



Elizabeth 1

Home Learning Workbook



Key topic 3: Elizabethan Society in the 'Age of Exploration'; 1558-88



Name: _____

HL	1	2	3	4	5	6
Mark /8						

EDUCATION: THIS DEPENDED ON YOUR SOCIAL CLASS AND GENDER

<p>What were the Elizabethan attitudes to education?</p>	<ul style="list-style-type: none"> ✚ Attitudes were beginning to change but still showed a divide between rich and poor. ✚ Education was not about talent and ambition ✚ Education WAS about helping a person prepare for the life they had been born into. ✚ Most education would involve practical skills, maybe some literacy. ✚ Only a small percentage of children, especially boys had any formal education.
<p>New ideas and influences on education</p>	<ul style="list-style-type: none"> ✚ HUMANISTS believed that learning was very important. This was different to previous views. HUMANISTS wanted people to have a better understanding of the world around them to stop them being superstitious. ✚ PROTESTANTS believed that people should be taught to read the Bible in English. This would allow people to become more literate. ✚ BUSINESS AND TRADE meant people were learning more about the world.
<p>Different types of education</p>	<p>NOBILITY</p> <ul style="list-style-type: none"> ✚ Learned foreign languages, Latin and Greek, History, Philosophy, Government. ✚ Highly educated. ✚ Noble families ensured girls were also educated. ✚ Learned skill such as music, dancing, horse riding and archery. ✚ Taught at home or the homes of other noble families. <p>UNIVERSITIES</p> <ul style="list-style-type: none"> ✚ There were two universities Oxford and Cambridge. ✚ Would start at the age of 14/15 ✚ Subjects included Music, Astronomy, Medicine and Law. <p>MIDDLE SORTS AND GRAMMAR SCHOOLS</p> <ul style="list-style-type: none"> ✚ Grammar schools started. 42 school created in the 1560s. ✚ Grammar schools were private schools for boys who came from better off families. ✚ Girls could not attend grammar schools but were educated at home by their mothers who prepared them for married life. ✚ Had to pay a fee for a grammar school but some boys could have their fees paid for ✚ Only had holidays and Christmas and Easter ✚ Would run from 6am to 4pm ✚ Studied philosophers such as Aristotle and Plato but would also learn some skills such as archery and chess. ✚ Great emphasis on memorising huge extracts of writing (like this revision guide) ✚ Great emphasis on debating issues with other students and teachers. ✚ School on Saturday morning. ✚ Two boys were made monitors and had to report poor behaviour. ✚ Corporal punishment included caning <p>MAERCHANTS AND CRAFTSMEN</p> <p>These children could also have grammar schools A lot would be apprentices and would work with their fathers in the future. Some boys did not go to school if their family needed them to work in the family business. School was not legally compulsory</p> <p>PETTY SCHOOLS</p> <ul style="list-style-type: none"> ✚ Set up in a teacher's home for boys. Beating for poor behaviour or not doing well was common. ✚ Bright or well off boys could then be sent to a grammar school afterwards if the parents wanted. <p>DAME SCHOOLS</p> <ul style="list-style-type: none"> ✚ Set up in teacher's home for girls. Beating for poor behaviour or not doing well was common. <p>SCHOOLS FOR GIRLS</p> <ul style="list-style-type: none"> ✚ Not many girls of all classes would go to school. Mainly went to Dame schools. ✚ Girls were expected to marry and be under the control of their father and then husband. ✚ Would learn a variety of skills such as sewing, food, baking, and some first aid. <p>POOR CHILDREN</p> <ul style="list-style-type: none"> ✚ No formal education as they worked. ✚ They learned what was needed from their family ✚ Many worked from an early age ✚ Their jobs did not need numeracy or literacy <div style="text-align: right;">   </div>
<p>What impact did schools have on the Elizabethans?</p>	<ul style="list-style-type: none"> ✚ 30% of men could read and write at the end of the era. ✚ 10% of women could read and write at the end of the era. ✚ Boys' education certainly improved but not for girls as the time was still very sexist.

Home Learning 1

Elizabethan Education [1]

Due on	
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1. Describe 2 key features of education for the wealthy in Elizabethan England (4)

Feature 1:

Feature 2:

2. Describe 2 key features of education for the poor in Elizabethan England (4)

Feature 1:

Feature 2:

Home Learning 2

Elizabethan Education [2]

Due on	
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1. Describe 2 key features of education for boys in Elizabethan England (4)

Feature 1:

Feature 2:

2. Describe 2 key features of education for girls in Elizabethan England (4)

Feature 1:

Feature 2:

LEISURE: THIS DEPENDED ON YOUR SOCIAL CLASS AND GENDER

What were the different leisure activities carried out at this time?

The nobility and gentry would have pastimes including:

- Hunting on horseback
- Hawking
- Fishing
- Fencing
- Real tennis
- Wrestling and swimming (men)
- Gambling (men)

The lower classes would have pastimes including...

