Unit Y136
British Period Study and Enquiry.
Mid Tudor Crises, 1547-58
Booklet 4: Enquiry Topic
# Journey Through the Mid Tudor Crises: 1547-1558

<table>
<thead>
<tr>
<th>Topic</th>
<th>Booklet section completed</th>
<th>Assessment marks/grades</th>
<th>Revision materials created</th>
<th>Confidence?</th>
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<tbody>
<tr>
<td><strong>The stability of the monarchy</strong></td>
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<td>Issues of Edward VI’s age and Mary Tudor’s gender</td>
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<td>Marriage of Mary Tudor and Philip</td>
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<td>The Devise for the succession in 1553 and the succession in 1558</td>
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<td>Faction and its impact during the rule of Somerset and Northumberland</td>
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<td>Factional conflict between Paget and Gardiner under Mary</td>
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<td><strong>Religious Changes</strong></td>
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<td>The religious and ecclesiastical policies 1547-1558</td>
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<td>Legislation including the Prayer Books and Acts of Uniformity and the extent and results of religious change under Edward and Mary.</td>
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<td>Support for and opposition to the religious changes at a local level, including unrest, attitudes to Marian policies, Catholic restoration and persecution.</td>
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<td><strong>Rebellion and Unrest</strong></td>
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<td>Causes and nature of rebellion and unrest.</td>
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<td>The rebellions of 1549 (Western and Kett), 1553 (Lady Jane Grey) and 1554 (Wyatt).</td>
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<tr>
<td>Social and Economic developments including inflation, poverty, price rise and enclosure and their link to unrest.</td>
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</table>
Task 1: What should happen with the Succession

a) What criteria do the Tudors have for a monarch? What do you think a monarch should be?

Below is our list from our work on Henry VII. Do we need to add anything to it?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Who meets this criteria?</th>
<th>Is there anyone else who satisfies these conditions better?</th>
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<tbody>
<tr>
<td>Legitimate issue of sovereign?</td>
<td></td>
<td></td>
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<tr>
<td>Male (for preference - not essential)?</td>
<td></td>
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<tr>
<td>Eldest son? (the eldest goes from left to right - so the first born son will be on the left)</td>
<td></td>
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</table>

b) Who should get the throne? List the order of succession. (Use the family tree below to help).

The order of succession is:

[Family tree diagram]

The House of Tudor

Tudor claim to the throne

Tudor claim to the throne

Scotland's claim to the English throne

c) Complete the table above with the people from your line of succession.

d) What possible claim does Lady Jane Grey have to the English throne?
Task 2: The Third Succession Act and Henry VIII’s will
Use page 102-103 of your textbook to complete the following tasks.

a) What did the Third Succession Act do?

b) Why do you think Henry took this course of action?

c) Translate Henry’s will into modern English.

| We will that, immediately after our departure out of this present life, our said son Edward shall have and enjoy the said imperial crown and realm of England and Ireland, our title to France. And for lack of such issues and heirs, the said imperial crown and all other the premises shall wholly remain and come to our said daughter Mary and the heirs of her body lawfully begotten; under condition that our said daughter Mary, after our deceases, shall not marry nor take any person to her husband without the assent and consent of the privy councillors. We will that, after our decease, and for default of issue of our daughter May, the said imperial crown shall wholly remain and come to our said daughter Elizabeth and to the heirs of her body lawfully begotten. |


d) Why do you think Henry thought his will, that reinforced the Third Succession Act, was necessary?

e) How else did Henry attempt to establish political stability after his death?
Task 3: Edward VI appearing Kingly: a) Complete the section in the middle- the problems of a minor on the throne. b) Annotate the various sources explaining how it was attempted to make Edward VI appear like a strong king.

Problems with having a minor on the throne.

Source A: 1570 portrait: unknown artist. Pope lies at the feet of Edward: on his torso “All flesh is grass” and “idolatory and superstition” on two ribbons flowing from his hat. The book says “The worde of the Lord endureth forever” and the pope has “Pops” and “feyned holine[ss]” next to him.

Source B: Edward VI shilling, struck approximately 1551-1553 and a crown struck after 1553.

