

# LESSON PLAN

## OBJECTIVES

- Identify conflicts between English rulers and Parliament.
- Explain the causes and results of the English Civil War.
- Describe the Restoration and the Glorious Revolution.
- Explain changes under William and Mary.

## 1 FOCUS & MOTIVATE

In this section students will study the English monarchy. Ask students if they know the name of the current British monarch. (*Elizabeth II has been queen since 1952.*)

## 2 INSTRUCT

### Monarchs Defy Parliament

#### Critical Thinking

- Why might Puritans have looked favorably on King James's translation of the Bible? (*Possible Answer: They hoped a new translation would be more in line with their beliefs.*)
- Why was the Petition of Right important even if King Charles simply ignored it? (*It signaled a change in the way the English viewed government.*)

#### In-Depth Resources: Unit 5

- Guided Reading, p. 5 (also in Spanish)

#### TEST-TAKING RESOURCES

Test Generator CD-ROM

Strategies for Test Preparation

Test Practice Transparencies, TT79

Online Test Practice



Marriage of Louis XIV to Marie Thérèse of Austria. Artist unknown

Statue of Louis XIV, Lyon, France

# Parliament Limits the English Monarchy

#### MAIN IDEA

**REVOLUTION** Absolute rulers in England were overthrown, and Parliament gained power.

#### WHY IT MATTERS NOW

Many of the government reforms of this period contributed to the democratic tradition of the United States.

#### TERMS & NAMES

- Charles I
- English Civil War
- Oliver Cromwell
- Restoration
- *habeas corpus*
- Glorious Revolution
- constitutional monarchy
- cabinet

**SETTING THE STAGE** During her reign, Queen Elizabeth I of England had had frequent conflicts with Parliament. Many of the arguments were over money, because the treasury did not have enough funds to pay the queen's expenses. By the time Elizabeth died in 1603, she had left a huge debt for her successor to deal with. Parliament's financial power was one obstacle to English rulers' becoming absolute monarchs. The resulting struggle between Parliament and the monarchy would have serious consequences for England.

#### TAKING NOTES

**Analyzing Causes** Use a chart to list the causes of each monarch's conflicts with Parliament.

Monarch	Conflicts with Parliament
James I	
Charles I	
James II	

### Monarchs Defy Parliament

Elizabeth had no child, and her nearest relative was her cousin, James Stuart. Already king of Scotland, James Stuart became King James I of England in 1603. Although England and Scotland were not united until 1707, they now shared a ruler.

**James's Problems** James inherited the unsettled issues of Elizabeth's reign. His worst struggles with Parliament were over money. In addition, James offended the Puritan members of Parliament. The Puritans hoped he would enact reforms to purify the English church of Catholic practices. Except for agreeing to a new translation of the Bible, however, he refused to make Puritan reforms.

**Charles I Fights Parliament** In 1625, James I died. **Charles I**, his son, took the throne. Charles always needed money, in part because he was at war with both Spain and France. Several times when Parliament refused to give him funds, he dissolved it.

By 1628, Charles was forced to call Parliament again. This time it refused to grant him any money until he signed a document that is known as the Petition of Right. In this petition, the king agreed to four points:

- He would not imprison subjects without due cause.
- He would not levy taxes without Parliament's consent.
- He would not house soldiers in private homes.
- He would not impose martial law in peacetime.

After agreeing to the petition, Charles ignored it. Even so, the petition was important. It set forth the idea that the law was higher than the king. This idea contradicted theories of absolute monarchy. In 1629, Charles dissolved Parliament and refused to call it back into session. To get money, he imposed all kinds of fees and fines on the English people. His popularity decreased year by year.

## SECTION 5 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 5
- History Makers: William of Orange, p. 18

#### Formal Assessment

- Section Quiz, p. 335

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 149
- Reading Study Guide (Spanish), p. 201
- Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 5

- Guided Reading, p. 5
- Building Vocabulary, p. 6
- Reteaching Activity, p. 24

Reading Study Guide, p. 201

Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 5

- Primary Sources: from *Diary of Samuel Pepys*, p. 12; from the English Bill of Rights, p. 13
- Connections Across Time and Cultures, p. 19

### Electronic Library of Primary Sources

- "The Restoration of Charles II"

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### Critical Thinking Transparencies

- CT57 Chapter 21 Visual Summary

#### Electronic Library of Primary Sources

- "The Restoration of Charles II"

classzone.com

## English Civil War

Charles offended Puritans by upholding the rituals of the Anglican Church. In addition, in 1637, Charles tried to force the Presbyterian Scots to accept a version of the Anglican prayer book. He wanted both his kingdoms to follow one religion. The Scots rebelled, assembled a huge army, and threatened to invade England. To meet this danger, Charles needed money—money he could get only by calling Parliament into session. This gave Parliament a chance to oppose him.

**War Topples a King** During the autumn of 1641, Parliament passed laws to limit royal power. Furious, Charles tried to arrest Parliament’s leaders in January 1642, but they escaped. Equally furious, a mob of Londoners raged outside the palace. Charles fled London and raised an army in the north of England, where people were loyal to him.

