

Summer 6-2017

# The English Civil War and the Glorious Revolution (10th-12th grade)

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## The English Civil War and the Glorious Revolution

**Grades: 10th, 11th, 12th**

**Subject: AP European History**

Stage 1 – Desired Results		
<p style="text-align: center;">Established Goals (e.g., standards) <u>AP European History</u> <u>College Board Topics</u> <u>in Concept Outline</u></p> <p>1.5.I State control over religion 1.5.III Absolutism and its challenges 2.1.I Absolute monarchy; divine right monarchs; absolutist religious policies 2.1.II English Civil War 2.1.II Alternatives to absolutism 2.3.I Enlightenment Ideals 2.3.III Political theories, such as John Locke’s</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i> Be able to understand both sides of an argument, one in support of absolutism and the other in support of stronger representation, and more power, in Parliament.</p>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that...</i></p> <p>The emergence of representation in government that acts as the foundation for Enlightenment thinking.</p> <p>The separation of church and state was not always in place.</p> <p>The English Civil War and the Glorious Revolution weakened absolutism and strengthened constitutionalism.</p>	<p><b>Essential Questions</b></p> <p>To what extent should the government interact with religious organizations?</p> <p>Why or why not is absolutism a viable form of government?</p> <p>What is the best form of government?</p> <p>In what situations, if any, are dictators necessary?</p> <p>In what situations, if any, do divisions within government need to be solved by war?</p>
	<b>Acquisition</b>	
<p><b>Knowledge</b> <i>Students will know...</i></p> <p>The reasons behind the division between the Roundheads and the Cavaliers.</p> <p>The struggle between British Catholics and Protestants inside and outside of the government.</p> <p>The reasons behind the constant shifting of power between 1603-1688.</p> <p>Why the English Bill of Rights was</p>	<p><b>Skills</b> <i>Students will be able to...</i></p> <p>Analyze primary and secondary sources in order to understand different perspectives on government during the English Civil War and Glorious Revolution.</p> <p>Use primary and secondary sources to debate a given point on representation in government.</p>	

	<p>put into place.</p> <p>How the English Civil War and the Glorious Revolution was a gateway to debate on absolute power vs. representation in government and Enlightenment ideals.</p>	
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**Stage 2 – Evidence**

CODE (M or T)	Evaluative Criteria (for rubric)	
M, T	See rubric	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Debate on the points of the Roundheads and the Cavaliers and whether the monarchy should hold most of the power or whether Parliament should gain more power and establish better representation within government.</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <p>AP Style Quiz</p> <p>Exit ticket</p>

**Stage 3 – Learning Plan**

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
A, M	<p><b>Learning Activities</b></p> <p><b>Day 1: <a href="#">James I</a></b></p> <ul style="list-style-type: none"> <li>● 4 Corners – <ul style="list-style-type: none"> <li>○ It's okay if the head of a country is also allowed to be the head of a religion.</li> <li>○ A country's leader has to give up all religious affiliations.</li> <li>○ It's alright if a country's leader takes advice from religious leaders.</li> <li>○ A country's leader can make decisions based on their own religious beliefs.</li> </ul> </li> <li>● Lecture/discussion on how James I came to power after</li> </ul>	<p>Progress Monitoring (e.g., formative data)</p> <p><b>Day 2:</b> Exit Ticket-What do the actions of James I say about the separation of church and state in 17th century England? How could this lead to conflict? Cite evidence from your discussion</p>