Source C: Edward as Prince of Wales, 1546

Source D: Edward VI portrait, painted after his accession.

Source E: Edward records the events surrounding his accession in 1547 in his private diary (sometimes referred to as his chronicle), where he always refers to himself as ‘he’. He was suddenly proclaimed King on the day his father’s death was announced in London, where there was great lamentation. He spent three weeks in the Tower while the Council enforced the late King’s will. They thought best to choose the Duke of Somerset as Lord Protector of the Realm and Governor of the King’s person during his minority, being then but nine years old. Lord Lisle became Earl of Warwick and the Protector’s brother Admiral of England. He was anointed, took the coronation oath and gave a general pardon. He sat at dinner with the crown on his head and the Lords in the hall beneath.
AS Question Alert
There is an extra question in the Enquiry Section of your Early Tudors paper than in the full A-Level. You will need to answer a source question on just the one source. (You then need to answer a source question where you assess three sources altogether).

This is how it will be structured: “Use your knowledge of [specified historical context] to assess how useful source [...] is as evidence of [...] and is worth 10 marks. The top band of the mark scheme for this question states this:

The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.

PROVENANCE: Where the source comes from, who has written it and for what audience.

c) Use your knowledge of the events of 1547 to assess how useful Source E (from the collection of sources on page 4) is as evidence of the way in which Edward came to the throne.

Attempt this question on lined paper (even if you are not doing the AS, it is good practice for you before you meet your source question asking you to assess four sources in their historical context).

Task 4: Who was actually ruling England and what were they ruling over?
Use page 104 of your textbook and pages 129-134 of Access to History to answer the following questions. Continue your work on lined paper.

a) Create your own diagram explaining:
   - What Henry VIII had left behind him.
   - What Henry VIII had wanted to happen next in that area.

b) How did the Duke of Somerset become Lord Protector of the Realm and Governor of the King’s Person?

c) How closely did what happened match what Henry wanted to happen?

d) Why did these events take place as they did?

Final task
Predict how stable the Tudor monarchy looks following the death of Henry VIII in the box below.
The Stability of the Monarchy, 1547-1558

Section 2: Mary’s Gender and the Attempt to Alter the Succession

Task 1: Lord Protector Somerset

Henry VIII’s will did not provide for the appointment of a Protector. It entrusted the government of the realm during his son’s minority to a Regency Council that would rule collectively, by majority decision, with “like and equal charge”. Nevertheless, a few days after Henry’s death, on 4 February, the executors chose to invest almost regal power in Edward Seymour, now Duke of Somerset. Thirteen out of the sixteen (the others being absent) agreed to his appointment as Protector, which they justified as their joint decision “by virtue of the authority” of Henry’s will. Somerset may have done a deal with some of the executors, who almost all received hand-outs. He is known to have done so with William Paget, private secretary to Henry VIII, and to have secured the support of Sir Anthony Browne of the Privy Chamber.

a) Use source C and D in your textbook and the information on page 104-105 of your textbook to explain what kind of man you believe Somerset was.

b) Source Activity: Answer the Activity questions on page 105. Complete this work on lined paper.

Task 2: The fall of Lord Protector Somerset

a) For this task, you will need to skip ahead a little to look at one of the Tudor Rebellions. Read page 153-154 of your textbook and create a tiny summary of the Rebellions taking place at this time in this box. DO NOT GO INTO DETAIL - we will look at this in more detail later.

Feel free to use pictures in your summary.
b) You will also need to skip ahead a little to look at Somerset’s religious reforms. Read page 124-126 and write a tiny summary in this box- including how it may have upset people at the time. DO NOT GO INTO DETAIL: We will look at this in more detail later on. Feel free to use pictures in your summary.

[Blank box for summary]

c) Create a storyboard of Somerset’s fall from power on the next page. Use the textbook (page 105-107) to create your storyboard, which must include. You can also use page 199 of the Schools’ History Project textbook to help you:
- Why people were opposed to Somerset.
- How Somerset was removed (the coup).
- What happened to Somerset afterwards.

d) What does Somerset’s rule demonstrate about the control Edward VI had over his government?

