Saxon & Medieval**

| Year | Event |
|---|---|
| 1066 | **Norman Conquest** – wergild abolished, murdrum fine introduced |

**Early Modern Period (1450 - 1750)**

| Year | Event |
|---|---|
| 1553-58 | Reign of 'Bloody' Mary I – 283 burnings for heresy |
| 1570s | 'Houses of correction' or 'Bridewells' introduced to hold beggars / vagrants |
| 1678 | First convicts transported to North American colonies |
| 1688 | Beginning of the Bloody Code – 50 capital crimes |

**Industrial Period (1750 - 1900)**

| Year | Event |
|---|---|
| 1717-76 | More than 30,000 convicts transported to North America and the West Indies |
| 1788 | First Fleet arrives in Botany Bay, Australia, to establish a prison colony |
| 1823 | Death Penalty abolished for many crimes |
| 1823 | Gaols Act tried to improve conditions in prison |
| 1868 | Transportation to Australia abolished |
| 1868 | End of public execution |
| 1877 | All prisons come under the government's control |

**20h Century (1900 - 2000)**

| Year | Event |
|---|---|
| 1948 | Whipping abolished |
| 1930s | Introduction of open prisons ('Category D') |
| 1965 | Abolition of the Death Penalty Act |
| 1982 | Borstals abolished; replaced by Young Offenders' Institutes |

## Six Different Purposes of Punishment:

| Purpose | When? | Explanation | Purpose | When? | Explanation |
|---|---|---|---|---|---|
| **Retribution** | The oldest purpose of punishment, dating back thousands of years and lasting until the 20th century | Based on the idea that the punishment should fit the crime; the biblical idea of 'an eye for an eye' – often physical punishment | **Removal** (banishment / transportation) | Used mostly from mid-1700s to mid-1800s | Removed criminals from Britain; allowed for US and later Australia to be colonised |
| **Deterrence** | Another ancient purpose which still exists today | An attempt to 'scare' potential criminals before they commit a crime. | **Restoration / Restitution** | Used in Saxon times and has been revived in the 20th century | Based on the idea that criminals should have to give something back to society or their victims |
| **Reassurance - public punishment** | Very common from medieval times to the mid-1800s | Two basic ideas: Deterring the public by showing what happens to criminals and showing people that the government is keeping law and order | **Rehabilitation** | Usually associated with prisons from the 19th century | An attempt to instil discipline in prisoners and reform offender |

## Timeline of Purposes

Saxon & Medieval (c.500 - 1450) | Early Modern (1450 - 1750) | Industrial (1750 - 1900) | 20th Century (1900 – present day)

**Retribution** – While types of punishments have changed, retribution remains a key purpose of punishment

**Deterrence** – Punishments have changed in **severity** but deterrence remains an important purpose

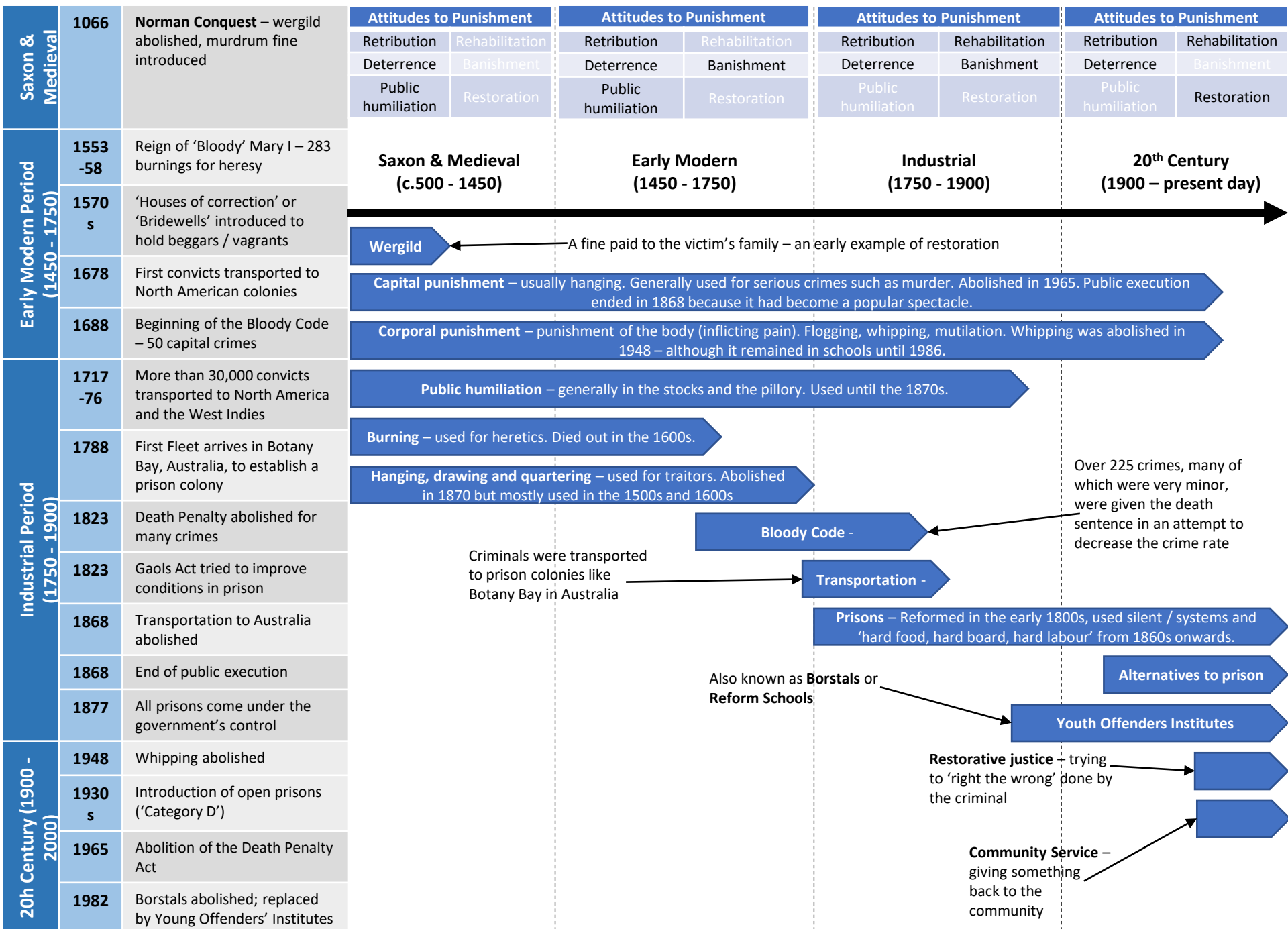**Reassurance** – public punishment was mostly abolished in the mid-1800s

Community service / restorative justice

**Transportation** to the US colonies (until 1776) and Australia from the 1780s

**Removal**

**Restoration**

**Restoration**

The **wergild** (removed by the Normans in 1066)

**Rehabilitation** – mostly in prisons

# GCSE History Knowledge Organiser: Crime and Punishment 6 – Changing Methods of Punishment

## Saxon & Medieval

| 1066 | **Norman Conquest** – wergild abolished, murdrum fine introduced |
|---|---|

## Early Modern Period (1450 - 1750)

| 1553 -58 | Reign of 'Bloody' Mary I – 283 burnings for heresy |
|---|---|
| 1570s | 'Houses of correction' or 'Bridewells' introduced to hold beggars / vagrants |
| 1678 | First convicts transported to North American colonies |
| 1688 | Beginning of the Bloody Code – 50 capital crimes |

