**Queen Elizabeth I**



**I. Historic Context**

When King Henry VII died, he had three surviving children, Edward, Elizabeth, and Mary. Edward took over the English throne, but died 6 years later. Mary took over as queen; however, she was Catholic and started punishing the Protestants. Mary even put her sister, Elizabeth in jail because she thought she was planning a revolt. When Mary died, Elizabeth became Queen of England. Elizabeth’s rule is often called **Elizabethan** or **“Golden Age”** because it was a time of great achievements in England. She has been called an outstanding politician, speaker, peacekeeper, and musician. Elizabeth’s reign is best known for her effective use of **Parliament** (English government). Her reign was also noted for the English Renaissance, a period of great poetry and drama. Queen Elizabeth is known to be one of the most beloved English monarchs.

**DIRECTIONS: Actively read through the stations posted around the room. With your group members, evaluate the actions taken by Queen Elizabeth I and decide how the enduring issue of POWER is present in this document as well as how this issue has affected people, places, and/or societies.**

**POWER** – the ability to influence or control the behavior of people. It is part of every human interaction. Power can take the form of social hierarchies (unequal power), governments (relationship to ruler and those who are ruled), etc.

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| **QUEEN ELIZABETH I’S ACTIONS** | **EVIDENCE**  **How is the enduring issue of POWER presented in this document?** | **ANALYSIS**  **How has this enduring issue of power affected people, places, and/or societies? EXPLAIN.** |
| **Marriage**  **“The Virgin Queen”** |  |  |
| **Elizabethan Religious Settlement** |  |  |
| **Spanish Armada** |  |  |

**Name :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Band: \_\_\_\_\_\_\_**

***The enduring issues that are present in Queen Elizabeth’s rule in England is***

**POWER** – the ability to influence or control the behavior of people. It is part of every human interaction. Power can take the form of social hierarchies (unequal power), governments (relationship to ruler and those who are ruled), etc.

**Using this enduring issue, explain how the documents completed in class today display this E.I. of power. Then explain how this issue affects people, places, and/or societies.**

An enduring issue is an issue that exists across time. It is one that many societies have attempted to address with varying degrees of success. One enduring issue is **power** which means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This enduring issue of **power** through Queen Elizabeth’s rule in England affected people/places/societies in a **positive/negative** **(choose one)** way because **MINIMUM OF 4 SENTENCES** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Another example of the enduring issue of **power** can be seen in Queen Elizabeth’s rule in England is **(give a second example from another document and explain)**

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This enduring issue of **power** through Queen Elizabeth’s rule in England affected people/places/societies in a **positive/negative** **(choose one)** way because **MINIMUM OF 4 SENTENCES** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **EXCELLENT (5)**   * Clearly identifies and accurately defines an enduring issue. * Evidence and examples presented pertain to task in great detail and support thesis and matches the E.I. * Develops a thoughtful and in-depth argument about it impacts people or how they have been affected. * Is more analytical or descriptive | **GOOD (4)**   * Identifies and defines an enduring issue. * Evidence and examples presented pertain to task with sufficient detail, support thesis and matches the E.I. * Develops an argument in some detail about how the E.I. affected people. * Is more descriptive than analytical. | **SATISFACTORY (3-1)**   * Identifies and accurately defines an enduring issue; may include minor inaccuracies or identifies, but does not define an enduring issue or definition is unclear. * Evidence and examples are used, but there are minimal details and/or does not clearly support the E.I or position taken and/or there are some inaccuracies; and/or documents are primarily copied. * Argument is not clearly explained on in depth about how the E.I. affected people. * Lacks analysis; provides only description. | **UNSATISFACTORY (0)**   * Fails to develop the task or may only refer to the issue in a general way; OR includes no relevant facts, examples, or details; OR includes only evidence copies from the documents; OR includes only entire documents copied; OR is illegible; OR is a blank paper. |