- Football which was very violent and matches could last for hours and included whole villages. No real rules.
- Bear Baiting – bear's teeth broken to be short so they could not bite the dogs. Care taken not to kill the bears as they were expensive
- Cock Fighting – made to wear metal spurs to attack each other. Villages had arenas for this.
- Literature – a lot of new writing in this time especially of travel accounts from explorers. Poetry and plays very popular

THEATRE

Mystery plays were common. Elizabeth encouraged (secular) non religious plays as she wanted to remove Catholic ideas. Comedies were also popular.

The first theatre was called the RED LION before the famous GLOBE theatre was built.

- It was popular with ALL classes
- Only men were allowed to act – women's parts would be played by men
- Sometimes queues of 2,000 people
- Pay 1 penny to watch
- The pit was an area right below the stage
- Seats expensive but gave people a higher status

MUSIC AND DANCING

- All classes
- Many people played instruments such as lutes and harpsichords, fiddles and bagpipes.
- Wealthy families would employ their own musicians during feasts
- Lower class listen to music at fairs or markets
- Music in churches
- Dancing was very popular



Home Learning 3

Elizabethan Leisure

Due on	
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1. Describe 2 key features of how the lower classes spent their free time in Elizabethan England (4)

Feature 1:


Feature 2:

2. Describe 2 key features of the theatre in Elizabethan England (4)

Feature 1:

Feature 2:

EXPLORATION AND VOYAGES OF DISCOVERY

<p>Who was Walter Raleigh?</p>	<p>He was from the gentry He became an explorer, writer and historian He made tobacco smoking popular in England Elizabeth I gave him money to explore land in North America</p>	
<p>The significance of Walter Raleigh's colonisation of Virginia in America.</p>	<ul style="list-style-type: none"> • He invested, organised and raised funds to make sure the English could set up a colony in Virginia • He promoted the voyage and persuaded people to leave England and settle in Virginia • He was even appointed the governor of Virginia • He persuaded people to take the risk to leave their homes in England and make the dangerous voyage to America. • He proved to people that a voyage to America was not all about dangerous sea monsters and savages who would kill and eat them in another country. • He brought two Native Americans called Manteo and Wanchese back to England who taught the English lots about other types of people. • It gave a chance for Native Americans to barter for goods from England such as woollen cloth. • New lands would provide work for English cloth makers • The new lands could send back exotic goods such as gold and tobacco • It brought plenty of money for England • The land Walter Raleigh discovered was named after Queen Victoria called Virginia in honour of her being the Virgin Queen. • Raleigh also invested a lot of his own money into the expeditions. 	
<p>What were the economic benefits of Raleigh's voyages?</p>	<ul style="list-style-type: none"> • Could trade with the Native Americans for exotic goods. • English cloth makers would gain more work as this was the type of good that the Native Americans liked. • Could provide exotics goods such as tobacco and gold. • All of these goods could be taxed and the government could get more money. 	
<p>Why did Walter Raleigh's colonisation fail?</p>	<ul style="list-style-type: none"> • Money – the cost of colonising other lands was huge and just trading was not enough. Elizabeth refused to fund the voyages as she was too worried about what was happening with Spain at the time. • Finding the sailors – finding suitable and experienced sailors was difficult. Raleigh's colony only had 107 people rather than the 300 that he needed. (All Men) • Timing – Raleigh sent 5 ships to Virginia with all the goods needed to harvest crops and grow food. However, by the time they arrived it was too late in the year to grow crops. • Food and Goods – because of the humid and hot climate, many foods went off and illness were spread too easily. • Ships damaged – The Tiger was badly damaged and sea water came in destroying the supplies. Crops were destroyed too so could not be planted. They had to rely on the food already in America. They had to forage for seeds and nuts to survive. • Too high expectations – The colonists believed they would enter a paradise but this was not the reality. They believed they would become rich instantly but this took more time and effort. • Co-operation – they did not work well with the Native Americans as they expected the Native Americans to do all the work, but this did not work. • Inexperience – many of the crew were soldiers and would not know how to farm. • Resistance from the Native Americans – The colonists did have Manteo and Wanchese with them but this was not enough to form good relationships with the Native Americans. One American leader called Virginia turned against the English – there were violent clashes. • Disease – The English brought with them their own illness that the Native American people could not recover from. This made the Native Americans suspicious of the English and scared of them. • Roanoke 1587-90 – Many English soldiers found dead and then retaliated by killing the remaining friendly Native Americans. 	
<p>Who did Raleigh take to colonise America?</p>	<ul style="list-style-type: none"> • Richard Grenville (Expedition Commander) – experienced, adventurous and feared by his men. • Ralph Lane (Governor of Virginia) – expert builder, soldier and positive attitude. • Thomas Harriot (Translator and Mapper) – Had worked with other Native Americans before, good navigator and could translate with the natives. 	
<p>What was good about Walter Raleigh's colonisation?</p>	<ul style="list-style-type: none"> • Elizabeth supported him setting up land in America named after her 'Virginia' after the 'Virgin Queen'. • She gave him a ship and gunpowder worth £400 • Raleigh was always one of Elizabeth's favourites. • Royal support gave the voyage prestige. • The voyage encouraged others to invest in colonisation. • Raleigh promised to take any Spanish ships he came across. • Raleigh invested a lot of his own money on the voyage. 	
<p>Why was the colonisation SIGNIFICANT?</p>	<ul style="list-style-type: none"> • UNDERMINED SPAIN – It provided a base to attack Spanish ships safely • EMPIRE – England had a chance to take more land and compete with Spain in terms of having an empire. The Native Americans could also choose if they preferred the Spanish of the English. • THE FUTURE EMPIRE - In later years, what was learned here would provide Britain with the experience of having a powerful empire. • ECONOMY – Trade brought new goods to market in Britain. It meant Britain did not have to depend on Europe where there was pressure from Spain. 	