<p>A, M</p>	<p>Elizabeth's reign via Power Point.</p> <ul style="list-style-type: none"> <li>● Think Pair Share – Should James I uphold the religious status quo from Elizabeth I's reign? Why or why not?</li> <li>● Exit Ticket: What do the actions of James I say about the separation of church and state in 17th century England? How could this lead to conflict? Cite evidence from your discussion and notes today.</li> </ul> <p><b>Day 2:</b> <a href="#">James I up to Gunpowder Plot simulation.</a></p> <ul style="list-style-type: none"> <li>● Student's pose as the unhappy, Catholic subjects under King James I and progressively are faced with situations in which they have to face a more extreme choice.</li> <li>● <a href="#">Reading for Meaning Activity</a> - The Fifth of November Poem. Poem can be found here -&gt; <a href="http://www.potw.org/archive/potw405.html">http://www.potw.org/archive/potw405.html</a></li> <li>● Brief notes via Power Point</li> </ul>	<p>and notes today.</p> <p><b>Day 2:</b> Entrance Ticket – What are the actions citizens should take if the leader of a country discriminates against a group of people?</p> <p><b>Day 2:</b> Reading for Meaning Worksheet</p>
<p>A, M</p>	<p><b>Day 3:</b> <a href="#">Charles I, Parliamentary Roundheads and Royalist Cavaliers</a></p> <ul style="list-style-type: none"> <li>● What qualifies someone to lead a country? <ul style="list-style-type: none"> <li>○ <a href="#">Decision making matrix</a>, make decisions based off primary source article each group receives. Hobbes "Leviathan" and Locke's "Second Treatise on Civil Government." I use the excerpts that were formatted and created by Tom Richey at <a href="http://www.tomrichey.net/absolutism.html">http://www.tomrichey.net/absolutism.html</a> They are documents 3.10 and 3.11 respectively in his Unit Guide and Primary Resources packet.</li> </ul> </li> <li>● Notes on Charles I, the Civil War, and the rise of Cromwell via Power Point.</li> <li>● Think, Pair, Share: Why or why not might dictators be necessary for a country?</li> </ul>	<p><b>Day 3:</b> Decision Making Matrix</p>
<p>A, M</p>	<p><b>Day 4:</b> <a href="#">Charles II and James II</a></p> <ul style="list-style-type: none"> <li>● 4 Corners- <ul style="list-style-type: none"> <li>○ The will of the people outweighs the will of the government.</li> <li>○ Absolutism is no longer a viable form of government.</li> <li>○ Citizens should be able to depose world leaders based on religious principles.</li> </ul> </li> <li>● Brief notes on Charles II and James II and the Glorious Revolution via Power Point</li> <li>● Mind's Eye Activity- English Bill of Rights, 1689</li> </ul>	<p><b>Day 5:</b> AP style English Civil War multiple choice quiz - Recommended</p>

M, T	<p><b>Day 5: AP style English Civil War Quiz - Recommended;</b> Start preparing for debate on Monday</p> <p><b>Weekend work: Prepare for debate</b></p> <p><b>Day 6: Debate</b> Students will debate according to the <a href="#">handout</a> they received on Friday and will be graded based on the accompanying rubric. They will also have to turn in their Debate notes worksheet, which they should have used to help prepare for the debate.</p>	<p><b>Day 6: Debate work and</b> handout</p>
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Citations:

“The English Bill of Rights: An Act Declaring the Rights and Liberties of the Subject and Settling the Succession of the Crown” (1689). TomRichey.net, 15 June 2017, <http://www.tomrichey.net/absolutism.html>.

“The Fifth of November.” PoemoftheWeek.org, 15 June 2017, <http://www.potw.org/archive/potw405.html>.

Hobbes, Thomas. Leviathan (1651). TomRichey.net, 15 June 2017, <http://www.tomrichey.net/absolutism.html>

Locke, John. Second Treatise on Civil Government (1689). TomRichey.net, 15 June 2017, <http://www.tomrichey.net/absolutism.html>

Day 1 Power Point/Activity:

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# James VI of Scotland = James I of England

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## 4 Corners

Think silently about each of the following statements for 20 seconds, choose a corner of the room whether that is “Strongly Agree,” “Agree,” “Strongly Disagree,” or “Disagree.”

When you have chosen a corner, discuss with a partner in that corner your reasons for doing so for about 1 minute.

Be ready to share with the class.

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**It's okay if the head of a country is also allowed to be the head of a religion.**

---

**A country's leader has to give up all religious affiliations.**

---

**It's alright if a country's leader takes advice from religious leaders.**

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**A country's leader can make decisions based on their own religious beliefs.**

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## Crisis of Religion

In the 16th-17th centuries, monarchs ruled and made decisions according to religious principles.

England was a country where the monarch was also Head of the Church of England. There was a sharp divide between Anglican Protestants and Catholics.

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## Religion under Elizabeth I

Under Queen Elizabeth, Catholics could not participate in government.

Those who refused to acknowledge the monarch as the head of the Church were imprisoned or executed.

Queen Elizabeth I died childless.

Mary Stuart, Queen of Scots, was supposedly the legitimate heir as Queen Elizabeth's cousin.

However, she was executed for supposedly conspiring to assassinate Elizabeth.



Scottish Situation Seal

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## James I comes to power

In 1603 Mary Stuart's son James I (King of Scotland) becomes King of England.

Religiously divided nation.

(Puritans wanted a more Calvinist-like system. Catholics wanted more rights than they had held under Elizabeth.)

Throne was in debt.

James expected to rule without relying on Parliament.

James staffed positions with his favorites.

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## Think, Pair, Share

Think about the following question on the next slide for 20 seconds. Discuss with a partner for 1 minutes.