## Industrial Period (1750 - 1900)

| 1717 -76 | More than 30,000 convicts transported to North America and the West Indies |
|---|---|
| 1788 | First Fleet arrives in Botany Bay, Australia, to establish a prison colony |
| 1823 | Death Penalty abolished for many crimes |
| 1823 | Gaols Act tried to improve conditions in prison |
| 1868 | Transportation to Australia abolished |
| 1868 | End of public execution |
| 1877 | All prisons come under the government's control |

## 20th Century (1900 - 2000)

| 1948 | Whipping abolished |
|---|---|
| 1930s | Introduction of open prisons ('Category D') |
| 1965 | Abolition of the Death Penalty Act |
| 1982 | Borstals abolished; replaced by Young Offenders' Institutes |

### Attitudes to Punishment

| Saxon & Medieval (c.500 - 1450) | | | Early Modern (1450 - 1750) | | | Industrial (1750 - 1900) | | | 20th Century (1900 – present day) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Retribution | Rehabilitation | | Retribution | Rehabilitation | | Retribution | Rehabilitation | | Retribution | Rehabilitation | |
| Deterrence | Banishment | | Deterrence | Banishment | | Deterrence | Banishment | | Deterrence | Banishment | |
| Public humiliation | Restoration | | Public humiliation | Restoration | | Public humiliation | Restoration | | Public humiliation | Restoration | |

**Wergild** ← A fine paid to the victim's family – an early example of restoration

**Capital punishment** – usually hanging. Generally used for serious crimes such as murder. Abolished in 1965. Public execution ended in 1868 because it had become a popular spectacle.

**Corporal punishment** – punishment of the body (inflicting pain). Flogging, whipping, mutilation. Whipping was abolished in 1948 – although it remained in schools until 1986.

**Public humiliation** – generally in the stocks and the pillory. Used until the 1870s.

**Burning** – used for heretics. Died out in the 1600s.

**Hanging, drawing and quartering** – used for traitors. Abolished in 1870 but mostly used in the 1500s and 1600s

**Bloody Code** - ← Over 225 crimes, many of which were very minor, were given the death sentence in an attempt to decrease the crime rate

Criminals were transported to prison colonies like Botany Bay in Australia → **Transportation** -

**Prisons** – Reformed in the early 1800s, used silent / systems and 'hard food, hard board, hard labour' from 1860s onwards.

**Alternatives to prison**

Also known as **Borstals** or **Reform Schools** → **Youth Offenders Institutes**

**Restorative justice** – trying to 'right the wrong' done by the criminal

**Community Service** – giving something back to the community

# Topic Summary
## Historic Environment – Pentonville Prison, 1842 to the present day

- Eighteenth-century prisons were overcrowded and unhygienic, and were places where convicts were more likely to learn new criminal skills than to be reformed.
- Prison reformers like John Howard and Elizabeth Fry brought the poor state of prisons to the attention of the government
- Fewer people were being executed under the Bloody Code so an alternative punishment needed to be found.
- The number of prisoners being transported to Australia increased in the early years of the nineteenth century, but decreased from the 1840s as fewer places in Australia wanted convicts.
- In the 1820s, Home Secretary Robert Peel realised that changes had to be made so he simplified the system of punishments and looked to improve the quality of prisons with the 1823 Gaols Act.
- In 1842, the government opened Pentonville Prison in London as a model for new prisons across Britain. A total of 54 other prisons were built to this model.
- Pentonville was built by Captain Joshua Jebb to a design based on the Eastern State Penitentiary in Philadelphia, in the USA.
- To begin with, the separate system was used, keeping the prisoners in solitary confinement, and using education and religious services to help reform them.
- In the 1860s, punishment of the prisoners became much harsher as the silent system was introduced at Pentonville. The intention was that the harsh treatment would deter people from committing crimes.
- Executions began to be carried out at Pentonville after the closure of Newgate Prison in 1902.
- The silent system was ended at Pentonville in 1902, and solitary confinement was ended in 1922.
- Since the 1860s, Pentonville adapted to changing circumstances including accommodating more prisoners, becoming a place of execution and doing more to educate its prisoners.
- Since the Second World War, the rising crime rate led Pentonville to have problems with overcrowding.
- More recently, government reports have criticised the poor living conditions, overcrowding, gang violence and use of drugs at the prison.
- Pentonville Prison was due to be closed but a sudden rise in crimes since 2017 resulted in this closure being cancelled.

# KNOWLEDGE ORGANISER: The Elizabethan Age 1558-1603 (Unit 1)

## Key Question 1: How successful was the government of Elizabeth I?

### KEY EVENTS/ TIMELINE

**November 1558**

Elizabeth became Queen following the death of her half-sister Mary I.

**January 1559**

Elizabeth's coronation was a lavish affair which cost around £16,000 and lasted for three days, despite the fact that Elizabeth inherited debts of £227,000.

### KEY GOVERNMENT BODIES

| | |
|---|---|
| **The Council of Wales and the Marches** | The body responsible for exercising royal power in Wales. It was headed by the Lord President and their headquarters were in Ludlow. |
| **The Court of Great Sessions** | Twelve of the thirteen Welsh shires (excluding Monmouthshire) were divided into four court circuits. Circuit judges would tour each county, holding sessions twice a year. They would deal with serious crimes such as murders and riots. |

### KEY IDEAS

| | |
|---|---|
| **Patronage** | Special favours such as land or positions at court which were given to people in order to retain their support. |
| **Freedom of Speech** | Elizabeth decided which topics could be debated in Parliament. MPs, in theory, could decide which topics to discuss; but, in reality, Elizabeth stopped them from discussing issues such as her marriage, succession, foreign policy and religion. |
| **Taxation** | Any additional money needed by Elizabeth was usually raised by asking Parliament to increase taxes. There was an increase in taxes at a local level to help pay off the 'Marian debt' during Elizabeth's reign. |
| **Royal Court** | The centre of political power during Elizabeth's reign. Members of the Royal Court were advisors, government officials, ladies-in-waiting and servants. Their main court residence was Whitehall Palace, in London. |
| **Privy Council** | Advisors and ministers appointed by Elizabeth to help her rule. Elizabeth appointed 19 Privy Councillors after her coronation in 1559. |
| **Factions** | Through patronage, Elizabeth naturally generated rivalry between her courtiers. This led to rival factions developing at court. Elizabeth was generally very successful at playing these factions against each other to maintain their loyalty. |
| **Monopolies** | Monopolies gave individual nobles and merchants the sole right to manufacture or sell particular goods. They could then control the supply of that particular product and raise prices to increase their profits. Elizabeth also made money from granting monopoly licenses. |
| **Royal Progresses** | Elizabeth toured the countryside for 6-8 weeks in summer, staying at the houses of wealthy nobles (which cost them a fortune). People would try to catch a glimpse of the Queen when she was in the area. |
| **Parliament** | There was no Prime Minister or political parties. MPs were all wealthy, landowning men. Parliament's two main functions were introducing new laws and raising taxes. Parliament was only called thirteen times in 45 years by Elizabeth. (1559, 1563, 1567, 1571, 1572, 1576, 1581, 1584-85, 1586-87, 1589, 1593, 1597-98, 1601) |

### KEY ROLES IN LOCAL GOVERNMENT

| | |
|---|---|
| **Lord Lieutenant** | Another wealthy landowner who would inform Elizabeth about law and order in their area. In Wales, the President of the Council of Wales and the Marches also served as Lord Lieutenant. |
| **Deputy Lieutenant** | One was appointed in each Welsh shire to assist the Lord Lieutenant. They were responsible for defending the area and supervised the work of JPs. |
| **Justices of the Peace** | Wealthy landowning gentry who voluntarily took on the task of organising law and order in their area. There were 30 to 60 JPs per county. |
| **Sheriff** | They were concerned with legal affairs such as swearing in juries, delivering prisoners to court and helping with the collection of taxes. |
| **Parish constable/ night watchman** | Local men were appointed by the JP to do this unpaid role for one year at a time. They were given a range of duties and supervised by the JPs. Night watchmen patrolled towns at night looking out for criminals. |
| **Overseer of the poor** | Organised the collection of the poor rate (a local tax) before distributing the money to the people in the area most in need of assistance. |