[Blank space for answer]

e) Was the coup against Somerset a threat to the stability of England?

[Blank space for answer]

f) What then happened to Somerset?

[Blank space for answer]

g) Source Activity: Complete the activity on page 106 on lined paper.
The Storyboard of Somerset’s (the Lord Protector) fall from power.
Task 3: The Devise for the succession in 1553
Edward VI health began to deteriorate in 1553. According to the Succession Acts and Henry's will the throne was to pass to Edward's half-sister, Mary. Unfortunately, the new Lord Protector (who actually refused the title of the Lord Protector) the Duke of Northumberland was not happy with this as this would greatly reduce his power.

a) Read page 107. What does the Duke of Northumberland do to preserve his power?

b) Read source I on page 107 of your textbook and complete the table.

| What does Wingfield's account suggest were Edward's reasons for altering the succession? | Source Activity: How might Wingfield's religious beliefs influence his views? |
| Source Activity: How might this affect the reliability of the source. |

c) What evidence is there to support that Edward or Northumberland were trying to remove Mary from the succession? Annotate the picture of Mary with evidence from the sources to support both points of view. Specifically refer to content from the sources.
Give each source (for the task above) you use a ranking from 1-5. 1 being that it is a very believable source (either from your knowledge or reliability of the source) and 5 being that it is completely unbelievable.

d) Conclusion: Was it Edward or Northumberland that was trying to remove Mary from the succession?

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e) Source Activity: On lined paper, answer the following questions. The sources are all on page 108-109 of your textbook.

i. AS only: Use your knowledge of the attempts to alter the succession in 1553 to assess how useful Source J is as evidence of preparations to alter the succession (full A-Level should feel free to do this question too).

ii. Read source J: The French ambassador had arrived in England on his first ever visit on 30th April. How might this affect the reliability of his letter?

iii. What is the purpose of the ambassador’s letters (source J and K)? How might this affect their reliability?

iv. What is the purpose of the devise (source L)? How might this affect its reliability?

v. Read source M. What is the purpose of the letter to Mary? How might this affect its reliability?

Task 4: Lady Jane Grey and Mary contend for the throne.

a) Create a summary of how England went from Edward to Lady Jane Grey to Mary on the throne in the box below. Set it out however you wish. Use the information on page 109-111.
b) **Source Activity:** Complete the activity boxes on page 110 and 111 of your textbook on lined paper.

c) How serious a threat to the power of the monarchy was a female ruler? Read page 111-112 of your textbook and annotate your female image with all of the reasons why it caused concerns that a woman might inherit the throne.

d) **Source Activity:** Complete the activity on page 112 on lined paper (use the same piece you used for b).

**STAR TIME**
You will go through some of these questions in class. Complete the following table with any hints or tips that you pick up on how to assess the following sources when considering these issues.

Go through your own work to find out where you have made these comments. Use your purple pen of progress.

<table>
<thead>
<tr>
<th>How reliable is the source?</th>
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<tbody>
<tr>
<td>How useful is the source?</td>
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<tr>
<td>How does the purpose of the source affect these things?</td>
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<tr>
<td>Any other useful tips.</td>
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The Stability of the Monarchy, 1547-1558
Section 3: Did the marriage of Mary to Philip of Spain cause a crisis?

Note: Mary succeeded the throne in July 1553, after the removal of Lady Jane Grey from the throne. She was 37 and determined to cut Elizabeth out from succession by marriage.

Task 1: The Suitors
a) Use page 112-113 of your textbook to annotate Mary I’s suitors with their details, good points and bad points. You can also read and highlight the information on the next page.

Edward Courtenay, Earl of Devon

Philip of Spain

b) If you had been Mary, which would you have married? Why?

c) What does Mary’s marriage reveal about her personality?
3 Marriage, Philip and foreign relations

Why was the Spanish marriage so controversial and what impact did it have on English foreign policy?

The Spanish marriage

Mary's political inexperience and stubbornness is shown in the first major issue of the reign: the royal marriage. The Privy Council was divided on the matter. There were two realistic candidates for Mary's hand:

- Edward Courtenay, Earl of Devon, who was favoured by Gardiner
- Philip of Spain, who was supported by Paget.

Courtenay was a descendant of the Plantagenet kings and such a marriage would have strengthened the Tudor dynasty, but Mary favoured a closer link with the Habsburgs through Philip. It was not until 27 October that Mary raised the matter in Council, and then only to announce that she was going to marry Philip. This disconcerted Gardiner, who was blamed by Mary for the petition from the House of Commons in November, asking her to marry within the realm. Mary disregarded all opposition to her plans.

On 7 December a marriage treaty, drafted by Mary, Paget, Gardiner and Renard, was presented to the Council. It was ratified at the beginning of January 1554. Mary had achieved her objective of forming a closer alliance with the Habsburgs. The terms of the treaty were very favourable to England. Philip was to have no regal power in England, no foreign appointments were to be made to the Privy Council, and England was not to be involved in, or pay towards, the cost of any of Philip's wars. If the marriage was childless, the succession was to pass to Elizabeth.

In spite of these safeguards, Mary's popularity began to ebb as many people still thought that England would be drawn into Philip's wars and become a mere province of the Habsburg Empire.

Philip's arrival in England

After many delays Philip finally arrived in England in July 1554. In a carefully staged reception, Prince Philip met Queen Mary at Winchester on 23 July. Two days later they were married in Winchester Cathedral.

Nationalist distrust of foreigners apart, Mary's subjects feared the reputation of the Spanish Inquisition and the influence Philip's hard-line religious advisers might have on the English Church. Of the half dozen or so of Philip's religious advisers, Friar Alfonso de Castro was especially feared because he was an authority on the theory and practice of persecuting heretics. Although far from impartial in his judgement, the Protestant Bishop John Jewel believed that de Castro and his fellow Spanish clerics had exerted considerable influence in Mary's court. In 1559, less than a year after Mary's death, he wrote that 'one could scarce believe that so much mischief could have been done in so short a time'. Philip did not long remain in England and the following year, 1555, he returned to Spain.
d) How does Source R on page 112 suggest that England would only benefit from the marriage with Philip?

Task 2: The Rebellion
Rebellion broke out in January 1554, and it was named Wyatt’s rebellion, after one of its leaders, Sir Thomas Wyatt. It was evidence of the unrest caused by a female ruler (especially as it was only six months after the defeat of the Lady Jane Grey affair).

The leaders of the rebellion were:
- Sir Thomas Wyatt, who owned large areas of land in Kent and had great influence there
- Sir James Croft, who came from an influential Herefordshire family
- Sir Peter Carew, who was an MP for Devon
- Henry Grey, 1st Duke of Suffolk, who was based in Leicestershire.

Other rebels, aside from Edward Courtenay, Earl of Devon, included Sir Henry Isley, Lord John Grey of Wilton, Lord Thomas Grey (Henry Grey’s brother), Sir William Thomas (Clerk of the Privy Council), Sir Nicholas Throckmorton, John Harington, 1st Baron Harington of Exton (interestingly a very distant relative of Kit Harington from Game of Thrones although I do not want to see that in any of your essays), Sir Nicholas Arnold and Sir William St Loe. Others involved included the French ambassador, Antoine de Noailles, who knew that a Spanish king on the throne of England was not in the best interests of France, and the mathematician Leonard Digges. The key point is to note that these leaders are all members of the political elite.

The plan was to have each of the four leaders raise rebellions in one of the four counties, and together they would converge on London, on 18 March 1554. They would then replace Mary with her half-sister Elizabeth, who would then marry Lord Devon. Meanwhile, a fleet of French ships would prevent Philip of Spain from reaching England.

a) What reasons does Wyatt give in source S for the rebellion?

b) On the next page is a mind map of the possible causes of Wyatt’s rebellion. Read pages 156-58 and any information you get from completing the rest of this work, complete the following:
- Add any missing causes.
- Give each a totally mathematical percentage score of how likely it is this was the main reason for these rebels (100% it was, 0% it really wasn’t). Add any justification you can manage.
The Causes of the Wyatt Rebellion

- Xenophobia of the foreigner Philip coming to wed the Queen and him bringing lots of armed Spaniards with them. English pride against foreign invaders!
- England would be dragged into the Habsburg’s war by the Spanish.
- Decline of the cloth industry in Kent, causing unemployment and therefore economic unrest.
- Ease of marrying Edward Courtenay to Elizabeth and bunging them both on the throne instead.

- English courtiers would all be replaced by Spaniards at court—especially as Mary had already replaced a lot of Edward supporters with her own. Rebellion only solution.
- They were all good Protestants and didn’t want Catholic Mary marrying another Catholic and reversing Protestant reforms.
- It would, in effect, be Spanish rule and that would lead to a loss of liberties.
c) Use this box and pages 113-115 to describe what actually happened during the Wyatt rebellion.

d) How significant a threat to Mary was the Wyatt rebellion?

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e) Read pages 115-116. How significant a threat to Mary was faction and instability?

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SOURCE CHALLENGES: If given time (you may also be set it for homework) complete some of the questions in the activity boxes on pages 111-116 of your textbook.
(if set for homework- complete at least six of them, ensuring that they are all different types).

Task 3: A Nearly Full A-Level (and AS) Question
In your final exam, this will be a FOUR source question (for AS, it will be a three source question), but we are going to ease into it a little more gently with a TWO source question. You will recognise the sources (which you may not do in your exam) as source S and T from your textbook on page 113.

It will be laid out much as it is here:

Section A
Mid Tudor Crises: 1547-1558

Study the TWO sources below and then answer question 1.

1 Using the two sources below in their historical context, assess how far they support the view that Wyatt’s rebellion of 1554 was religiously motivated.

Source A: The leader of the rising in Kent, a member of the gentry who had done well under Edward VI, explains the reasons for the rebellion.

We write to you as friends, neighbours and Englishment, concerning Queen Mary’s declared intention to marry a foreigner, and request you to join us to prevent this. We swear to you before God that we seek no harm to the Queen, but merely wish her better advice. Our wealth and health depend on it. A hundred armed Spaniards have already arrived at Dover and travelled through Kent on their way to London. We require you to assemble with as much support as possible, to help us protect liberty and the Commonwealth.

Thomas Wyatt, Proclamation, 25 January 1554

Source B: A contemporary account, written for the government, explains the causes of Wyatt’s rising.

Wyatt, proceeding in his detestable purpose, armed himself and as many as he could. And, considering that the restoring of the newly-forged religion was not a cause general enough to attract all sorts to support him, he determined to speak no word of religion but to make the colour of his commotion only to withstand strangers and to advance liberty.

John Proctor, A History of Wyatt’s Rebellion, 1554

a) Below is a box. On the next page, is the mark scheme. Use the mark scheme to list in the box all the things it tells you a good answer should have. Use a purple pen if you are feeling fancy.
AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.

### Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]

<table>
<thead>
<tr>
<th>Level 6</th>
<th>26–30 marks</th>
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<tbody>
<tr>
<td>The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.</td>
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<tr>
<th>Level 5</th>
<th>21–25 marks</th>
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<td>The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.</td>
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<th>Level 4</th>
<th>16–20 marks</th>
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<td>The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.</td>
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<th>Level 3</th>
<th>11–15 marks</th>
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<td>The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.</td>
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<th>Level 2</th>
<th>6–10 marks</th>
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<td>The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.</td>
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<tr>
<th>Level 1</th>
<th>1–5 marks</th>
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<tr>
<td>This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.</td>
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| 0 marks | No evidence of understanding or reference to the sources. |

- **f)** Write your answer on lined paper.
- **g)** Give each of the following a different colour and either highlight or underline where they appear in your answer.
  - Focus on the question.
  - Use of provenance (e.g. who the author was, who the audience was, the source’s purpose...).
  - Use of knowledge to evaluate the source (e.g. whether you think it is accurate).
- **h)** Decide, based on the amount you have highlighted on your level and mark, and place strengths and targets in the box below. You can swap with a neighbour if you prefer, but make sure they mark in red.

```
Strength:                     Target:
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Religious Change, 1547-1558

Section 4: To what extent did England become Protestant under Somerset and Northumberland?

Task 1: Remembering Religious Changes under Henry VIII

a) How did the Church change under Henry VIII? Add your comments to the stained glass.

b) How Protestant was the Church under Henry VIII?

*Think about the differences between the Protestant and Catholic Church; who is responsible for changes as well as Henry; opposition and how it was dealt with (poor Thomas More) etc.

c) How Protestant was England under Henry VIII?

Some words to help you remember Henry VIII’s religious reforms and reactions to them:

Iconoclasm Praemunire Transubstantiation Consubstantiation Dissolution
Valor Ecclesiasticus Pilgrimage of Grace Oath of Supremacy Sacraments
Task 2: Religious Reform under Somerset

a) Using page 124-125, organise your notes through this table of key questions.

<table>
<thead>
<tr>
<th>Why did Somerset make these changes?</th>
<th>What were Somerset’s religious reforms?</th>
<th>To what extent were these Protestant reforms?</th>
<th>What evidence is there that these reforms led to opposition to Somerset?</th>
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What didn’t change?

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Task 3: Another Thomas- Thomas Cranmer
Research the role of Thomas Cranmer within the Religious Reforms of the time.
Annotate this image of Thomas Cranmer with what you have found out.
You are welcome to find your own sources, but equally, you can use the Thomas Cranmer reading on the History website, or scan the QR code.

HINT: Try to divide your research into key questions or topics, to make it easier for revision.
### Task 4: Religious changes under Northumberland

b) Using page 124-125, organise your notes through this table of key questions.

<table>
<thead>
<tr>
<th>Why did Northumberland make these changes?</th>
<th>What were Northumberland’s religious reforms?</th>
<th>How radical were these religious changes?</th>
<th>Does Northumberland face the same kind of opposition as Somerset? Why? Why not?</th>
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<tbody>
<tr>
<td>What didn’t change?</td>
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</tbody>
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22
Task 5: How Protestant was England by the death of Edward VI?
a) On lined paper, complete the four activity boxes on page 126-127.
b) Use page 128-129 to decorate this Church interior with how Protestant you believe the Church was by the end of Edward’s reign. What decorations might it have? What books? What language is it in? What is the altar like? What about the window?

c) Make sure that your drawing is fully annotated with explanations on why you have put those things inside your church.
d) Does this mean that the English people were fully Protestant?

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e) On lined paper, write an essay style response to the question “to what extent was England a Protestant country by the death of Edward VI in 1553?”
Religious Change, 1547-1558

Section 5: To what extent did England become Catholic again under Mary I?

Task 1: Mary’s Religious Aims

Her Majesty’s Proclamation on Religion, 16 August 1553
Her Majesty will observe the Catholic religion she has professed all her life, and desires that all her subjects would quietly follow suit. However she will not compel any to this until further decisions are made. She commands her subjects to live together in Christian charity, avoiding the ne and devilish terms of papist and heretic, and trying to live peaceful Christian lives. Any man who stirs up the people to disorder will be severely punished. Printer have published books and ballads written in English which discuss controversial religious teaching. Let nobody do so in future without the Queen’s express permission.

a) What can we learn from Mary’s proclamation about what she intends to do about religious policies?

b) From reading page 131 of your textbook, how was she met by the masses?

c) What evidence can you see that the people were ready for a return to Catholic practices?

d) Why may it have seemed likely that Mary would return to Catholic practices?
e) Why may returning England to Catholicism have not been a good idea?

f) Write a proclamation for Mary in this box that indicates what her aims really are.


g) Why might Mary have not been entirely open about her true aims?

h) What clues does page 131 hold that indicates Mary would not keep quiet for long about returning England to Catholic practices?
**Task 2: The popularity of Mary and her religious policies.**

Use page 132-136 to complete the following table about Mary’s religious reforms.

<table>
<thead>
<tr>
<th>What evidence is there of popular support for these religious reforms?</th>
<th>What were Mary’s religious reforms?</th>
<th>How radical were these religious changes?</th>
<th>What evidence is there of opposition to these religious reforms?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How far did England change? (look at page 137-139)
Task 3: The Burnings and their impact

a) Complete the source activities on page 135 of your textbook on lined paper.

Things to think about when assessing how useful a source is:

- How far does it agree with what we know? Is it accurate?
- Who has written it? Do we have/know any information that may limit their credibility as a source?
- Why have they written it? Could that affect how they have presented their information?
- How relevant is it to the question?
- Do the sources corroborate each other? If they say the same thing then maybe they can be trusted?

b) Look at the sources below, as well as the sources that you have used so far. Did Mary deserve her reputation as ‘bloody Mary’?

From Foxe’s book of Martyrs

Excerpts from Foxe’s book of Martyrs:

The burnyng of the Archbishops of Canterbury and Doctor Thomas Cranmer in the Townehowse at Oxford, with his hand first thrall into the fire, wherewith he was burned before.

Every year 17-54 people hanged in county of Essex alone for small-scale theft.

<table>
<thead>
<tr>
<th>Monarch</th>
<th>Length of reign</th>
<th>Burnings for heresy</th>
<th>Other executions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry VII</td>
<td>24</td>
<td>10</td>
<td>70,000 for a range of offences</td>
</tr>
<tr>
<td>Henry VIII</td>
<td>36</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Edward VI</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mary</td>
<td>5</td>
<td>284</td>
<td></td>
</tr>
<tr>
<td>Elizabeth</td>
<td>45</td>
<td>5</td>
<td>300 hanged after rebellion in North of England</td>
</tr>
</tbody>
</table>

From Foxe’s book of Martyrs
Rebellion and Unrest, 1547-1558
Section 6: How serious were the social and economic problems in the mid-Tudor period?

Task 1: The Life of a Tudor Peasant
You, as students of Groby Community College, are members of the common folk. You have no links to the aristocracy, you are not royalty and therefore, you are peasants. What are your lives like?

Complete the following table:

<table>
<thead>
<tr>
<th>What is your house like?</th>
<th>What kind of clothes do you wear?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of problems keep you awake at night?</th>
<th>What kind of hobbies do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of plans do you have for your future?</th>
<th>What kind of food do you eat?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pit a line through any aspects of your life, as a Leicestershire peasant, that you don’t think Tudor peasants would have experienced.

At the end of this section of work, complete the following table for the lives of a Tudor peasant. Any questions you can’t answer- do some research?

<table>
<thead>
<tr>
<th>What is a Tudor house like?</th>
<th>What kind of clothes did they wear?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of problems might have kept them awake at night?</th>
<th>What kind of hobbies did they have?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of jobs did they do?</th>
<th>What kind of food did they eat?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 2: The social and economic problems of the mid-Tudor period.
Use page 144-145 to add to this spider diagram the various problems the people had in Tudor England. Don’t forget to use the sources as well!
Task 3: In what ways did the social and economic problems contribute to unrest?

a) Group Task
You need to be in groups of 3 or 4.
One of you will be a TUDOR PEASANT.
One of you will be a PROTESTANT CLERGYMAN
One of you will be a LANDOWNER
One of you will be a LORD SOMERSET (if in a group of 3, you can all work out his response together).

You are going to role play an argument over whose fault the unrest is. You will need to use your spider diagram from page 29 of the booklet as well as the information on page 146-147.

Plan your arguments here (you will also need to write up the arguments of the rest of your group).
Task 4: Why was there so much unrest in 1549?
a) As a treat, another spider diagram. Answer these key questions using page 147-148 of your textbook before we get to unpick the Devon and Cornwall Rebellions.

b) Source Time! Complete the source activity on page 148. Remember to think about the criteria you will use to decide how useful a source is.

Task 5: The Devon and Cornwall Rebellions (the Prayer Book Rebellion - also known as the Western Rebellion), 1549
a) Using page 148, what is the background to the Prayer Book Rebellions?
b) The Grievances of the Townsfolk
You have two sources (J and K) on page 148-148 of your textbook with two different perspectives on the grievances of the rebels; their list of demands.
Summarise the demands on either side of the open prayerbook that you have below, and annotate the list with who may have drawn them up and (more importantly) why.

c) What proof can you find that the rebellion was about more than just religious issues?


d) Complete source activity 5 in the activity box on page 149 of the textbook. Don’t do source activity 6. It’s basically the same activity.
Task 6: The Unrest in East Anglia- the Kett’s Rebellion

a) What happened in this rebellion? Use page 150 to explain

b) Complete the scroll with the rebel’s demands. Use source L on page 150 to get the basic list. Develop your explanations using page 151 of the textbook.

c) How closely do the rebels’ demands reflect their grievances?
d) How closely do their actions reflect their grievances?

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e) How did these Kett’s Rebellion and Prayer Book Rebellion compare to the other disturbances?

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Task 7: Why did the Rebellions of 1549 fail?
Use page 153-155 to complete the table below

<table>
<thead>
<tr>
<th>Which disturbances never became full scale rebellions and why?</th>
<th>What issues do we have with knowing what happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What issues allowed rebellions to grow?</th>
<th>Where were troops used to put down the rebellions?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How were rebels treated by the government?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Task 8: How serious was the threat of these rebellions to the government?
Complete the table, with help from pages 154-155.

<table>
<thead>
<tr>
<th>Western Rebellion (Prayer Book Rebellion)</th>
<th>Kett’s Rebellion</th>
<th>Overall, how serious was the threat?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Serious</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of battles to defeat the rebels.</td>
<td>Did not aim to remove Edward, wanted religious change.</td>
<td>Context, meant government resources were stretched.</td>
</tr>
<tr>
<td>Aggressive demands.</td>
<td>Rebels failed to take regional capital, Exeter.</td>
<td>Large number of rebels; 16,000</td>
</tr>
<tr>
<td>Over 3000 rebels killed Government reaction afterwards.</td>
<td>Lack support from nobles or gentry</td>
<td>Over 3000 rebels were killed</td>
</tr>
<tr>
<td>Invasion from France</td>
<td>Fail to co-operate with other risings</td>
<td>Invasion from France</td>
</tr>
<tr>
<td>Troops had to be brought back from Scotland.</td>
<td>Troops had to be brought back from Scotland.</td>
<td></td>
</tr>
</tbody>
</table>

Overall, how strong was Edward VI’s government?
Task 1: The Sad Tale of Lady Jane Grey
Our first challenge to Mary I happens before Mary is even on the throne, in the form of the nine days queen, Lady Jane Grey.
a) In whatever form you like, produce a version of her story for your information. It can be as detailed as you like, but it needs to include:
   • Why the plot happened in the first place?
   • Why Edward VI agreed to the succession passing to her and not to Mary?
   • Where Lady Jane Grey is in the line of succession?
   • The role of Northumberland?
Use page 156 and page 109 of the textbook, plus the reading about Lady Jane Grey on the website (or scan the QR code above)
b) How great a challenge to Mary was the Lady Jane Grey plot? Explain your opinion.

Task 2: The Wyatt Rebellion
We have already looked at the Wyatt Rebellion (pages 14-15 of your booklet). Remind yourself of this rebellion and answer the following question.
How great a challenge was the Wyatt Rebellion to Mary’s rule?

Task 3: To what extent did the challenges to Mary threaten the stability of the monarchy? Why did the monarchy survive the mid-Tudor crises?
Use page 159-162 of your textbook to help assess the truth of the following statements. You will need to put them on the truthometer on the next page.
a) It was the people of England who wanted to avoid the problems associated with a disputed succession and who wanted to avoid rebellion overall.
b) The regime was weak and threatened.
c) It was actually Mary’s political skill that allowed the Tudor regime to survive.
d) Enclosure and noble sheep farming caused the unrest of 1549.
e) Only the Western Rebellion developed into large-scale problems.
f) Religious changes were the triggers for the violence.
g) The threat of Lady Jane Grey and the Wyatt rebellion were the most serious challenge to the Tudor throne.