Be prepared to share your findings with the class.

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# Should James I uphold the religious status quo from Elizabeth I's reign? (Anglicans have more rights than Catholics and Puritans) Why or why not?

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## What does King James I do?

First of the Stuart dynasty.

Parliament only met when summoned by king.

James rebuffed Puritan demands and vowed to maintain religious status quo.

Puritans left England in 1620 for Holland and in 1630 for Massachusetts.

Court nobles were angered over the selling of titles.

1604 England and Spain reach a peace treaty, and this is viewed by the people as pro-Catholic sentiment on James's part.

1624 Parliament pressures James I to resume war with Spain.

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## Exit Ticket

Thinking back to our 4 Corners discussion earlier and what you have learned about James I, discuss with a partner a possible answer for this question:

**“What do the actions of James I say about the separation of church and state in 17th century England? How could this lead to conflict? Cite evidence from your discussion and notes today. “**

After your discussion, write in a 4-5 sentence paragraph your answer on the exit ticket provided for you. Don't forget to cite evidence!

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## Citations

Image Credits:

[https://upload.wikimedia.org/wikipedia/commons/d/dc/James\\_I%2C\\_VI\\_by\\_John\\_de\\_Critz%2C\\_c.1606..png](https://upload.wikimedia.org/wikipedia/commons/d/dc/James_I%2C_VI_by_John_de_Critz%2C_c.1606..png)

<http://imgur.com/5gjFknS>

[https://upload.wikimedia.org/wikipedia/commons/thumb/b/b0/](https://upload.wikimedia.org/wikipedia/commons/thumb/b/b0/King_James_I_of_England_and_VI_of_Scotland_by_John_De_Critz_the_Elder.jpg/220px-King_James_I_of_England_and_VI_of_Scotland_by_John_De_Critz_the_Elder.jpg)

[King\\_James\\_I\\_of\\_England\\_and\\_VI\\_of\\_Scotland\\_by\\_John\\_De\\_Critz\\_the\\_Elder.jp](https://upload.wikimedia.org/wikipedia/commons/thumb/b/b0/King_James_I_of_England_and_VI_of_Scotland_by_John_De_Critz_the_Elder.jpg/220px-King_James_I_of_England_and_VI_of_Scotland_by_John_De_Critz_the_Elder.jpg)

[g](https://upload.wikimedia.org/wikipedia/commons/thumb/b/b0/King_James_I_of_England_and_VI_of_Scotland_by_John_De_Critz_the_Elder.jpg/220px-King_James_I_of_England_and_VI_of_Scotland_by_John_De_Critz_the_Elder.jpg)

Special thanks to Ryan Newberger and his help for giving MAT Social Studies grads valuable resources.

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# A plot is afoot!

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## Entrance Ticket

On your entrance ticket, you have 5 minutes to write a 3-4 sentence answer to the following question:

What are the actions citizens should take if the leader of a country discriminates against a group of people?

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## You are a Catholic in England when James I takes the throne...

You're happy at first. His mother Mary, Queen of Scots, was Catholic. So surely he'll be sympathetic!

Unfortunately, King James I has decided to follow the status quo that Queen Elizabeth I had set in place. You are frustrated and angry! How do we let the the King know?

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## Remember, as a Catholic you are...

Fined 12 pences every time you don't go to church for the Church of England on Sunday

Fined 100 marks if you hold mass! (Possibly executed)

Tried for treason if you are found to be harboring a Catholic priest

That if you were asked if you were loyal to the King of England or the Pope of Rome, you'd have to choose between your country or religion... and possibly executed

You cannot worship publicly

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## What should you do?

On your group's whiteboard, take 3 minutes to write down and brainstorm ideas about how to let King James I know you're unhappy with his treatment of Catholics.

What can you do to get that point across?

No solutions concerning violence. Think how would you address a principal or a state representative.

Be ready to share when time is up.

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## Would any of these solutions work?

If our goal is to continue to be Catholics who can practice our faith in public, do we really believe if any of these solutions would work?

Pretend I'm King James I, each table has two minutes to come up with a pitch to try and convince me to give them rights, and 1 minute to pitch to me. Pick a representative and each table will go.

---

## Now what?

King James I isn't listening. If reasonable methods won't work... what do we do now?

Once again, take 3 minutes to brainstorm with your table what you can do to ensure your rights as Catholics, even if it means getting King James I out of the way...

Write your solutions on your whiteboard. Be prepared to share with the class.

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## If we get rid of James... who rules next?

We have some options...

Charles I - Son of King James I

Mary - King James I 1 year old daughter

Invite a foreign, catholic prince to take over

Get rid of the monarchy!