### KEY PEOPLE

| | |
|---|---|
| **Sir William Cecil (Lord Burghley)** | Secretary of state and closest advisor to Elizabeth for the vast majority of her reign. A moderate Protestant and Privy Councillor who helped Elizabeth control Parliament. |
| **Robert Dudley (Earl of Leicester)** | A trusted advisor and a Privy Councillor, member of the Royal Court and later commander of the military. He was a Puritan who often fell out with Cecil. Was rumoured to be Elizabeth's lover. |
| **Sir Francis Walsingham** | The man in charge of Elizabeth's secret service network of spies who advised on foreign affairs. He uncovered the plot that led to Mary, Queen of Scots' execution. |
| **Sir Christopher Hatton** | Vice Chamberlain of the Queen's household, he was responsible for organising Elizabeth's progresses. |

### SUMMARY

Elizabeth was a strong monarch for most of her reign. Elizabeth was popular, which helped her ensure loyalty and obedience. She was skilful in her handling of powerful nobles and maintained a firm control over Parliament throughout her reign. Local government worked well for Elizabeth.

# KNOWLEDGE ORGANISER: The Elizabethan Age 1558-1603 (Unit 1)

## Key Question 2: How did life differ for the rich and poor in Elizabethan times?

wjec cbac

## KEY EVENTS/ TIMELINE

**1563 Statute of Artificers**

Attempted to create employment to reduce vagrancy, also tied men down to one area.

**1572 Vagabonds Act**

Poor rate introduced, a local register kept for distribution. Harsh punishments for vagrants who broke rules (whipping, burning through the ear etc.).

**1576 Act for the Relief of the Poor**

Help to find work given to able-bodied vagrants. Those who refused were sent to Houses of Correction.

**1598 Act for the Relief of the Poor**

Four Overseers of the Poor appointed to each parish. All inhabitants had to pay the poor rate. Work found for the able-bodied.

**1598 Act for the Punishment of Rogues**

Begging was strictly forbidden and anyone caught was whipped and returned to their place of birth or sent to a House of Correction.

**1601 Act for the Relief of the Poor**

Known as the Poor Law. The government accepted they had a responsibility to help the poor and set up legal frameworks to tackle poverty.

## MAIN REASON FOR VAGRANCY

Rising inflation

Rising population

Costly foreign wars and unemployed soldiers

Dissolution of the Monasteries

Rural depopulation

Rack-renting

Changes in farming methods

Bad harvests

Decline in the cloth industry

## THE STRUCTURE OF SOCIETY

**The Monarch** (Elizabeth I)

**Nobles** (very rich landowners)

**Gentry** (smaller landowners)

**Merchants and professionals** (businessmen and lawyers, clergy etc.)

**Yeomen and tenant farmers** (owned their own property and farmed/ rented their lands)

**Craftspeople** (men with a trade and those who carried out some industry at home)

**Unskilled labourers and the poor** (seasonal workers and those who did not work, referred to as 'peasants')

## TYPES OF VAGRANTS

**Clapper dudgeon**

Tied arsenic to their skin to make it bleed and get sympathy

**Hooker/ angler**

Used a long wooden stick to steal clothes and valuables

**Doxy**

A female beggar who hid her thefts by pretending to knit

**Abraham man**

Pretended to be mad to get donations through pity

**Rufflers**

Former soldiers who used threats of violence to get money

**Dummerers**

Pretended to be dumb to get charity

**Counterfeit crank**

Sucked soap so they foamed at the mouth to try to get sympathy – they looked ill

## KEY PEOPLE

| | |
|---|---|
| **The very rich (Nobility)** | The nobility maintained their wealth by renting out the considerable land they owned. They built a number of very large houses during this period to show off their wealth (such as Hardwick Hall). Many were built in 'E' and 'H' shapes. Landscape gardens became popular with the gentry during this period. The children of nobles would have private tutoring in French, Latin and Greek. Nobles wore expensive clothes and wore jewellery to show off their riches. |
| **The rich (Gentry)** | The gentry owned more land than they could farm, so they rented it out. They built new homes made of stone, which had at least eight rooms and quarters for their servants to live with them. Fashion was used to show their wealth and power. They dressed stylishly but with less gold and silver colours than the nobility. Sons of the gentry attended grammar school. Their hobbies included tennis, fencing, music and dancing. |
| **The poorer people** | Lived in much smaller one roomed houses made of timber frames, wattle and daub, with a thatched roof. Farmers and labourers worked 12 hour days with a main meal at 6pm. They had a low life expectancy as many died from diseases such as smallpox, typhus and sweating fever. They had few changes of clothes and spent their free time in inns or gambling on cards, dice or blood sports. |

## SUMMARY

A lot of social change took place in the Elizabethan Age. The nobles and the gentry experienced improvements in their lives but the difficulties experienced by the poor improved very little, despite the Poor Laws. A huge gap between the lifestyles of the rich and the poor still existed.

## TYPES OF POOR (as classed by Tudor governments)

| | |
|---|---|
| **The impotent/ deserving poor** | Those who were genuinely unable to work due to age, hardship or other physical issues. It was recognised that these people were in need of 'poor relief'. |
| **The able-bodied poor/ sturdy beggars** | Those considered capable of work but were unable or unwilling to find employment. It was thought that these individuals needed to be encouraged or even forced to find work. |

## KEY EVENTS/ TIMELINE

**1572**

Strolling players were banned.

**1576**

The first theatre was built (The Theatre).

**1585**

Failed attempt to ban bear baiting on Sunday.

**1595**

Shakespeare's Richard II and Romeo and Juliet were written.

**1599**

The Globe theatre was opened.

## THEATRE COMPANIES

**The Earl of Leicester's Players**

Established in 1574

**The Queen's Men**

Established in 1583

**The Lord Admiral Howard's Company**

Established in 1583

**The Lord Chamberlain's Men**

Established in 1594

## KEY IDEAS

| | |
|---|---|
| **Who supported the theatre?** | Queen Elizabeth regularly attended the theatre. Poorer people who could afford the cheaper tickets. Nobles liked to dress up and attend theatres, it gave them a chance to be noticed and to socialise. The government used the theatre as propaganda, to deliver messages to the public in the plays. |
| **Who opposed the theatre?** | Puritans saw theatres as the work of the devil. They thought plays encouraged sinful behavior and that they should all be banned. Some people disliked theatres as they thought they encouraged crime from beggars and pickpockets, as well as helping to spread diseases like the plague. Some authorities objected to opening theatres as a result. |

## KEY BUILDINGS

| | |
|---|---|
| **Cockfighting pit** | Cockfighting was a popular form of entertainment and most towns had a cockfighting pit in Elizabethan times. Usually, it was a fight between a single pair of birds, but sometimes as many as twenty gamecocks would be put into the ring at the same time and left to fight it out until only one bird survived. Spectators would bet on which bird they thought would win. |
| **Bear/ bull baiting arenas** | Many towns had arenas where people would gather to watch a bull or a bear being attacked by dogs. Bulls were more popular than bears as bears were hard to find. The bull or bear would be chained by the neck to a wooden stake driven into the ground. Dogs would then attack the animal, trying to kill it. Spectators would bet on which dogs would survive or whether the bull or bear would survive. |
| **Theatres** | The government encouraged the building of theatres during Elizabeth's reign as they believed strolling players were spreading diseases like the plague through the country. Theatres were usually basic. The only roof was over the actors to protect them from the rain and over the more expensive seats. Poorer people could purchase tickets to stand around the stage. A flag would be flown above the theatre to indicate that a play was being shown. There was no scenery, so it was up to the actors to fill in these details to the audiences. |