From 1642 to 1649, supporters and opponents of King Charles fought the **English Civil War**. Those who remained loyal to Charles were called Royalists or Cavaliers. On the other side were Puritan supporters of Parliament. Because these men wore their hair short over their ears, Cavaliers called them Roundheads.

At first neither side could gain a lasting advantage. However, by 1644 the Puritans found a general who could win—**Oliver Cromwell**. In 1645, Cromwell’s New Model Army began defeating the Cavaliers, and the tide turned toward the Puritans. In 1647, they held the king prisoner.

In 1649, Cromwell and the Puritans brought Charles to trial for treason against Parliament. They found him guilty and sentenced him to death. The execution of Charles was revolutionary. Kings had often been overthrown, killed in battle, or put to death in secret. Never before, however, had a reigning monarch faced a public trial and execution.

**Cromwell’s Rule** Cromwell now held the reins of power. In 1649, he abolished the monarchy and the House of Lords. He established a commonwealth, a republican form of government. In 1653, Cromwell sent home the remaining members of Parliament. Cromwell’s associate John Lambert drafted a constitution, the first written constitution of any modern European state. However, Cromwell eventually tore up the document and became a military dictator.

Cromwell almost immediately had to put down a rebellion in Ireland. English colonization of Ireland had begun in the 1100s under Henry II. Henry VIII and his children had brought the country firmly under English rule in the 1500s. In 1649, Cromwell landed on Irish shores with an army and crushed the uprising. He seized the lands and homes of the Irish and gave them to English soldiers. Fighting, plague, and famine killed hundreds of thousands.

**Puritan Morality** In England, Cromwell and the Puritans sought to reform society. They made laws that promoted Puritan morality and abolished activities they found sinful, such as the theater, sporting events, and dancing. Although he was a strict

▼ This engraving depicts the beheading of Charles I.



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## Tip for Struggling Readers

Some students may have difficulty remembering the differences among religious groups. Remind students that, in this section, the main distinction is between Catholics and Protestants and that Puritans, Anglicans, and Presbyterians are all Protestant groups.

## English Civil War

### Critical Thinking

- Why might Charles have had more loyalty from the north of England than from London? (*Possible Answer: The new ideas that had taken hold in the city had not yet spread to the north.*)
- Why might it be difficult to form a new government after overthrowing the previous regime—even if the population supported the overthrow? (*Possible Answer: It can take a long time to replace institutions and officials of the old regime.*)
- How might the English have reacted to Cromwell’s social reforms? (*Possible Answer: Puritans liked the strict rules; others would have disliked the rules.*)

### In-Depth Resources: Unit 5

- Connections Across Time and Cultures: The Absolute Power of Rulers, p. 19

#### MAIN IDEA

#### Comparing

What did Cromwell’s rule have in common with an absolute monarchy?

**A. Possible Answer** He abolished the legislative body and set himself above the law.

## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

### Creating a Board Game

**Class Time** 45 minutes

**Task** Making a trivia board game

**Purpose** To help readers learn about the English Civil War

**Instructions** Divide students into small groups and ask them to read “Monarchs Defy Parliament” and “English Civil War” on pages 614–615. Then explain to students that they will be making a trivia board game that uses cards with multiple-choice questions. Ask students to work as a group to design their game. Students should use the information in the text to create the questions.

For example:

- The \_\_\_\_ remained loyal to Charles I during the English Civil War: A. Cavaliers; B. Roundheads; C. Royalists; D. Both A and C (*Answer: D*)
- Royalists in the English Civil War never controlled: A. London; B. the north of England; C. western England; D. none of the above (*Answer: A*)

After groups complete the project, have them exchange and play the games. For overall help with the section, have students complete the Reading Study Guide activity for this section.



NAME \_\_\_\_\_ DATE \_\_\_\_\_

**CHAPTER 21 Section 5 (pages 614–617)**

### Parliament Limits the English Monarchy

**TERMS AND NAMES**  
**Charles I** King of England who was executed  
**English Civil War** War fought from 1642 to 1651 between the Royalists, or Cavaliers, and the Puritan supporters of Parliament  
**Oliver Cromwell** Leader of the Puritans

**BEFORE YOU READ**  
 In the last section, you saw how power was becoming more absolute in Europe.  
 In this section, you will see how the power of the monarch was challenged and weakened in England.

**AS YOU READ**  
 Use the lines you draw to take notes on key changes in the government of England.

**Monarchs Defy Parliament**  
**Why was there tension between the monarchy and Parliament?**  
 When Queen Elizabeth I died, her cousin James VI of Scotland became King of England. The king of James I began a long series of struggles between King and Parliament. They fought over issues James’s religious policies also angered the Puritans in England. They wanted to reform the Church of England to remove any Catholic practices. James was not willing to make these changes.

**How did Charles’s reign influence society?**

**During the reign of his son, Charles I, there was continued tension between King and Parliament. Parliament forced Charles to sign the Petition of Right in 1629. In signing, Charles agreed that the King had to answer to Parliament. But he then dissolved Parliament and tried to rule alone, without it. This was directly against the Petition of Right.**

**How did Charles’s reign influence society?**

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### Reading Study Guide



## Limits on Monarch's Power

At their coronation, William and Mary vowed to recognize Parliament as their partner in governing. England had become not an absolute monarchy but a **constitutional monarchy**, where laws limited the ruler's power.

**Bill of Rights** To make clear the limits of royal power, Parliament drafted a Bill of Rights in 1689. This document listed many things that a ruler could not do:

- no suspending of Parliament's laws
- no levying of taxes without a specific grant from Parliament
- no interfering with freedom of speech in Parliament
- no penalty for a citizen who petitions the king about grievances

William and Mary consented to these and other limits on their royal power.

**Cabinet System Develops** After 1688, no British monarch could rule without the consent of Parliament. At the same time, Parliament could not rule without the consent of the monarch. If the two disagreed, government came to a standstill.

During the 1700s, this potential problem was remedied by the development of a group of government ministers, or officials, called the **cabinet**. These ministers acted in the ruler's name but in reality represented the major party of Parliament. Therefore, they became the link between the monarch and the majority party in Parliament.

Over time, the cabinet became the center of power and policymaking. Under the cabinet system, the leader of the majority party in Parliament heads the cabinet and is called the prime minister. This system of English government continues today.

### Connect to Today

#### U.S. Democracy

Today, the United States still relies on many of the government reforms and institutions that the English developed during this period. These include the following:

- the right to obtain *habeas corpus*, a document that prevents authorities from holding a person in jail without being charged
- a Bill of Rights, guaranteeing such rights as freedom of speech and freedom of worship
- a strong legislature and strong executive, which act as checks on each other
- a cabinet, made up of heads of executive departments, such as the Department of State
- two dominant political parties

## Limits on Monarch's Power

### Critical Thinking

- Why might William and Mary have been willing to accept the limits placed on their power? (*Possible Answer: because their position was not powerful enough to demand more*)
- What factors might have determined whether a cabinet was loyal to the monarchy or to the Parliament? (*Possible Answers: who appointed the cabinet members; the political beliefs of the cabinet members*)

### In-Depth Resources: Unit 5

- Primary Sources: from *Diary of Samuel Pepys*, p. 12
- Primary Sources: from the English Bill of Rights, p. 13

## SECTION 5 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Charles I • English Civil War • Oliver Cromwell • Restoration • *habeas corpus* • Glorious Revolution • constitutional monarchy • cabinet

### USING YOUR NOTES

2. What patterns do you see in the causes of these conflicts?

Monarch	Conflicts with Parliament
James I	
Charles I	
James II	

### MAIN IDEAS

- Why was the death of Charles I revolutionary?
- What rights were guaranteed by the Habeas Corpus Act?
- How does a constitutional monarchy differ from an absolute monarchy?

### CRITICAL THINKING & WRITING

- EVALUATING DECISIONS** In your opinion, which decisions of Charles I made his conflict with Parliament worse? Explain.
- MAKING INFERENCES** Why do you think James II fled to France when William of Orange led his army to London?
- SYNTHESIZING** What conditions in England made the execution of one king and the overthrow of another possible?
- WRITING ACTIVITY** **REVOLUTION** Write a **persuasive essay** for an underground newspaper designed to incite the British people to overthrow Charles I.

### CONNECT TO TODAY DRAWING A POLITICAL CARTOON

Yet another revolution threatens the monarchy today in Great Britain. Some people would like to see the monarchy ended altogether. Find out what you can about the issue and choose a side. Represent your position on the issue in an original **political cartoon**.

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## 3 ASSESS

### SECTION 5 ASSESSMENT

Have pairs of students help each other with key terms by making word cards with definitions on the back. Students can take turns quizzing one another.

### Formal Assessment

- Section Quiz, p. 335

## 4 RETEACH

Use the Visual Summary to review this section and chapter.

### Critical Thinking Transparencies

- CT57 Chapter 21 Visual Summary

### In-Depth Resources: Unit 5

- Reteaching Activity, p. 24

## ANSWERS

1. Charles I, p. 614 • English Civil War, p. 615 • Oliver Cromwell, p. 615 • Restoration, p. 616 • *habeas corpus*, p. 616  
 • Glorious Revolution, p. 616 • constitutional monarchy, p. 617 • cabinet, p. 617

- Sample Answers:** James I—Money and reform of the English church; Charles I—Money, rule of law, and Anglican ritual; James II—Appointment of Catholic officials. Pattern—Religious conflict.
- Never before had a reigning monarch faced a public trial and execution.
- the right to have a judge decide whether a prisoner should be tried or set free

- Under a constitutional monarchy, laws written by a legislative body limit the ruler's power.
- Possible Answers:** dissolving Parliament, ignoring Petition of Right
- He may have feared being arrested and executed.
- Possible Answer:** the power of Parliament
- Rubric** Persuasive essays should  
 • clearly call for removal of Charles I.

- offer supporting facts and examples.
- conclude with a call to action.

### CONNECT TO TODAY

**Rubric** Political cartoons should

- take a clear position on whether the British monarchy should be retained.
- identify the people represented.