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## Alright, we've made our decisions...

But how do we think OUR scenario compares with real life?

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## Reading for Meaning

You have a graphic organizer with a "Statement" column in the middle and "Evidence For" and "Evidence Against" columns on the side.

Read the statements in the middle column and make a prediction about whether you believe the statement will be true or not before we read the text. You have 3 minutes.

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## Next...

I'm going to put up the poem on the next slide, you also have a copy in front of you. Read the poem and look for evidence in the poem that will support or refute each statement, and write your evidence down in the corresponding column.

Do this silently. You have 8 minutes.

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## The Fifth of November (English folk verse c. 1870)

Remember, remember!  
The fifth of November,  
The Gunpowder treason and plot;  
I know of no reason  
Why the Gunpowder treason  
Should ever be forgot!  
Guy Fawkes and his companions  
Did the scheme contrive,  
To blow the King and Parliament  
All up alive.

Threescore barrels, laid  
below,  
To prove old England's  
overthrow.  
But, by God's providence,  
him they catch,  
With a dark lantern,  
lighting a match!  
A stick and a stake  
For King James's sake!  
If you won't give me one,  
I'll take two,  
The better for me,  
And the worse for you.

A rope, a rope, to  
hang the Pope,  
A penn'orth of  
cheese to choke him,  
A pint of beer to  
wash it down,  
And a jolly good  
fire to burn him.  
Holloa, boys!  
holloa, boys! make  
the bells ring!  
Holloa, boys!  
holloa boys! God  
save the King!  
Hip, hip, hooor-r-r-  
ray!

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## Post-Reading

Take 5 minutes with your table group on whether you agree or disagree with each other on whether the text supports or refutes each statement.

Be prepared to share with the class.

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## The Gunpowder Plot

1605 - group of Catholics attempted to blow up the House of Lords in Parliament and King James

They placed 36 barrels of gunpowder in the cellars beneath the building and in the confusion kidnap James's daughter and install her as a puppet queen.

The plot was discovered and torture was used to get the conspirators to admit to their plans.

The plot failed and all the conspirators were executed for treason H

Highlighted the religious tensions in England.

November 5 is still celebrated as Guy Fawkes night in England.

### GUN-POWDER Plot:

O F,  
A Brief Account of that bloody and terrible Design laid against the King, his Lords and Commons in Parliament, and of a Happy Deliverance by Divine Power.  
To the Tune of some new Song. Liked according to Order.



The Fortunes of our King, in this way,  
Should have been glorious and  
The King our dear and dear  
Should have been our dear and dear  
Should have been our dear and dear  
Should have been our dear and dear  
Should have been our dear and dear  
Should have been our dear and dear



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## Citations

“The Fifth of November.” PoemoftheWeek.org, 15 June 2017,  
<http://www.potw.org/archive/potw405.html>.

Image credits:

<https://upload.wikimedia.org/wikipedia/commons/b/b8/GunpowderPlot.jpg>

<https://upload.wikimedia.org/wikipedia/commons/4/4c/Gunpow1.jpg>

Special thanks to Ryan Newberger and his help for giving MAT Social Studies  
grads valuable resources.

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## **“The Fifth of November” English Folk Verse (c.1870)**

Remember, remember!  
The fifth of November,  
The Gunpowder treason and plot;  
I know of no reason  
Why the Gunpowder treason  
Should ever be forgot!  
Guy Fawkes and his companions  
Did the scheme contrive,  
To blow the King and Parliament  
All up alive.  
Threescore barrels, laid below,  
To prove old England's overthrow.  
But, by God's providence, him they catch,  
With a dark lantern, lighting a match!  
A stick and a stake  
For King James's sake!  
If you won't give me one,  
I'll take two,  
The better for me,  
And the worse for you.  
A rope, a rope, to hang the Pope,  
A penn'orth of cheese to choke him,  
A pint of beer to wash it down,  
And a jolly good fire to burn him.  
Holloa, boys! holloa, boys! make the bells ring!  
Holloa, boys! holloa boys! God save the King!  
Hip, hip, hoor-r-r-ray!

Citation:

“The Fifth of November.” PoemoftheWeek.org, 15 June 2017,  
<http://www.potw.org/archive/potw405.html>.

## The Fifth of November Poem - Reading for Meaning

Evidence For	Statement	Evidence Against
	<ol style="list-style-type: none"><li data-bbox="667 464 964 527">1. Catholics are disliked members of society</li><li data-bbox="667 722 964 785">2. Catholics are seen as martyrs</li><li data-bbox="667 980 997 1043">3. King James I is seen as a villain</li><li data-bbox="667 1239 985 1302">4. Absolutism is ordained by God</li><li data-bbox="667 1497 943 1598">5. Protecting the King preserves English society</li></ol>	

Day 3 Power Point/Activity:

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# Who should rule a country?

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## Decision Making

Assemble into groups of 4-5. Each group will be randomly assigned a primary document. Your group will be provided a copy of

*Leviathan* by Thomas Hobbes

OR

*Second Treatise on Civil Government* by John Locke

You will read the excerpts together and create 4 pieces of criteria on what type of government is the best government to have **BASED OFF THE DOCUMENT YOU READ.**

**You have 20 minutes for this activity.**

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## How does each type of government meet your criteria?

		Criterion 1:	Criterion 2:	Criterion 3:	Criterion 4:
Type of Government	Democracy				
	Absolutist Monarchy				
	Constitutional Monarchy				
	Dictatorship				

## Charles I

Charles couldn't finance the war with Spain b/c of mistrust by Parliament.

Pull out of the Thirty Years' War in 1630.

Initiated forced loans from landowners and imprisoned those who refused

Parliament agreed to grant funds if Charles agreed to the Petition of Right (no forced loans or taxation w/o Parliament's consent, no imprisonment without cause, no quartering of troops in private homes).

Charles agreed, but then dissolved Parliament.

Charles forced Scottish Protestants and English Puritans to adopt Anglican Book of Common Prayer.

Result = Scottish rebellion.





## Short Parliament

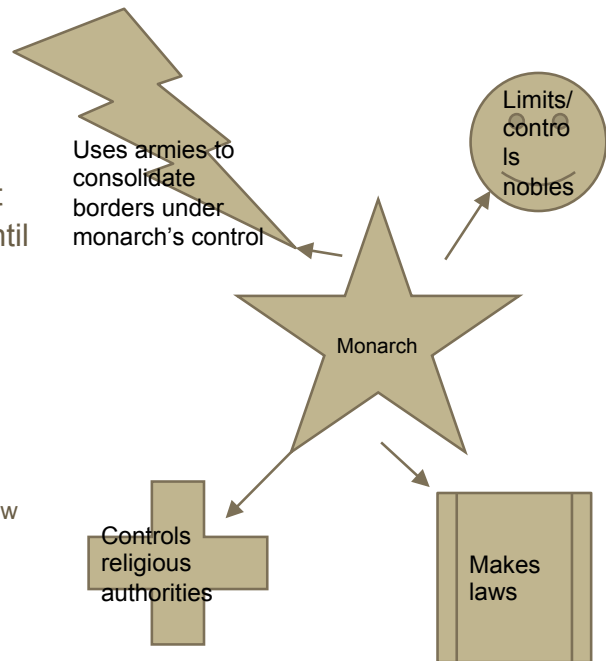
In 1640, Charles reconvened Parliament asking for funding and they refused until a list of grievances had been met.

Charles dissolved Parliament after 3 weeks (Short Parliament).

Charles was an absolutist monarch

AKA He believed that as king, his word was law and that he should be able to rule without Parliament.

Divine Right of Kings.



## Long Parliament - 1640-1648, officially ended 1660

1640 - devastating English losses to the Scots forces Charles to reconvene Parliament on its terms.

1642 - religiously divided Parliament suggested that they assume control of the army to put down the Scottish rebels.

Charles stormed into Parliament to arrest his political opponents

they escaped.

The House of Commons passed the Militia Ordinance.

Allowed them to raise an army.

England was split into two factions; the Royalist Cavaliers in the north and west and the Parliamentarian Roundheads in the south and east.

# Oliver Cromwell

Leader of the Parliamentary army.

After alliance with Scotland, Parliament won the English Civil War and Charles I was executed.

1649 -1660: England was ruled as a Puritan republic.

    military dictatorship under Cromwell.

Bloody campaigns against religiously opposed groups.

Disbanded Parliament.

Prohibited drunkenness, theatergoing, dancing, and reduced Christmas from 12 days to 1.

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## Think, Pair, Share

Why or why not might dictators be necessary for a country?

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## Citations

Hobbes, Thomas. *Leviathan* (1651). TomRichey.net, 15 June 2017, <http://www.tomrichey.net/absolutism.html>

Locke, John. *Second Treatise on Civil Government* (1689). TomRichey.net, 15 June 2017, <http://www.tomrichey.net/absolutism.html>

Image credit: [https://upload.wikimedia.org/wikipedia/commons/d/d5/King\\_Charles\\_I\\_after\\_original\\_by\\_van\\_Dyck.jpg](https://upload.wikimedia.org/wikipedia/commons/d/d5/King_Charles_I_after_original_by_van_Dyck.jpg)

Special thanks to Ryan Newberger and his help for giving MAT Social Studies grads valuable resources.