## KEY VOCABULARY

| | |
|---|---|
| **May Day** | A popular public holiday. |
| **Strolling players** | Actors and performers who wandered from town to town performing their plays in the courtyards of inns. There weren't many theatres outside of London and none in Wales so strolling players were a popular form of entertainment. |
| **Cruel sports** | Sports involving animals being injured or killed. |
| **Hawking** | Flying birds of prey for entertainment. |
| **Archery** | Using a bow and arrow. All men over the age of 24 were expected to practice every Sunday. |
| **Cnapan** | Similar to the football played in England. The gentry would be on horseback and everyone else on foot. Two teams would try to push forward with the cnapan (ball) until one of them crossed the finishing point. There was no pitch and very few rules. |
| **Playwright** | Someone who writes plays. |

## KEY PEOPLE

| | |
|---|---|
| **Actors** | Women were not allowed to act so men had to play the female parts as well as the male ones. |
| **Richard Burbage** | A famous actor of tragedies who performed the lead roles in many of Shakespeare's plays. He later became part owner of The Globe theatre. |
| **William Shakespeare** | One of the most important playwrights of Elizabethan times. His popular plays include Romeo and Juliet, Othello, Hamlet and Macbeth. |
| **Sir Christopher Marlowe** | One of the greatest playwrights of his day who was stabbed to death in a brawl outside a tavern. His most famous play was Dr Faustus. |

## SUMMARY

Entertainment was very important during the Elizabethan Age as it gave poor people an escape from their often miserable lives. Cruel sports were popular and encouraged gambling amongst all social classes. Theatre became very popular and gave us playwrights like Shakespeare who remain popular today. There was significant opposition to some forms of entertainment, especially the theatre. Puritans believed they should have been banned completely.

WJEC cbac

## KEY EVENTS/ TIMELINE

### 1559 The Act of Supremacy

All clergymen and government officials to take an Oath of Supremacy accepting Elizabeth as Supreme Governor of the Church

### 1559 The Act of Uniformity

Set out rules for religious services using the newly formed Prayer Book, as well as fining anyone not attending church for recusancy

### 1559 The Royal Injunctions

A set of instructions to the clergy on a wide range of practices to establish an uniformity of worship and behaviour

### 1559 The Act of Exchange

This act allowed Elizabeth to take land and buildings belonging to the Church and to force bishops to rent land to her

### 1563 The Thirty-Nine Articles

These laid down the beliefs of the Church of England, rejecting many Catholic practices and confirming important Protestant ones

### 1563 Act for the Translation of the Scriptures into Welsh

Richard Davies (Bishop of St David's) persuaded Parliament to pass the act to allow the translation of the New Testament and Prayer Book

### 1572 New Testament and Prayer Book published in Welsh

William Salesbury's translation was published in London, the first time religious books were available in Welsh

### 1588 Old Testament published in Welsh

William Morgan's translation was better received than Salesbury's work – people found it more accessible

## KEY IDEAS

| The 'Middle Way'/ via media | Elizabeth was aware that most people were conservative in their religious beliefs and enjoyed the ceremony and celebration associated with the Catholic church. She was also keen to avoid the strict measures imposed by her siblings Edward VI and Mary I. As Elizabeth was a moderate Protestant, she was hoping to heal the divide between the two by adopting a Religious Settlement which reflected both Catholic and Protestant attitudes and practices. Her policy of early toleration worked initially, as most people were prepared to accept and follow her form of Protestant church. |
|---|---|

## KEY BELIEFS

| Catholic beliefs | Elizabeth's Religious Settlement | Protestant beliefs |
|---|---|---|
| Church should be ruled by a strict hierarchy, headed by the Pope, assisted by Cardinals and Archbishops. | The Queen is to rule as Supreme Governor and supported by bishops. | There should be no Pope or bishops. |
| Mass was the most important ceremony. | There should be no mass. | There should be no mass. |
| Services and Prayer Book should be in Latin. | Services and Prayer Book in English. | Services and Prayer Book should be in native language. |
| Churches should be highly decorated, and services should be full of ceremony. | Churches should be decorated, and some ceremonies allowed. | Churches and services should be plain and simple. |
| Priests should wear bright robes (vestments) and not marry. | All clergy to wear clerical dress, a white linen gown and not marry. | Plain robes should be worn by churchmen and they should be allowed to marry. |
| Saints should receive special prayers. | Saints should receive no special prayers. | Saints were unimportant. |

## KEY PEOPLE

| Queen Elizabeth | Elizabeth had been brought up a Protestant and refused to adopt Catholicism during her sister Mary's Counter-Reformation. She disliked the authority of the Pope but liked ornaments and decorations in church as well as being opposed to the idea of bishops and clergy being allowed to marry. |
|---|---|
| Mary, Queen of Scots | Mary was Elizabeth's Catholic cousin and was next in line to the throne. As Elizabeth's Religious Settlement was officially Protestant, Mary became the figurehead for many Catholic plots. |
| The Episcopacy | The episcopate was the official name of the bishops who Elizabeth hoped would follow her Religious Settlement. All bishops, even ones with Catholic beliefs, were given the opportunity to swear the Oath of Supremacy. |
| William Salesbury | The work of translating the New Testament and Prayer Book fell to William Salesbury, as a scholar who had been educated at Oxford University. He had been heavily influenced by Protestant beliefs at Oxford. |
| William Morgan | William Morgan tackled the task of translating the Old Testament from Hebrew into Welsh. He had been educated at St John's College, Cambridge. Morgan wrote in a more fluent style than Salesbury, making his translation much more popular. |

## SUMMARY

Elizabeth managed to reach a compromise settlement which most people accepted peacefully at the time. While the Religious Settlement was not ideal, it did end religious persecution and discrimination and is considered a success for the first part of her reign.

The Religious Settlement caused more conflict in the latter part of her reign, when extreme Catholics and Protestants plotted to overthrow Elizabeth.

## KEY EVENTS/ TIMELINE

**1568**

Mary, Queen of Scots arrived in England

**1569**

The Rebellion of the Northern Earls

**1570**

Elizabeth's excommunication

**1571**

The Ridolfi Plot

**1574**

The first arrival of seminary priests in England

**1580**

The first Jesuits arrived in England

**1583**

The Throckmorton Plot

**1586**

The Babington Plot

**1588**

The Spanish Armada

## KEY PEOPLE

**Edmund Campion** – Jesuit who was executed for preaching Catholicism in England

**Mary, Queen of Scots** – focal point of Catholic plots to overthrow Elizabeth, executed in 1587

**Sir Francis Walsingham** – organised Elizabeth's secret service, uncovering many plots

**King Philip II of Spain** – funded some of the plots against Elizabeth and eventually sent the Armada in 1588

**Richard Gwyn** – a Welsh Catholic, famous for being executed as a go-between for travelling Catholic priests and local Catholic families

## KEY EVENTS EXPLAINED

**The rebellion of the Northern Earls**

The Earls of Westmoreland and Northumberland planned to replace Elizabeth with her catholic cousin, Mary, Queen of Scots. They rode into Durham with 4,500 men, stormed the cathedral, destroyed Protestant Bibles and Prayer Books and celebrated a Catholic Mass. Elizabeth sent the Earl of Sussex with several thousands troops to quell the rebellion, leading to many rebels retreating. The Earl of Westmoreland managed to evade capture by fleeing to Flanders. The Earl of Northumberland was eventually captured and executed in 1572. Elizabeth dealt with rebels harshly, executing over 800 as a warning to other potential rebels.

**The Papal Bull**

In 1570, Pope Pius V declared that Elizabeth was a heretic and was excommunicated by way of a Papal Bull as a result. This Bull removed Catholics from loyalty to Elizabeth and called upon them to help remove her from the throne. Most English and Welsh Catholics preferred to remain quiet about their religious faith and remained loyal to Elizabeth despite her excommunication. Despite this, Elizabeth took no chances and passed a series of Treason Acts in 1571, making it illegal for anyone to question her position true as Queen of England and Wales.

**The Ridolfi Plot**

In 1571, a Catholic plot aimed to replace Elizabeth with Mary, Queen of Scots. The plot had been organised by the Italian banker, Roberto Ridolfi, for a Spanish army to land in England, overthrow Elizabeth and replace her with Mary, who would then marry the Duke of Norfolk and turn England Roman Catholic again. Some of those involved were tortured and revealed that the Spanish ambassador, de Spes, was involved in this plot too, as well as Philip II of Spain and even the pope himself. Norfolk was sentenced to death for treason and de Spes and Ridolfi were both expelled from the country. Elizabeth refused to punish Mary, despite requests from her Privy Council and many MPs.

**The Throckmorton Plot**

The Throckmorton Plot itself took place in 1583, involving a young English Catholic, Francis Throckmorton, acting as a go-between for Mary, Queen of Scots, and the new Spanish ambassador Francisco de Mendoza. When Walsingham uncovered the plot, Throckmorton was arrested and tortured. He revealed that the Duke of Guise was planning to invade England with an army of French Catholics from the Spanish Netherlands, backed by Spanish and papal money, but was adamant that Mary knew nothing of the plot. He was sentenced to death for treason and de Mendoza was expelled from England. Mary was moved to the more secure Tutbury Castle in Staffordshire, and was banned from having visitors. She also had all her letters carefully checked by Walsingham and his spies.

**The Babington Plot**

In 1586, Walsingham uncovered yet another plot to overthrow Elizabeth, but this time he claimed to have proof that Mary had been directly involved. The Babington Plot involved another young Catholic Englishman, Sir Anthony Babington, who planned to organise an invasion force from Spain to assassinate Elizabeth and replace her on the throne with Mary. Babington sent coded letters to Mary, updating her on the progress of the plot, which were uncovered by Walsingham's spy network. Mary's replies proved that she was directly implicated in this plot – it was the proof Walsingham had been waiting for and led to her execution. Babington was arrested by Walsingham in August 1586. He and six other conspirators were executed in September 1586.

## KEY VOCABULARY

**Jesuits** – Roman Catholic missionaries whose aim was to destroy heresy

**Recusants** – Individuals who refused to attend church services following the Religious Settlement

**Council of the North** – Set up after the Papal Bull to enforce Elizabeth's authority in the north of England

**Seminary Priests** – Priests trained in Roman Catholic Colleges

## SUMMARY

After a harmonious beginning to Elizabeth's reign, devout Catholics began to direct their anger towards the Religious Settlement in the late 1560s. Many were able to practice Catholicism in secret and plot against Elizabeth with help from abroad. Thanks to Walsingham and his network of spies, plots against Elizabeth were quickly found out and dealt with. Mary, Queen of Scots was the biggest threat to Elizabeth as she was the focal point for Catholic plots and seen as a direct replacement. Mary's execution in 1587 did not mean Elizabeth was safe from all threats as King Philip II of Spain launched his Armada the following year.

Even though Elizabeth faced significant threats from Catholics during her reign, it is important to remember that most of her subjects were loyal to her.

## KEY EVENTS/ TIMELINE

**1566** War in the Netherlands

**1567** Philip's army engages with Dutch rebels

**1575** Second rebellion begins in the Netherlands

**1577** Drake sails around the world

**1577-87** Drake loots and destroys Spanish ships and ammunition

**1588, May** The Armada sets sail

**1588, August** The Battle of Gravelines

**1588, October** The last 67 ships return to Spain, the Armada is over

## KEY PEOPLE

**Dutch Protestants** – The revolt against Philip II started in 1566, smashing Catholic icons. 18,000 rebels were captured and 1,000 were burnt at the stake.

**King Philip II of Spain** – Believed it was his duty to God to send the Armada to rid England of Elizabeth and restore Catholicism.

**Elizabeth I** – Angered Philip by supporting the Dutch Protestants and encouraging privateers to rob Spanish ships (they stole over £20 million in today's money).

**Duke of Medina Sidonia** – Chosen by Philip as admiral to lead the Armada despite hating sailing and being easily seasick.

**Sir Francis Drake** – Led pirate ships attacks against Spain and was the first man to sail around the world. One of Elizabeth's favourites.

## KEY EVENTS IN THE COURSE OF THE ARMADA

### Events in the Channel

The Armada sailed across the English Channel in a crescent formation, making it difficult for the English to attack it. They placed the slow, unarmed store ships in the middle of the formation, protected by the heavily armed galleons on the outer edges. The English fleet was led by Lord Howard, Drake and John Hawkins and sailed out of Plymouth, pursuing the Armada for a week. The Armada only lost two ships in this time and anchored off Calais.

### Calais and the attack by fireships

Whilst the Armada was anchored off Calais, the Duke of Medina Sidonia received news that the Duke of Parma's forces (17,000 troops which were meant to join from the Netherlands) would not be arriving for another week. Lord Howard took advantage of this by sending 8 unmanned fireships, loaded with gunpowder, towards the Spanish ships. The Spanish cut their anchors in panic and headed out to sea in all directions.

### The Battle of Gravelines

On 8 August, English warships attacked the scattered Armada near Dunkirk. Following 8 hours of fighting, the smaller, faster and more manoeuvrable English ships had sunk at least three Spanish ships without losing any of theirs. Around 1,000 Spaniards were killed and 800 wounded, compared to just 50 English sailors who had been killed. The Spanish cannons were ineffective and the shots they used were of low quality, meaning many cannons exploded when fired. English ships were forced to pull back at 4pm as they had run out of ammunition. The Armada remained a threat at this point. England had managed to raise an army of 20,000 men but it was considered weak as a great many were untrained, which meant Elizabeth felt compelled to deliver her rousing speech at Tilbury.

### Pursuing the Armada north

The wind direction changed on 9 August and the Armada sailed into the North Sea. It would have to proceed round the coast of Scotland and Ireland on its way back to Spain. The English fleet continued to pursue it until 12 August, when it sailed past the Scottish border. At this point, the English ships turned back as they were short of ammunition and many sailors were sick by that point.

### Returning to Spain around Scotland and Ireland

As the Armada had not planned to follow this course, they lacked detailed maps to navigate the coasts of Scotland and Ireland safely. As a result of this and some severe storms, they lost more of their ships to shipwrecks than they did through actual fighting with English ships. Two Spanish ships were wrecked off the coast of Scotland and 25 off the coast of Ireland. Thousands of Spanish sailors drowned and the ones who made it to dry land were beaten up and killed. Only around 67 Spanish ships made it back to Spain, arriving in September and October, full of wounded, starving and ill sailors.

## KEY VOCABULARY

**The Treaty of Nonsuch** – Elizabeth signed an agreement with Dutch rebels agreeing to become their protector and send troops and cavalry to help their rebellion.

**The Golden Hind** – Sir Francis Drake's famous ship, in which he sailed around the world and attacked and robbed numerous Spanish treasure ships.

**Armada** – Philip II's naval attack on Elizabeth and England.

**Tilbury speech** – Elizabeth delivered a rousing speech at Tilbury after the Battle of Gravelines to motivate her troops ahead of the possible Spanish invasion.

## SUMMARY

The Armada had been a serious threat to England and Elizabeth as their defences had not been strong. The attacks on Spanish ships by privateers, as well as Drake's attack in Cadiz had weakened Spain. Fire ships had broken the Spanish crescent formation which led to an English victory at the Battle of Gravelines. The poor weather also helped England as the Spanish had to sail north where many ships were destroyed. All this led to the invasion being called off.