Home Learning 4

Elizabethan Colonisation [1]

Due on	
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1. Describe 2 key features of the economic benefits of colonisation (4)

Feature 1:

Feature 2:

2. Describe 2 key features of how Elizabethan colonisation affected Spain (4)

Feature 1:

Feature 2:

Home Learning 5

Elizabethan Colonisation [2]

Due on	
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1. Describe 2 key features of the colonisation of Virginia (4)

Feature 1: ***(Rivalry with Spain)***

Feature 2: ***(Failure)***

2. Describe 2 key features of the why the colonisation of Virginia failed(4)

Feature 1: ***(Lack of resources)***

Feature 2: ***(Timing)***

Exploration and Discovery

Elizabeth's reign was an exciting time to be a sailor. Developments in navigation and ship-building were finally opening up the oceans and enabling explorers to discover the world beyond Europe.

The English were *Slow* to take an interest in Exploration

- 1) The Portuguese and Spanish were the first to explore the world beyond Europe. In the 1400s, their fleets began to set out on voyages of discovery to Africa, the Americas and Asia. By the time Elizabeth became queen in 1558, both Portugal and Spain had established many colonies in the Americas.
- 2) However, it was only from the 1560s that English sailors began to take an interest in global exploration and set out on their own voyages of discovery.

New Technology made *Longer Journeys possible*

- 1) Until the 15th century, most European sailors relied on coastal features to navigate. This made it impossible for them to cross oceans, where they could be out of sight of land for weeks at a time.
- 2) As the Portuguese and Spanish began to explore the oceans, they developed more advanced navigational techniques. They learnt how to navigate by the position of the stars or the Sun using a special instrument called a sea astrolabe.
- 3) During Elizabeth's reign, English sailors began to learn these techniques. In 1561, a key Spanish book, 'The Art of Navigation' by Martin Cortés, was translated into English. This gave English sailors detailed information about how to navigate across the Atlantic using a sea astrolabe.
- 4) Other innovations helped English sailors to navigate more accurately. From the 1570s, they began using the log and line, which helped them to estimate their speed with more accuracy. In the 1590s, English navigator John Davis invented the backstaff, which was easier to use and more accurate than the sea astrolabe. There were also improvements in map-making, which made maps and naval charts more detailed and reliable.

Improvements in ship-building also encouraged exploration. From the 1570s, the English began to build larger, longer ships. These new ships were better-suited to long ocean voyages because they were faster, more stable and easier to navigate. They could also carry larger cargoes, which made their journeys more profitable.

Rivalry with Spain encouraged Exploration

- 1) In the 1550s, English international trade was dominated by exports of woollen cloth to Europe. Most exports were traded through Antwerp, which was controlled by the Spanish. As tensions between England and Spain rose (see p.100), it became increasingly difficult for English merchants to trade freely through Antwerp.
- 2) This encouraged English merchants make their international trade more varied. Some looked for new routes into Europe, trading with German towns or through the Baltic. Others began to look further afield, especially to the Americas and Asia (see p.110).
- 3) As the commercial and political rivalry between England and Spain grew, Elizabeth realised that England needed to compete with Spain globally, not just within Europe. She encouraged English merchants to get involved in long-distance trade and privateering (see p.110), and to explore opportunities to establish English colonies in the Americas (see p.111).

Elizabeth encouraged the development of England's international trade by granting some merchants monopolies, which gave them exclusive rights to trade in a particular part of the world. E.g. in 1577 she gave a group of English merchants called the Spanish Company a monopoly on English trade with Spain's colonies, and in 1600 she gave the East India Company a monopoly on trade with Asia (see p.110).

No sat-nav? I'd have been lost in Elizabethan England...

Navigating by the Sun and stars might not sound very advanced compared to modern technology, but don't forget that for the Elizabethans these techniques were at the cutting-edge.

Early Elizabethan England, 1558-1588

EXAM TIP

Home Learning 6

Elizabethan Exploration

Due on	
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1. Describe 2 key features of the technological developments which enabled exploration (4)

Feature 1: (*Astrolabe*)

Feature 2: (*Printing Press – maps*)

2. Describe 2 key features of Drake's circumnavigation (4)

Feature 1:

Feature 2:
