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.

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.*)

🕗 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 Thér of Austria. Artist unknown

Parliament Limits the English Monarchy

WHY IT MATTERS NOW

MAIN IDEA

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

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

- Charles I
 English Civil War
 Glorious
 Revolution
- Oliver Cromwell constitutional

TERMS & NAMES

- Restoration monarchy
- habeas corpus 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.

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. <u>Charles I</u>, 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"

• The Restoration of Charles I

INTEGRATED TECHNOLOGY

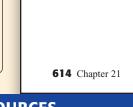
eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT57 Chapter 21 Visual Summary
- **Electronic Library of Primary Sources**
- "The Restoration of Charles II"
- classzone.com

Statue of Louis XIV, Lyon, France



TAKING NOTES

Analyzing Causes Use a

chart to list the causes of

each monarch's conflicts with Parliament.

Conflicts

Parliament

with

Monarch

James I

Charles .

James II

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

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.

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

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

Absolute Monarchs in Europe 615

▼ This engraving

depicts the

Charles I.

beheading of

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Creating a Board Game

Class Time 45 minutes

Task Making a trivia board game

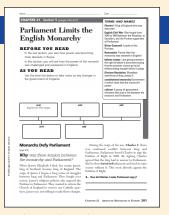
Purpose To help readers learn about the English Civil War

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.



Reading Study Guide

CHAPTER 21 • Section 5

History from Visuals

Interpreting the Map

Point out the colors showing the areas controlled by each side. Which part of England did the Puritans control during all four years? (the southeast part)

Extension Have groups of students create a time line of key events in the civil war from 1646 through 1649.

SKILLBUILDER Answers

- 1. Movement 1643–Royalists gained; 1644, 1645-Puritans gained
- 2. Place Puritans: Control of London was important because it was the country's political and economic center of power.

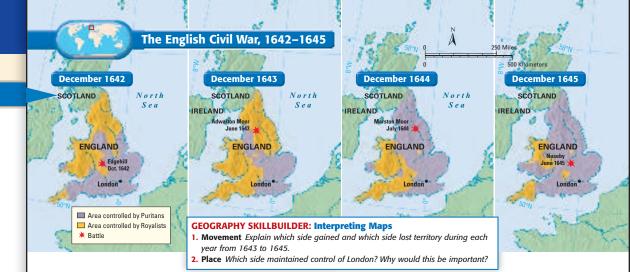
Restoration and Revolution

Critical Thinking

- · What factors might have contributed to the success of laws passed by Parliament during the Restoration? (Possible Answers: People welcomed the restoration of Parliament's legislative powers, and Charles II, as the first monarch of the Restoration, recognized the need to respect Parliament.)
- Why would Parliament, after so many reforms, continue to support the monarchy? (Possible Answer: They may have viewed the monarchy as a symbolic institution that promoted unity and order.)

Electronic Library of Primary Sources

"The Restoration of Charles II"



Puritan, Cromwell favored religious toleration for all Christians except Catholics. He even allowed Jews to return; they had been expelled from England in 1290.

Restoration and Revolution

Oliver Cromwell ruled until his death in 1658. Shortly afterward, the government he had established collapsed, and a new Parliament was selected. The English people were sick of military rule. In 1659, Parliament voted to ask the older son of Charles I to rule England.

Charles II Reigns When Prince Charles entered London in 1660, crowds shouted joyfully and bells rang. On this note of celebration, the reign of Charles II began. Because he restored the monarchy, the period of his rule is called the **Restoration**. During Charles II's reign, Parliament passed an important guarantee of freedom,

habeas corpus. Habeas corpus is Latin meaning "to have the body." This 1679 law gave every prisoner the right to obtain a writ or document ordering that the prisoner be brought before a judge to specify the charges against the prisoner. The judge would decide whether the prisoner should be tried or set free. Because of the Habeas Corpus Act, a monarch could not put someone in jail simply for opposing the ruler. Also, prisoners could not be held indefinitely without trials.

In addition, Parliament debated who should inherit Charles's throne. Because Charles had no legitimate child, his heir was his brother James, who was Catholic. A group called the Whigs opposed James, and a group called the Tories supported him. These two groups were the ancestors of England's first political parties.

James II and the Glorious Revolution In 1685, Charles II died, and James II became king. James soon offended his subjects by displaying his Catholicism. Violating English law, he appointed several Catholics to high office. When Parliament protested, James dissolved it. In 1688, James's second wife gave birth to a son. English Protestants became terrified at the prospect of a line of Catholic kings.

of William of Orange, a prince of the Netherlands. Seven members of Parliament invited William and Mary to overthrow James for the sake of Protestantism. When William led his army to London in 1688, James fled to France. This bloodless overthrow of King James II is called the Glorious Revolution.

B. Answer There was no execution of the king; the monarchy was not abolished

MAIN IDEA

Contrasting 😫 How was the overthrow of James II different from the overthrow of Charles I?

James had an older daughter, Mary, who was Protestant. She was also the wife

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

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The Life and Death of William of Orange

Class Time 20 minutes

Task Writing an obituary

Purpose To have students learn more about William of Orange

Instructions Have students complete the History Maker activity in In-Depth Resources: Unit 5. Tell students to use what they learned from the History Maker to write an obituary for William of Orange. Students might choose to write the obituary from the perspective of a newspaper based in England, Scotland, Ireland, France, or the Netherlands. Students can use local or national newspaper obituaries as models. Tell students to think carefully about what information is appropriate for their obituaries before they begin. Explain that the tone should be respectful-although it may reflect an English or anti-English bias-and that the obituary should be up to 250 words long. Students should include William's family history, his military activities, his marriage, and his religious beliefs.



In-Depth Resources: Unit 5

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.

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

ING YOUR NOTES What patterns do you see in the causes of these conflicts? Monarch Conflicts with Par/lament James 1 James 1 James 1	 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
		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**.

Absolute Monarchs in Europe 617

Connect «Today

U.S. Democracy

Today, the United States still relies

developed during this period.

a document that prevents

freedom of worship

Department of State

each other

in jail without being charged

These include the following:

on many of the government reforms and institutions that the English

• the right to obtain habeas corpus,

authorities from holding a person

a Bill of Rights, guaranteeing such

rights as freedom of speech and

a strong legislature and strong

· a cabinet, made up of heads of

two dominant political parties

executive, which act as checks on

executive departments, such as the

CHAPTER 21 • Section 5

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

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

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 • Glorious Revolution, p. 616 • constitution
- 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.
- **3.** Never before had a reigning monarch faced a public trial and execution.
- 4. the right to have a judge decide whether a prisoner should be tried or set free

- vil War, p. 615
 Oliver Cromwell, p. 615
 Restoration, p. 616
 constitutional monarchy, p. 617
 cabinet, p. 617
 - **5.** Under a constitutional monarchy, laws written by a legislative body limit the ruler's power.
 - 6. Possible Answers: dissolving Parliament, ignoring Petition of Right
 - **7.** He may have feared being arrested and executed.
 - 8. Possible Answer: the power of Parliament
 - 9. Rubric Persuasive essays should
 - · clearly call for removal of Charles I.

- habeas corpus, p. 616
- 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.