## KEY EVENTS/ TIMELINE

**1566**
The Vestments Controversy

**1570**
Proposals by Thomas Cartwright

**1579**
French marriage pamphlet of John Stubbs

**1583**
Three Articles

**1588-89**
The Marprelate Tracts

**1593**
The Act Against Seditious Sectaries

## KEY VOCABULARY

**Puritans**- An extreme Protestant who wanted very plain churches and simple services.

**Calvinists**- Supporters of the French Catholic, John Calvin. He believed in abolishing bishops.

**Moderate Puritans**- A Puritan who reluctantly accepted Elizabeth's Religious Settlement.

**Presbyterians**- Wanted even simpler services, established in Scotland.

**Separatists**- The most radical Puritan who wanted to break away from the national church and run churches parish by parish.

**Prophesyings**- Meetings of ministers and other interested people in which ministers practised their preaching skills.

## KEY EVENTS EXPLAINED

**The Vestments Controversy**

The Vestments controversy of 1566 followed Matthew Parker, the Archbishop of Canterbury's 'Book of Advertisements', which identified the specific clothing (or vestments) which should be worn by priests during services. A number of Puritan priests believed the vestments chosen by Parker were too similar to the clothing of Catholic priests, and refused to wear them. Some priests, such as Thomas Sampson, the Dean of Christ Church, Oxford, was dismissed for refusing to wear the correct clothing. Another 37 priests in London were also dismissed from their jobs for the same reason.

**The Marprelate Tracts**

Puritan pamphlets were produced anonymously in 1588 and 1589. They are known as the Marprelate Tracts and were an attack on the church and its bishops. The content of the pamphlets offended a number of people as the language used was often violent. The pamphlets did not have their desired effect as it turned many people against the Puritans, so they actually lost them support! In response, some Protestants, such as Richard Hooker and Richard Bancroft, published pamphlets criticising Puritanism. The authors of the Marprelate Tracts were never caught so went unpunished.

**The Three Articles 1583**

John Whitgift was a devout Anglican and a member of Elizabeth's Privy Council who became Archbishop of Canterbury in 1583. He had no sympathy for Puritan beliefs at all and issued the Three Articles in 1583. They were designed to ensure uniformity by forcing all clergy to swear an oath accepting bishops, accepting everything included in the Book of Common Prayer and accepting the Thirty-nine Articles. Between 300 and 400 ministers refused and were dismissed from office.

**The Act Against Seditious Sectaries**

This act gave the authorities the power to banish or execute those who refused to go to Anglican Church services. These arrests and executions marked the end of the Separatist movement.

## KEY PEOPLE

| | |
|---|---|
| **Thomas Cartwright** | A Professor at Cambridge University, he gave a series of lectures calling for a Presbyterian church system. His system would have weakened the power of Elizabeth as Supreme Governor, which is why she bitterly rejected his ideas and he was forced to flee to Geneva. |
| **John Stubbs** | A Puritan, Stubbs wrote a pamphlet criticising Elizabeth's marriage talks with the Duke of Anjou, a Catholic. Elizabeth was so unhappy that she had him arrested and charged with 'seditious writing'. He was sentenced to have his right hand cut off and later imprisoned. |
| **Puritan MPs** | Some MPs attempted to use Parliament to further their Puritan idea. Elizabeth closed down Parliament before the ideas of Walter Strickland could be discussed. Peter Wentworth demanded MPs be allowed to discuss religion in Parliament and was imprisoned as a result. |
| **Matthew Parker** | Archbishop of Canterbury from 1559 to 1575, he issued a book laying down the rules for wearing vestments. Many Puritans refused to follow these rules as they argued the clothing was too similar to Catholic dress. Elizabeth insisted the rules were followed and anyone who refused lost their positions in the church. |
| **Edmund Grindal** | As Archbishop of Canterbury, Grindal refused to follow Elizabeth's instructions to put an end to prophesying as he believed it was improving the standard of the clergy. He was suspended from his post and Elizabeth shut down prophesying herself. |
| **John Whitgift** | Became the Archbishop of Canterbury after Grindal. He issued the Three Articles and imposed strict controls on the clergy to end all prophesying. |
| **John Penry** | A Welsh Puritan martyr who was eventually executed following numerous arrests for publishing pamphlets criticising the state of the church in England and Wales, as well as being involved with secret Puritan printing presses. |

## SUMMARY

Puritans became more of a threat to Elizabeth over the course of her reign, as she refused to make changes to her Religious Settlement. Elizabeth demanded uniformity throughout England and Wales, which meant that Presbyterians and Separatists who undermined her had to be stopped. The Act against Seditious Sectaries eliminated the threat posed by Separatist but did not get rid of Puritanism.

| Key questions | Required Content |
|---|---|
| **Immigration**<br>**Why did immigration become such a major issue in American society?** | *The Open Door; demands for restriction; government legislation; xenophobia; anarchists – the Red Scare; Palmer Raids; Sacco and Vanzetti case* |
| **Religion and race**<br>**Was America a country of religious and racial intolerance during this period?** | *Religious fundamentalism – the Bible Belt; the Monkey Trial; treatment of Native Americans; segregation, Jim Crow, KKK; black reaction, migration, NAACP, UNIA* |
| **Crime and corruption**<br>**Was the 1920s a decade of organised crime and corruption?** | *Reasons for, life under and enforcement of prohibition; organised crime – Al Capone, St Valentine's Day Massacre; corruption – Harding, 'Ohio Gang', Tea Pot Dome scandal* |
| **Economic boom**<br>**What were the causes of the economic boom experienced in the 1920s?** | *America's economic position in 1910 - assets and natural resources; economic impact of the First World War; hire purchase; electrification; mass production; laissez faire; individualism and protectionism* |
| **The end of prosperity**<br>**What factors led to the end of prosperity in 1929?** | *Overproduction; falling consumer demand; boom in land and property values; over speculation; the Wall Street Crash – panic selling, Black Thursday, market crash* |
| **Popular entertainment**<br>**How did popular entertainment develop during this period?** | *Advent of silent movies; popularity of the cinema and movie stars; advent of the talkies; popular music; jazz; impact of radio and gramophone; dancing and speakeasy culture* |
| **Role of women**<br>**How did the lifestyle and status of women change during this period?** | *Role of women in the pre-war years; impact of the First World War; changing attitudes; influence of Jazz culture; flapper lifestyle and feminism; new fashions; opposition to the flapper lifestyle* |

## Keywords:

**Melting Pot:** A mixture of nationalities in one country.

**Immigration:** Arrival of people from other countries.

**'Open Door':** free admission of immigrants to the USA without restrictions.

**WASP:** White, Anglo-Saxon Protestant

**Xenophobia:** Dislike or hatred of foreigners.

**Communist:** A person who wants to create a classless society, all land and business owned collectively.

**Anarchist:** A person who wants to remove all forms of government.

**'Red Scare':** Fear after WW1 that immigrants from Eastern Europe were spreading communist ideas across USA.

**Immigration Quota:** Limit on the number of people allowed to enter the USA.

**Palmer Raids:** Arrest of 6,000 suspected communists by Mitchell Palmer during the 'Red Scare'.

**Sacco and Vanzetti:** Two anarchists wrongly executed in 1927.

### The Palmer Raids

United States Attorney General, A Mitchell Palmer organised attacks against left wing organisations. Palmer spread rumours about the **Red Scare** saying that there were around 150,000 communists living in the country (0.1 per cent of the population).
As many as 6,000 were arrested and held in a prison without a hearing and hundreds were deported. The Palmer Raids were a response to imaginary threats. Eventually they were released and the Red Scare receded.

### The Red Scare

Many Americans were frightened by the Communist Revolution that had happened in Russia in October 1917. The American Socialist Party and the American Communist Party were established during this period. Many Americans feared the spread of communist and anarchist ideas. They viewed immigrants with increasing suspicion and became increasingly xenophobic.

- There were over 3,000 cases of industrial strikes in 1919, including the Boston Police force.
- Feelings of anger and animosity arose towards communists and many Americans believed that some of the events of 1919 and 1920 were linked to communism.
- In September 1920, a bomb exploded on Wall Street killing 38 people, and another bomb destroyed the front of the Attorney General, A Mitchell Palmer's house.

These events gave rise to the Red Scare and fear that communism was a real danger that threatened the American way of life.

**1917** Bolshevik Revolution, Russia

**1919** Formation of Communist party in the USA
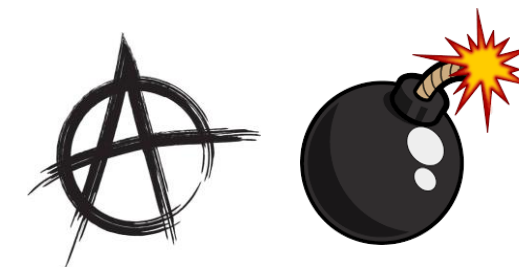
**1919** 3,600 strikes over low pay and poor working conditions

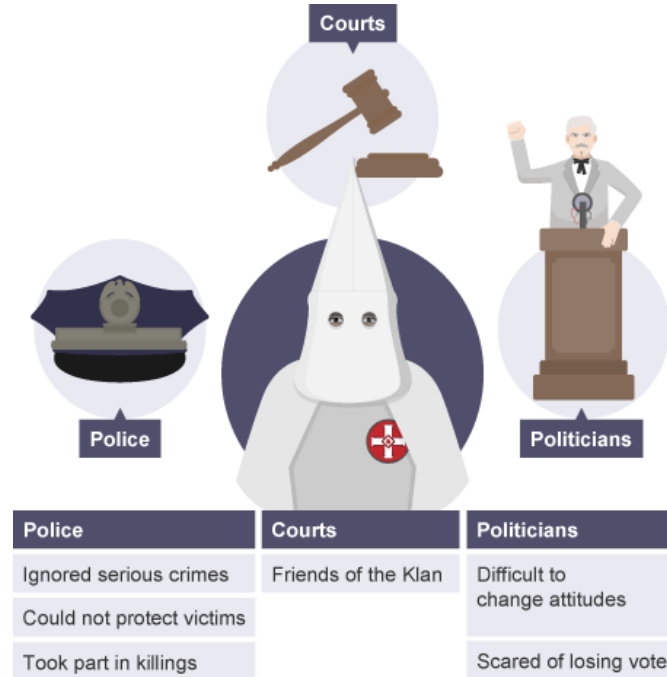**1919** Anarchist bombings e.g. bombing of Mitchell Palmer's home

**1920** Palmer Raids – 6,000 suspected communists arrested

## Native Americans

Native Americans' attitudes about land and ownership were in complete contrast to the consumerism of 1920s USA.
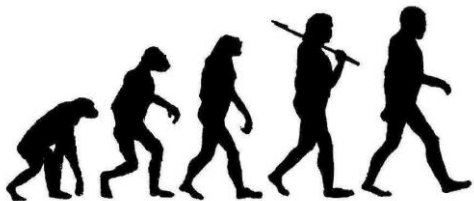
By the end of the 19th century they had been forced to live on poor quality land in specified reservations, where they were encouraged to reject their own culture and integrate into the prevailing white Christian culture.

Children were sent to boarding schools to be westernised.

Progress was made when the **1924 Indian Citizenship Act** recognised native Americans as citizens of the United States and enabled them to vote.

However, life remained difficult as often they were:
• one of the poorest groups in the country
• treated as second class citizens
• victims of racial intolerance
• often barred from voting, due to issues such as literacy tests

# Religious and racial intolerance



### THE 'JIM CROW' LAWS

- In 1910 about 12 million black people lived in the USA. 75% lived in the South.
- Slavery had been abolished in 1865 but some states in the southern USA introduced laws to control the freedom of black Americans.
- The Jim Crow laws introduced segregation, separating white and black Americans in schools, parks, hospitals swimming pools, libraries and other public places. Life for black Americans in the South was very difficult.
- They were discriminated against and found it difficult to get fair treatment. They could not vote and were denied the right to a decent education and a good job.

| Police | Courts | Politicians |
|--------|--------|-------------|
| Ignored serious crimes | Friends of the Klan | Difficult to change attitudes |
| Could not protect victims | | |
| Took part in killings | | Scared of losing votes |

## The Monkey Trial

In 1925 the ideas of the Fundamentalists gained much publicity in America. A new law was passed in six states, including Tennessee, prohibiting the teaching of Charles Darwin's **evolution** ideas in schools because those ideas contradicted the story of the Creation in the Bible.

Scopes took the decision to teach his pupils about Darwin and evolution in his biology lessons in order to make a political point. He was arrested for breaking the law.

The court case received a great deal of publicity in the media, on the radio and in newspapers.

Scopes was found guilty of teaching the theory of evolution to his pupils and was fined $100 (approximately $1,400 in today's money).

By 1929, six states in the Bible Belt, in the most southern parts of the country, had passed laws against teaching the theory of evolution.

## The response of the black people

By 1900 a former enslaved person, **Booker T Washington**, was fighting the cause of the black people. He opened the **Tuskegee Institute** in Alabama to provide education and training for black people, believing that they had to make economic progress before making political progress.

In Chicago and New York a new group of middle-class black Americans emerged due to improved jobs and education. The **Harlem Renaissance** in New York developed talented black Americans such as singers, musicians, artists and authors.

**The National Association for the Advancement of Coloured People (NAACP)**, established in 1909 by **William du Bois**. The NAACP focused on opposing racism and segregation through legal methods and holding non-violent activities, such as marches and protests.

**Universal Negro Improvement Association (UNIA)**, established in 1914 by **Marcus Garvey**. UNIA members were more militant. Garvey encouraged black people to establish their own businesses and to employ black people only.

## Causes of the economic boom… which do you think was the most significant?



Hire-purchase and credit

Core goods

Advertising

Convenient shopping

Mass-production

Electricity

### America's economic development

Whilst European economies suffered during the First World War, the USA experienced significant growth. US banks loaned money to Europe and businesses sold much needed goods.

Electricity developed slowly before the war but during the 1920s the electricity industry experienced a huge **boom**. By 1929 the majority of houses in America had electricity and 70 per cent of them used it for lighting purposes. As a result of the development of factories to produce consumer goods for the American people, the demand for electricity doubled. Electrical power was introduced in factories to drive machinery, and thus it became possible to introduce **mass production** to a number of factories, eg refrigerators, washing machines, vacuum cleaners and radio sets.

In order to help American people to purchase the new goods that were available, systems of **hire-purchase and credit** were introduced. This meant that a person could buy something by paying for it on a monthly basis. scheme, **advertisements** were placed on roadsides, on the radio, in newspapers and in cinemas.

| President | Key terms |
|---|---|
| Warren Harding (1921-23) | Return to normality, Fordney-McCumber Act, Protectionism |
| Calvin Coolidge (1923-29) | "Business is America's business", laissez-faire |
| Herbert Hoover (1929-32) | Rugged individualism |

### WHO DID NOT BENEFIT FROM THE ECONOMIC BOOM?

Farmers were producing too many crops and couldn't sell them. So prices fell and farmers had to borrow money from the banks to be able to survive.

Black people suffered economically, especially in the southern states, where the majority worked on small farms owned by white landlords.

Many immigrants had not been educated and were willing to work in any kind of job for very low wages.

The traditional industries failed to respond to the new mass production methods of the 1920s, unlike the Ford company that was making a good profit and could pay impressive wages.



Farmers    Black Americans    Immigrants

Coal miners    Ship builders    Textile workers

### The influence of the car industry

It was Henry Ford's idea to build a car on an electrical **assembly line**. The car would move slowly along the line with each worker only doing one specific task. In this way, it would be possible to build a Ford Model T car in an hour and a half instead of 13.5 hours. By the mid-1920s, 7,500 cars were being produced daily - one car every 10 seconds!

The car changed America in every way. It led to the construction of new roads and **suburbs**. People's way of life was changing in a big way. The development of the car industry sparked a growth in other industries, eg cars used 90 per cent of America's petrol, as well as 80 per cent of the country's rubber and 75 per cent of its glass.

## The era of the silent movie

The cinema was the most exciting development of the time. Every small town had a cinema and many Americans, with increased leisure time and disposable income due to changes in working patterns, could go several times a week as it was reasonably cheap. It was a way of escaping from the world's problems.

During the early 1920s, every movie was silent. Cinemas used to employ musicians to play the piano or electric organ during the films..

The major movie companies in Hollywood during this period were Paramount, Warner Bros and MGM. The cinemas were luxurious and pleasant places in which Americans could socialise, and they could get to them easily in their cars.

## The Hays Code

The Hays Code was drawn up in 1930. In accordance with this code, scenes of nudity and dancing of a sexual nature were prohibited, a kiss could last for no more than seven metres of film, adultery was not to be portrayed in a good light, clergymen were not to be ridiculed and films should condemn killing.

## The influence of movie stars

- The Italian, Rudolph Valentino, was a very popular actor and his role in The Sheikh (1921) made him a sex symbol. He was a star and appeared in many of the early films, earning $1 million.
- Charlie Chaplin was a very influential figure and was one of the founders of the United Artists film company with Mary Pickford, Douglas Fairbanks and D W Griffith in 1919.
- Arguably women like Clara Bow, the original 'It Girl', were the Hollywood stars that had the most influence on society at the time. She played the part of a flapper in a number of films, and influenced many young girls to behave in the same way.
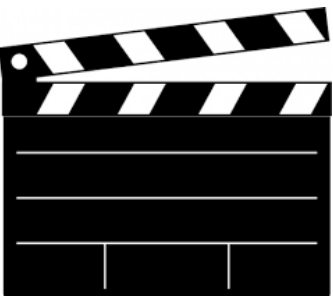
## The coming of the talkies
In 1927 an average of 60 million Americans went to the cinema on a weekly basis. This increased to 110 million by 1929.
The increase was partly due to the development of audio films in 1927, with Al Jolson starring in *The Jazz Singer* (1927) marking the beginning of the era of the talkies. The increase was also down to Hollywood's success in producing 500 films per year. The 1920s was also the era of the cartoon, with *Felix the Cat* (1925) and *Mickey Mouse* (1928) gaining popularity among people of all ages.

## Popular Culture



## Dancing and the speakeasy culture
More daring dances became popular after World War One.
•These resulted from **swing** dancing that developed alongside jazz music, and so black people had a huge influence.
•Dances such as the **Charleston** and the **Black Bottom** became very popular with young people.

## Popular music and culture
Some referred to the 1920s as **The Roaring Twenties**. At the time, business was booming - many Americans were developing a taste for a new, faster lifestyle. Modern music became popular as a result of developments in the media (radio, records and films). People had more money to spend and more time to listen to the music of the time.

## The development and impact of jazz music
Jazz originated from the southern states of the USA, from the blues and ragtime music of the black people. Young people had had enough of their parents' old dances, e.g. the waltz.
Jazz was much more rhythmic and lively, and it was easy to dance to. This led to young people smoking, drinking and, according to some, behaving indecently.
A number of black musicians became very famous, including Louis Armstrong and Bessie Smith, The Empress of the Blues. But racism was still a major problem during this period. When Bessie Smith had a serious car crash in 1937, she was taken to a hospital that was for white people only. The hospital refused to treat her because she was black and she died.
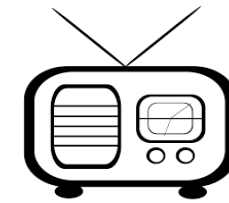
## The impact of the radio and gramophone
Mass production, the spread of electricity and buying on hire-purchase meant that approximately 50 million people, that's 40 per cent of the population, had a radio set by the end of the 1920s.
•Not everyone could read, so the radio became a very important means of communicating news and information to the people.
•Also, as the popularity of jazz increased, more people bought radios, records and gramophones so that they could listen to jazz any time they wanted to.
•People could also listen to their favourite team taking part in sports matches, especially if it was not possible for them to travel to the game or if they couldn't afford the cost.
•The radio was able to grow and succeed because companies paid to advertise their products on the medium.

**Changing attitudes towards women: The impact of World War One**
Before the war, girls were expected to behave modestly and wear long dresses. When they went out, they had to be accompanied by an older woman or a married woman.
It was totally unacceptable for a woman to smoke in public. Women were employed in jobs that were traditionally associated with women, e.g. servants, seamstresses, secretaries, nursing.
During the war, women started to be employed in different types of jobs, e.g. factory work, replacing the men who had gone to fight in the war in Europe.

**The influence of Jazz culture**
The Jazz clubs played a crucial role in allowing the flappers to express themselves. This is where they could smoke and dance. They also drank illegal alcohol in the speakeasies.
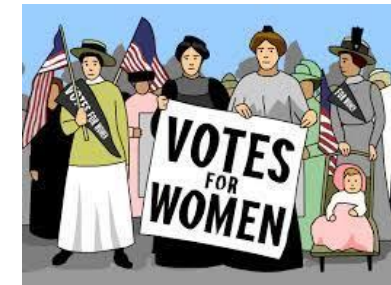Instead of dancing the waltz that was popular in the period before the war, people started to enjoy more daring dances such as the Shimmy and the Bunny Hug.
**Petting parties** began where the flappers would kiss men in public.
A number of the flappers' terms are still used today, eg 'big cheese' for an important person, 'bump off' for killing someone and 'hooch' for alcohol.
But not every girl enjoyed the flappers' way of life. Poor women could not afford the new fashions and they didn't have the time to go out and enjoy social events. Black women could not benefit from the changing lifestyle either. Women in the **Bible Belt** did not adopt the new way of life. Also, many older women were outraged and some formed the Anti-Flirt Club.

## Role of Women





**Newfound freedoms…**
Women started to smoke in public. It became acceptable for women to drive cars and take part in energetic sports.
The young women of the 1920s were referred to as **flappers**. In 1919 womens' skirts were about six inches above ground level, but by 1927 the hems of skirts were up to knee-level. Young women rebelled against the old-fashioned clothes of their mothers' era.
The corset went out of fashion, and it became all the rage for women to cut their hair in a bob and wear a lot of make-up and jewellery.
One famous flapper of the time was Joan Crawford. She starred in films such as *Paris* (1926) and *The Unknown* (1927) in which she became famous for her flapper style. She drank, smoked, danced the Charleston and even kissed on screen. Many young girls admired and copied her style.



**Fighting for the right to vote and work…**
Organisations such as the **National American Woman Suffrage Association** (NAWSA) had been fighting for decades to get the vote for women. As women had contributed so much to the war effort, it was difficult to refuse their demands for political equality.

As a result, the **Nineteenth Amendment** to the constitution became law in 1920, giving women the right to vote. Nellie Tayloe Ross of Wyoming became the first woman to be elected governor of state in 1924.

There was a change as far as work was concerned too, with an increase of 25 per cent in the number of women working during the 1920s. By 1929, 10.6 million women were working.
By now, independent women of the middle classes and above had more money to spend. Because of this, advertising companies started targeting women in their campaigns to encourage them to buy their new products.