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# What's the best type of government? Decision Making Matrix

How does each type of government meet your criteria?

(Rank 1-5: 1 fit criteria most, 5 fits least)

		Criterion 1:	Criterion 2:	Criterion 3:	Criterion 4:
Type of Government	Democracy				
	Absolutist Monarchy				
	Constitutional Monarchy				
	Dictatorship				

Add up your points for each type of government. Whichever type of government has the **least** amount of points, fits your criteria the most.

Does your group agree or disagree? Why? Write 3-4 sentences explaining why in the space below.

Day 4 Power Point/Activity:

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# Charles II, James II, and the Glorious Revolution

— Oh my —

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## 4 Corners

Read the following statements and pick a corner of the room based off whether you “Strongly Agree,” “Agree,” “Strongly Disagree,” and “Disagree.”

When you’ve picked a corner, take about 1 minute to discuss with a partner why you chose that corner. Be prepared to share your answer.

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**The will of the people outweighs the will of the government.**

---

**Absolutism is no longer a viable form of government.**

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# Citizens should be able to depose world leaders based on religious principles.

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## Charles II

1658, Cromwell dies - the people sick of Puritan rule

asked the exiled Charles II to take the throne.

Charles had Catholic sympathies

made secret deals with France against the Dutch, which mandated he announce his conversion to Catholicism.

Parliament started administering oral oaths to Anglican doctrine for military officers in response.



## James II



James II dissolved Parliament after it refused to repeal the Test Act and began staffing high level government/military positions with Catholics.

The Test Act was designed to prevent Roman Catholics and other nonconformists from taking public office in the government and military.

James idolized Louis XIV and attempted to emulate him, imprisoning seven bishops who defied his orders.

The English hoped Mary II (James II's eldest daughter and wife of Protestant William of Orange) would take the throne when James died.

James produced a male heir, and the English invited William and Mary to invade England.

## The Glorious (*Supposedly* bloodless) Revolution

William (now William III) and Mary II invaded England in 1688

pronounced king and queen by Parliament.

James II fled to France.

William and Mary recognized the English Bill of Rights, which stated that monarchs ruled with the permission of Parliament and were subject to English law.

1701 – Act of Settlement provided the English crown go to the German House of Hanover if William and Mary's daughter died.

1707 – Act of Union combined England and Scotland.





## Mind's Eye Activity

1. I will be reading 20 keywords from a selected text.
2. As I read, create a movie in your minds about what this text could be about. Decide whether you are more likely to draw a picture, make a prediction, ask a question, or describe your feelings in response to the chosen words.
3. When I am done reading, I will give you 8 minutes to create a chosen "end product" to share with a partner.

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## The words

English	Liberties	consent
Rights	Parliament	God
Grievances	subjects	popish
Evil	promises	allowed
Counsellors	freedom	speech
Protestant	kingdom	restrictions
Laws	William	

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## Talk with a partner

Take 3 minutes to talk with a partner about your “end product,” and what you believe the text is about.

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## Read the text

You each have a copy of important excerpts from The English Bill of Rights (1689).

Take 10 minutes to read and annotate the document silently and compare it with your original prediction/end product.

When 10 minutes is up, discuss with your partner how the document is similar or different to what you thought as well as Parliament’s purpose creating the document.

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# Citations

“The English Bill of Rights: An Act Declaring the Rights and Liberties of the Subject and Settling the Succession of the Crown” (1689). TomRichey.net, 15 June 2017, <http://www.tomrichey.net/absolutism.html>.

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Special thanks to Ryan Newberger and his help for giving MAT Social Studies grads valuable resources.

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## Roundheads vs. Cavaliers Debate Teacher Instructions

This debate is designed to allow students to transfer meaningful knowledge about the English Civil War into a debate where they must display understanding on the two different sides of the war. This debate be adjusted to last one 50 minute class period or two. It can fit into an hour and a half block period. It is completely up to the teacher and their schedule.

There are three options I have come up with fo this debate, based on my own classroom experience. However, please feel free to use the debate style that fits your teaching style and your classroom.

**Option 1:** Students will come into class and should be prepared for the debate. Separate your class into your two major groups, the Roundheads and the Cavaliers. Then, further split the groups in two so that you have a small group of Roundheads and Cavaliers who will start off in the inner circle, and the other small group of Roundheads and Cavaliers will start off in the outer circle.