**DIRECTIONS: Actively read through the actions taken by Queen Elizabeth I. Evaluate if her rule was positive or negative for England.**

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| **ACTIONS** | **Were Elizabeth’s actions +/- on England? Explain.** |
| **Religion**  When Elizabeth’s sister, Mary, was ruling England, she made it a Catholic country. Mary punished people for not being Catholic. They were burned and killed. When Elizabeth became queen, she returned England to a **Protestant** country. She set up a national church, where people were required to attend services. If they did not attend, they had to pay a fine. Elizabeth let priests marry in England and deliver their sermons in English, not Latin. Elizabeth did try to make the Catholics happy by keeping the rich robes and golden crosses. This restored religious peace to England. |  |
| **Marriage-“The Virgin Queen”**  *Elizabeth's response to a delegation from Parliament who petitioned her to marry soon, and not to marry a foreigner.  The delegation wanted to be sure of the succession by her having a male child, and they wanted it to be English through and through, so that no foreigner would have a claim to the throne (she was under pressure to marry her sister's widower, Philip of Spain):*  “As I have good cause, so do I give you all my hearty thanks for the good zeal (passion) and loving care you seem to have, as well towards me as to the whole state of your country…And to the first part I may say unto you that from my years of understanding since I first had consideration of myself to be born a servitor of almighty God, I happily chose this kind of life in which I yet live, which I assure you for my own part hath hitherto best contented myself and I trust hath been most acceptable to God.  ..That may be a fit governor, and peradventure more beneficial to the realm than such offspring as may come of me. For although I be never so careful of your well doings and mind ever so to be, yet may my issue grow out of kind and become perhaps ungracious. And in the end this shall be for me sufficient, that a marble stone shall declare that a Queen, having reigned such a time, lived and died a virgin.”  The English government and people wanted Elizabeth to marry and have a son who was a Protestant so that when she died, he could take over the throne. Elizabeth did not want to marry because her husband would have the power. She wanted to have all the power herself. As a result, Elizabeth would not have a son or daughter to take over the throne. |  |
| **Spanish Armada(1588)**  Before Elizabeth was queen, her sister Mary’s husband, Philip II, the King of Spain controlled England. He was a Catholic. King Philip II was not happy with Elizabeth because she supported Protestants who went against him. As a result, Philip II invaded England with 130 ships, 8,000 sailors, and 19,000 soldiers. This force was known as the **Spanish Armada**. However, the English fleet defeated the Spanish.  **Elizabeth’s speech to encourage the men in her army, who stated that she is prepared to die in defense of the kingdom:**  *"I have always so behaved myself, that under God, I have placed my chiefest strength and safeguard in the loyal hearts and goodwill of my subjects (people who serve), and therefore I am come amongst you, as you see, at this time, not for my recreation, but being resolved, in the midst and heat of the battle, to live or die amongst you all, to lay down for my God, and for my Kingdom, and for my People, my honour, and my blood, even in the dust.* *I know I have the body of a weak and feeble woman, but I have the heart and stomach of a King, and of a King of England too, and think foul scorn that Parma of Spain (leader of the Spanish army), or any Prince of Europe should dare to invade the borders of my realm. I myself will be your general, judge and rewarder of every one of your virtues in the field."* |  |
| **The Arts**  Elizabeth was well-educated and supported court poets, playwrights, and actors. English writers glorified human achievements and the beauty of love. **William Shakespeare** was one of the most famous and greatest writers of this time, who often praised the beauty of women of explored the nature of love. |  |
| **The Economy**  England was in a lot of debt when she came to power. Elizabeth still spent money fancy court ceremonies to show her power. To raise money without relying on Parliament, Elizabeth sold off royal lands, offices, licenses, and businesses. This did not solve all the problems England faced. The costs of war and **inflation** (when money cost less and goods cost more) caused more problems, such as **poverty, hunger and unemployment**. When her reign ended, England was still in a lot of debt. |  |