Those in the inner circle will be told to engage in debate first. The teacher act as moderator and guides students with the leading questions provided on the debate worksheet, or with some of their own. Remind students that everyone must speak, as they cannot be fully graded on the provided rubric if they do not, resulting in a lower grade.

While the inner circle debates, the outer circle merely listens. Both circles take notes on their opponent's argument, labeled as the "Counterpoint" on their worksheet, which ensures student listening.

I would give about 15-20 minutes for the inner circle, then promptly switch the inner circle and outer circle and the process repeats itself.

**Option 2:** Split the class into their debate groups, the Roundheads and the Cavaliers. Then number off each side. Try to make sure the sides are as equal as possible. If one side is labeled 1-15 and the other side is 1-14, give one of the students on the 1-14 side the number 15 as well.

Conduct the debate and ensure people talk by calling numbers. If you call out for number 7 then both number 7's on either side must debate their point with each other, and everyone else must take notes.

From here you have a choice. You could use this method as your debate OR you could use it as a warm-up for students who are struggling with the material. Half a period or a day of numbered heads could help give students ideas from other students on what to argue during an inner/outer circle debate with less guidance.

**Option 3:** Students will come into class and should be prepared for the debate. Separate your class into your two major groups, the Roundheads and the Cavaliers. Then, further split the groups in two so that you have a small group of Roundheads and Cavaliers who will start off in the inner circle, and the other small group of Roundheads and Cavaliers will start off in the outer circle.

The inner circle will debate the first set of questions, all must speak and will speak through the numbered heads method. The numbered heads method is when you will label the Roundheads with a number 1-6 (this depends on class size) and the Cavaliers in the circle 1-6 (depending on class size). Then, when the first debate question is asked you will call on one of these random numbers. If you were to call on number 3, both the 3 from the Roundheads and the 3 from the Cavaliers are the ones chosen to speak and debate the question. You will call on all of the numbers, ensuring that everyone in the circle gets a chance to speak. You will repeat this process when the outer circle becomes the inner circle.

This first round will last 15 minutes, each question will be given 3 minutes for debate. The outer circle must take notes on the points their peers on the opposite side of the debate make in the counter-point section of their debate handout for each question as the inner circle talks.

After the first 15 minutes, the first round of debate will end. The inner circle and outer circle will switch places and the process will repeat itself with the next set of questions.

**Final Notes:** Once again, this is all about what fits your teaching style and classroom. If you don't like these debate methods, use one that works for you. And if the debate questions on the worksheet doesn't fit your class, do not seem to fit what you're trying to teach, or you need more or less, adjust it!

## Roundheads vs. Cavaliers Debate

You've just pulled a piece of paper from out of a hat. According to the color on your slip of paper, you will play an important character in this debate.

If you pulled the color:

**Red:** Royalist Cavalier

**Blue:** Parliamentary Roundhead

Based on the color you pulled, you have separate character sheets that give you your defining characteristics and resources for research in order to formulate an argument. You have the remaining class period and the weekend in order to conduct research and be prepared to debate on **Monday**.

Everyone will be called on during the debate, using the numbered heads method. You could be called on at any time and, therefore, should show up to class prepared for any of the debate questions on the following handout. Make sure you are also prepared to counter any point your opponent makes. You must come to school with your Point's filled out in **Blue/Black ink**. All notes taken during the debate must be taken in **Red ink**. (Pens will be provided if you don't have a red pen).

# Debate Worksheet

All of the following questions will be asked during the debate on **Monday**. You must answer and fill out all of these questions according to the point of view of your character in the **Point** section of this worksheet.

You must have evidence to back up any claims you make, and write down your resources at the end of this worksheet (**NOT Wikipedia**). Fill this out completely, as you **WILL** turn it in after the debate on Monday.

You will write in the **Counterpoint** section of his worksheet during the debate with your opponents answer, and you must fill out all of the Counterpoint sections as well.

1. Should King Charles I rule through the theory of Divine Right? Why or why not?

**Point:**

**Counterpoint:**

2. To what extent should the government interact with religious organizations?

**Point:**

**Counterpoint:**

3. Why should the Petition of Right of 1628 be followed/not followed?

**Point:**

**Counterpoint:**

4. Why or why not is absolutism a viable form of government?

**Point:**

**Counterpoint:**

5. Are there divisions within government that need to be solved by war?

**Point:**

**Counterpoint:**

6. Should citizens act when they feel mistreated by a king and, if so, then how?

**Point:**

**Counterpoint:**

7. Should England have one official religion and, if so, should Scotland and Ireland have to obey as well?

**Point:**

**Counterpoint:**



8. If Cromwell gets his way, he would become a military dictator of a Puritan Republic. In what situations, if any, would a dictator be necessary during this time of unrest?

**Point:**

**Counterpoint:**

9. How does Hobbes/Locke (depending on your side) support a better vision of government?

**Point:**

**Counterpoint:**

10. Ultimately, what is the best way to solve the division amongst the people of England right now?  
What is the best form of government?

**Point:**

**Counterpoint:**

# Royalist Cavaliers Character Sheet

**Leader:** King Charles I

**Religion:** Catholics, some Anglicans

**Social Class:** Nobles and gentry, half of the members of Parliament (Mainly House of Lords)

**Your Goals:**

- Keep King Charles I on the throne through Divine Right
- Force Scottish Protestants and English Puritans adopt Anglican Book of Common Prayer
- Keep Parliament out of state business, let King Charles I make the decisions
- Want money and an army to crush a Scottish insurrection
- Believe in leisure - Uses money for parties, ostentatious clothing, and leisure activities such as sports and the theatre. The celebration of Christmas was important and Sundays were a day of leisure.

**Primary Documents to help you:** Excerpt from Thomas Hobbes "Leviathan." Can be found digitally, courtesy of Tom Richey, here -> <http://www.tomrichey.net/absolutism.html>

Click on the PDF or Word download link under "Unit Guide and Primary Sources."

King Charles I "Defense" of the dissolution of Parliament ->  
[http://www.historyguide.org/earlymod/charles\\_defense.html](http://www.historyguide.org/earlymod/charles_defense.html)

Please ask if you would like to be personally provided with a printed copy of these documents.

**Research:**

[http://www.bbc.co.uk/history/british/civil\\_war\\_revolution/choosingsides\\_01.shtml](http://www.bbc.co.uk/history/british/civil_war_revolution/choosingsides_01.shtml)

<http://www.historyguide.org/earlymod/lecture7c.html>

<http://bcw-project.org/church-and-state/the-kings-peace/king-charles-third-parliament>

# Parliamentary Roundheads Character Sheet

**Leader:** Oliver Cromwell

**Religion:** Mostly Puritan

**Social Class:** More militant members of Parliament (Mainly House of Commons), merchants

Supported by: People who considered themselves “English,” but used fighting power from Scotland

**Goals:**

- Charles I honor the Petition of Right, 1628
- Won't give the King money for army until personal grievances are dealt with
- Parliament has more say in the government; keep a reign on the king
- Only Parliament can levy taxes
- Puritanical - Shouldn't drink, don't dress ostentatiously. Don't believe in the celebration of Christmas or Easter. Sunday is devoted entirely to God
- Hard work, and discipline, as seen in Oliver Cromwell's formation of the rigorously trained New model Army

**Primary Documents to help you:** Excerpt from John Locke's "Second Treatise of Government." Can be found digitally, courtesy of Tom Richey, here -> <http://www.tomrichey.net/absolutism.html>

Click on the PDF or Word download link under "Unit Guide and Primary Sources."

The Petition of Right, 1628

Can be found here -> <http://www.constitution.org/eng/petright.htm>

Please ask if you would like to be personally provided with a printed copy of these documents.

**Research:**

[http://www.bbc.co.uk/history/british/civil\\_war\\_revolution/choosingsides\\_01.shtml](http://www.bbc.co.uk/history/british/civil_war_revolution/choosingsides_01.shtml)

<http://www.luminarium.org/encyclopedia/petitionofright.htm>

<http://www.historyguide.org/earlymod/lecture7c.html>

## Class Debate : Parliamentary Roundheads vs. Royalist Cavaliers

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Teacher Name: **Ms. Keeling**

Student Name: \_\_\_\_\_

The debate is scored for individual students out of 24 points. Students will be scored according to the following rubric.

Score: \_\_\_\_/24

CATEGORY	4	3	2	1
<b>Respect for Other Team</b>	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
<b>Information</b>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Organization</b>	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).

<b>Understanding of Topic</b>	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
<b>Debate Worksheet</b>	The debate worksheet was completely and clearly filled out with well-thought responses for their points, and the counterpoints of the opposing team had been written down.	The debate worksheet was mostly filled out with adequate responses for their points, and most of the counterpoints for the opposing team had been written down.	The debate worksheet was partially filled out with adequate responses to their points and wrote down most of the counterpoints of the opposing team.	The debate worksheet was filled out inadequately with one word responses or was not filled out at all.

**RubiStar**

Rubric Made Using:

**RubiStar ( <http://rubistar.4teachers.org> )**

Other Comments: