

Part 2

English Civil War



ROYAL ARMOURIES

The English Civil Wars



A resource pack for teachers and pupils at Key Stage 3

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Also enclosed are 4 A4 full colour posters of a cuirassier, an harquebusier, a pikeman and a musketeer. The information sheets Soldiers, Armour and Weapons, and A Soldier's Life, included in this pack give details of the arms and armour worn in these posters.

An A3 full colour poster of the Gilt Armour of Charles I can be used with Unit 1, Images of Charles I.

The other A3 full colour poster of Oliver Cromwell is for use with Unit 5, Cromwell, Hero or Villain?

The A2 full colour poster of Charles I on Horseback is for Use with Unit 1, Images of Charles I.

The A2 full colour poster of Sir John Robinson is for use with Unit 5, Was the World Turned Upside-down?

Introduction

The materials in this pack have been created to help KS3 pupils learning about the Civil Wars. They have been assembled to fit the QCA planning format for teachers, as well as to provide ideal classroom resources for students to enjoy an exciting and varied investigation of the Civil Wars. These materials have been devised to complement another pack,

The Civil Wars: 1, which provides a set of teacher and pupil sheets that help a group get the most from their visit to the Royal Armouries Museum, Leeds. Used together the two packs provide materials to support a term's study of the Civil Wars, including a visit to the Royal Armouries, Leeds. If you would like to make a site visit to the Tower of London or Fort Nelson, please contact the Education staff for further details,
at educate@armouries.org.uk.

In this pack, for use in school before and after a visit to the Royal Armouries, you will first find the planning materials for teachers, followed by teachers' notes and pupil activity materials to explore the Civil Wars, including portraits, maps, contemporary pictures of seventeenth-century events, extracts from primary sources, local case studies and writing frames.

The pack focuses on the causes, course and consequences of the Civil Wars and their social, political and economic impact on seventeenth-century society. Sections analyse the motivation, and roles of key individuals such as Cromwell and Charles I and their impact on events. The range of activities is varied and seeks to provide a broad spectrum of learning opportunities for pupils of varying abilities, while concentrating on the reinforcement of core skills such as analysing sources, recording evidence, assessing many different types of written and visual information, problem solving, understanding chronology and the synthesis of information to draw coherent conclusions.

The Royal Armouries Museum is pleased to acknowledge the work of Claire Lanham, whose work on the Battle of Leeds was invaluable in designing this pack.

The Royal Armouries wishes to extend its sincere thanks to the following: the National Gallery, London for permission to use the image of Charles I on Horseback by Sir Anthony van Dyck; the Museum of London for permission to use the image of Charles II's Cavalcade through London, by D Stoop, and the imaginary portrait of Charles I as King and Martyr; the Ashmolean Museum for permission to use The Royall Oake of Brittain and the Bancket Haus Scenes of Charles I's Execution by Sutherland; the National Trust Photographic Library and John Hammond for permission to use the image of Henry Prince of Wales by Paul van Somer; the Yorkshire Archaeological Society and Peter Brears for permission to use seventeenth-century inventories from 'Yorkshire Probate Inventories 1542-1689' edited by Peter C D Brears, 1972; West Yorkshire Archive Service, Thoresby Society and the Rector of Leeds for permission to use extracts from Leeds Parish Registers.

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Authors: Gillian Waters and Liz Denton.
Design: Darren Snaith.



The English Civil Wars

A STUDY PACK FOR SCHOOLS

From 1642-1649 Civil Wars were fought between those who supported the King of England, the Royalists, and those who believed that the King needed to change the way that he ruled, the Parliamentarians. This pack provides a range of primary and secondary source materials which enable students to find out more about the causes, course and consequences of the Civil Wars for people at different levels of seventeenth-century society.

The planning sheets include a range of suggested activities which use varied teaching and learning strategies. These involve students in the process of enquiry and act as a catalyst for further research.



*Above: The equipment of a musketeer.
Right: Cavalry helmets of
the Civil Wars.
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Unit 7 Images of an Age: What can we learn from portraits 1500-1750?

ABOUT THIS UNIT	
In this unit pupils will acquire knowledge about the main personalities and events of the political, economic and religious changes that occurred in Britain 1500-1750 through an evaluation of the images created at the time	
WHERE THE UNIT FITS IN	
The unit builds on work relating to Unit 8 The Civil Wars: was England 'turned upside-down' in the seventeenth century? It also relates to the study of the monarchy carried out as part of the consideration of Britain 1066-1500	
PRIOR LEARNING	
It is helpful if pupils have:	<ul style="list-style-type: none"> • used paintings as sources of information for historical enquiry • understood some of the limitations of sources • visited a museum or art gallery • considered questions of significance and interpretation
LANGUAGE FOR LEARNING	<p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: portraits as sources, e.g., propaganda, symbolism</p> <p>Speaking and listening – through the activities pupils could:</p> <p>answer questions using relevant evidence</p>
RESOURCES (* THE MAJORITY OF THESE ARE INCLUDED IN THE PACK)	
	Posters of Charles I, Oliver Cromwell, Sir John Robinson and Charles I's Gilt Armour. Posters of the soldiers of the Civil Wars
EXPECTATIONS AT THE END OF THE UNIT	
Most pupils will:	Assess the usefulness of portraits as sources of information for the period; frame appropriate questions when studying portraits; identify 'coded messages' in portraits; investigate the lives of particular people and judge how powerful they were; comment on some of the limitations of portraits as sources
Some pupils will not have made so much progress and will:	Demonstrate factual knowledge of aspects of life in Britain in the period when commenting on portraits of the period; find answers to questions by studying portraits; extract information from portraits in a way that goes beyond simple observations; combine information from a portrait and information from another source when describing the life of a powerful individual; comment on why portraits exist only of rich people
Some pupils will have progressed further and will:	Drawing upon their knowledge of the period assess critically portraits as sources for the period; show independence and judgement when carrying out an investigation into the significance of particular portraits; analyse 'coded messages' in portraits; independently reach substantiated conclusions about the lives of particular people represented in portraits

Unit 8 The Civil Wars: Was England Turned Upside-down in the Seventeenth Century?

ABOUT THIS UNIT	
In this unit pupils will learn about the main personalities and events in the story of the English Civil Wars. They will consider the connections between the causes and consequences of the Wars. The Unit is expected to last 8-15 hours	
WHERE THE UNIT FITS IN	
The unit builds on earlier work relating to Tudor and Jacobean times. It also relates to the study of the monarchy carried out as part of the consideration of Britain 1066–1500	
PRIOR LEARNING	
It is helpful if pupils:	<ul style="list-style-type: none"> • have experience of work involving the consideration of conflicting ideas and have made reference to questions of political debate in previous areas of study • are familiar with activities involving the analysis of cause and consequence and the consideration of questions of interpretation
LANGUAGE FOR LEARNING	<p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: seventeenth-century politics, e.g. Parliament, puritan, monarchy, republic, radical, Leveller, Digger, conservative, dissenter</p> <p>Speaking and listening – through the activities pupils could: discuss and respond to initial ideas and information, carry out the task and then review and refine ideas</p>
RESOURCES (* THE MAJORITY OF THESE ARE INCLUDED IN THE PACK)	
	<p>Posters of Charles I, Oliver Cromwell, John Robinson and Charles I's Gilt Armour</p> <p>Posters of the soldiers of the Civil Wars. Inventories from Stuart households</p> <p>Case Studies of the Battles of Leeds and Marston Moor</p>
EXPECTATIONS AT THE END OF THE UNIT	
Most pupils will:	Demonstrate knowledge of the causes, course and aftermath of the English Civil Wars; give reasons for the outbreak of the Civil Wars and assess the role of Charles I in the build-up to the wars; explain the causes of the Parliamentary victory; identify disagreements about how the country should be governed; comment on how Cromwell has been interpreted in different ways; assess how far the Civil Wars led to change, making links between the events of the wars and different political and religious ideas
Some pupils will not have made so much progress and will:	Demonstrate knowledge of some key events and individuals involved in the English Civil Wars and their aftermath; describe how Charles I governed before the wars; suggest some reasons why the Parliamentary army won the wars; give reasons why people supported different sides; describe how there were disagreements within the Parliamentary army and describe who won this argument; identify differences in ways in which Cromwell has been interpreted; describe some of the changes that took place during the Civil Wars and Commonwealth period
Some pupils will have progressed further and will:	Demonstrate a detailed knowledge of the English Civil Wars and the wider historical context within which the conflicts of the seventeenth century took place; evaluate the extent to which Charles I made mistakes in the run-up to the wars; explain some of the different views about why the wars started; explain the relative importance of different factors in securing victory for the Parliamentary side; analyse the disagreements over how the country should be run; evaluate different interpretations of Cromwell; review and evaluate the level of change that took place during the Civil Wars and Commonwealth period and how far the conflict was a clash of ideas

Learning Objectives Unit 1



LEARNING OBJECTIVES UNIT 1	POSSIBLE TEACHING ACTIVITIES WHO WAS CHARLES I?	LEARNING OUTCOMES	POINTS TO NOTE
To understand the different views of Charles I and how these led to Civil War. To ask and answer questions using portraits as sources.	In pairs, pupils select an image of Charles. Give pupils 'Who Was Charles I?' sheets (p. 14-16). Pupils to critique a chosen portrayal of Charles with regard to symbolism. In groups or as a class use the poster of Charles I by Van Dyck. Using post-its annotate it considering the following themes: clothing, background images, facial expressions, writing, religious symbols, images connected to strength or leadership. Elicit the hidden meanings identified by the group. Give pupils sheets 'All in the Eye' to record their findings (p.17). Explain the role of a 'spin doctor' and ask pupils to imagine they are a spin-doctor who has been asked to give Charles I an image makeover! Using the 'Image is Everything Spin Sheet' (p. 18) plan a new image for Charles to make him into a powerful leader.	Identify different views of Charles I, and identify key causes of the Civil Wars from the contemporary imagery. Analyse and begin to evaluate portraits as sources of information.	This links to Unit 7 on Portraits.
WHO RULES AND BY WHAT RIGHT?	<p>Discuss as a class the role of a modern monarch. Give students 'King of England' sheets (p. 19). Ask pupils to complete the checklist considering what sorts of skills and attributes would also be needed. Then ask pupils to consider Charles I. Did Charles lack the qualities needed or was he experiencing a time of unprecedented change? (p. 20-21).</p> <p>Extension activity: Ask pupils to look at the background information, portraits, woodcuts and job descriptions of Henry VIII and/or Elizabeth I. Ask the students to compare Henry VIII and Elizabeth I and decide who was the better monarch (p.22-26). Select three students to be Charles I, Henry VIII and Elizabeth I, with the rest of the students forming an interview panel. Interview each person and using their job descriptions and any other information that the panel has, select the best candidate to be an effective ruler of England. Give students the Interview Report to record their decisions (p.27).</p> <p>Ask the students to study the portraits and information for Prince Henry and Charles I and decide who would have been the better monarch (p.28-30). Ask students to consider whether the Civil Wars would have been avoided if Prince Henry had become King.</p>		
To use prior knowledge of monarchs to elicit key issues. To make comparisons between Charles I and his immediate predecessors. To understand the key issues of Charles I's reign prior to war. To evaluate the role of the monarch in precipitating the Civil Wars.	<p>Identify the ways in which monarchs were expected to act and how Charles I performed within the constraints of the role. Make links between the events of Charles I's reign and those of his predecessors. To understand that Kingship depended on the personality of the King as much as the actual actions of the King. Begin to evaluate Charles' potential competence as a monarch.</p> <p>Refer back to Unit 2 'Medieval monarchs' and to Unit 5 'Elizabeth I'. The resources on Elizabeth I and Henry VIII are intended as stimulus to help students recall their previous knowledge rather than as new source material.</p>		

Learning Objectives Unit 2



LEARNING OBJECTIVES UNIT 2	POSSIBLE TEACHING ACTIVITIES THE NORTH IN THE SEVENTEENTH CENTURY	LEARNING OUTCOMES	POINTS TO NOTE
Using portraits to illustrate key concepts about seventeenth-century society in the North.	Give students portraits and woodcuts of contemporary individuals (p.31-33). Ask the students to work in pairs to sequence the portraits in order of relative social status from richest to poorest. Give students the 'Chain of Being' sheets (p.37-9) and explain the concept behind it. Ask the students to match the sequenced portraits to the 'Chain of Being' and determine their social class. Ask students to record their findings in a writing frame (p.36).	Putting concepts learnt from initial portrait exercise into practice. Examining portraits and woodcuts as evidence of social status or aspirations. Placing individuals in the context of seventeenth-century society such as the Great Chain of Being.	Using a local study to evaluate the social structure of the early seventeenth century. Other local studies of the gentry in the areas nearest the school could be used as an alternative. To provide a benchmark for evaluation of the changes in seventeenth-century society Language for Learning: students can be encouraged to use comparative and relative language, such as poorer than, etc.
Using inventories to illustrate key concepts about seventeenth-century society in the North.	By question and answer introduce the idea of inventories. Give students the writing frame 'Making Inventories' (p. 40). As a class compare results. Give each student one inventory to read and the sheet 'Reading Inventories' (p.41-2). As a class compare results. Extension Task: As a class look at the house on the sheet 'Fit for a Lord?' (p. 51). Who would live in this house? Ask children to match the house to one individual named on their inventory grids.	Using inventories as sources of evidence of seventeenth-century society. Understanding the limitations of one type of evidence as a source for historical enquiry.	Local inventories could be substituted for other sources local to the school. Some of the inventories contain more difficult language than others. The inventories have been selected so that those most appropriate for the class can be chosen (see p. 43-50).
WHY DID THE CIVIL WAR START IN THE NORTH?	Split the class into groups of six and give each group six different character cards with secret aims and objectives (p.55-8). Also give each group a card of the key decisions of Charles I's reign (p.52-54). Ask the students to decide as a group how they would have thought about the decisions Charles made and which were the most important decisions from their character's perspective. Ask students to record their decisions on a writing frame (pp.59-60). By question and answer ask the students to determine the key turning points of Charles' reign that led to conflict.	Placing local figures in a national context to understand the likely reasons for the outbreak of war. Understanding that local rivalries played a key part in determining who fought on which side.	Key Skills: these activities will provide opportunities for pupils to demonstrate evidence of working with others and prioritizing. Language for Learning: pupils discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.
Using a local study of the outbreak of the War in the North to illustrate the tensions between different people in the run up to the Civil War. To understand that there are different ideas about why the Civil Wars took place.			

Learning Objectives Unit 2 - 3



To analyse the causes of the Civil Wars and identify those that were significant	Class debate of the long-term causes of the Civil Wars. Tell students that no one wanted war in 1640 and that the reasons war broke out lie in the events of 1640-2. Give students the 'Steps to War' sheets (p.61) and discuss their initial ideas about the reaction of different people to the events. Give students the Steps to 'War Task Sheets' (p.62-3). Ask students to work in pairs to decide which events 1640-2 were steps to war and which events were steps to peace.	Categorize causes of the Civil Wars and recognise that different interpretations use different categories and different source material. Know some causes of the Civil Wars and can explain why some are more important than others.	ICT opportunities: the opinions of the groups could be word processed and designed as pieces of propaganda.
To begin to understand why there are disagreements amongst historians about the causes of the Civil Wars	Give students the information sheets on historians' views of the causes of the Civil Wars (p.64). As a class discuss the views. Ask students why historians have such different ideas about the causes of the Civil Wars.	To understand that historians have different opinions about the past.	
Understanding the different factors that led people to war in the North.	Give pupils the sheet 'From Peace to War' and a map of the North (p.65-6). Ask pupils to work in groups to decide how the North would divide in 1642. Ask pupils to plot the likely course of the wars in the North.	To understand the variety of push and pull factors that led to war and choosing sides.	
LEARNING OBJECTIVES UNIT 3	POSSIBLE TEACHING ACTIVITIES PREPARING FOR WAR	LEARNING OUTCOMES	POINTS TO NOTE
Understanding how troops were raised and armed for war.	Through a question and answer session ask pupils how they think a war would have been fought and where the local supplies of arms and armour would have been. Ask students to study their annotated maps (p.66). Give students 'Who has the advantage in 1642' (p.67). Ask students who they think had the advantage in terms of arms and armour and money. They can record their decisions on the writing grid (p.68). Give students sheets on 'How Troops were Raised to Fight' (p.69). Ask students to discuss how many men could be equipped with one man's personal armour? Could one gentleman pay the troops needed? (Use the sheets 'The Local Armories', 'Arming the Soldiers' and 'Paying the Troops' p. 70-73).	To understand the enabling factors of war. Charles and Parliament may have disliked each other, but a war cannot be fought without the means to fight. Battle of Hull as a case study to understand the importance of securing arsenals. Assess the relative strengths of Royalists and Parliamentarians. Role of gentlemen's local armories.	
Assessing letters as sources of evidence.	Tell students the story of the Battle for Hull (p.73) and ask them to assess the significance for Charles of not gaining this arsenal. How else would Charles gain his resources? Use letters of Venetian ambassadors to assess the role and significance of Henrietta Maria in the raising of arms and armour for the King (p.74-5).	Role of Henrietta Maria in raising funds and buying weapons and armour to enable Charles I to actually fight the War.	Local examples can be used near the schools' location.

Learning Objectives Unit 3



THE WAR IN THE NORTH			
Placing men and concepts in overall context of Civil War.	<p>Give pupils 'All Quiet on the Northern Front' and 'The King Rides to Victory' (p.76-7). How important was the North to the Royalist war effort? Give students the map 'The Beginnings of the War in Yorkshire'. Ask pupils to identify the Turning points in the War in Yorkshire in 1642 (p.78-9). Ask students to assess the strengths of both sides in 1643 (p.80-1).</p> <p>Extension task: 'The Sieges of Bradford' (p.82-3).</p>	Identifying periods of war and conflict in Civil Wars in Yorkshire in 1642-3. Identifying turning points in the Wars.	Links to Local History Study Units possible.
Using the Battle of Leeds as a case study to understand the impact of the Civil Wars on a local community	<p>Give pupils sheets on the Battle of Leeds (p.84-90). What were the factors that enabled the Parliamentarians to take Leeds? How important was this single battle in the war for the North? What were the effects on the local Leeds population of the Wars? How much of this was caused by the pitched battles themselves, and how much by the billeting and diseases that War brought with them? (p.91-5).</p> <p>Extension activity: to research what life was like in the area near your school during the Civil Wars. This could provide the opportunity to do project work on researching the local area and producing a newspaper on the area.</p> <p>Site visit: The Trail of the Battle of Leeds provides an optional activity to supplement a visit to the Royal Armouries in Leeds (See Part 1 p.xxviii-xxix).</p>	Identifying strengths and weaknesses in the Royalist and Parliamentarian war effort from the case study of the Battle of Leeds. Understanding the impact of the War on local communities and how this may have influenced the war effort.	<p>Links to Local History Study Units possible. The Battle of Leeds could be substituted for a local battle in the area near the school to show students that their area is as important in the overall war as the standard pitched battles such as Naseby or Marston Moor.</p> <p>ICT opportunities using parish registers. The example given is Leeds Parish Registers, but this could be extended to cover the local area near the school.</p> <p>Links with Maths and use of statistical IT programs e.g. Pie Charts and graphical representation of information from parish registers.</p>
WHY DID PARLIAMENT WIN THE WARS?			
Using the Battle of Marston Moor as one of the famous pitched battles to understand the reasons why Parliament won the Civil Wars.	<p>Give students the sheets and map on the Scots Alliance (p.96-8). What was the effect of Scotland joining the Civil War? Give students the maps and handouts on the narrative of the Battle of Marston Moor (p.99-103). Ask the pupils to spot the turning points in the Battle using the maps and the narrative. Ask pupils to use their knowledge of the Battle of Leeds to work out the reasons why the Parliamentarians won the Battle of Marston Moor.</p> <p>Extension task: 'The Beginning of the End of the Wars' and the Sources on the Siege of Pontefract (p.104-6).</p>	Using information gained in previous section to analyse why the Royalists lost the Civil Wars.	

Learning Objectives Unit 4



LEARNING OBJECTIVES UNIT 4	POSSIBLE TEACHING ACTIVITIES WHO REALLY WON THE CIVIL WARS?	LEARNING OUTCOMES	POINTS TO NOTE
To identify the power vacuum left by Charles I's execution and the possible outcomes. To identify the alternative solutions to government in the seventeenth century.	By a question and answer session remind students of why Parliament decided to fight the King. Give students 'Chain of Being' handouts (p.37-9). Ask students to identify the power vacuums in local government and national politics in 1649, after the execution of Charles I and the defeat of the Royalists. Ask students what would have been the impact of these changes on society in the North. Ask students to predict what would happen in these circumstances. Give students the sources on 'The World Turned Upside-down?' (p.107-110). Give students the sheets on 'The Weaker Vessel' (p.111-112).	Students should be able to predict and assess the likely impact on local society of a break-down in old social ties and bonds. Students should be able to identify the key ideas of the alternative solutions for government. Use primary sources to help students identify the alternative solutions in the mid seventeenth century i.e. Diggers and Levellers.	Possible extension activity could include portraits of Charles I's execution and how they are used by Royalists as propaganda to show Charles as a Martyr.
To understand how and why Cromwell has been interpreted in very different ways. To understand that interpretations of Cromwell are influenced by the background of the interpreter. To reach substantiated conclusions through critical analysis of information.	As a class discuss the public perception of Cromwell - what type of man was he? How can we find out? Give students the 'Opinions... Opinions' sheet and 'Will the Real Cromwell Stand Up?' (p.113-4). Ask students why Cromwell emerged as a dominant force in the Civil Wars. Using the information sheets on Fairfax and Cromwell, ask pupils to compare Cromwell with Fairfax, and record their opinions on 'The Best Candidate?' (p.115-7). Give students 'Did Cromwell keep to the Rules of Warfare?' (p.118). Using their knowledge of seventeenth-century warfare discuss as a class whether Cromwell kept to the rules. Pupils could be asked to debate for or against the motion that Cromwell was a fair and tolerant Army leader.	Explain how and why different interpretations of Cromwell have been produced. Identify why Cromwell's political success eclipsed his peers. Identify the roles local men played in the outbreak and conduct of the Civil Wars. Produce a structured interpretation of Cromwell's actions at Drogheda.	Citizenship: pupils could consider other people's viewpoints and have the chance to express and explain views that are not their own. Links could be made with Unit 17 'Divided Ireland'.

Learning Objectives Unit 5



LEARNING OBJECTIVES UNIT 5	POSSIBLE TEACHING ACTIVITIES WHY WAS THE MONARCHY RESTORED IN 1660	LEARNING OUTCOMES	POINTS TO NOTE
To understand why the experiments in government failed and what lessons Charles II had learnt from his father's career.	As a class discuss the meaning of Dictator and Protector. Give students 'Protector or Dictator?' task sheets (p.119). As a class or in groups cut out the events and re-sort the years into chronological order and then into 2 columns – protector or dictator. Students can record their decisions on the 'Protector or Dictator?' sheets (p.120). As a class discuss why the Protectorate failed after the death of Cromwell. Give students the woodcuts of Cromwell and as a class compare the images of Cromwell depicted (p.121). Give students the sheet 'Like Father Like Son?' and the Coronation Procession picture (p.124-5). Explain to students what is happening in the painting and ask them to identify who they think is the most important person in the scene and label symbolism of royal power, celebration, strength, religion etc. Extension activity: Ask students to write a short commentary in the role of a reporter observing the scene. Discuss as a class what impact the Civil Wars had on monarchy? How had the perception of monarchy changed?	To consider whether Cromwell was a protector of the people or a dictator. To analyse why Charles II was invited back to England as King. To understand the similarities and differences between the coronation of Charles I and Charles II. To understand the key differences between the monarchy of Charles I and Charles II.	Key skills: some of these activities could provide opportunities for pupils to demonstrate evidence of communication (in a class/group discussion). This links to Unit 7 Images of an Age. Some activities have a strong connection with legal and human rights and the key characteristics of parliamentary and other forms of government.
REVENGE OR REWARDS? To understand how the end of the Civil Wars affected individuals. To understand the extent of change the Civil Wars had caused.	Give students the sheet the Execution of Charles I (p.126). Discuss with class the notion of a regicide – what would motivate someone to kill their King? Give students the Regicides information and task sheets (p.127-30). As a class discuss what conclusions can be drawn about Charles II and the wealth of feeling against the Commonwealth? Give students the sheets Liberty to Tender Conscience? (p.131). Extension activity: Use the poster of Sir John Robinson and the accompanying information (p.133) to consider the position of those who lived through the Interregnum to benefit at the Restoration. Ask students to look for clues about Robinson's career – this can be elicited via post-its placed around the poster. What conclusions can be drawn about the impact of the Civil Wars on England? Had England been turned upside-down? Using materials from the previous units and the pupils knowledge construct a timeline which highlights key political and religious changes. Using this information complete the writing frame to analyse the impact of the Civil Wars (p.132).	To understand the different consequences of the Civil Wars for people across the social spectrum. To develop understanding of the importance of the visual image. To produce a structured explanation of some of the key changes of the period. To make links between various factors to determine the extent of these changes.	

Unit 1 Teachers Notes



This information is designed to provide supporting information for the posters used in Unit 1.

CHARLES I ON HORSEBACK

A personal portrait and an image of Divine Right monarchy. Painting by Sir Anthony van Dyck about 1638. Copyright National Gallery, London.

A number of clues within the painting help to date it. Charles' collar may be a clue as it is of a fashion that belongs to the late 1630s, with Sir Roy Strong suggesting around 1638.

The armour itself is not helpful in dating as it is one of a series of armours for tilt and combat produced by the Greenwich Armoury between 1610–20. One interesting aspect of the armour that pupils may spot is that Charles wears boots rather than armour on his lower legs. This is typical of the time when armour was becoming heavier due to technological improvements in weapons but at the same time boots were seen to be more practical. However, Charles was not wearing a 'modern' armour by the standards of 1638.

The use of 'old' armour in the portrait is interesting as it may be intended to reinforce the concept of the continuity of Kingship. It may also symbolically refer to Prince Henry Frederick, Charles' elder brother, and allude to the Protestant Renaissance in Europe in the seventeenth-century.

The history of the painting is well-known. A year after Charles' execution, his art collection was sold and dispersed with this painting being bought for £200. It eventually found its way into the collection of the Duke of Marlborough and was sold to the nation in 1885 to become part of the collection of the National Gallery, London.

Tied to a branch of the tree to the right of the King is a tablet with the Latin inscription CAROLVS I REX MAGNAE BRITANIAE. This inscription draws attention to Charles'

position as monarch of Britain.

In the 1630s the concept of a single monarch ruling over a united Scotland and England was still a new idea.

The painting is not only a personal portrait but also an image of Divine Right Monarchy.

Charles is portrayed as a warrior on horseback with the baton in his right hand being a symbol of leadership. Charles, as Garter Sovereign, is wearing the gold medallion of St George and the Dragon. The King was very interested in the Order of the Garter, but more in the religious aspect rather than the public spectacle that the Tudors had enjoyed.

Van Dyck seems to heighten the sadness in Charles' face. Many have asked was he really that miserable? Sir Roy Strong argues that this is van Dyck's way of subtly introducing the most fashionable of moods, that of shadowed melancholy. In the seventeenth century this look of dignified melancholy would have been most fashionable. Charles is deep in thought in the midst of a forest. For that most pious of Kings, Charles I, the choice of calm spiritual contemplation must have been seen as a most appropriate choice.



Unit 1 Teachers Notes



CHARLES, PRINCE OF WALES

*Anglo-Flemish, early seventeenth century.
Ascribed to Paul van Somer or Daniel Mytens.
Copyright Board of Trustees of the Armouries.*

This full-length portrait can be seen on display in the White Tower in the Tower of London. The portrait shows Charles I when Prince of Wales wearing an armour made at the Royal workshop at Greenwich and now in the Royal Armouries collection. Charles looks very similar to his elder brother Henry who is also shown in armour and wears across his chest the insignia of the Order of the Garter, in the same fashion as his sibling.

CHARLES I - IMAGINARY PORTRAIT AS KING AND MARTYR

British school, date unknown. Copyright Museum of London.

This is a bust portrait of the King immediately before his execution. He is shown with uplifted hands and he is wearing his execution clothes. A crown is shown on the right-hand side in the middle of a ray of sunlight. The iconography of this portrait also derives from religious art recalling the stigmatisation of those who felt close to Christ. The gold crown in the sky perhaps suggests that the execution of the King would not suppress his deeper life or status.

HENRY, PRINCE OF WALES

*By Paul van Somer at Dunster Castle in the Inner Hall.
The painting shows the prince wearing a suit of armour given to him by Henri IV of France. Copyright National Trust
Photographic Library/John Hammond.*

Henry Frederick was the eldest son of James I and Anne of Denmark. His short life (1594–1612) was one that nevertheless showed great promise. He was known as an athletic young man who enjoyed tilting but he also demonstrated serious thought and was a patron of scientists. He also at times demonstrated an independent outlook, for example befriending and visiting Sir Walter Raleigh in the Tower of London, whilst Walter was a prisoner of James I.

This study demonstrates his status via the ornate armour, which is resplendent with decorative work. Across his chest is the insignia of the Order of the Garter with which he was invested on 2 July 1603 and he carries a baton in his right hand to denote leadership. In 1610 he was created Earl of Chester and Prince of Wales and he became principally based at St James's Palace. His death at eighteen from typhoid fever thrust his younger brother Charles to the fore.

Who was Charles 1?



Charles I - imaginary portrait as King and Martyr.
British school, date unknown. Copyright Museum of London.



Charles I, woodcut.
Copyright Board of Trustees of the Armouries.



Who was Charles 1 ?



*Charles I, Prince of
Wales. Copyright
Board of Trustees of
the Armouries.*

Who was Charles 1 ?



HOW CAN WE LEARN ABOUT CHARLES I?

If we were trying to find out about our present Queen we could look at the television, videos, photographs and paintings or even read books about her. In the seventeenth century much of that technology did not exist, but looking at paintings of the King or images of his armour can help us find out about how King Charles was presented.

In pairs, one partner should select an image of Charles without the other seeing. Describe what you see to your partner who will then draw your description. Remember to describe the message you think the image is trying to provide (e.g., does Charles look strong, confident, wise, a leader etc).

How similar are the 2 images?

Charles 1 by _____

All in the Eye?



Select an image of Charles I.

What do you think the painting is trying to say about Charles as a leader?

Do you think it is very realistic or merely propaganda?

What hidden messages and symbols can you find?

CLOTHING	
BACKGROUND IMAGES	
FACIAL EXPRESSIONS	
WRITING	
RELIGIOUS SYMBOLS	
IMAGES CONNECTED TO STRENGTH	
LEADERSHIP	

Image is Everything-Spin Sheet



THE BRIEF

Charles I has recently been getting criticism from Parliament, the Press and the general public. People complain that he is weak and they do not have confidence in his ability to lead the country through its current problems. You need to give Charles an image overhaul. The King needs to be transformed into a strong leader with charisma and charm.

Paintings and portraits need to convince people that he is the right man for the job!

The Problem

Charles needs a makeover because.....

The problems with his appearance are.....

Spin Plan

I will change the following things about Charles

-
-
-
-
-

My advice to Charles is.....

King of England



JOB DESCRIPTION

An exceptional leader is sought to develop a small European country on the international stage.
The successful candidate must have unique vision and determination.

KEY RESPONSIBILITIES

- To effectively manage/rule country
- To manage the budget with sound financial awareness
- To develop home markets in trade
- To manage a team of advisers using expert interpersonal skills
- As required, be prepared to lead country in war
-
-
-

PERSON SPECIFICATION

- Strong leader
- Healthy and fertile!
- Willing to lead an army into battle
- Good grasp of military strategy
-
-
-



Please note the Crown is not an equal opportunities employer



Charles 1



JOB DESCRIPTION

This is a challenging role that demands an exceptional leader with the ability to unite a nation in a time of social change.

KEY RESPONSIBILITIES

- To effectively rule a religiously diverse country, demonstrating a fair and unbiased approach while head of the Anglican Church
- To display effective leadership through challenging times, demonstrating a grasp of interpersonal skills
- Negotiate the budget with Parliament – demonstrating diplomacy and clear and unbiased argument
-
-
-

PERSON SPECIFICATION

- Proven track record in leadership
- Ability to lead, manage and motivate subjects
- Ability to manage budget
- Skilled negotiator
-
-
-



*Please note the Crown is not an equal opportunities employer.
You must be a member of the Church of England.*



Who Rules and by What Right?



Design an advert for the post of King at the time of Charles I.
In less than 100 words describe what type of person you are looking for.

Father and Daughter



Charles I had some very famous predecessors that many people have argued were better monarchs.

But were they?

1. Look at the background information for Henry VIII and compare it to his job description.

How successful was he?

I think Henry VIII was.....

2. Look at the details for Elizabeth I. Using the background information and your own knowledge discuss with a partner who you think was the more successful – the father or daughter.

List 3 reasons for your choice below.

-
-
-

3. As part of an interview panel, interview each of the 3 monarchs and using their job descriptions and any other information that you have, select the best candidate to be an effective ruler of England. Use the interview recording sheet to list your opinions about each monarch and tick the skills they have on the job description.

4. *Was Charles a better monarch than Henry VIII or Elizabeth I?*

I think Charles I was.....

Henry VIII



*Henry VIII, after
Holbein.
Copyright Board of
Trustees of the
Armouries.*

1491	Born
1502	Death of elder brother Arthur, Prince of Wales
1509	Marriage to Catherine of Aragon, who was the widow of Arthur. Nine children born with only Mary surviving
1509	Coronation
1511	Establishes Greenwich Armoury – which becomes England's most important centre for armour making
1516	Daughter Mary born
1520	Field of Cloth of Gold – meeting near Calais with Francis I of France
1531-33	Broke from the Catholic Church and became Supreme Head of the Church of England
1533	Married Anne Boleyn
1533	Daughter Elizabeth born
1535	Execution of Sir Thomas More
1536	Anne Boleyn beheaded at the Tower on 18 May 1536
1536	Married Jane Seymour 30 May 1536
1536	Pilgrimage of Grace – rebellion in North England against Henry's attack on the Catholic Church. Prisoners sent to the Tower
1537	Son Edward born
1540	Married Anne of Cleves – marriage annulled in July 1540
1540	Married Catherine Howard on 9 August 1540, she was executed on 13 February 1542
1543	Married Catherine Parr
1547	Died

Job Description - Henry VIII



JOB DESCRIPTION

An exceptional leader is sought to develop a small European country into a premiere league player. This role is relatively new with only one previous Tudor director, therefore the successful candidate must have unique vision and determination to establish the nation and develop an international profile.

KEY RESPONSIBILITIES

- To manage/rule country effectively
- To rule England with clear vision in a challenging religious environment
- To develop home markets in trade
- Good understanding and use of media resources (i.e., paintings, documents etc)
- To manage a team of advisors using expert interpersonal skills
- To deliver public relations in regard to the notion of English monarchy and the position of the monarch

PERSON SPECIFICATION

- Strong leadership
- Not afraid to work on own initiative
- Enjoyment of outdoor pursuits
- Fertility
- Charismatic
- Outgoing personality
- Prepared to back their beliefs
- Team management skills
- Larger than life personality



Please note the Crown is not an equal opportunities employer



Elizabeth I



*Elizabeth I.
Copyright Board of
Trustees of the Armouries.*

1533	Born
1536	Mother Anne Boleyn is beheaded at the Tower
1537	Half-brother Edward is born
1547	Death of Henry VIII and accession of Edward VI
1553	Death of Edward VI. Lady Jane Grey proclaimed Queen but deposed 9 days later and accession of Mary I
1554	Accused of being involved in Wyatt's Revolt against Mary Tudor and brought to the Tower. An inscription in the Tower is connected with her imprisonment, she was later released by her half-sister
1558	Becomes Queen on death of Mary
1569	The Rising of the North – Catholic revolt against Elizabeth
1587	Execution of Mary Queen of Scots. Elizabeth reluctantly signed the death warrant
1588	Spanish Armada. England defeats the Spanish attack at sea
1588	Death of Elizabeth's favourite, Robert Dudley, Earl of Leicester
1601	Rebellion against Elizabeth involving her favourite the Earl of Essex. He is beheaded at the Tower for treason
1603	Died without a son or daughter to succeed to the throne

Job Description - Elizabeth I



JOB DESCRIPTION

An exceptional leader is sought to lead the country after a period of great religious change and discussion of its national identity on a European scale.

KEY RESPONSIBILITIES

- To effectively manage/rule country
- To develop public relations and marketing strategy, including nationwide travel
- To recruit, develop, motivate and retain a competent and professional team
- To support fashion industry and pageant development
- To develop disciplinary and other personnel policies
- To manage and encourage events programme
- To act as patron of the Arts
- This role will involve a large degree of public speaking and entertaining

PERSON SPECIFICATION

- Strong personality
- Inspirational leadership
- Fluent in European languages and classics
- Well read and literate
- Bravery and courage
- Excellent knowledge of public relations and good at public speaking
- Sociable, outgoing personality



*Please note the Crown is not an equal opportunities employer.
Catholics need not apply!*



English Civil War

1. Using your own knowledge and the information on each prince complete the polling card.
Be ready to vote on who would be the better man for the job.

•
•
•

•

•

•

*I do/do not think the Civil Wars would have happened if Prince Henry had become King.
My reasons are*

Henry Frederick, Prince of Wales



INTERESTS

Ships, farming, sport, art, music, theatre and management of his household.

CHARACTER

Self confident extrovert who loved sport.

Accounts speak of him enjoying horse-riding, tennis and practicing archery. His last words on his deathbed show his closeness to his younger sister, Elizabeth, when he said, 'Where is my dear sister?'

RELIGION

Militant Protestant – sympathetic to the Puritans and disliking any 'Popery'.

Tradition states that when James I proposed a French marriage for Henry, he answered that he was 'resolved that two religions should not lie in bed'.

OPINIONS

Disliked swearing, once saying 'All the pleasure in the world is not worth an oath'.

PUBLIC OPINION

Very popular in the country, thought to show great promise.



Henry, Prince of Wales, by Paul van Somer at Dunster Castle in the Inner Hall. The painting shows the prince wearing a suit of armour given to him by Henri IV of France. Copyright National Trust Photographic Library/John Hammond.

1594	Born on 19 February at Stirling Castle, Scotland – eldest son of James VI of Scotland (later to be James I of England)
1603	Elizabeth I dies and James VI of Scotland becomes James I of England
1604	Henry was made Knight of the chivalrous Order of the Garter At the ceremony courtiers commented on his 'quick, witty answers, princely carriage, and reverend obsequies at the altar'
1612	Died November 6 after a sudden illness, probably typhoid fever, though rumours circulated that the Prince was poisoned

Charles, Prince of Wales



INTERESTS

Not as active as his brother but tried hard to overcome his childhood physical defects. Eventually rode well and distinguished himself at tennis. Demonstrated good taste in music, sculpture and painting.

CHARACTER

Introverted, shy and sometimes obstinate. He also had a stammer. Affectionate towards his elder brother, writing in his earliest surviving letter that he would give anything he had to him. Devoted to his sister, Elizabeth, but separated from her in 1613 when she left England with her husband Frederick V, Elector Palatine of the Rhine.

RELIGION

Deeply religious and devoted to the Protestant church although he allowed his wife to follow the Catholic religion.

OPINIONS

Disapproved of immoral and drunken behaviour. The Venetian ambassador reported in 1621: *'He was dignified in manners....His moral conduct was irreproachable and he used to blush at an immodest word.'*

PUBLIC OPINION

Seen as dull in comparison to his late brother.



Charles I, Prince of Wales.
Copyright Board of Trustees of the Armouries.

1600	Born on 19 November at Dunfermline Palace in Scotland He was not expected to live and was baptized at once
1604	Physically frail and said to be so weak in his ankles that he was unable to walk at age 4 However, his doctor states his walking had improved by the end of the year
1612	Death of his elder brother Henry, Prince of Wales
1616	Created Prince of Wales

Gentlemen or Paupers? - Record Sheet



Look closely at the portraits of different people in the seventeenth century.

Cut the pictures out. Look at the posters of Cromwell, Robinson and Charles I.

Place the richest person at one end and the poorest person at the other end.

Record your ideas on this table.

Name of person	Number in order of wealth
Thomas Fairfax	
George Digby	
Charles Worsley	
Francis Wortley	
Ferdinando Fairfax	
Oliver Cromwell	
Charles I	
John Robinson	
Alexander Popham	
John Smith	
Robert Devereux	
John Harrison	

Now give one reason why you have chosen number 1 as the richest person.



Gentlemen or Paupers?



THOMAS FAIRFAX



FRANCIS WORTLEY



GEORGE DIGBY



FERDINANDO FAIRFAX



CHARLES WORSLEY



OLIVER CROMWELL

Gentlemen or Paupers?



CHARLES I



JOHN SMITH



JOHN ROBINSON



ROBERT DEVEREUX



ALEXANDER POPHAM



JOHN HARRISON

Gentlemen or Paupers? - Information Sheet 1



1. SIR FRANCIS WORTLEY



Sir Francis Wortley was born in 1591 the son of Sir Richard Wortley of Wortley, Yorkshire. He led a group of men to take Bakewell House in Warwickshire in October

1643. A Mr Rellisone tried to use his bow and arrow to prevent the house being pillaged, but was killed by Wortley's men. Wortley was taken prisoner at Walton House on 3 June 1644 and was sent to the Tower of London as a prisoner where he was kept for five years.

2. ALEXANDER POPHAM



Alexander's grandfather, John Popham was Attorney General of England, Lord Chief Justice (1592-1607), and Lord Chancellor. Among his most famous trials

were those of Raleigh, and in 1606 of Guy Fawkes. Alexander commanded a Parliamentary cavalry regiment and fought at the Battle of Newbury. Alexander was in the Council of State when the Commonwealth came to an end. He received a pardon on the accession of Charles II in 1660 as he had assisted General Monk in restoring Charles II to the throne.

3. JOHN DIGBY, EARL OF BRISTOL



John Digby was put under house arrest in 1626 by Charles I because he was critical of Buckingham. He lived quietly on his estates in Sherburne, but on the outbreak of war he joined the King.

4. CHARLES WORSLEY



Charles Worsley was a Parliamentary commander in Lancashire, and a Member of Parliament in 1653.

5. SIR THOMAS FAIRFAX



Sir Thomas Fairfax, with his father Ferdinando, was one of the main Parliamentary leaders in Yorkshire. He became the leader of the New Model Army. Sir Thomas also

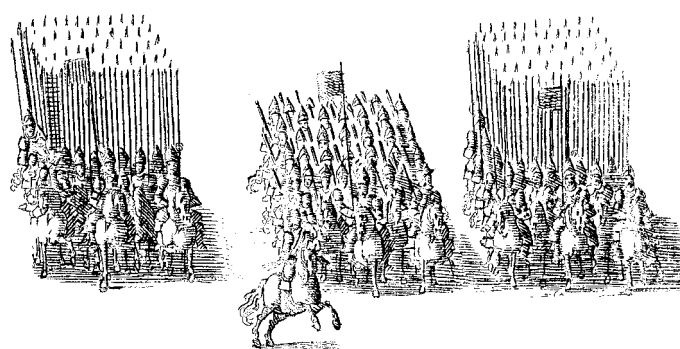
played a leading role in the Restoration.

6. JOHN HARRISON



John Harrison was a Leeds merchant who supported the King. It is said that he gave Charles money hidden in a tankard when the King was in Leeds demonstrating his support

for the King. He built St John the Evangelist's Church in Leeds and also founded a school and an almshouse.



Gentlemen or Paupers? - Information Sheet 2



7. ROBERT DEVEREUX, EARL OF ESSEX



Son of the 2nd Earl of Essex who was executed for treason by Queen Elizabeth in 1601. King James I restored Devereux to his father's estate in 1604 and in 1606

arranged a disastrous marriage between Essex and Frances Howard, Countess of Suffolk which ended in a humiliating divorce. Robert was a Member of the House of Lords in 1621. He accompanied the Duke of Buckingham to Cadiz in 1625. From 1626 he was associated with the Parliamentary opposition to King Charles, refusing to pay the forced loans demanded by the King in 1627. During the Civil Wars Devereux fought for Parliament. He died in September 1646 and was buried in Westminster Abbey.

8. FERDINANDO FAIRFAX



Ferdinando was the son of Thomas, Lord Fairfax of Cameron. His family had extensive estates in Yorkshire. He was elected as a Member of Parliament in 1629. He

and his son, another Thomas, led the parliamentary opposition against the Royalists in the North of England.

9. OLIVER CROMWELL



Oliver was born in Huntingdon in 1599. After being educated at Cambridge University he returned to live the life of a small landowner in Cambridgeshire.

He married Elizabeth Bourchier, a daughter of a London merchant based at Tower Hill in London. In 1628 he was elected a Member of Parliament for Huntingdon. During the Civil Wars he demonstrated ability as a cavalry officer, and after the Second Civil War in 1649 he became one of the most important leaders in Parliament.

10. SIR JOHN ROBINSON



Sir John Robinson was a Royalist during the Civil Wars and was created baronet in June 1660. After the Restoration he was Lieutenant and acting Governor of HM Royal

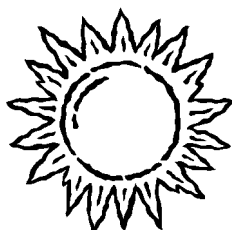
Palace and Fortress of the Tower of London and Lord Mayor of London. He was Sheriff 1657-8, Lord Mayor 1662-3 and Lieutenant of the Tower 1660-79. Robinson had also been Master of the Clothworker Company in 1656-7 during the Interregnum. He is an example of someone who not only managed to prosper in the Interregnum but was rewarded for his loyalty with high office in the Restoration.

The Great Chain of Being - Record Sheet



Read the information about the different sorts of people in seventeenth-century England.

Look carefully at the portraits of seventeenth-century gentlemen.



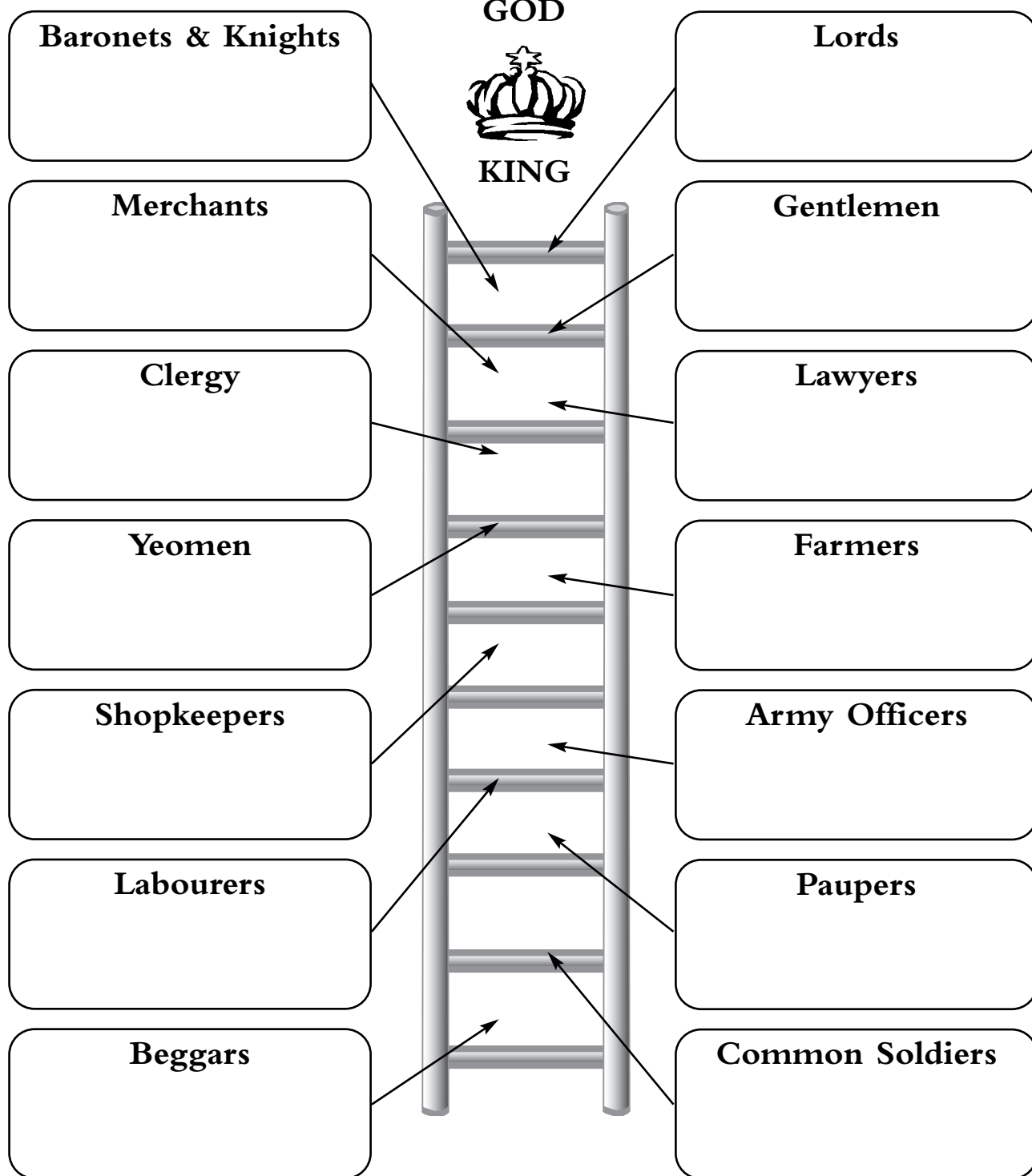
GOD



KING

Decide where they would fit on this ladder.

Write the names of the people in the boxes.



The Great Chain of Being - Information Sheet



Seventeenth-century English society was based upon wealth and rank. Half the population would have lived below subsistence level, perhaps becoming dependent upon charity during times of dearth or due to illness or disability.

The Great Chain of Being was one of many ways of describing the organisation of society: describing society as a tree with roots, trunk and crown.

At the top of society was the King. Just below royalty was the nobility, many of whom were members of the Court. At the bottom of society were the 'poor', including widows, disabled people and the unemployed who were often homeless and starving.

In between these two extremes was a group of people known in the seventeenth century as 'the middling sort of people', consisting of Yeoman Farmers, Master Craftsmen, Merchants, and the like. At the top of these groups were families who were becoming very wealthy by, for example, acquiring large amounts of land or making fortunes in trade or the clothing industry.

Most of the time it would be possible to recognise the social group to which an individual belonged just by looking at them.

People lower down the social scale could not afford to follow fashion nor would fashionable clothes have been practical for wearing when cooking or farming.

People would 'know their place', both in public life and within the family or household. The King was the head of the country in the same way as the father was the head of the family.

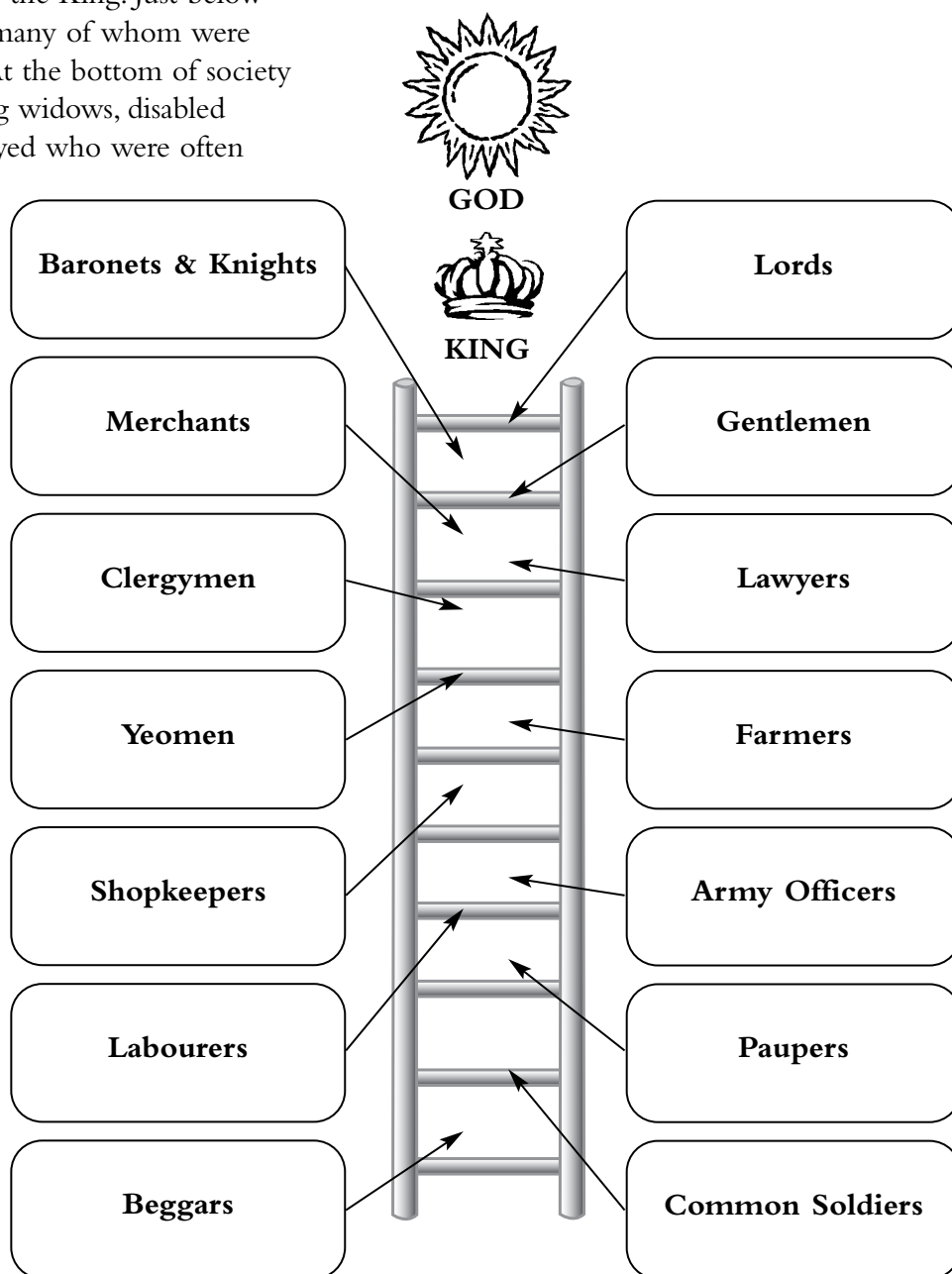


Diagram based upon Gregory King's analysis of the composition of society 1688

The Great Chain of Being



THE NOBILITY AND GENTRY

The nobility lived in large country manors and fine town houses made of brick and dressed stone. Expensive glass glazed the many windows, which were hung with rich curtains of velvet or satin. The walls were often covered with elaborately carved wooden panelling.

The nobility led fashion. Both men's and women's clothing was made from richly coloured satins, silks and velvets trimmed with exquisite lace. Undergarments were sewn of very fine linens, as were lace-trimmed kerchiefs, coifs and cuffs. They wore brightly coloured clothing with colours like scarlet or purple which were very expensive to produce.

They ate well. Most meals consisted of heavily spiced meats and pies. White bread, washed down with wine, or beer.

A noble did no work. A noble's son might go to one of the public schools and then to university.

Music, dancing and card playing were popular pastimes. Hunting and hawking were also popular country pursuits. Theatre companies would perform their plays in the homes of the very wealthy, but even they would attend a play at an outdoor theatre.

YEOMAN FARMERS

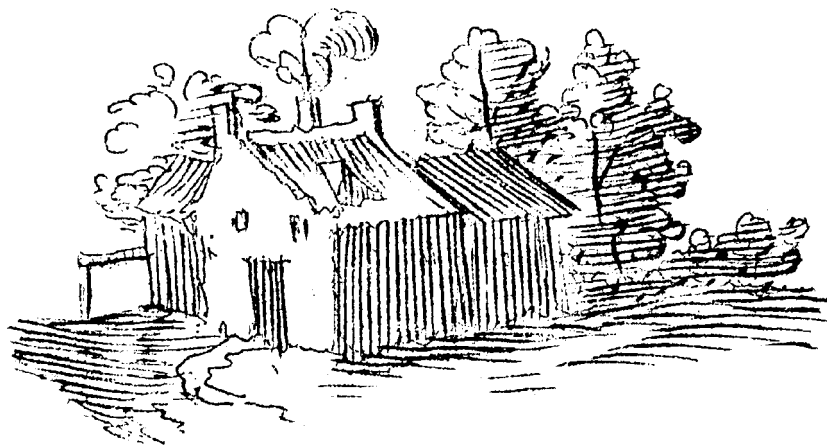
Local materials, such as brick, were used for building yeoman farmer's houses.

Clothing was more likely to be made from wool, with linen for under garments, coifs, kerchiefs and cuffs. Linen was worn next to the skin, as it was suitable for washing. Woollen and other fabric outer garments were not washed but brushed clean.

A person broke their fast in the morning with beer or ale and bread, perhaps some cheese or meat if available. The main meal of the day was dinner which included pottage, pies, meat, vegetables and bread washed down with ale or beer. Supper could be bread and cheese, or perhaps a slice of pie. Beer and ale were drunk by most people, even children although they and women were expected to stick to small beer or ale. Milk was drunk by children and the elderly or ill.

People worked for as long as they were able; there was no old age pension in seventeenth-century England.

Markets and fairs were always very popular. Even church was a social occasion for some. Drinking in inns and taverns was a popular pastime, as was betting on cards and cock fighting, dog-fighting, and badger, bear and bull baiting.



The Great Chain of Being



MERCHANTS

Materials such as brick and slate were used to build merchant's houses.

The wives and daughters of wealthier merchants in towns often wore the silks and satins considered more appropriate for the gentry and nobility. Undergarments were made of fine linens, collars and cuffs could be trimmed with lace. Tall felt hats were fashionable for both sexes.

The diet was very similar to the diet of the gentry.

Wealthy merchants' younger sons were educated at university. Their daughters' large dowries helped them to marry their families into the gentry, and even the nobility. The pastimes of the merchants were similar to those of the gentry.

LABOURERS

The homes were often very small with only one or two rooms and were built with wattle and daub and thatched with straw. Sometimes they had no chimney only smoke vents, so the home could be very smoky. Some buildings were divided into living quarters for humans and a byre for animals. Many slept on pallets of straw with no sheets, only blankets or animal skins for warmth. It was common for people to share beds.

For many, second hand clothing was all they could afford, made from coarse wool and linens. Knitted woollen caps were common as were linen coifs, or linen coverings, for women.

Meals could be just beer and bread and maybe a pottage, or stew, with a few vegetables or peas cooked in it.

Work was hard, monotonous and dirty and unemployment was common.

Local fairs and markets offered opportunities for amusement.

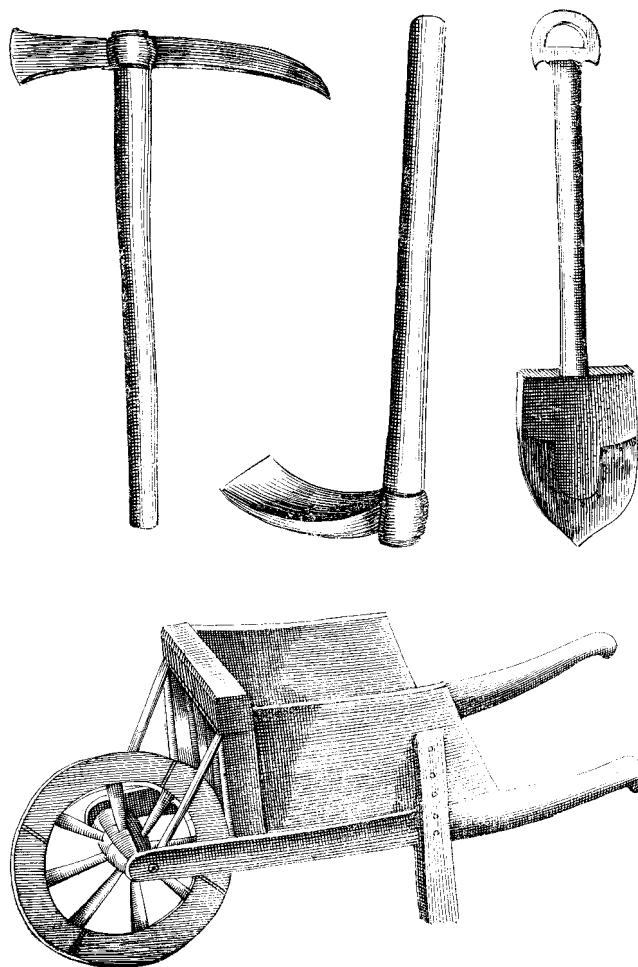
THE POOR

The poorest people would have to shelter where they could, making shelters and hovels from materials they found, begged or stole. Some hovels were little better than animal shelters.

Some people made their way to forested areas and wasteland where shelter and food might be found.

The poor wore their clothes until they were in rags.

For many poor people, leisure time was limited as they needed to find food for the family. They might make trips to market or visit local fairs. For thieves and beggars, the crowds of people attending such events offered rich and easy pickings.



Making Inventories



MAKING LISTS

Inventories were taken when people had died, to find out the value of the things they left behind. Each object was given a value by the people who made a list of the things that were there. The people who took the inventories were usually men who were of some standing in the community.

Make a list of the main objects in your classroom on the grid below.

Then try to give each object a value.

Name:	Date:
Object	Value
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
Total	

Compare your values with your class.

Have you chosen the same objects as others?

Did you give similar values to the objects?

Does your total differ from others?

What do you think could be some of the problems in using lists and inventories as evidence?

I think that the most important problems in using inventories as evidence are.....

Reading Inventories - Task Sheet



1. Now have a look at one of the inventories of a person in the seventeenth century. (You may have to read the inventory two or three times. Spellings have changed since the seventeenth-century.)
2. Underline the words that are difficult to read.
3. Some words are easier to understand when they are spoken.
Try to say the difficult words out loud.
Do they sound familiar?
If they do, write the modern spelling of the word on the sheets.
4. Now, read the inventory again and use the glossary to look up other unfamiliar words.
5. Write down what they mean on the sheet.
6. Read the inventory again to make sure that you understand all the words.
7. Now look at the sheet called **'Who was then the Gentleman?'**
8. Find the name of your person on the sheet and read questions 1-8 carefully.
9. Now read your inventory again and with coloured pencils underline the parts of your inventory that help you answer the questions.
10. Read the inventory again to make sure that you haven't left anything out.
11. Now, write your answers on your section of the summary sheet.
12. Others in the class will have looked at a different inventory.
Share your information with others in the class.
13. Record the class information on your sheet.
14. Now answer question 9 on the summary sheet.



Who was then the Gentleman? - Record Sheet



Look at the inventories and answer these questions about the houses.
Fill in the grid to record your answers.

Name of Person	
1. How many rooms are there in the house?	
2. What is the most valuable object in the house?	
3. How much money was found in the purse?	
4. What do you think the person did for a living?	
5. Where did people sleep?	
6. How many pigs, horses and sheep are there on the inventory?	
7. How much money was this person's goods worth?	
8. In which room did people work?	
9. As a group, place the inventories in order of wealth. How wealthy was this person?	

Did you know...

There were 12 old pennies in a shilling, 12d. = 1s.

There were 20 shillings in a pound, 20s. = £1

Inventory of Ferdinando, 2nd Baron Fairfax of Cameron, 1647



ITEM	VALUE		
	Pounds	Shillings	Pence
Among the first things, one gilded (most likely gold inlay) basin, one ewer, one gilded salt (dish) with a lid, one gilded cup, two flagons, four candlesticks, one 'colledge' pot, three 'beare' bowls, three 'coin' bowls, two silver salts, one cullender, six plates, two 'puddings' thirty spoons, a pair of saucers, one little ladle, three 'tumblers', two tankards, four salt dishes in all. IN THE CHAMBER	179	1	6
Item four pieces of hangings, one Bedstead two chimney ornaments one Clock and other furniture in the said room LINEN	7	8	4
Three Tablecloths two long towels one cupboard cloth another cupboard cloth four Dozen of napkins (Damask) Item sixteen pair of Sheets of Broode one pair of Large Sheets ten pair of narrow sheets Ten tablecloths fifteen table clothes all unto ten pillowbeares Twenty pillowbeares one Linen sheet five Dozen of napkins Ten pairs of Course sheets more Course sheets 23 one pair Fushion sheets Twenty short towels 12 hall Tablecloths all old in all. IN MY LADY CHAMBER	23 54	15 3	0 6
Item one Trunck Bed with the furniture IN BEDINGE	10	0	0
Item ten Quilts one Mantle two pillows one Little seild Bed five Bolsters one Dozen of Quishings unmade the suiting of one Bed with Collered Blew six sett quishings made up one quilt Stained one rug in all. Item nine feather Beds three Quilts five bolsters in all. Item eight pieces of hangings two Carpets four old Rugs three pairs of Blankets one stool. IN THE GREENE CHAMBER	34 1 36	9 10 0	0 0 0
Item Bed Curtains and Valance one Covering belonging to one bed four Chairs four stools one cubbord twoe seeing glasses. LOW CHAPEL CHAMBER	29	0	0
Item one Bedsteade Curtains hanginges and hanginges for the Roome.	22	0	0

Inventory of Ferdinando Fairfax - 2



IN THE KICHINGE	Pounds	Shillings	Pence
Item one Rowler	4	0	0
PEWThER			
Item fifteen pieces of pewter all old Sixteen saucers two Cullanders five plates/new plaites 59 Ten Candle sticks nine chamber pots three flagons one Little Can one salt three close stool panes one Little Basin four Aglett plate Candlesticks and three Little plates in all.	14	0	0
IN THE GREAT KITCHINGE			
Item four Little pots two Little pans one ladle	2	0	0
Item one Large cabinet one further flap one Table Leaf one close stool	2	5	0
Item in salt flesh	4	15	0
QUICK GOODS			
Five stocks of bees	3	6	8
Four fat oxen	32	0	0
Sixteen draught oxen	104	0	0
Ten kine and one Bull	46	0	0
Three saddle gelders one saddle mare and seven cart horses whereof one stolen	75	0	0
One stoned Colt and one filly comes three years old and two fillies comes two years old	22	0	0
36 weathers	24	0	0
56 ewes	37	0	0
44 hogs	20	0	0
24 holding weathers	17	0	0
2 Tupps	5	0	0
7 weathers more	4	18	0
17 swine	17	0	0
Poultry and other huslement on and above the house	2	0	0
CORNE UPON THE GROUND BARN AND GARNER			
Oats Beans and hardcore already Sawne	133	0	0
Corn in the barn untresht and thresht	40	0	0
Wheat in the garner	14	0	0
HUSBANDRIE GEARE			
3 waines 4 pairs of waine wheels 1 carte 2 pairs of cart wheels 2 yokes 1 ox harrow and 2 horse harrows 2 pairs of waine Blades 2 plows and Irons wood for husbandry gear 4 Stand hecques Boards and rails already sawn	28 9	16 0	8 0
Total	959	2	6

Inventory of Anthony Wood of Tentergate, feltmaker, 1632



ITEM	VALUE		
	Pounds	Shillings	Pence
In his purse and his apparell IN THE HALL HOUSE	3	6	8
One cupboard, one little table, three smaller form, two chairs, two stools and four cushions.		17	0
One Iron range two iron reckons one pair tongs, one pair of pottkilps one spit and one chaffing dish		6	4
One wood axe, one frying pan, one little stone mortar and one iron pestle and one pair of bellows		3	0
One little Brass pot three pans and two brass candlesticks		9	6
Two pewter bowls six pewter spoons and one pewter salt		1	6
Three wooden buckets, one flask one little dish two skailes		4	7
Six trenchers with other wooden huslement in the said house IN THE PARLOUR			
One pair of beddstockes one flock bed two doublets one blanket and three little bolsters with painted clothes	1	2	0
on paneled chest two pairs of sheets one pillowboa one table Cloth one chair with other huslement IN THE MILKHOUSE		16	0
Eight milk bowls one kneading trough two little Barrels four little....and two sacks with other huslement IN THE CHAMBER		5	0
One pair of bedstockes on Mattress one doublet three bolsters one Cimlinge with other huslement IN THE WORKHOUSE		12	0
Two bows two hurdles one Planck one dozen of blocks one furnace as it stands in the house and three trestles		13	0
one iron fork one shodd Shovell, and one shodd spade with other huslement IN THE BACKSIDE		2	0
Fire wood and coals and one ladder	1	0	0
the fruits and grass in the garden		9	0
certain manure for the garden		1	4
one cow		15	0
Total	12	8	2

Inventory of Widow Cooke of Knaresborough, 1635

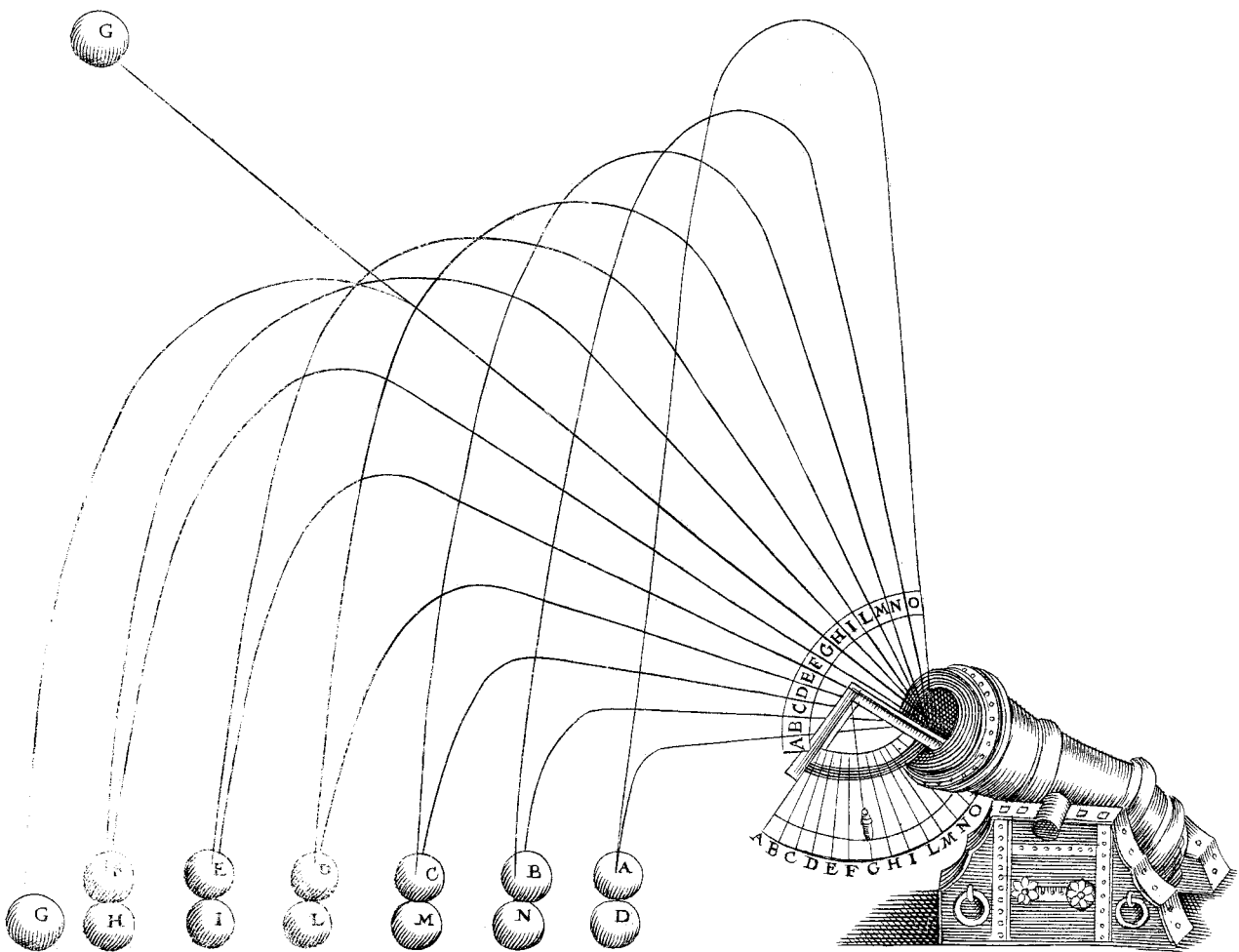


ITEM	VALUE		
	Pounds	Shillings	Pence
IN THE HALL HOUSE			
One long table and long settle with one little table		10	0
Sixteen bowls, eight saucers and one porringer.	1	9	0
Two pewter candlesticks two brass candlesticks two single salts, one double salt one beaker, one pewter bowl and one Bottle		80	0
One cubberd with a head one it with four doors	1	0	0
One pot, 8 pans and one brass pot	2	13	4
Three chairs, two stools one little table		4	6
One Iron Range, one reckon, one spit, one pair of tongs, one Iron wedge, and one Iron fork		7	0
IN THE FRONTE PARLOURE			
One stand bed with a tester, one stand bed with a painted cloth and one truckle bed	2	10	0
Two paneled Chests and two plain chests		15	0
Three coverlets, two blankets, two bolsters, one Matterice, one Chair, one form, and one stool	2	13	4
IN THE BACK PARLOURE			
One bedstead one Matterice, one coverlet, one bolster and two pillows	1	10	0
One long table with a frame		6	8
IN THE CHAMBER			
One Arke one Kimlinge with other huslement there		6	8
two pair of sheets and one table cloth		8	0
Total	12	2	6

Inventory of Will Plase of Knaresbrough, 1630



ITEM	VALUE		
	Pounds	Shillings	Pence
His purse and his apparrell		13	4
one cobord		5	0
3 bowls a salt and one candlestick		2	0
One pot and tow little pans		5	4
Four chests		4	0
One table and one form		1	6
3 spades and one ax		2	0
For coals and turvs and wood		2	0
3 quisings and tow chairs		1	0
One spinning wheel with other hustlements		2	0
Total	1	18	0



Inventory of Francis Clarke of Sharleston, Yeoman, 1648

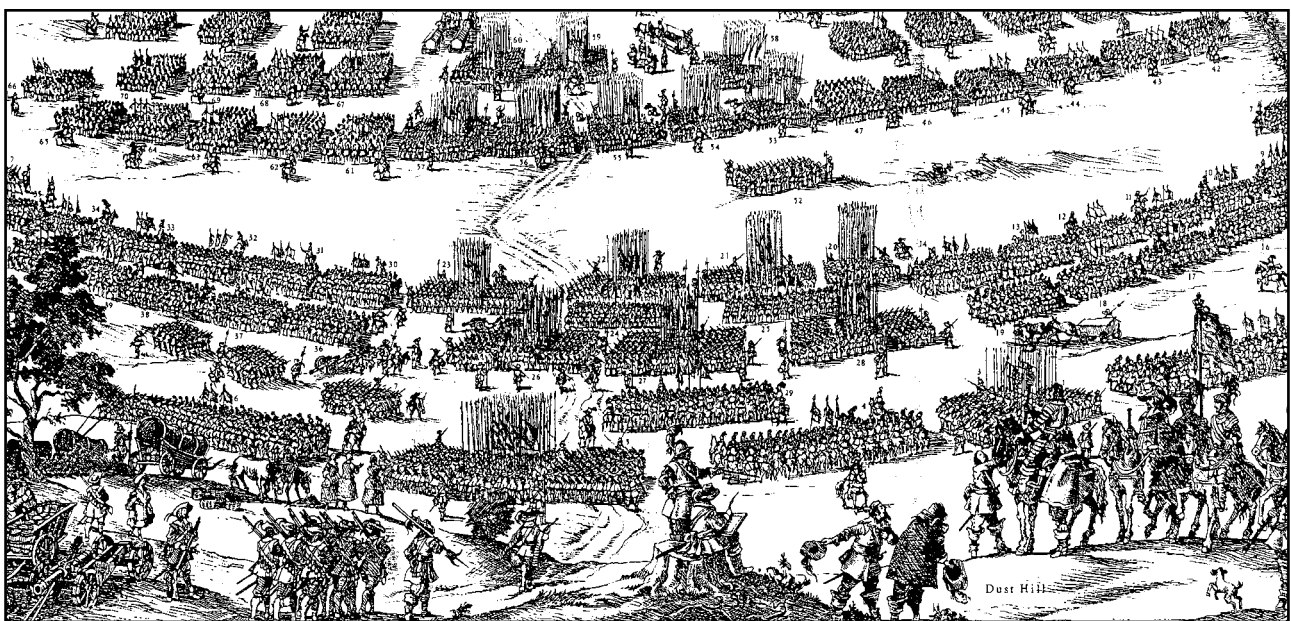


ITEM		VALUE	
	Pounds	Shillings	Pence
His purse and apparel	22	0	0
IN THE HOUSE BODY			
One range 2 little racks one Reckon balke a pair of tongs and a fire shovel	1	4	0
A dripping pan and 5 spits 2 cleavers a broil iron a shredding knife		15	0
A warming pan a Chaffing dish a prig pan and a skimmer		10	0
A table a form 2 buffet stools 6 quissons a little table	1	5	0
5 chairs and 5 quissons one long quission 5 pewter porringers 2 pewter dishes and two salts		15	0
IN THE PARLOUR			
One stand bed one featherbed 2 bolsters one matrice 2 pillows 3 blankets one pair sheets a rug and 4 curtains and curtain rides	4	0	0
A trundle bedstead a flock bed a pair of blankets a double coverlet a bolster and two pillows and 1 pair of sheets	1	0	0
One cupboard 6 candlesticks a chamber pot a pewter flagon and two quissons	2	0	0
One presser and quision		13	4
A little table 2 little stools one bigger stool and 3 boxes	1	3	4
IN THE MILKHOUSE			
6 pieces of pewter 13 milk bowls a safe and 3 barrels	1	10	0
8 earthen pots a brazen mortar a pestle		11	0
A trestle some small pots and 2 inch boards		3	4
One long Chest one bible and some other books		13	4
IN THE NEW PARLOUR			
One standbed a Chaffe bed a bolster 2 pillows 2 blankets a pair of sheets and a coverlet	2	0	0
A cubbord 2 quissons a sealed chair and two low stools	1	3	4
A Flock bed a pair of sheets a blanket a pillow and a coverlet	1	0	0
one table 5 stools a long form	1	10	0
		6	0
Total	44	2	8

Inventory of Thomas Oldfield of Bowde, 1613



ITEM	VALUE		
	Pounds	Shillings	Pence
His apparrell	3	0	0
His girdle and money in his purse	8	8	0
6 coverlets	1	13	4
4 blankets		6	8
One old feather bed		6	8
One old mattresse		3	4
One meal ark		10	0
One Chiste		2	0
Other two coverlets	1	0	0
16 pieces of pewter and other pewter	1	10	0
2 chafing dishes 3 candlesticks one mortar and a pestle		10	0
3 pans and a prigg		13	4
A pot of brass		3	4
A pair of bedstockes		2	0
One mare		16	8
One cow	2	6	8
hay	2	0	0
hog		13	4
A bible and testament a Dictionary and other books	1	0	0
husslement		2	0
Total	21	19	6



Glossary



Apparell	clothing
Aglett	a metal piece put onto the ends of laces to stop them fraying
Arke	a big wooden chest containing meal or flour
Bedstockes	the frame of a bed
Brazen	brass
Broile iron	for frying food on
Broode	embroidered
Coarse sheets	made from coarse cheap material
Chaffe bed	a soft bed made with straw
Chaffing dish	big cooking dish
Chamber pot	a pot used to go to the toilet
Close stool pans	a bowl with a lid on it for going to the toilet in
Cimlinge	a copper container in which bacon is salted
Colt	a male horse
Cullander	a collander, a pan with holes in the bottom for draining food
Damask	heavy rich fabric with a pattern on it
Doublets	quilted jackets
Ewer	a washbasin
Flagon	a large pottery jug
Flock	a rich soft material
Forms	benches or tables
Fillies	young female horses
Fushion	a coarse material called fustian
Gelders	young male horse which has been neutered
Girdle	a belt
Hurdles	small collapsible tables
Huslement	household objects
Iron range	a cooker
Kimelinge	copper container to salt bacon in
Kine	cows
Linen	cloth made from flax

Mortar	a bowl to grind herbs and spices in
Pestle	a tool to grind herbs and spices in the mortar
Pewter	is a metal made from tin and lead
Pillow boa	a pillow
Porringer	a copper pan
Pottkilps	hooks in the chimney on which to put cooking pots
Poultry	chickens
Prigg pan	a pan
Quishings	cushions
Range	cooking area near fire
Reckons	hooks in the chimney on which cooking pots are hung
Settle	a large wooden bench to sit on with a high back
Skimmers	a spoon to skim the surface of boiling water to get rid of impurities
Tester	a bed cover
Trestles	small benchlike tables
Tupp	a ram
Turvs	dried earth that can be burned on a fire
Waines	carts
Weathers	sheep

Fit for a Lord?



*Littlecote House, painted about 1705.
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A Gentleman's War?



WAR OR PEACE?

Charles I would like Parliament to give to him the Tonnage and Poundage subsidies for life. This would mean that Charles would be able to have all the money collected in Customs duties on wine and wool. These were collected when pounds of wool or tons of wine left or came into England.

BACKGROUND

- It is 1625 and Charles I has just become King. He depends heavily on his favourite Duke of Buckingham to help him make decisions.
- Charles believed England should fight against Catholic countries in the war on the continent. He offered £30,000 a month to the Danes to help them fight the war. Charles wanted to go to war on the side of his sister Elizabeth, who had married Frederick of Bohemia, a German Protestant Prince.
- When Charles I married Henrietta Maria he secretly agreed to fight against La Rochelle, a protestant town held by the Dutch.

DECISION 1

Will you vote Charles I the money he needs to go to War?

TAXATION

It is 1629. Charles, desperate for money, calls his second parliament. Charles sent some soldiers to Cadiz with his favourite Buckingham, but the expedition failed. Charles I used £120,000 of Henrietta Maria's dowry to pay for the expedition.

BACKGROUND

- Two years ago Parliament refused to vote Charles Tonnage and Poundage subsidies. So Charles forced the rich nobles to loan him money.
- Charles imprisoned 70 gentlemen who refused to pay the loan and raised about £14 million.

DECISION 2

Will you relent and give Charles I the money he says he needs?

A Gentleman's War?



PROTESTANT OR CATHOLIC?

It is 1637 and Charles has a new Prayer Book that he thinks the Church of Scotland should accept. The Church of Scotland does not have bishops and Charles likes the bishops as they support his idea of how he should rule. Should Charles I try to impose his ideas on Scotland?

BACKGROUND

- When Charles I married Henrietta Maria he secretly agreed to be tolerant to the Roman Catholics in England. Henrietta Maria had her own Catholic priest and a chapel. People in London were flocking to the Catholic Church and not going to the Church of England churches.
- Archbishop Laud has made changes to the Church of England. He moved the altar behind wooden railings, and made the clergy wear different robes. He also changed the wording of the English Prayer Book. He encouraged people to think that Charles was King by divine right.
- In 1637, Prynne, Burton and Bastwick wrote nasty things about the Bishops. Laud had them tried in the Star Chamber. They were put in prison and had their ears cropped.

DECISION 3

Do you support Charles I's changes in the church?

TAXES, TAXES?

It is 1638 and Charles I has ruled for nine years without a parliament. He has revived ancient laws and new taxes to get the money he needs to rule.

BACKGROUND

- Charles revived ancient Forest Laws that said that all the forests were his lands. People who had taken forest land in the last fifty years were forced to pay taxes.
- In 1635 Charles I introduced Ship Money to defend English merchants against pirates in the Channel. He raised the tax from all towns in England, previously only paid by coastal towns.
- Charles I was raising lots of money by selling people monopolies, the rights to sell everyday things. They would be the only people allowed to sell something like coal. This meant that it cost ordinary people more money to buy everyday things like soap as the monopoly holders could raise prices without competition.

DECISION 4

How do you feel about Charles's new ways of raising money?

A Gentleman's War?



PRIVILEGES

It is January 1640. Many rich people feel that Charles I has been raising money illegally.

BACKGROUND

- James I and Charles I created over 100 new Lords for the House of Lords in Parliament. James I had created the new rank of Baronet to sell to aspiring nobles. He raised £100,000. Charles I said that all those with income over £40 a year should pay for the privilege of knighthood. He raised £150,000 by this means.
- If a nobleman's orphan son or daughter needed someone to look after them until they were old enough to look after themselves, they had a Ward to look after them. Charles sold that wardship to the highest bidder. By 1640 he made £80,000 a year from this in the Court of Wards.
- Laud wanted the bishops to collect the church tax, tithes, from local people, and tried to get his men into power. In 1640, Archbishop Laud's man, the Bishop of London, became the Treasurer. It looks like Laud's men are moving into all the powerful positions.

DECISION 5

Do you think that Charles I is ruling properly?



MONEY FOR SCOTLAND?

It is November 1640, the Scottish army has invaded England. Charles I has signed a treaty at Ripon to pay the Scots £850 a day. He cannot raise the money he needs to make them go home.

BACKGROUND

- The Scots didn't like the new Prayer Book which Charles tried to impose on them. They formed an army and fought against Charles.
- After the defeat of his first army Charles called a Parliament in April 1640 to try to get money from Parliament to fight against the Scots.
- Parliament was very angry at the way Charles had used monopolies and collected taxes without calling Parliament and they decided to make Charles apologise to them and promise not to do it any more. They would only vote Charles the taxes if he agreed not to rule on his own.
- Neither side would give way. Charles got very angry and dismissed Parliament after only three weeks. People called this Parliament the Short Parliament.

DECISION 6

Will you vote Charles the money to save England?



ROLE CARD

NAME: HENRY CLIFFORD

**RANK: 5TH EARL OF
CUMBERLAND**

- You are one of the Great Lords of the North of England. Based at Skipton Castle since 1310, your family has extensive lands in Yorkshire. Your grandfather was one of Elizabeth I's favourites.
- You are friends with the Fairfax family, but consider them 'new money' compared with your long, impressive family history.
- In 1625, you don't want to fight on the side of Elizabeth of Bohemia and think England should fight against Catholic Spain instead. This will show Charles that you disapprove of the secret marriage clauses.
- In 1629, although you disagree with what the King is doing, you cannot see a way out. Charles is the King and can call and dissolve Parliament when he wishes to.
- You think that Charles I is King by God's grace and that if he wishes to change the Scottish church that is fine.
- As a great Lord you are pleased that Charles I is getting £106,000 a year from monopolies without taxing you. You can afford a little more for soap and coal. You are a little upset that some London merchants appear to have more money than you do though!
- You think that Charles I has just been selling the honour of Lordship very cheaply and feel that it devalues the idea of Lordship. You feel angry that Charles has done this, your family has been in the House of Lords for generations and you feel insulted.
- You are willing to fight against the Scots for the King; your family has a long tradition of leading border warfare against the Scots.



ROLE CARD

NAME: CHARLES I

RANK: KING

- You are the King of England, Wales and Scotland. You were not very close to your father. You are very shy and reserved.
- You believe that Parliament should agree with your ideas and that you can rule without Parliament.
- You are married to a French princess, Henrietta Maria and are very much in love with her. She is a Catholic and you have let her worship at her own Catholic Chapel in London.
- You want to decide on whether or not the country should fight without asking Parliament. Parliament keeps changing its mind about who they would like to fight and refuses to give you the money they owe you.
- Parliament keeps refusing to give you money to rule properly. You were very upset in 1625 when they only voted you the Tonnage and Poundage Subsidies for one year. Normally Kings get these taxes for life. Don't they know how expensive it is to rule?
- You decide to find other ways to raise money. You forced rich people to buy knighthoods and raised £150,000. You are quite pleased with yourself at having raised all this money without having to argue with Parliament.
- Parliament ordered the execution of your favourite, the Earl of Strafford, in 1640, and Archbishop Laud was sent to the Tower. In 1641 you fear that Parliament is trying to impeach your beautiful wife Henrietta Maria.



ROLE CARD

NAME: WILLIAM CAVENDISH

RANK: 1ST EARL

OF NEWCASTLE

- You are the son of Charles Cavendish who bought Slingsby in Yorkshire in 1594. But the main family estates lay in Derbyshire at Welbeck.
- In 1625 you encourage Parliament to refuse to vote Charles Tonnage and Poundage for only a year, not for life, as you think he will misspend the money.
- In 1629, you think that Parliament can only advise the King. You like to go to London to meet your friends and it makes you feel important. You believe that Charles owes an account of his actions to no one but God. He can rule on his own if he wants to.
- In 1638, you were the governor to the Prince of Wales.
- In 1639, you raised a troop of horse of 120 men consisting of nobility and gentry serving at their own expense. You are prepared to help Charles impose his Prayer Book on the Scots.
- You are unhappy that the Bishops are trying to get in on the act of collecting taxes. Your status in the area depends on you collecting the taxes for the King.
- You raise a troop of horse and a regiment of foot drawn from your own tenants. You employ Scottish soldiers and Roman Catholics.
- You advise the King to call a parliament in 1640 to raise money and to make the Scots leave England.



ROLE CARD

NAME: SIR THOMAS BELASSIS

RANK: KNIGHT

- You are the son of Sir Henry Belassis and Ursula Fairfax. Ferdinando Fairfax is your cousin.
- In 1625 you don't say anything about Tonnage and Poundage in Parliament because you think that Charles I will send you to the Tower of London. In 1629 you don't like what the King is doing, but you are afraid that he will send you to the Tower and hold you in a prison cell. So you say nothing.
- You think that if Charles I, and his father, hadn't sold some peerages that the House of Lords would have died out. (Charles and James had increased the number of Lords from fifty-five in 1601 to 126 in 1628). This could only be a good thing for Parliament. You bought one yourself! Charles I created you Baron Fauconberg in 1627.
- You think people should have the right to say what they think. You don't like the Bishops either- they just enforce Charles' will.
- You believe that the King rules by right of God and are willing to support him against the Scots in 1639.



ROLE CARD

NAME: ARTHUR INGRAM

RANK: MERCHANT AND
KNIGHT

- You are a very rich man with estates at Temple Newsam near Leeds.
- In 1625 you see an opportunity to loan Charles I some money, at a high interest rate.
- In 1629 you are very angry with Charles and think he should listen to what you have to say. You decide to write a petition to the King telling him that he should stop raising money without Parliament's agreement and to stop putting people in prison.
- In 1639 you offered to equip 12 horsemen at your own expense for the campaign against the Scots. You had a house in York and when the King visited in 1639 you wanted to put him up, but many thought that the 'king would not lie willingly in Sir Arthur's roof'.
- Your friend Edmund Verney has the monopoly of tobacco, Hackney coaches and selling woollen yarn. He has said that he will put in a good word with the King for you and perhaps get you a monopoly too!
- You loaned the King money when he needed it. You are willing to help pay off the Scots in 1639 so that they will withdraw from England.
- You realise that Charles I has been trying to raise money by himself and know that he has sold a lot of his own Royal land for £650,000.
- You were one of the followers of Thomas Wentworth, Earl of Strafford, in the 1620s, but when he cut you out of a lucrative money making venture you turned against him. (He had pushed you out of the farm of Irish Customs after three years before the profits came in). In 1640, you finally paid your Ship Money of £8.



ROLE CARD

NAME: JOHN HARRISON
OF LEEDS

RANK: GENTLEMAN

- In 1625, you hear that Charles is attempting to raise Tonnage and Poundage on wool exports. As a Leeds clothier, you depend on the trade in wool with Holland and think that these customs duties will reduce your profit. You are not happy, but what can you do?
- In 1629 you are happy that Charles is forcing the rich to pay him loans. That means that you will pay less tax.
- You agree with Laud's reforms in the Church and in 1635 you helped to build St John's church in Leeds with painted screens and rails. You would support the King's decision to impose the Laudian Church on Scotland.
- As a Leeds cloth merchant you are a little upset by the monopolies on soap, alum, potash and coal that you need for your work. The indigo for dying cloth is imported by the East India Company and you think that you are already paying too much in customs duties.
- Your grandfather enclosed part of Leeds Moor and built a small one bedroomed house. Now Charles is saying that the land and house aren't yours and that you should pay for it. You are not very happy.
- In 1640 you find that the troops billeted in Yorkshire for the war against Scotland have brought some increased trade, but also your best weavers have gone to join the King.



ROLE CARD

NAME: THOMAS WENTWORTH

RANK: 1ST EARL OF
STRAFFORD

- In 1626, you refused to pay the forced loan of Charles I and were put in prison.
- In 1628, you led the House of Commons against the King as you believed that 'evil counselors' extended the powers of the King without considering Parliament. You suggested a new Magna Carta and encouraged the Commons to pay subsidies, so that the King would agree to the new rights for Parliament.
- By March 1629 you had taken a job with the Crown as you believed that 'harmony depended on the co-operation' and thought that Parliament was going too far to pursue their grievances. You told people that 'the authority of a King is the keystone of government'. You became a member of the Privy Council and were determined to make the King's will effective. You work closely with Laud in his changes in the church. Charles made you a Baron in 1628.
- In 1632 you were appointed Lord Deputy in Ireland and used your position to increase your yearly income from £6,000 in 1628 to £23,000 in 1638.
- You tried to manage the elections in Yorkshire to make sure that the King's men were elected to Parliament. This made you very unpopular in Yorkshire. You were made Baron of Raby in 1639, which angered Sir Henry Vane who owned Raby Castle in Northumberland.
- In the summer 1640 Charles I made you Earl of Strafford. You felt very close to the King, and proud of your achievements.



ROLE CARD

NAME: FERDINANDO FAIRFAX

RANK: LORD FAIRFAX
OF CAMERON

- You are the son of Thomas, Lord Fairfax of Cameron. Your family had lands in Yorkshire at Ilkley and Nun Appleton. Four of your brothers died in battle abroad, and you have fought as a soldier in Holland. You think a war against Spain is really important.
- In 1629, as a Member of Parliament you think that Charles is squandering the money you've given him in taxes. You shout about it in the House of Commons and then go home.
- You are very unhappy at the way Charles I is raising Ship Money from inland towns. You think that only ports should pay it, then you would not have to pay.
- You think that if Charles I and his father hadn't sold some peerages that the House of Lords would have died out. Charles and James had increased the number of Lords from fifty-five in 1601 to 126 in 1628. This could only be a good thing for Parliament. In 1629, your father bought the Scottish title of Lord Fairfax of Cameron from Charles I for £1500.
- You don't like the way that Laud is changing the Church of England. You suspect that Charles is trying to make the Church more Catholic. But your son, Thomas, raised 160 cavalry from the villages surrounding the family estates for the King in 1639 to fight the Scots.
- In 1629, Thomas Wentworth, Lord Strafford, invited you to join the Council of the North. You were friendly with Strafford until he began to use his powers as President of the Council of the North to enforce Charles I's wishes. You believe that Lord Strafford 'hath battered down our laws and liberties' and think that Charles I was 'excessively in love with his darling prerogative'. In 1640 you think that Charles I must be brought to his senses.

A Gentleman's War? - Record Sheet 1



NAME	
OCCUPATION	
RANK	

DECISION 1 - Will you vote Charles I the money he needs to go to war?

Yes/No, I will/will not vote Charles I the money he needs to go to war because....

DECISION 2 - Will you relent and give Charles I the money he says he needs?

Yes/No, I will/will not vote Charles I the money he needs to because....

DECISION 3 - Do you support Charles I's changes in the church?

Yes/No, I do/do not support Charles I's changes in the church because....

A Gentleman's War? - Record Sheet 2



DECISION 4 - How do you feel about Charles's new ways of raising money?

I think that Charles I's new ways of raising money are _____ because....

DECISION 5 - Do you think that Charles I is ruling properly?

I do/do not think that Charles I is ruling properly because....

DECISION 6 - Will you vote Charles the money to save England?

I will/will not vote Charles I the money to save England from the Scots because....

CONCLUSION

I think that I would/would not support Charles I in 1640 because....

Steps to War - Information Sheet



Charles I and Parliament did not want to go to war in 1640. In the space of two years Charles I and Parliament found themselves on opposite sides, fighting a bloody Civil War.

STEP ONE - PEACE IN OUR TIME?

In November 1640 Parliament was called by Charles I because he needed money to pay off the Scottish army. Parliament were still very angry at the way Charles had been ruling without calling a parliament. They would only vote Charles the money he needed if he agreed to their demands.

Parliament's Demands

1. To remove the King's evil counsellors.
2. To make sure that the King does not rule without Parliament.
3. To make sure that the King does not raise taxes without Parliament's consent.
4. To make sure that the King cannot put people in jail for no good reason by using his own courts like the Star Chamber.
5. To reverse the changes to the Church that Laud had made.

Charles agrees by Summer 1641

1. Strafford was impeached on 10 November and Laud on 18 November.
2. The Triennial Act in February 1641 made sure that Parliament met every three years.
3. By August 1641, Ship Money, paying for knighthoods, and the Forest Laws had all been abolished. Non-parliamentary taxation was declared illegal.
4. The courts of the Star Chamber and High Commission were abolished.
5. As Parliament could not agree on the ways in which the Church should be changed, Charles did not have to make any changes.

STEP TWO - PARLIAMENT DIVIDED

Without support, Charles I had to give in to most of the Parliamentary demands. Until the summer of 1641 Parliament had been united in their opposition of the King. But during the later months of 1641 Parliamentarians became divided.

1. **Ten Propositions** - In June 1641 one group of Parliamentarians put together a petition claiming the right for Parliament to approve King's advisers. The arguments over this issue split Parliament.
2. **Rebellion in Ireland** - In November news of the rebellion reached Parliament. When the King asked Parliament for money for an army to crush the rebellion, Parliament was worried that Charles would use the army against them. They tried to make sure that Parliament, not the King, decided who was appointed as the army's leader. Some people in Parliament thought that trying to control the King in this way was a step too far.











STEP THREE - THE FINAL ARGUMENT

Charles I realized by January 1642 that he had a small group of Royalist supporters in Parliament. Charles decided to arrest the five men he thought were ringleaders of the opposition on 4 January 1642. He marched into Parliament with 200 armed guards. Had he succeeded, it is possible that a war may never have happened. But the five men had been forewarned and Charles only succeeded in making Parliament more wary of him than before. He left London on 10 January never to return until his trial and execution.

The Steps to War - Task Sheet



1. Read the Steps to War Information Sheet.
2. Look at this list of events from 1640-42.
3. Cut the events out.
4. Decide whether they are causes for Peace or causes for War.
5. Place the causes for Peace in one pile, and the causes for War in another.
6. Now look at the Steps to War frame.
7. Paste the events on the frame in order of importance, with number one being the least important.

 Abolition of the Star Chamber	 Abolition of Bishops	 Triennial Act	 Ten Propositions	 Ship Money illegal
 Strafford and Laud imprisoned	 Irish Rebellion	 Arrest of The Five MPs	 Strafford's execution	 August 1640 The Scots Invasion

*Now decide when the Point of No Return happened in the period 1640-42.
When did the Civil Wars become inevitable?*

A Gentleman's War? - Record Sheet 2



DECISION 4 - How do you feel about Charles's new ways of raising money?

I think that Charles I's new ways of raising money are _____ because....

DECISION 5 - Do you think that Charles I is ruling properly?

I do/do not think that Charles I is ruling properly because....

DECISION 6 - Will you vote Charles the money to save England?

I will/will not vote Charles I the money to save England from the Scots because....

CONCLUSION

I think that I would/would not support Charles I in 1640 because....

A Gentleman's War? - Record Sheet 1



NAME	
OCCUPATION	
RANK	

DECISION 1 - Will you vote Charles I the money he needs to go to war?

Yes/No, I will/will not vote Charles I the money he needs to go to war because....

DECISION 2 - Will you relent and give Charles I the money he says he needs?

Yes/No, I will/will not vote Charles I the money he needs to because....

DECISION 3 - Do you support Charles I's changes in the church?

Yes/No, I do/do not support Charles I's changes in the church because....



ROLE CARD

NAME: THOMAS WENTWORTH

RANK: 1ST EARL OF
STRAFFORD

- In 1626, you refused to pay the forced loan of Charles I and were put in prison.
- In 1628, you led the House of Commons against the King as you believed that 'evil counselors' extended the powers of the King without considering Parliament. You suggested a new Magna Carta and encouraged the Commons to pay subsidies, so that the King would agree to the new rights for Parliament.
- By March 1629 you had taken a job with the Crown as you believed that 'harmony depended on the co-operation' and thought that Parliament was going too far to pursue their grievances. You told people that 'the authority of a King is the keystone of government'. You became a member of the Privy Council and were determined to make the King's will effective. You work closely with Laud in his changes in the church. Charles made you a Baron in 1628.
- In 1632 you were appointed Lord Deputy in Ireland and used your position to increase your yearly income from £6,000 in 1628 to £23,000 in 1638.
- You tried to manage the elections in Yorkshire to make sure that the King's men were elected to Parliament. This made you very unpopular in Yorkshire. You were made Baron of Raby in 1639, which angered Sir Henry Vane who owned Raby Castle in Northumberland.
- In the summer 1640 Charles I made you Earl of Strafford. You felt very close to the King, and proud of your achievements.



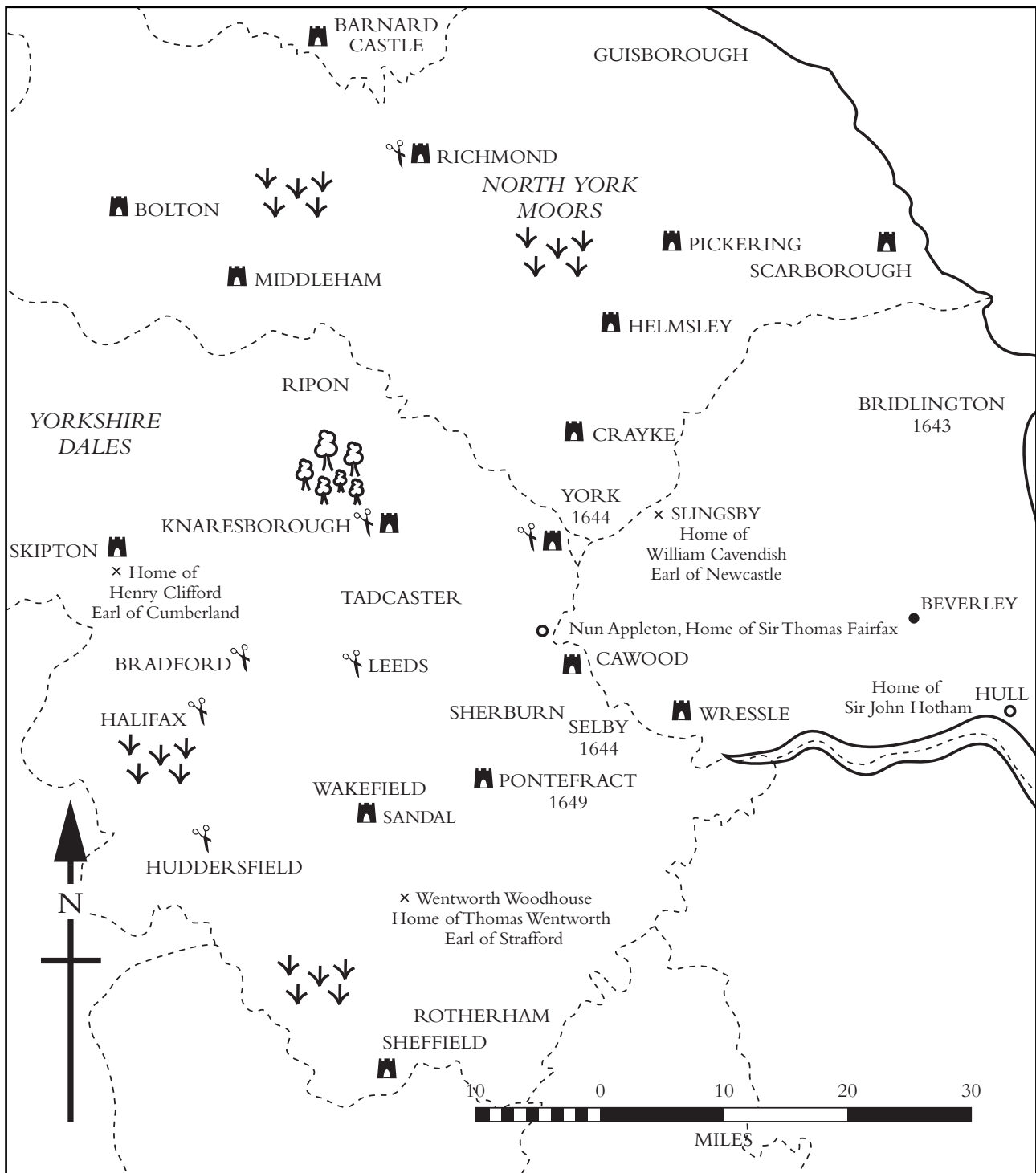
ROLE CARD

NAME: FERDINANDO FAIRFAX

RANK: LORD FAIRFAX
OF CAMERON

- You are the son of Thomas, Lord Fairfax of Cameron. Your family had lands in Yorkshire at Ilkley and Nun Appleton. Four of your brothers died in battle abroad, and you have fought as a soldier in Holland. You think a war against Spain is really important.
- In 1629, as a Member of Parliament you think that Charles is squandering the money you've given him in taxes. You shout about it in the House of Commons and then go home.
- You are very unhappy at the way Charles I is raising Ship Money from inland towns. You think that only ports should pay it, then you would not have to pay.
- You think that if Charles I and his father hadn't sold some peerages that the House of Lords would have died out. Charles and James had increased the number of Lords from fifty-five in 1601 to 126 in 1628. This could only be a good thing for Parliament. In 1629, your father bought the Scottish title of Lord Fairfax of Cameron from Charles I for £1500.
- You don't like the way that Laud is changing the Church of England. You suspect that Charles is trying to make the Church more Catholic. But your son, Thomas, raised 160 cavalry from the villages surrounding the family estates for the King in 1639 to fight the Scots.
- In 1629, Thomas Wentworth, Lord Strafford, invited you to join the Council of the North. You were friendly with Strafford until he began to use his powers as President of the Council of the North to enforce Charles I's wishes. You believe that Lord Strafford 'hath battered down our laws and liberties' and think that Charles I was 'excessively in love with his darling prerogative'. In 1640 you think that Charles I must be brought to his senses.

From Peace to War?



KEY

Forest Land

Moor Land



Castles

Cloth Towns



Who has the advantage in 1642?



In the North of England loyalties were divided. Many wealthy Catholic and Anglican gentry supported the King whilst towns such as Hull, Manchester, and Bolton and the textile towns of Keighley, Bradford, Halifax, Colne and Clitheroe stood for Parliament. In Yorkshire initially Henry Clifford commanded the Royalist armies, but by December 1642 the Marquis of Newcastle led the King's army. Lord Ferdinando Fairfax and his son Sir Thomas Fairfax led the Parliamentary armies.

1. THE GENTRY

- a) Rich gentlemen could provide their own arms and armour. They may even have had some in their homes.
- b) Gentlemen would have the money to raise arms and armour from their estates, and to pay soldiers.

2. LARGE TOWNS AND CITIES

- a) Larger towns and cities like York often had their own town armoury where they kept a few old pieces of armour.
- b) Often rich cloth merchants could be persuaded to loan money to the side occupying their town. Cloth towns could be very valuable. Soldiers would need clothes and shoes to wear, so controlling a cloth town would be an advantage.

3. PORTS

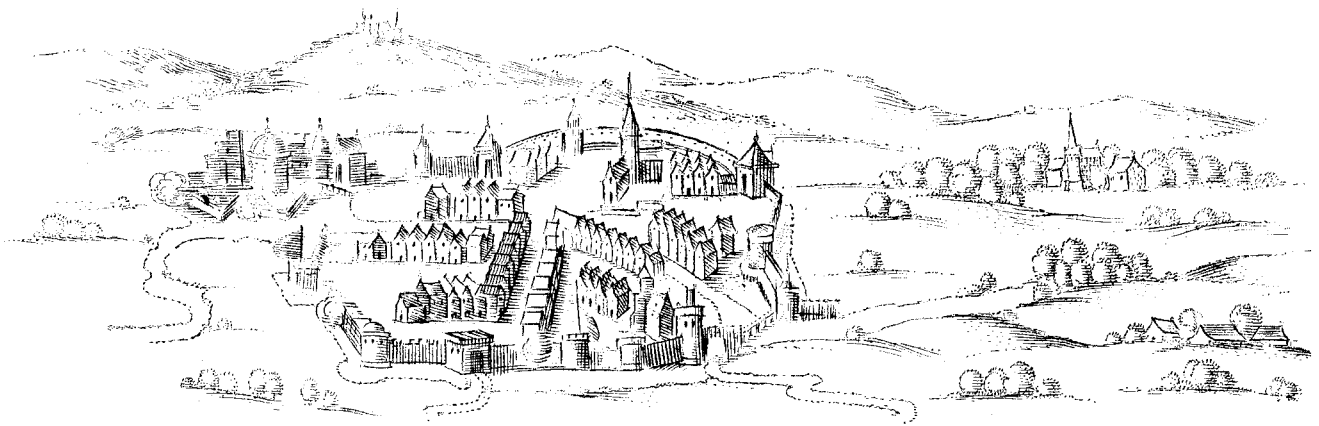
- a) Ports were useful to bring men, arms and armour from the continent.
- b) The ports on the East Coast of Yorkshire, Hull and Beverley, were especially useful for transporting coal and other goods from Newcastle.

4. CASTLES

- a) Castles were useful in defending an important road or area. Skipton Castle commanded the valley passes across the Pennines to Lancashire. Sheffield Castle commanded the passes over the moors into Derbyshire.
- b) Castles often had supplies of arms and armour and a garrison of men willing to fight.

5. IRON WORKS

Sheffield's ironworks provided a ready source for arms and armaments. The Sheffield cutlers could make arms and armour.



Who has the advantage in 1642?



Look at your decisions on the map 'From Peace to War'.

Count the numbers of different types of supporters on the map for King and Parliament and fill in the grid.

Type of Supporter	Number supporting....		Which Side has the most support? (Cross out the one that is not right)
	Parliament	Charles	
Gentry			Charles/Parliament
Large Towns and Cities			Charles/Parliament
Ports			Charles/Parliament
Castles			Charles/Parliament
Iron Works			Charles/Parliament

Now read the sheet **Who has the advantage?**

Who do you think has the advantage in Yorkshire in 1642?

I think that the Royalists/Parliamentarians have the advantage because.....

How were troops raised to fight?



In 1642 armies were raised in two different ways.

1. RECRUITING OFFICERS

In 1642 Charles I issued Commissions of Array to men he wanted to lead his armies.

He appointed the Earl of Arundel as the Commander-in-Chief of his armies, and the Earls of Holland and Newport because they were friends of his wife, who had just had a baby. These colonels recruited, armed and paid their own men.

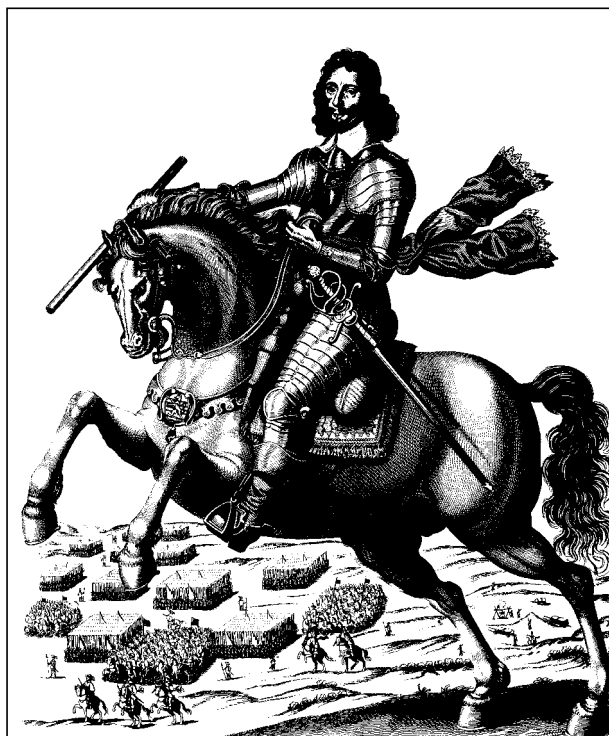
Charles I picked the Marquis of Newcastle to defend the Northern counties, as he knew that he would be able to raise troops.

Parliament had issued the Militia Ordinance in March 1642 giving them powers to raise an army as well and they were also issuing orders to recruit leaders. Parliament chose the Earls of Essex and Manchester initially to lead their armies.

2. RECRUITING RANK AND FILE

Some men volunteered to fight in the wars. By 25 July the Royalist army in the North recruited 3,000 footsoldiers and 2,000 cavalry. But the Parliamentarians had recruited more men. Unemployment meant that many cloth workers in towns such as Halifax volunteered for Parliament. The war was not expected to last long, and the wages were better than working in the fields as a farm hand.

Other men were forced to fight by the people in their town. The county authorities and village constables drafted the men. The first to be conscripted were the unemployed, beggar and thieves. Parliament exempted clergy, students, sons of esquires and those that earned more than £5 in goods or £3 in land per year.



During the Scottish Wars in 1639, one future Parliamentarian leader, Sir Thomas Fairfax, had raised a troop of horse from his family estates, called the Yorkshire Redcaps.



An illustration from De Gheyn's Wappenhandlung, about 1600, showing a pikeman.

The Local Armouries?



Most rich gentlemen had their own supply of arms and armour, but not all of it would have been very new or in prime condition.

In the Hall

'Seaven Case of Pistols with Holsters, one paire of holsters, one paire of Holsters without pistoll, Tenn Musquets, one sword, two holbords, two batteringe axe, fower drums, five suites of armour and the horse colers.'

In the Store

'Eight Swords and one carbine'
Inventory of Sir Thomas Wentworth of
Bretton, near Wakefield, in 1675

The Littlecote Wall display in the Royal Armouries at Leeds is a reconstruction of part of the Great Hall at Littlecote House near Hungerford, Berkshire, owned by **Colonel Alexander Popham**.

Popham raised men from his estate and the surrounding country, and equipped a troop of cavalymen to fight for *Parliament* in the English Civil Wars.

In total there are 37 buff coats in the Littlecote collection, 34 are of the same type, with flared skirts, and double sleeves. There are also 33 pieces of harquebusier armour. Most of the collection represents *munition armour* of the Commonwealth period, which was 'mass produced' and of a poorer quality than the 'tailor-made' armour of the rich.

Look carefully at the picture of the Littlecote Armoury.

What sorts of soldiers would this set of armour equip?

Little evidence remains from the time, but at the end of the Civil Wars, the arms and armour used in the wars were displayed in the halls of great houses. This was partly as a memorial to the men who had fought in the regiments raised by their landlords, and partly as a fashionable style of decoration.

Look at the sheets on arming soldiers.

1. What sorts of soldier would Sir Thomas Wentworth be able to arm?

2. How many soldiers could he equip?



The Great Hall of Littlecote House, Berkshire, originally belonging to the Popham family.

Arming Soldiers



Armour could be very expensive.

See if you can work out the costs of arming a soldier.

INVENTORY OF HENRY KEENE, LONDON ARMOURER, 1662		VALUE	
ITEM	Pounds	Shillings	Pence
4 old pistols and a carbine	17	8	8
4 old swords		5	
7 head pieces for footmen		8	
8 pikes		24	
29 horsemen's breasts	4	16	
One horseman's armour white and light		18	

1. If 8 pikes cost 24 shillings, how much would one pike cost?
2. Work out a rough price for one horseman's breastplate.
3. Is the footsoldier's or horseman's armour the more expensive?

Did you know...

There were 12 old pennies in a shilling, 12d. = 1s.

There were 20 shillings in a pound, 20s. = £1

The infantry raised by Parliament did not usually have buff coats. (Except those raised in London). Regiments of foot ideally had 1,000 soldiers divided into 10 companies. Each of these pikemen and musketeers would need to be armed.

These arms, below, were distributed to Colonel Belassis, Royalist leader in Leeds, in May 1643 by the Royalist Ordnance.

	Musketts	Bandoleres	Pikes
Colonel Belassis	30	30	70
To his own company	6	6	10
To his Lieutenant Colonel	3	3	4
To his Sergeant Major	3	3	9
To Captain Godfrey	3	3	9
To Captain Woolverston	2	2	6
To Captain Udall	3	3	9
To Captain Baynes	3	3	2
To Captain Pollack	3	3	7
To Captain Booth	3	3	9
To Captain Hilliard	2	2	7
TOTAL			

1. Count up the number of pikes, muskets and bandoliers that Colonel Belassis needed for his regiment.
2. Write the numbers in the TOTAL section of the table.
3. How much money would be spent on the pikes for the regiment?
4. Do you think that it would be possible for local gentlemen to equip a full army?

Paying the Troops



Pay for soldiers varied from regiment to regiment and according to the number of men an officer controlled. It also depended on how much money the gentleman in charge had.

Look at the table below.

TWO AND A HALF DAYS PAY FOR LORD FAIRFAX'S REGIMENT ON 11 MAY 1645.				
RANK	Pay per day	Pay for 2 ^{1/2} days		
		Pounds	Shillings	Pence
Major	54s.			
A Captain of the Horse	39s.	4	17	6
Lieutenant of the Horse	18s.	2	5	0
Cornet of the Horse	13s.6d.	1	13	9
Quartermaster	9s.	1	2	6
Trumpet	3s.		7	6
Corporal of the Horse	3s.		7	6

How much money do you think the Major would be paid in shillings after 2^{1/2} days? _____ shillings

There were 20 shillings in a pound.

Try and work out how much a Major would get for 2^{1/2} days pay in pounds and shillings. _____ pounds _____ shillings

Pikemen in Oxford earned from 4 shillings to 6 shillings a week, which was the same as an agricultural labourer. Musketeers earned the same.

To risk your life for the same wage that could be had for staying home and working on the local farms did not encourage some people to fight.

Do you think that local gentlemen could afford to pay the wages of the soldiers they employed?

How do you think the King and Parliament found the money to pay the soldiers?

The Search for Arms



THE HULL ARSENAL

From the moment Charles left London, in January 1642 both sides tried to equip themselves for the forthcoming fight.

The King had two armouries where he stored his arms and armour; the Tower of London and Hull. In 1642 the magazine at the Tower of London was nearly empty. In November 1641, Charles I had used nearly all the supplies to equip the 12,000 soldiers he sent to Ireland to crush the rebellion.

In January 1642, the magazine at Hull held sufficient arms and armour for 16,000 men. Both the King and Parliament needed to gain control of the supplies at Hull.

HULL TAKES SIDES

On 11 January both the King and Parliament had appointed their own governors for Hull. If Hull had declared for the King, Charles might have been able to use the arms and armour to quickly subdue Parliament. But two days later Hull refused to accept Charles' candidate, and Parliament's man, Sir John Hotham, took control. He was already a commander of the local militia, and he took 300–400 soldiers with him into Hull.

Charles arrived in Yorkshire on 18 March and immediately started to try to gain access to Hull by trickery. He sent his son Prince James with an entourage on a goodwill visit to Hull and then sent word that he would join the prince later. When Charles and his escort arrived on 23 April Sir John refused to open the gates of Hull to the King. Charles then declared Sir John a traitor. On 30 May Parliament moved the arms by sea to the safer location of the Tower of London.

Why was it so important for Charles I to gain control of the arms and armour in Hull?

How did this action mean that war was more likely between King and Parliament?

THE SIEGE OF HULL

Although the arms and armour had been moved Charles still needed an East Coast port where Royalist arms and armour from Europe could be safely landed. In July 1642 he tried to take Hull again.

On 5 July the King advanced on Hull with a small force of about 1,000 men. However, Hotham had cut the dykes and flooded the surrounding countryside making an attack on the town difficult.

The King therefore turned back to Beverley, leaving his troops to throw up embankments and dig entrenchments, preparing for a long siege. On 16 July Hotham's troops sallied out of the town and burnt the houses outside the gates of Hull, which might have given protection to the attacking forces.

Although Hotham eventually changed his allegiance to the King, Hull itself never fell to the Royalists.

NEWCASTLE'S ATTEMPT TO TAKE HULL

On 2 September 1643 the Royalists attempted to take Hull again. The Earl of Newcastle seized the offensive and began to besiege Hull. Lord Ferdinando Fairfax, the Parliamentary leader, had cut the riverbanks and a large part of the low ground was flooded, so many Royalist earthworks were knee deep in mud. The besieged garrison in Hull had command of the river, and was able to keep communication lines open with Parliamentary strongholds in Lincolnshire. The Hull garrison finally defeated the siege on 11 September. They sallied out and captured the Royalist guns and turned them against the Royalists to break the siege.

Why was Hull such a difficult town to take?

Henrietta María - Generalíssima?



The estimated strength of the Royalist army in Yorkshire on 25 July 1642 was less than 3,000 infantry and about 2,000 cavalry.

This was poor compared to the strength of the Parliamentary armies.

In March 1642, Charles had sent his wife Henrietta Maria to the Netherlands with some of the royal jewels to sell to get money to raise and equip an army.

In August 1642 a Danish ship brought much-needed arms and armour to the King, including 1,000 pikes. At the same time Queen Henrietta Maria, in Holland, sent £500 pounds in gold. This enabled Charles to equip and pay his northern armies.

HENRIETTA MARIA BRINGS SUPPLIES TO THE KING

Read these accounts of Henrietta Maria's war efforts as reported by a Venetian Ambassador.

10 December 1642 'The Queen has hired 700 ships with military provisions for the King.'

17 October 1642 'Another ship sent by the Queen from Holland to His Majesty with munitions, arms and 140 officers for the army has put in at Yarmouth, being unable to keep at sea any longer or proceed to Newcastle. There it was seized by the partisans of Parliament and the leaders arrested. They were brought prisoners to the Tower.'

25 February 1643 'The Queen of England went to Scheveningen the day before yesterday.... A ship brought to her to take military provisions for 6,000 soldiers is held up at the mouth of the Meuse by two ships of war of the Parliament who have ventured into these waters and threaten to sink it if it moves. This has delayed Her Majesty's departure.... The Parliamentarians want to delay the Queen's departure to give them time to prepare a fleet and surprise her on her way.'



Henrietta Maria

13 March 1643 '...It is now six days since the Queen arrived at Bridlington, a small village on the coast only 16 miles from York. She landed there not only because it is so near York but also to evade 16 Parliamentary ships which were waiting for her off Newcastle. She brought with her 1,000 soldiers with 300 officers and they say she also brings £80,000 and 20,000 suits of armour. She is now staying at a gentleman's house only two miles from York, waiting for safe opportunity to proceed ... to Oxford.... Her arrival does not leave the Parliamentarians without some apprehension.'



Henrietta María - Generalíssima?

Task Sheet

Read the information on the sheet Henrietta Maria – Generalissima?
Then answer these questions.
(Generalissima means She-General).

- 1. Why do you think that some people called Henrietta Maria a General?*
- 2. Do you think this would have upset some of the Royalist leaders?*
- 3. Which ports did Charles I still control?*
- 4. Why did Henrietta Maria land at Bridlington?*
- 5. How important do you think Henrietta Maria was in making sure Charles had enough men and weaponry to fight the war?*

All Quiet on the Northern Front?



Sir Francis Wortley was born in 1591 the son of Sir Richard Wortley of Wortley, Derbyshire. He led a group of men to take Bakewell House in Warwickshire in October 1643. A Mr Rellisone tried to use his bow and arrow to prevent the house being pillaged, but was killed by Wortley's men. Wortley was taken prisoner at Walton House on 3 June 1644 and was sent to the Tower of London as a prisoner where he was kept for five years.

WAR OR PEACE?

On 3 May, the first action of war happened in York.

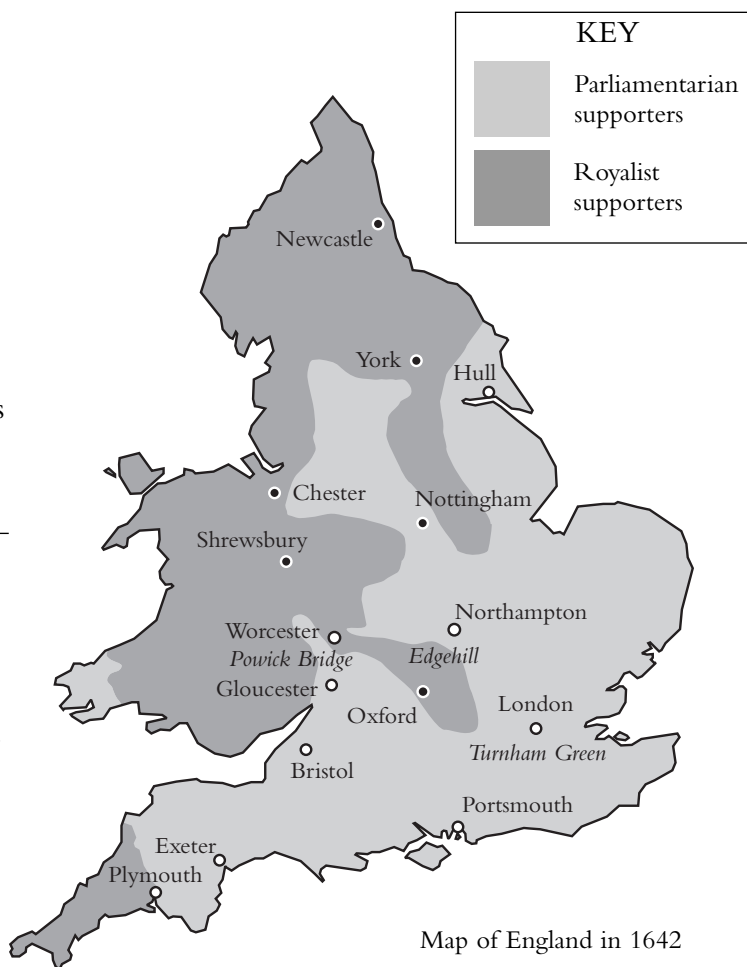
Sir Francis Wortley drew his sword and swore to maintain the King against Parliament. He began to raise 200 horse for Royalist service. Not all Yorkshiremen were as eager for war as Sir Francis Wortley.

Although Charles ordered all able-bodied men to assemble at Doncaster on 20 August, men were slow to gather for war.

Thinking the North of England was secured, Charles marched south. On 22 August 1642 he raised his standard at Nottingham. This was the official declaration of war by the King.

Anyone who raised their standard against the King would be guilty of treason. After this both sides began to raise armies in earnest.

Even though war had been officially declared, in Yorkshire men were not particularly eager to fight. On 20 **September** Henry Clifford, Earl of Cumberland and Lord Fairfax signed an agreement at Rothwell near Leeds, for a 'suspension of activities, the men of this shire being adverse to such strife'. For about six weeks the county remained quiet and there was talk of neutrality. However, Yorkshire was soon at war.



Map of England in 1642

1642 - The King Rides to Victory?



THE BATTLE OF EDGEHILL OCTOBER 1642

On 23 October 1642 the first major but indecisive battle took place at Edgehill, in the Midlands. The Royalist cavalry defeated the Parliamentary cavalry but the infantry fight was a stalemate allowing the Parliamentary army to retreat. This left the road to London wide open for the King. He was checked by Londoners who joined the Parliamentary army at Turnham Green and had to retreat to Oxford where he set up his winter base.

1. THE IMPORTANCE OF THE NORTH OF ENGLAND.

The support of the North of England was important to Charles for many different reasons.

Which do you think is the most important reason?

- To stop the Scots from moving South to join with the Parliamentarians against the King.
- To keep coal from Newcastle moving to the iron forges to make arms and armour.
- To keep the East Coast ports open to bring in arms and armour from the continent.
- To provide men and generals to fight against Parliament.

2. CHARLES' AIM 1642

Why do you think the King marched south from Nottingham in 1642?

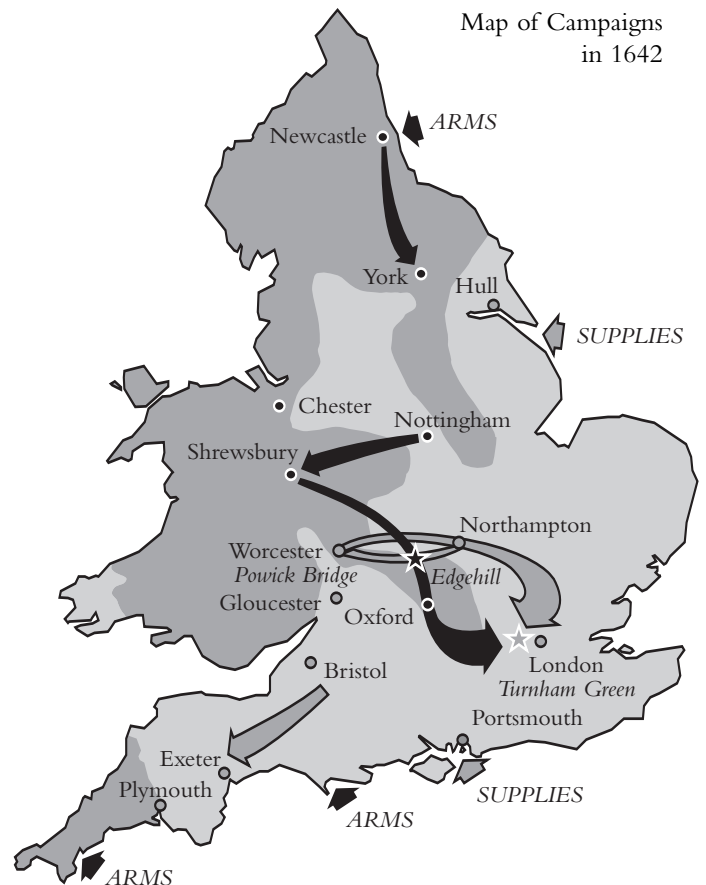
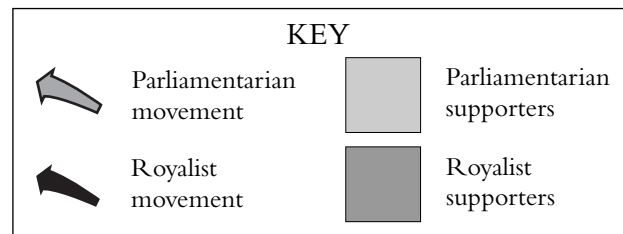
- To find a nice quiet place to have a picnic with his army.
- To retake the Capital, London, and bring a swift end to the Civil Wars.
- To take revenge on the Parliamentarians for daring to try to raise arms against the King.
- Because he felt sure that the North of England was loyal to him.

3. THE IMPORTANCE OF THE BATTLE OF EDGEHILL

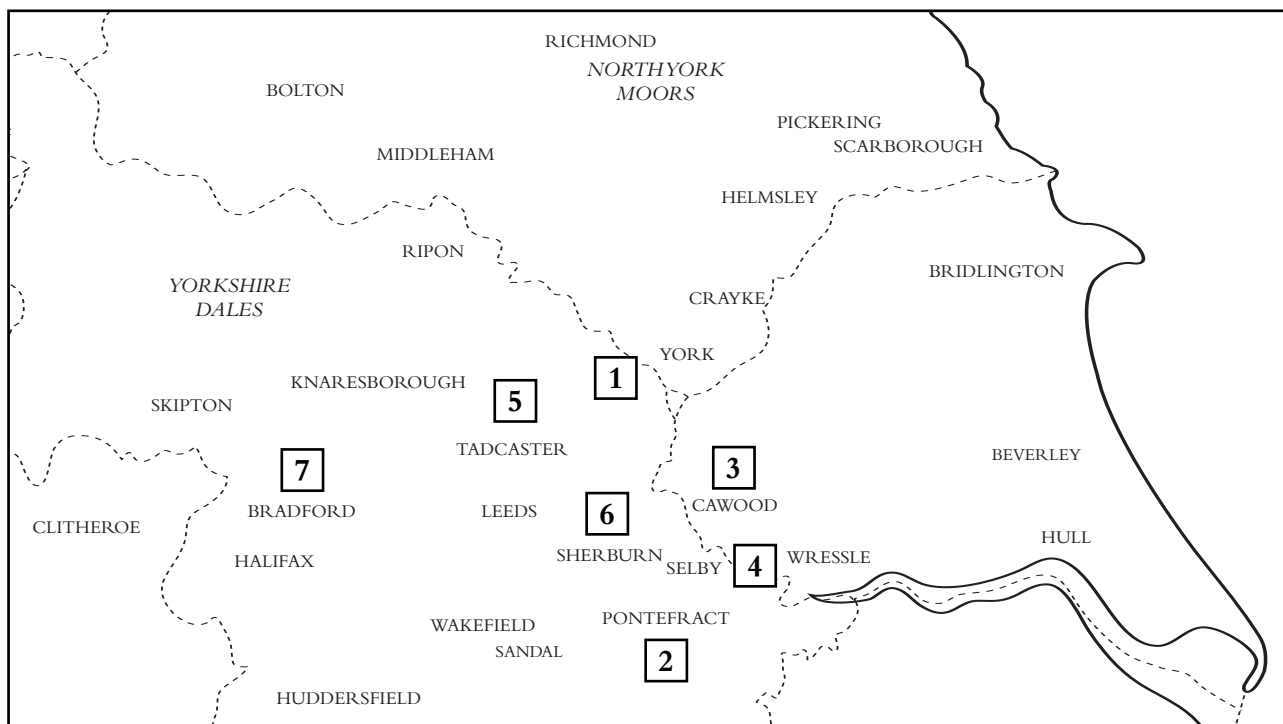
What do you think would have happened if Charles I had won the battle of Edgehill?

- No one would have joined Parliament's side and the war would have been over.
- Charles I would have gone hawking and hunting in Yorkshire.
- People would have thought that Parliament had a real chance to defeat the King and would have supported them.

Why do you think some historians have called the Battle of Edgehill the real start of the Civil Wars?



The Beginnings of the War in Yorkshire 1642



1. Autumn 1642: Sir Thomas Fairfax was attacked at Wetherby, by 800 Royalists, just as he had mounted his horse with the intention of riding to Tadcaster to see his father. With only two sergeants and two pikemen he faced the enemy, until the rest of his army joined him to rout the Royalists successfully.
2. Autumn 1642: Pontefract was taken by the Royalists.
3. On 4 October Hotham's Parliamentary troops marched from Hull to attack Cawood Castle. The garrison deserted as Hotham's troops approached and few shots were fired. When the Royalists attempted to recover Cawood, they were so alarmed by the sight of a windmill and stocks of beans that they fled.
4. On 3 December 1642 Fairfax was driven from York and he withdrew to Selby, under cover of darkness. This left the road to Pontefract open to the Royalists.
5. On 6 December the Royalists attacked Tadcaster, the Parliamentary field headquarters. They succeeded in occupying part of the town, but were driven back, after fighting from 10am to 4pm, when lack of ammunition powder finally stopped them. There were at least two hundred casualties.
6. On 10 December Sir Thomas Fairfax surprised a group of Royalists feasting at Sherburn near Leeds and routed them.
7. On 18 December 1642 Newcastle attacked Bradford. The men of Halifax, however, came to the aid of Bradford and the Royalists fled. Fairfax made his way to Bradford a few days later with a small force and took command of the local levies.

The Beginnings of the War in Yorkshire Task Sheet



When he marched south to London, Charles I ordered the Earl of Newcastle to raise an army from the northern counties to defend York.

In November 1642, Newcastle began marching south to Yorkshire. On 1 December, Newcastle, with 8,000 men, crossed the Tees at Piercebridge and defeated the Parliamentary army with Royalist artillery.

Look at the map the 'Beginnings of the War in Yorkshire, 1642'. Then answer these questions.

1. *How would you describe the war in Yorkshire in 1642?*

- a) Both sides were trying to outwit each other and gain an advantage.
- b) Parliament was trying to keep lines of communication open between the towns.
- c) The Royalists were trying to crush Parliament.

2. *What was the turning point of the war in Yorkshire in 1642?*

- a) The Earl of Newcastle arriving in Yorkshire with new troops.
- b) Fairfax's attack at Sherburn.
- c) Hotham's attack on Cawood Castle.

1. *How would you describe the war in Yorkshire in 1642?*

2. *What was the turning point of the war in Yorkshire in 1642?*

Parliament on the Run?



During 1643, the most successful Royalist army was that of the Earl of Newcastle in Yorkshire.

In early 1643 the Parliamentarians led by Sir Thomas Fairfax and his father Ferdinando were under pressure at their headquarters in Selby.

They asked Sir John Hotham at Hull for help against the Royalists but he refused.

Fairfax then decided to try to move his troops to the safer and friendlier base of the cloth town of Leeds.

Sir John Hotham had been disillusioned with Charles I's attempts to gather Ship Money and had disliked the way that troops were billeted in Yorkshire during the Bishops Wars. When Charles I insulted him by not appointing him as the governor of Hull he decided to accept the Parliamentary appointment. He even refused Charles entry to Hull in April 1642. However, when Parliament appointed Lord Fairfax and his son as the Parliamentary commanders of the northern armies instead of Hotham he felt slighted. He refused to aid the Fairfax's in 1643 and by June had decided to support the King and attempted to hand Hull over to the King. The citizens of Hull disagreed with him and he and his father were arrested and imprisoned.

They were executed in January 1645 on Tower Hill in London.

On 23 January 1643 Sir Thomas Fairfax took **Leeds**.

500 Royalist soldiers were taken prisoner along with 2 cannon, 14 barrels of gun powder and 400 muskets.

On 29 March 1643, Fairfax occupied **Tadcaster**. On his retreat he was attacked by Royalists and completely routed with heavy losses. Sir Thomas escaped and joined his father at Leeds. The Parliamentarians held Leeds, Bradford and Halifax.

In April 1643, the Royalists took **Rotherham** by storm and plundered the town. 1,400 arms and £5,000 were taken.

After taking Rotherham the Royalists proceeded to **Sheffield** where the Parliamentarians fled without battle. Sheffield's ironworks were now the King's and he started to cast cannon for his army.

On 21 May 1643, Fairfax attacked **Wakefield**. 1,400 Royalists were taken prisoner and a great store of ammunition captured. But Wakefield had to be abandoned almost at once, as Fairfax could not leave troops behind to hold it.

29 June 1643, Battle of Adwalton Moor.

The Parliamentarians were defeated by the Earl of Newcastle near Bradford. On 30 June Sir Thomas Fairfax arrived in **Bradford**, but fearing that he would be isolated by the Royalists, he left 2 hours after his arrival. After fighting his way out of Bradford, Sir Thomas headed for Leeds where he met up with his father, Ferdinando Fairfax. Abandoning Leeds, the Parliamentary armies headed for Hull.

The Siege of Hull

On 2 September Newcastle seized the offensive again and besieged **Hull**. Hull had command of the river Humber and was able to keep communication lines open with Parliamentary strongholds in Lincolnshire. Sir Thomas Fairfax escaped by boat from Hull to Lincolnshire, and the Hull Parliamentary garrison finally defeated the Royalist siege on 11 September.

After this Royalist defeat the county was at peace for 3 months while both sides considered their strategies.

NEWCASTLE AND HENRIETTA MARIA

The Royalist commander, Newcastle, was hampered by the arrival of Henrietta Maria in February 1643. She landed at Bridlington and he had to give her safe passage from the coast to York, and then ensure her safety until she left to meet Charles I.

Whilst Henrietta Maria was in Yorkshire she did her best to try to gain more support for the King.

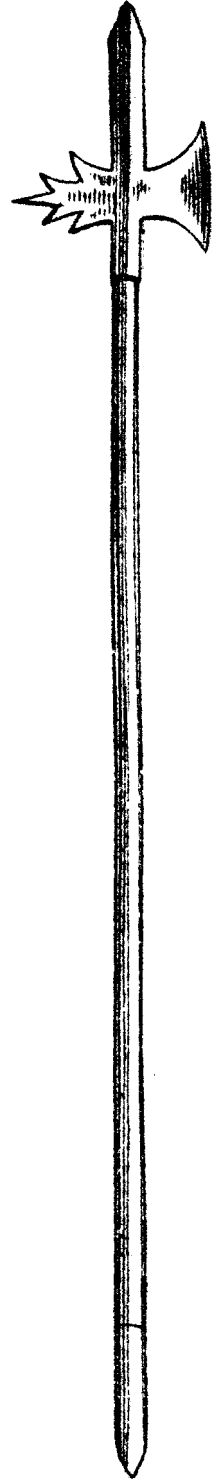
On 4 June 1643, the Queen finally left York and arrived at Newark on 16 June, taking with her 5,000 men, 6 cannon and 2 mortars. This severely weakened Newcastle's Royalist forces in the North.

Parliament on the Run?



Read the sheet Parliament on the Run?

Decide whether these battles were Parliamentary or Royalist victories.



23 January Battle of Leeds

I think that this was a Parliamentary/Royalist victory because...

29 March Battle of Tadcaster

I think that this was a Parliamentary/Royalist victory because...

April Battles of Rotherham and Sheffield

I think that these were Parliamentary/Royalist victories because...

21 May Battle of Wakefield

I think that this was a Parliamentary/Royalist victory because...

29 June Battle of Adwalton Moor

I think that this was a Parliamentary/Royalist victory because...

2 September Siege of Hull

I think that this was a Parliamentary/Royalist victory because...

1. By September 1643 who do you think was winning the Civil Wars in Yorkshire?
2. Which battle was the most important in deciding who was winning by the end of 1643?
3. What sorts of problems did the Royalists and Parliamentarians have?

The Siege of Bradford, 1642



Many people wrote their own accounts of the sieges and battles of the Civil Wars. Read this account of the Siege of Bradford in December 1642 by Captain John Hodgson of Coalley Hall near Halifax.

FROM THE MEMOIRS OF CAPTAIN JOHN HODGSON OF COALLEY HALL, NEAR HALIFAX

‘Sir William Savile, this Lord of Halifax’s father, draws up an army of horse and foot, with two great guns, on a Sabbath-day, in the morning, against Bradford Church, the towns peoples that had arms having fled into it to secure themselves. Several neighbours came into Halifax vicarage to the chapels, to crave the assistance of such as were able and willing, that they would afford their help to rescue their poor besieged neighbours who were threatened with nothing but destruction, viz. – burning, disarming, imprisoning, killing and whatnot. A good man, one Isaac Baume, comes in hasty to Coalley chapel and there acquaints one minister, one Mr. Lathom, what their condition was at Bradford; and he enlargeth upon it to the congregation, with a great deal of tenderness and affection, so that many of us did put our hands to the plough with much resolution, being well appointed with necessary weapons; and coming to Bradford Kirk, found the enemy ready to make an attempt upon them in the Kirk. But we gave them no time: but a party of club men, or such as had scythes layed in poles, fell upon their horse at one side, and the musketeers on the houses, that were ready to storm the church, on the other side, and so beat them off; took most of them prisoners that were not got into the houses, and had taken their guns, but that we wanted a scattering of horse. We had a sore brush with them and made an honourable retreat, after a hazardous pursuit.’

Read the source again and try to answer these questions

- 1. Where did the townspeople of Bradford go for safety?*
- 2. How did the people of Halifax know that Bradford was being besieged?*
- 3. How were the people of Halifax encouraged to go and help Bradford?*
- 4. How did the footsoldiers from Halifax defeat the Royalist cavalry at Bradford?*
- 5. How important was the church as a way of telling people what was happening?*
- 6. What sort of weapons did people have?*

The Siege of Bradford, 1643



Many people wrote their own accounts of the sieges and battles of the Civil Wars. Read this account of the Siege of Bradford in June 1643 by Captain John Hodgson of Coalley Hall near Halifax.

FROM THE MEMOIRS OF CAPTAIN JOHN HODGSON OF COALLEY HALL, NEAR HALIFAX

On the Parliamentary retreat from Bradford in June 1643 Captain Hodgson says the following:

‘In 1643 Sir Thomas [Fairfax] came to us from Halifax and got into the town [Bradford]. We soon grew at a great loss for want of provisions and ammunition to secure the place; and after some time, we were forced to overrun it. Some got clear away to Lancashire; others of the horse broke out, and got to Hull; many were taken prisoners; myself I was stripped into my shirt, and driven among the rest. After they had kept us two or three days they had us to Leeds, and there many took up arms; they were going to besiege Hull, and a small while stayed there. Most of the prisoners were released: some on one account, some on another. I made it my work to get to Lancashire, to Rochdale, and there I fell sick of a fever; after recovery I was sent for to Thornhill in Craven, where we gathered together three or four companies of such as had fled away, and got out of prisons; and in a little time to Sir Thomas Fairfax, who left Hull with his horse and dragoons, betakes himself to Lincolnshire.’

Read the source again and try to answer these questions

1. Why did the Parliamentarians feel that they could not defend the town of Bradford?

2. What happened to Captain Hodgson?

3. Why do you think that the Royalists took their prisoners with them to Leeds?

4. Some of the Parliamentarians captured by the Royalists at Bradford changed sides after they were captured. Which sentence tells us that this happened?

5. Does Captain Hodgson's account tell us whether Parliament was winning or losing the Civil War in Yorkshire?

6. Which side was Captain Hodgson on?

The Battle of Leeds, January 1643



INITIAL ROYALIST SUPPORT IN LEEDS

Theoretically the Royalists had the support of most people of seventeenth-century Leeds. The King had recently granted Leeds a charter, and most influential men in Leeds felt obliged to the Royalists. Moreover, the town's inhabitants were desperate for peace so that they could continue in their prosperous textile businesses. The majority recognised the Royalist side as the stronger and thus the town naturally gave preferential allegiance to the Royalists in order to prevent disruption in their lives.

Lord Fairfax refused to allow his suffering Parliamentary soldiers free quarters on local Yorkshire land in **December of 1642**. Fairfax's fear of upsetting local sympathies reveals the fragile position of the Parliamentary side.

THE ROYALISTS TAKE HOLD

From **mid-October 1642** the atmosphere in Leeds grew more charged. Skirmishes erupted as both sides sought to claim a more secure hold of the town. This was eventually won by Sir William Savile's Royalist troops in December of 1642. The importance of maintaining Leeds is shown by Savile's investment in digging trenches around the town. However this Royalist hold on Leeds quickly took its toll on the residents. For, according to Thomas Fairfax the Royalists stopped '*all trade and provisions ...that the people are not able to subsist*'. Their suffering was deemed so pitiful that Fairfax appealed for his father's financial support in his quest to rid Leeds of '*this popish army of the North*'.

PARLIAMENTARIANS CAPTURE LEEDS

So on **23 January 1643** the Parliamentary army, enlarged by men from Halifax and Bradford stormed in and swiftly captured Leeds. Fairfax approached the town through a howling blizzard and after 2 hours fighting from 2-4pm, he gained the town and routed the Royalists. The defenders escaped by swimming the river, but unfortunately some drowned in the attempt. About 500 Royalist soldiers were taken prisoner along with 2 cannon, 14 barrels of powder and 400 muskets. As a result the Fairfaxes gained a large quantity of ammunition. The Royalists also evacuated Wakefield and Newcastle retired from Pontefract to York.

THE ROYALISTS SEEK REVENGE

However within a matter of weeks, the Queen and court were plotting to recapture Leeds – so important had this city become. After several skirmishes and strategic manoeuvres the Royalists forced the Parliamentarians to flee to Hull after their defeat at Adwalton in the **summer of 1643**.

BACK INTO THE HANDS OF THE PARLIAMENTARIANS

In January 1644 the Parliamentary forces, heavily supported by the arrival of the Scots again threatened Leeds. Thomas Fairfax's army took the city once and for all on the 7 April 1644. After the battle of Marston Moor the Parliamentarians quickly dominated the whole of Yorkshire.

Step One Preparing for Battle

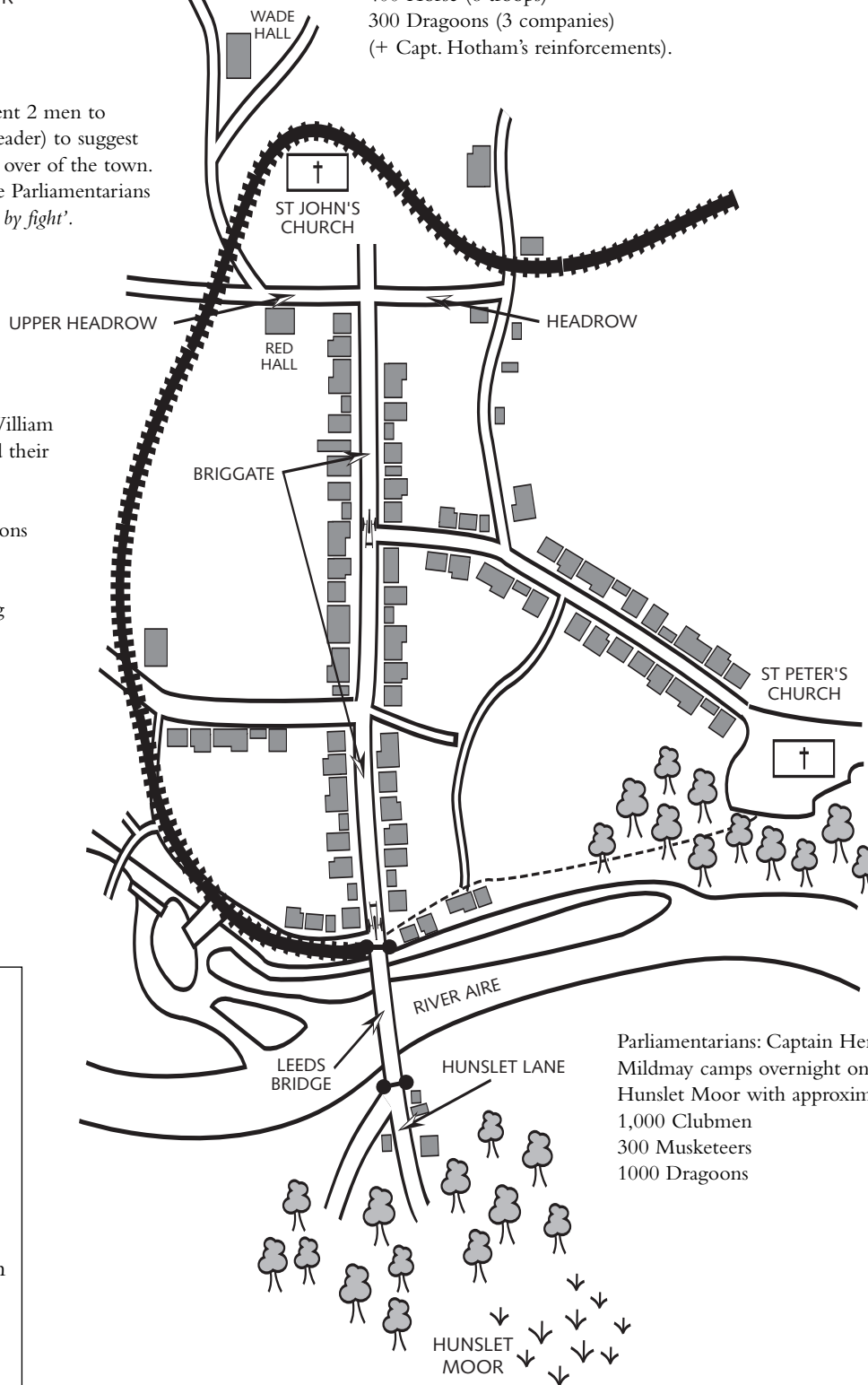


WOODHOUSE MOOR
↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓






Parliamentarians: Sir William Fairfax attempts to camp overnight on the boggy Woodhouse Moor with approximately:
1,000 Clubmen
300-700 Musketeers
400 Horse (6 troops)
300 Dragoons (3 companies)
(+ Capt. Hotham's reinforcements).

Sir Thomas Fairfax sent 2 men to Savile (the Royalist leader) to suggest the peaceful handing over of the town. Savile replied that the Parliamentarians 'should get nothing but by fight'.

Royalists under Sir William Savile prepare behind their £500 defences of:
Long trench
Demi-Culverin cannons
Breastwork defences with approximately:
1,500 men (including
400 Musketeers,
280 Horse,
210 Dragoons)



KEY

-  Long trench
-  Demi-culverin cannons
-  Breastwork defences
-  Parliamentarian movement
-  Royalist movement

Parliamentarians: Captain Henry Mildmay camps overnight on Hunslet Moor with approximately:
1,000 Clubmen
300 Musketeers
1000 Dragoons

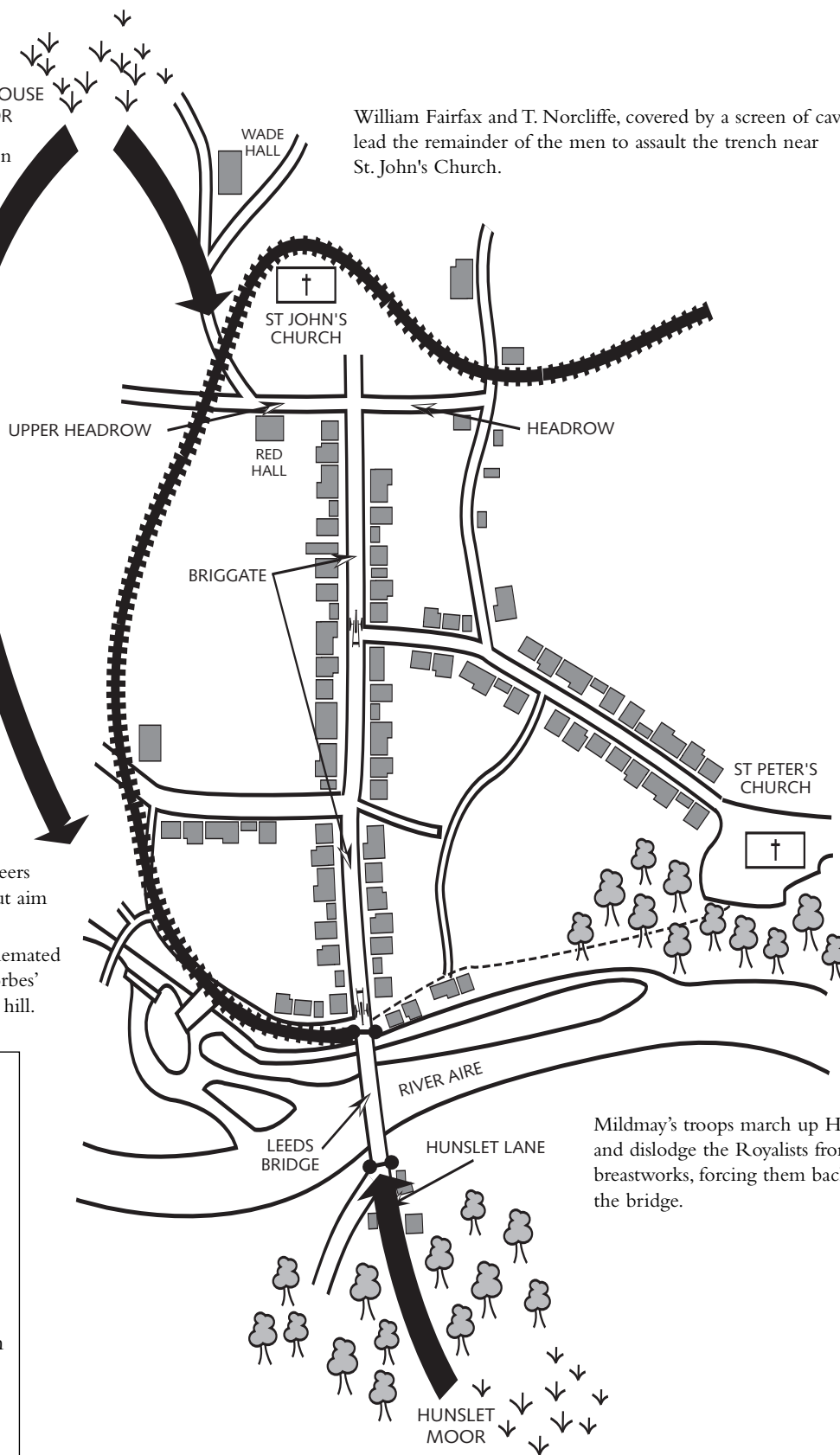
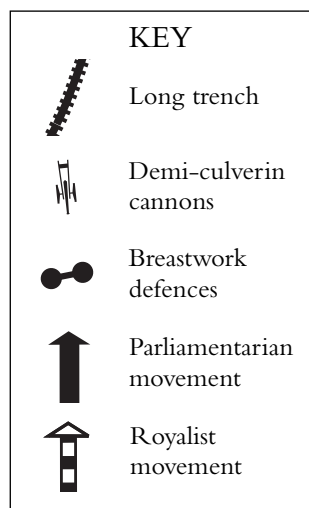
Step Two The First Attack



Sir T. Fairfax, Capt. J. Hodgson and Sergeant Major Forbes lead 500 men and 100 dismounted dragoons down towards the trench by the bridge.

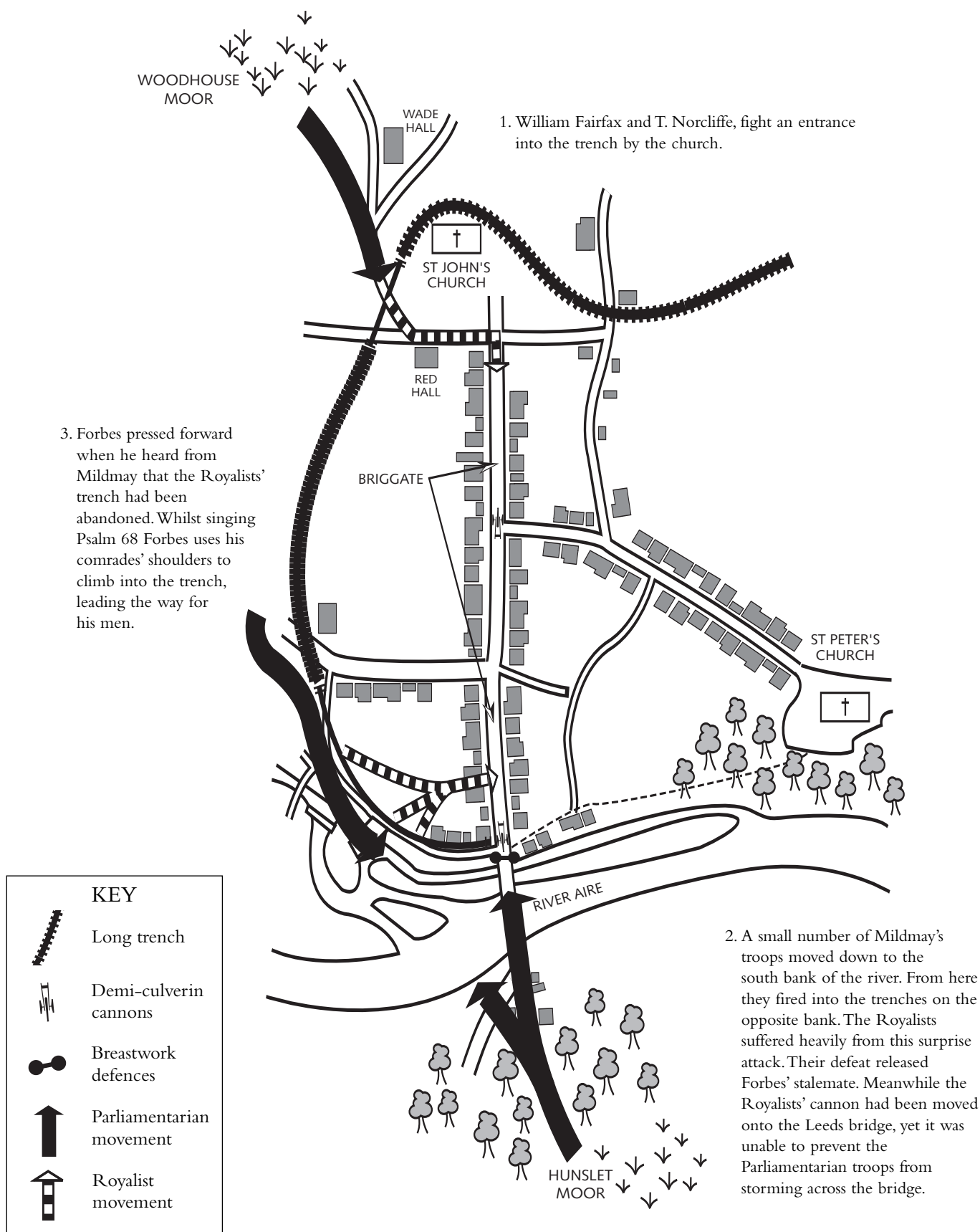
William Fairfax and T. Norcliffe, covered by a screen of cavalry, lead the remainder of the men to assault the trench near St. John's Church.

2pm Royalist musketeers fire at Forbes' men but aim too high.
The two sides are stalemated for an hour whilst Forbes' men shelter behind a hill.

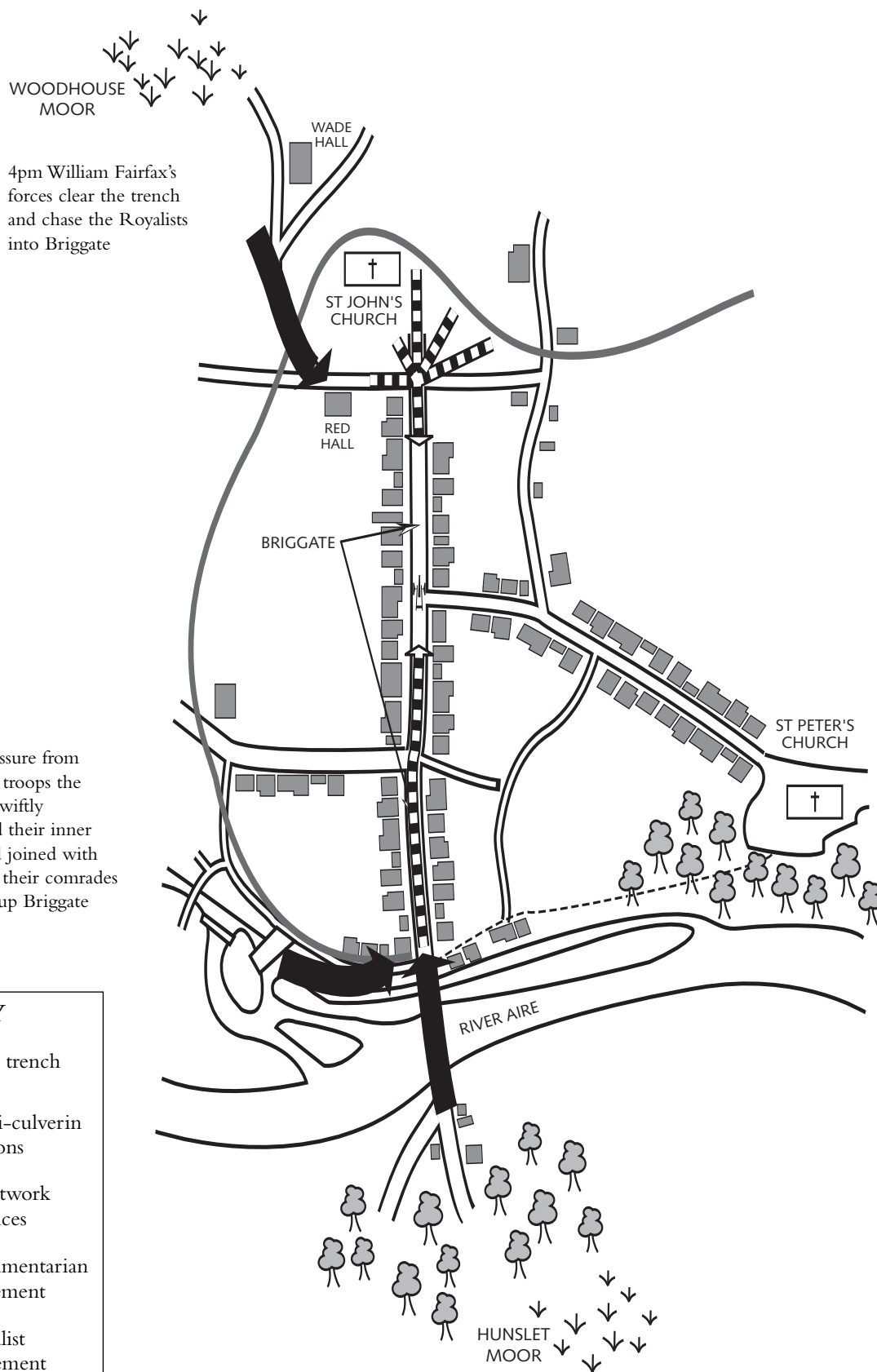


Mildmay's troops march up Hunslet Lane and dislodge the Royalists from their breastworks, forcing them back over the bridge.

Step Three A Parliamentarian Breakthrough



Step Four A Royalist Rout

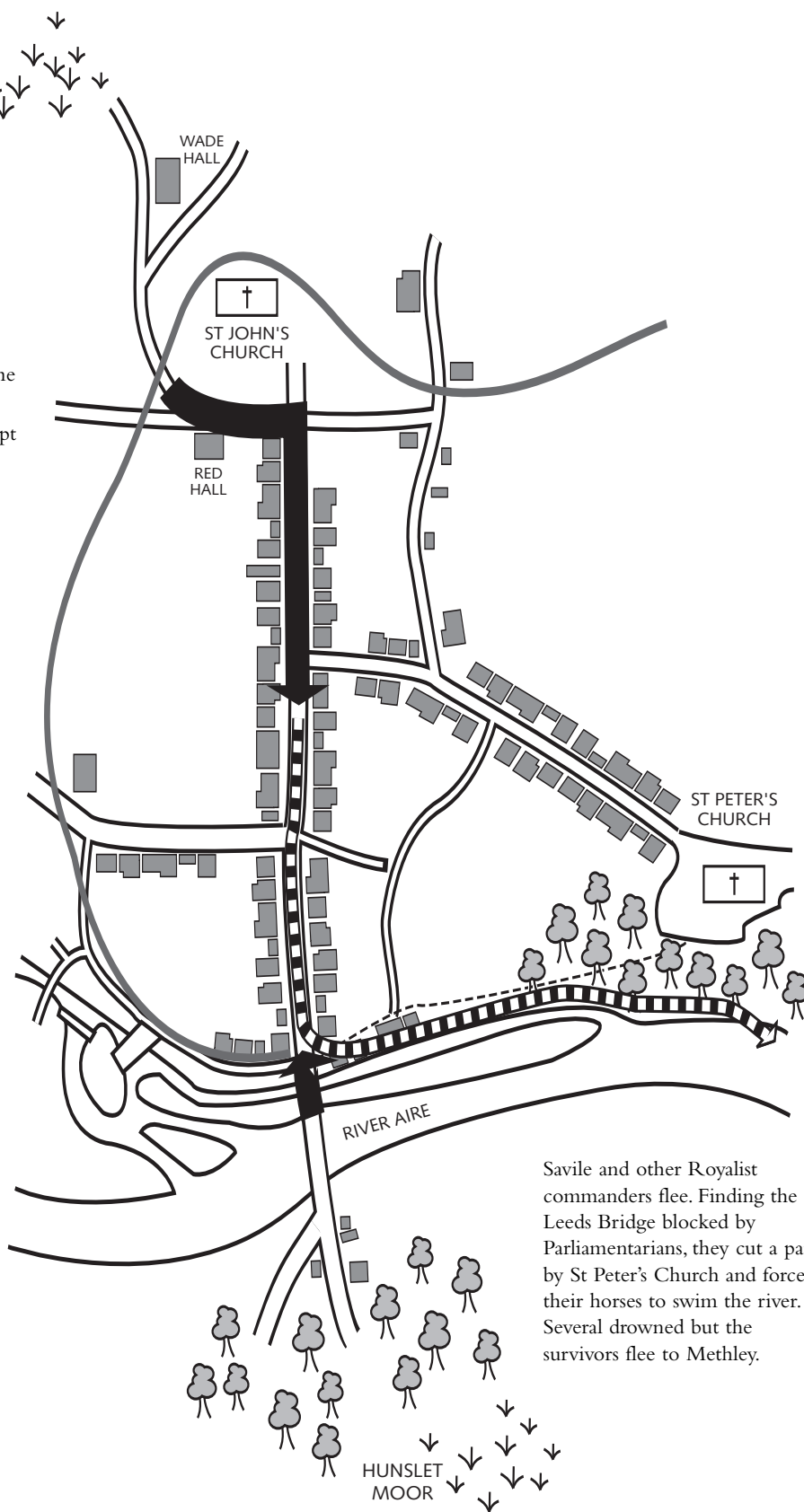


Step Five Parliamentarian Victory



The Parliamentarians meet in the centre of Briggate and capture the Royalist cannon.

Savile fails in his attempt to motivate his men to fight for the town.



KEY



Long trench



Demi-culverin cannons



Breastwork defences



Parliamentarian movement



Royalist movement

Savile and other Royalist commanders flee. Finding the Leeds Bridge blocked by Parliamentarians, they cut a path by St Peter's Church and force their horses to swim the river. Several drowned but the survivors flee to Methley.

The Battle of Leeds - Task Sheet



Read the sheet The Battle of Leeds and study the battle plans.

1. *Why was the Battle of Leeds fought?*

2. *How important was the Battle of Leeds in the fight for Yorkshire?*

3. *Were the Royalists well prepared for the attack?*

4. *What do you think the Parliamentarian's plan of battle was?*

5. *Who had the most men, Parliamentarians or Royalists?*

6. *Why do you think the Parliamentarians headed for the Church at the top of the town?*

7. *Why do you think that the Royalists were not able to hold the town?*

Leeds Parish Registers - Record Sheet



1. Look at the sheets Extracts from Leeds Parish Registers.
2. Fill in this table

		A	B	C	D
Year	Month	Number of soldiers buried	Number of other people buried	Total of people buried (A+B)	Percentage of soldiers buried in Leeds (A/Cx100)
1642	December				
1643	January				
1643	February				
1643	March				
1643	April				
1643	May				
1643	June				
1643	July				
1643	August				
1643	September				
1643	October				
1643	November				
1643	December				
1644	January				
1644	February				
1644	March				
1644	April				
1644	May				
1644	June				
1644	July				
1644	August				
1644	September				
1644	October				
1644	November				
1644	December				
1645	March				
1645	May				

3. Are the burials recorded in Leeds Parish registers a full record of everyone who died there in these years?
4. How do you think the unrecorded people died?

Extracts from Leeds Parish Registers

Edited by George Denison Lund, 1897, Thoresby Society.



BURIALS			
Date	Month	Year	Person
9	December	1642	James-----, servant to Robert Slingsby of Medow lane
21	December	1642	Captain Binns, of Horbery, slaine at Bradford
30	December	1642	Adam Comstone, a soldier, slaine in the Parke laine.
5	January	1643	John Long, a soldier slain at Farnley
23	January	1643	This was the day when Leeds was taken by Sir Thomas Fairfax
24	January	1643	Eleven soldiers slayne, 10 unpaid for
25	January	1643	A soldier slayne
26	January	1643	Another soldier slayne
29	January	1643	A soldier slayne
31	January	1643	William Pullen, a souldier, slayne
31	January	1643	Xpo: ball, a souldier, slayne
4	February	1643	John Lawe, a lieutenant
16	February	1643	Thomas Bouser a soldier
15	March	1643	A souldier, died at Rich: Walker, of Bridg end
21	March	1643	William Jackson, a soldier
22	March	1643	William riple of Ingleby in Cleveland, a souldier.
1	April	1643	Captain Boswel, slayne at Seacroft battell [fought] between the Duke of Newcastle and Fairfax.
2	April	1643	Jeremy Houldsworth, or Northawru, a soldier pd 4d.
3	April	1643	Thomas Clayton, of Darnton, a souldier
4	April	1643	Abraham Longbottom, of Halifax pish, a soldier
6	April	1643	Thomas Saunderson, a soldier
11	April	1643	A soldier for King and Parliament
11	April	1643	A Canoniere for King and parliament
12	April	1643	A Quarter maister general, slaine at Hunslit
13	April	1643	3 soldiers, one of them a gentleman slaine at Hunslit, ands the other 2 slaine in Robert Williamson's house.
14	April	1643	A soldier buried
15	April	1643	John Farham of watlass a soldier
16	April	1643	Thomas Metcalfe, a souldier
17	April	1643	A souldier
22	April	1643	A souldier
22	April	1643	Captain Askum, for King and parliament
23	April	1643	2 souldiers
1	May	1643	George Sweeten, a souldier
5	May	1643	2 souldiers
9	May	1643	Samuel Walker, of Burley Woodhead, in Otley Pish, a souldier
18	May	1643	A souldier
19	May	1643	James Wilson, of barkisland, a souldier

Extracts from Leeds Parish Registers - 2



BURIALS			
Date	Month	Year	Person
19	May	1643	A souldier
22	May	1643	Thomas haman, of Brigait, slayne at Wakefield
22	May	1643	Ralph Thoresby, of kirkgait singelman
22	May	1643	John Robinson, a Quarter-Maister
24	May	1643	A souldier
24	May	1643	A souldier, for King and parliament
25	May	1643	A souldier that came from Wakefield
27	May	1643	A souldier
28	May	1643	A souldier
28	May	1643	A souldier
29	May	1643	Xpo: Tomson, a soldier under major gifford
31	May	1643	Timothy Wood, of pudsey, a souldier
1	June	1643	Leonard Atkinsin, of Vicar laine, execute
2	June	1643	John Cooke, a souldier
2	June	1643	John Wallis, a souldier under Major giffard
3	June	1643	A souldier for the king
6	June	1643	John Becke, a souldier for the king
6	June	1643	Thomas Wilson, a souldier
7	June	1643	A souldier buried in the old school yard
8	June	1643	A souldier from Mr. hemsworth taverne
8	June	1643	Robert baines, of Wakefield, a souldier
15	June	1643	William bamforth, captaine Coppledykes souldier
15	June	1643	Mr. Marmaduke Wivell, a souldier for the King
17	June	1643	John heywood, a souldier
17	June	1643	John Smith, a souldier
18	June	1643	Edward Goulding, a Lincolnshireman, a souldier
19	June	1643	Robert Robinson, a souldier under Captain Lascelles.
20	June	1643	Thomas Rawson of bentley, a souldier
20	June	1643	Captain Robinson of Rooksby
20	June	1643	Samuel Tomson, of Heam, a souldier
21	June	1643	Thomas Barker, a souldier for the King
27	June	1643	Abraham Crawshay, a souldier under Sir George Wentworth
27	June	1643	Elizabeth, daughter of Thomas Slater, a souldier
28	June	1643	Charles Fletcher, of Friston, a souldier
1	July	1643	Danyell France, a souldier under Captain Thornton
7	July	1643	Tho: Holland, a souldier under Sir george wentworth
10	July	1643	A child of a souldier's
10	July	1643	captain John Pemberton of Asleby
10	July	1643	Thomas Glover of Bradford, a souldier
11	July	1643	John Kirkstillow of Swinton, a souldier
16	July	1643	William, a blackamore, a souldier under the earle of Newcastle

Extracts from Leeds Parish Registers - 3



BURIALS			
Date	Month	Year	Person
19	July	1643	Phillipe Mitchel, a souldier, buried at beiston
19	July	1643	William, a Dutchman, general King's Trumpeter and gent: of his horse.
21	July	1643	Ralph Odling, a souldier, and Ralph his sonne
22	July	1643	John tennand, of Hunslit carre, a souldier
24	July	1643	captain dent of-
26	July	1643	John Wilkinson, a souldier under Sir Ingerham Hopton
27	July	1643	A souldier died
29	July	1643	Tho: Leake, a souldier under Sir William Witherington
30	July	1643	James Belshay, a souldier
3	August	1643	A souldier from Josias jenkinson of Milhill
12	August	1643	A souldier
12	August	1643	A souldier, a canoneere
29	August	1643	A child of a souldier's
15	September	1643	Humfrey Eckles, a souldier under Captain Dixon.
1	November	1643	An infant of a souldier, died at Armley
16	December	1643	Arthur Binns, of Almondbury, a souldier
21	January	1644	An infant of a souldier
23	February	1644	Thomas Matherson, a souldier slayne at Bradford
23	February	1644	William Willee, a leivtennant of lancowton
26	February	1644	A souldier, whose name wee know not
5	March	1644	A souldier
6	March	1644	A souldier of Captain Ramsden
6	March	1644	William Stirdy, a souldier
30	March	1644	A souldier for the king
31	March	1644	There was many buried at the Several chapels within this parish, whose names were not yet brought in, and therefore noo wonder though they bee not found, if they come hereafter to bee sought for in this booke.
2	April	1644	A souldier whose name we know not
13	April	1644	Thomas Mabson, a souldier under Leiftennant Colonel Mayson
13	April	1644	Thomas Horne, of Great Woodhouse, a souldier
2	May	1644	Captain John Askwith
18	May	1644	Andrew Aldridge, a souldier
3	June	1644	A souldier, died at Xpo: Pate's of Kirkgait
20	July	1644	Oliver Sands, of Fornace fells, a souldier
24	July	1644	A souldier
25	July	1644	Thomas Abstone, a souldier
27	July	1644	2 souldiers
28	July	1644	A souldier
29	July	1644	A souldier
31	July	1644	2 souldiers

Extracts from Leeds Parish Registers - 4



BURIALS			
Date	Month	Year	Person
1	August	1644	2 souldiers
2	August	1644	A souldier
2	August	1644	A souldier out of Callaine, a surgeon
3	August	1644	2 souldiers
6	August	1644	A souldier
10	August	1644	A souldier
13	August	1644	2 souldiers and a child of a souldiers
14	August	1644	A souldier, a souldiers wife, and a souldiers child
15	August	1644	A souldier
17	August	1644	A souldier
20	August	1644	A souldier
21	August	1644	2 souldiers
26	August	1644	Francis Proctor, of Gargrave, a souldier
26	August	1644	A souldier
29	August	1644	A souldier
29	August	1644	A souldier
29	August	1644	Thomas Prat, of yeadon, a souldier
12	September	1644	A souldier
24	September	1644	John Brewerton, a souldier under Captain Scaife, slayne
27	September	1644	William sawley, of Bingley parrish, a souldier
19	October	1644	A souldier
20	October	1644	Captain Thomas Smith, of Thwayte in Bingley Parrish, buried at St Johns
7	March	1645	The wife of captain Saunders of Brigait
7	March	1645	A souldier, a grey coat under the marquesse of Newcastle.
11	March	1645	Alice the wife of John Musgrave of Vicar Laine. This woman was the first that was suspected to die of plague.
24	March	1645	A souldier for parliament
27	March	1645	John Hethering, a souldier
29	March	1645	Mr. Richard Sikes, of Brigaite, alderman
15	May	1645	A souldier
	July	1645	The church doors were shut up from 2 July 1645 until 5 April 1646 due to the Plague - 354 burials
	August	1645	357 burials
	September	1645	215 burials
	October	1645	132 burials
	November	1645	62 burials
	December	1645	7 burials

The Scots Alliance



In 1643 both sides were tired of the war.
The Scots had remained neutral and both sides tried to get the allegiance of the Scots.

Charles I tried to keep the Scottish army from fighting against him.

Parliament promised the Scots that they would change the Church of England to make it more like the Scottish church.

On 24 September 1643 the Solemn League of the Covenant was signed which brought Scotland into the War on the side of Parliament. The Scots army invaded England on 19 January 1644 making for the town of Newcastle.

The area around the River Tyne provided valuable troops and coal, which was shipped south to pay for the King's supplies. Without these supplies for the Royalists from Newcastle the war in the south might have already have been lost. So when the Scots invaded, the Earl of Newcastle rushed North from Yorkshire, leaving only a small army to defend York.

On 25 January 1644 Thomas Fairfax defeated the Royalists at the battle of Nantwich, in Cheshire. Many Royalists changed sides and the Fairfax's army grew in size. In February his army took many towns on the East Coast including Bridlington, Driffild and Stamford Bridge. They gained large quantities of cannon from ships in the harbour ports.

The remaining Royalist forces in Yorkshire chose Leeds as their headquarters to dominate the West Riding, as this area was now returning to its Parliamentary allegiance.

In March 1644 Parliament reoccupied Bradford and Tadcaster, causing heavy casualties to the Royalists.

The Battle of Selby

The Royalists moved their headquarters to Selby to try and stop the Parliamentary forces in the West Riding and Hull joining with the Scots. Knowing the Scots were marching south, the Parliamentarians stormed Selby on 11 April, and destroyed the Royalists field army of 3,000 men.

The core of Royalist infantry had been destroyed, which could only be replaced with great difficulty. The local Royalist commander, Belassis, was killed and the Earl of Newcastle had no choice but to return to Yorkshire to defend York.

There was no Royalist army left in Yorkshire to stop the Parliamentarians marching on York, the great Royalist capital of the North.

The Siege of York

On the 18 April the Scots met Sir Thomas Fairfax at Wetherby and his father, Lord Fairfax, a few days later in Doncaster. The united Parliamentary forces numbered 20,000 troops and greatly outnumbered the Royalist troops. Parliament was now strong enough to besiege Royalist York. From 22 April to 1 July Fairfax besieged Newcastle's army in York. Without supplies the Royalists would have been quickly starved into submission and the North and the King's fortunes and hopes for victory would have been lost.

The Scots Alliance - Task Sheet



Read the sheet 'The Scots Alliance' and look at the map The Northern Campaign 1644.

Draw lines to match these events to the correct dates. (The first one has been completed for you!)

Dates

19 January 1644 •

22 April 1644 •

11 April 1644 •

February 1644 •

March 1644 •

25 January 1644 •

24 September 1643 •

January 1644 •

18 April 1644 •

Events

• The Battle of Nantwich

• The Scots met Fairfax's army in Yorkshire

• The Solemn League of the Covenant

• Parliament took the East Coast of Yorkshire

• The Scots army invaded England

• Battles of Bradford and Tadcaster

• Battle of Selby

• The beginning of the Siege of York

• Most of the Royalist army moves North

Look again at the list of events above, and read the flowchart on the Scots Alliance.

What do you think is the most important turning point in the War in the North in 1644?

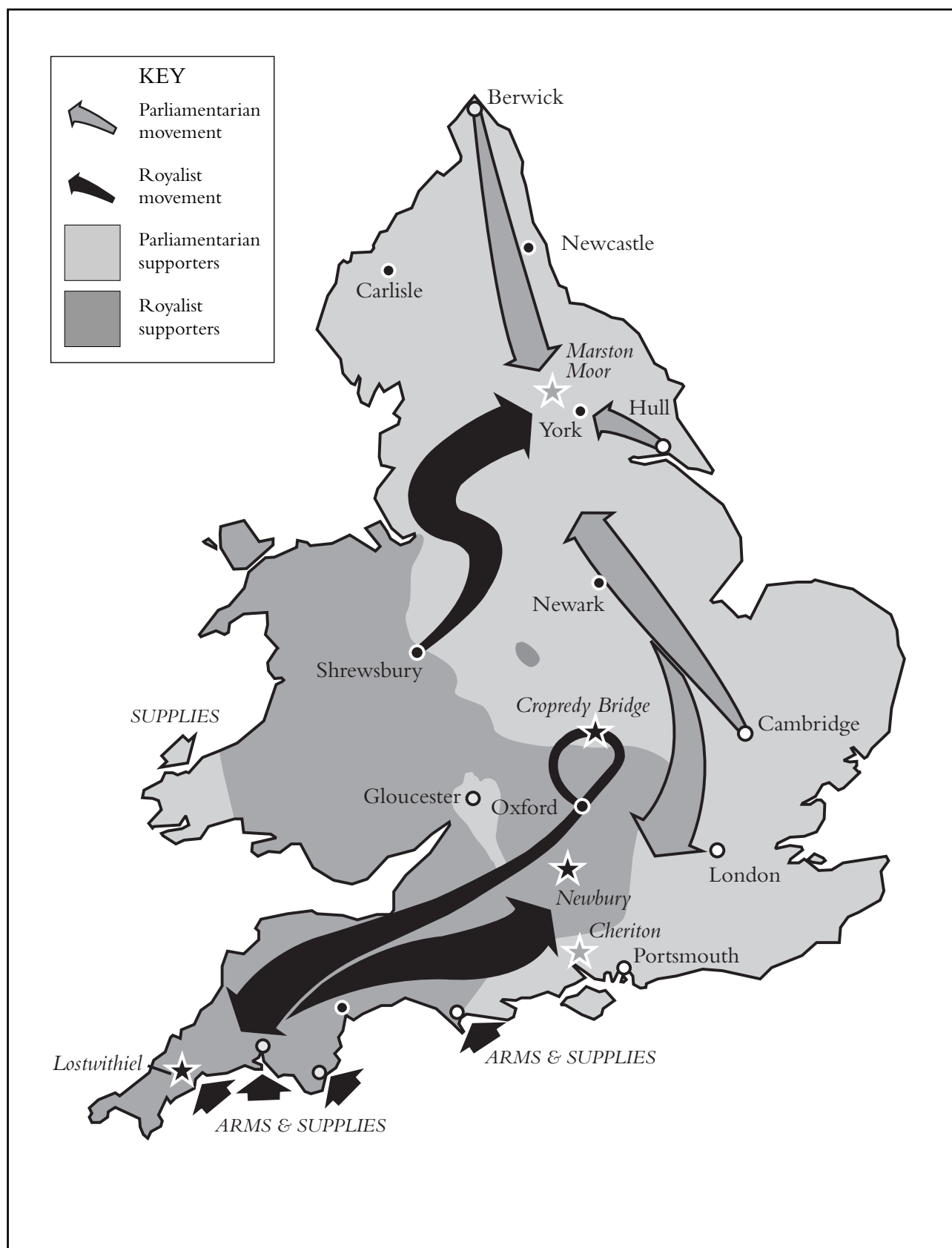
I think that the most important turning point in the War in the North is _____

I think this is the most important because _____

What would happen if York was taken by the Parliamentarians?

What do you think would happen if Parliament failed to take York?

The Scots Alliance - 1644



The Road to Marston Moor



RUPERT'S RACE TO YORK

The combined Parliamentarian and Scottish army of 20,000 men besieged York. Without help from another Royalist army, York was doomed. The Royalists had no spare armies, and were short of soldiers. Charles I could not help. He had been badly beaten in his attempt to get to London at the end of March 1644 at the Battle of Cheriton. So the King ordered his nephew, Prince Rupert, to head north and relieve York.

To get the extra men that he needed, Rupert marched to Lancashire where men flocked to him. In Wigan, Royalist supporters covered the streets with flowers.

By the end of May Rupert had taken **Stockport** and **Bolton**, but before he had reached Yorkshire he received a message from Charles I at Oxford 'to march south as soon as possible'.

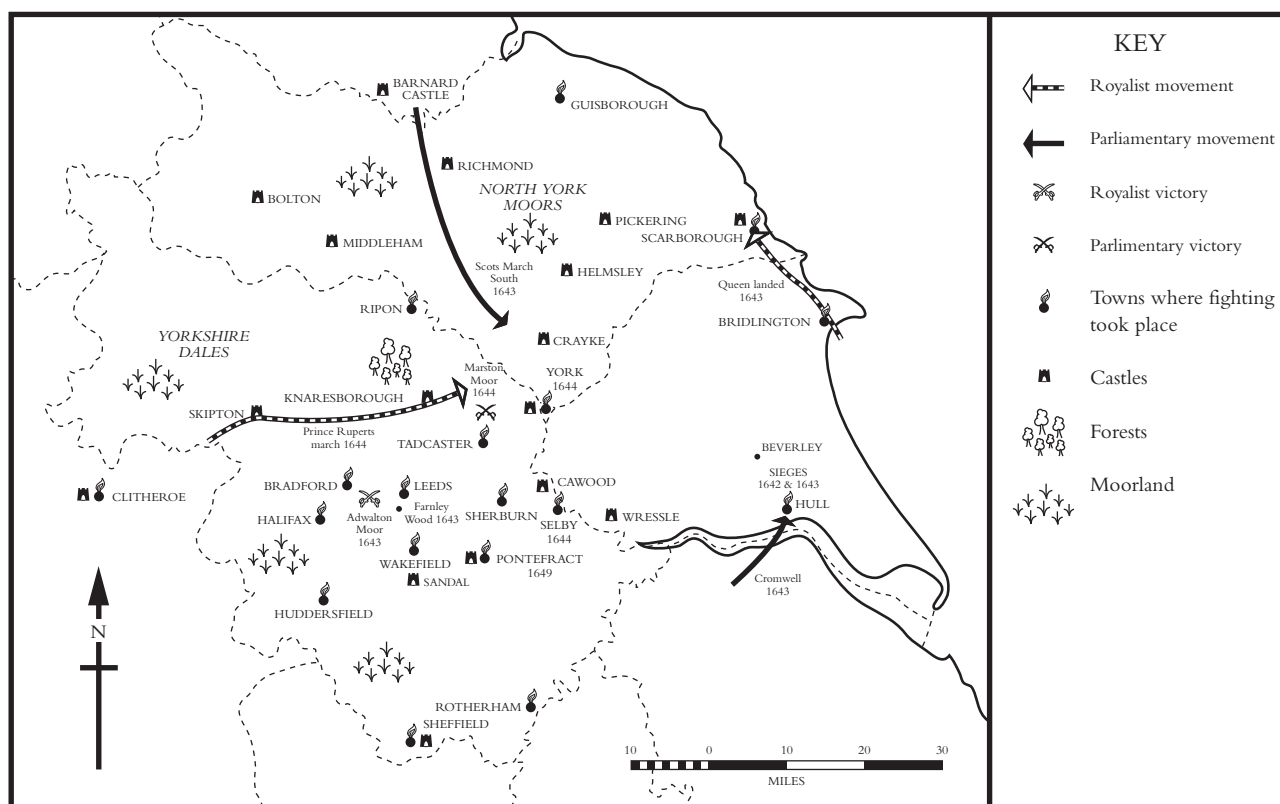
Rupert was a man in a hurry, wanting to relieve York, before racing to the help of his uncle Charles I.

The Parliamentarians waited on Marston Moor, 5 miles west of York, hoping to defeat him before he reached York. But Rupert bypassed the enemy by travelling northwards, and reached York on 1 July. His cavalry entered the city late in the evening, but his footsoldiers were still several miles away from York and camped for the night at Tolliston.

Rupert felt that he needed to defeat the Parliamentarian army quickly, so that he could march south to help the King in Oxford as soon as possible. Little did he know that the King had just won a crushing victory at **Cropey Bridge** and didn't need his help anymore.

The next morning, 2 July, the Parliamentarian army decided to move to Tadcaster and lie in wait for Rupert's army when he marched south to join the King. They had just set off when as one Parliamentarian general said:

'the message came that Prince Rupert was advancing with his whole army. This made us march back to the place we had just left...'



The Battle - 2 July 1644



Rupert drew his troops up on Marston Moor. The Parliamentary army hurriedly returned to the moor and drew up on the ridge between Tockwith and Long Marston. About a quarter of a mile north of the Parliamentary lines ran a broad ditch held by Royalist musketeers.

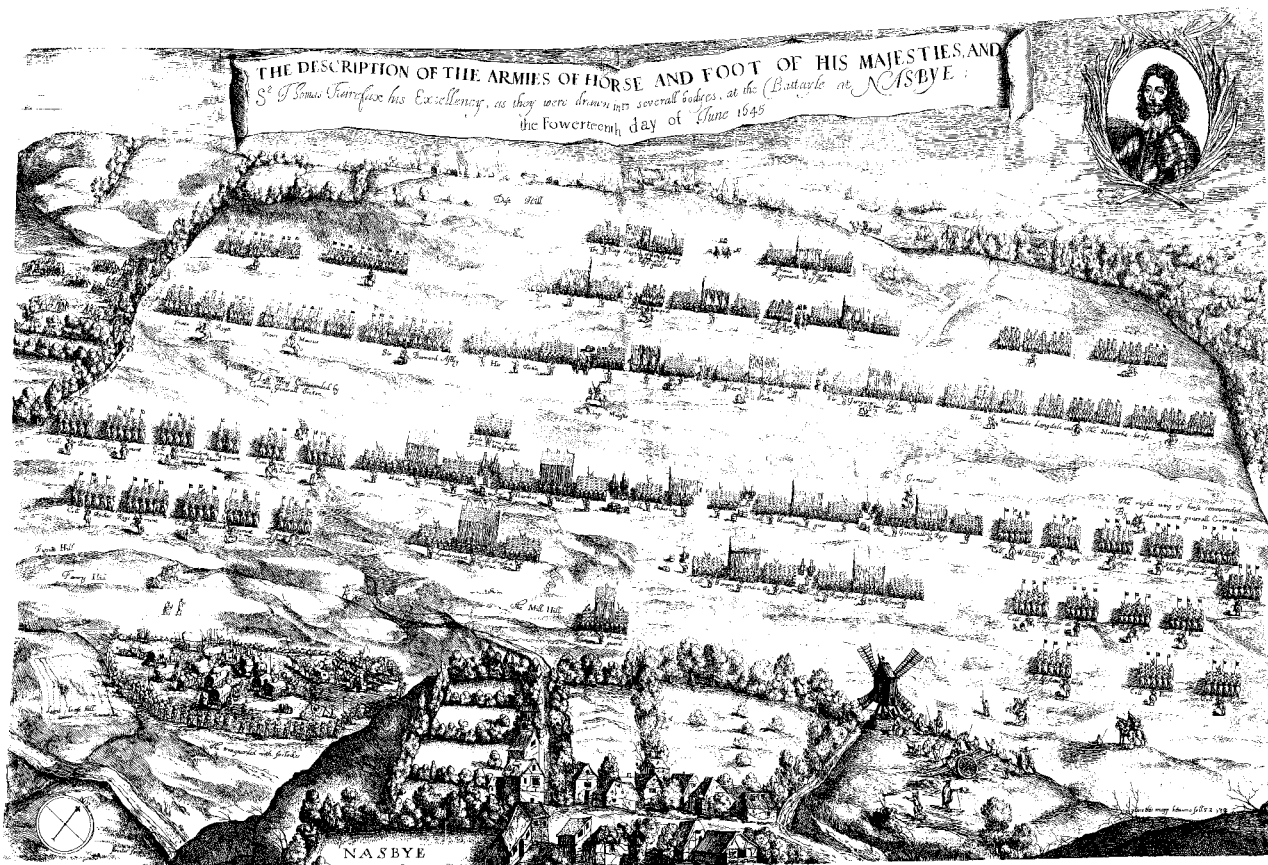
The two armies waited for 2 hours while they were put in order of battle. The Parliamentary infantry was slowly returning from their initial march to Tadcaster Rupert's infantry were several hours later than his cavalry in reaching the battlefield, Newcastle's Whitecoats had celebrated too hard the night before and were consequently also late to the battlefield.

By 7pm the Royalists had decided that it was too late to begin a battle and had begun to rest. As soon as they were sitting down the allied infantry ran across the moor to attack the unsuspecting Royalist army. The Royalist musketeers in the ditch were quickly over-run, and the Parliamentary cavalry forced Rupert's

cavalry fleeing back to York, and Rupert was chased into a bean field.

However on the Parliamentary side Fairfax's cavalry were also forced to flee having run into a storm of Royalist musket fire. The flight of Fairfax's men exposed the Parliamentary infantry and regiment after regiment of the Scots allies fled. Eventually, Oliver Cromwell's cavalry and the Earl of Manchester's Parliamentary infantry pushed the Royalists back and they began to retreat.

The battle lasted over 2 hours until after dark. The Royalists lost 4,000 men, the Parliamentarians 2,000, and about 1,500 Royalists were taken prisoner. Twenty-five Royalist guns were captured. Prince Rupert led the remnants of his men to Richmond, then across the Pennines to meet the King. York surrendered on 18 July. The North was lost and the King's defeat was inevitable.



The Stages of the Battle of Marston Moor



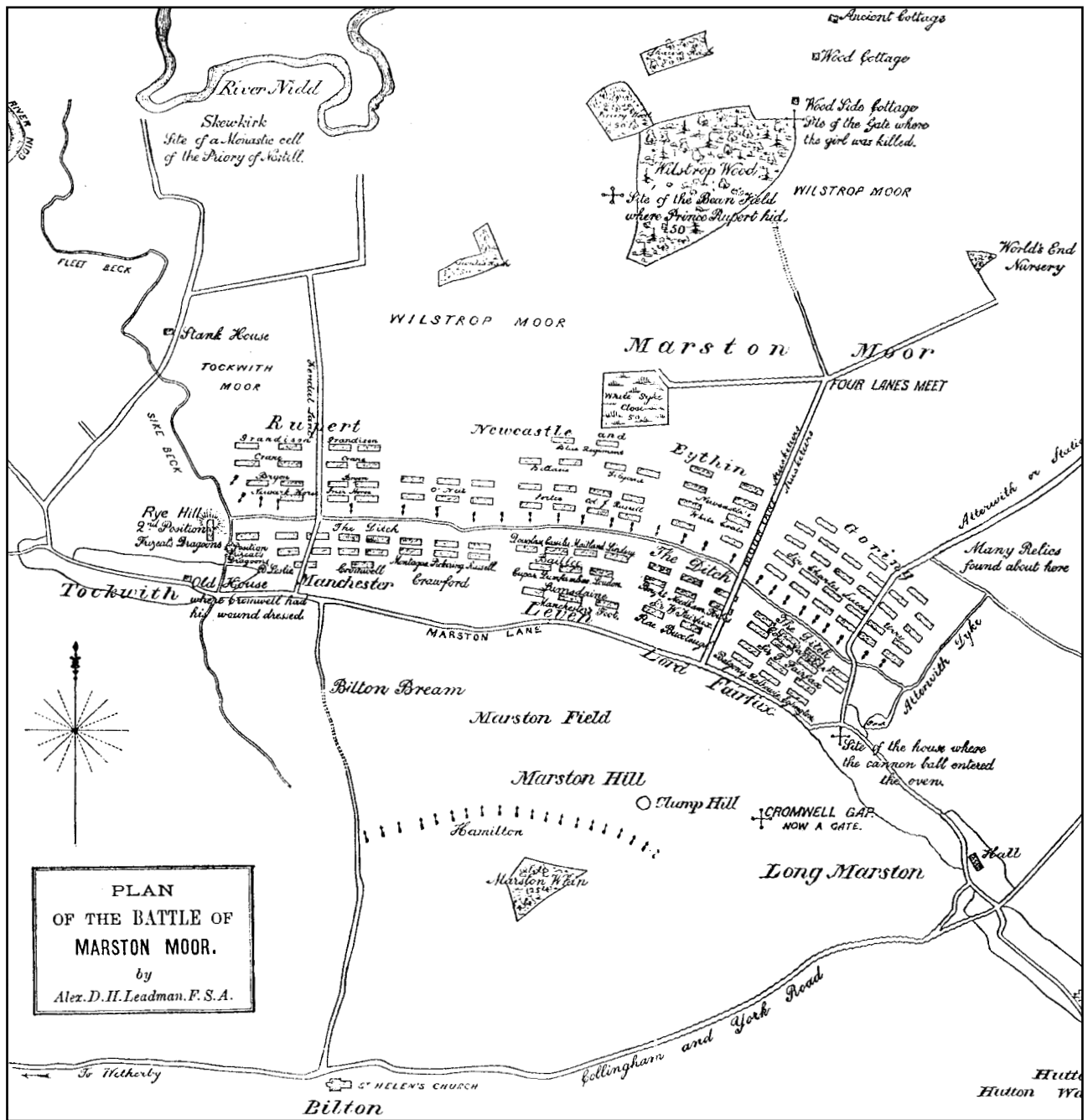
Read the sheets on the Battle of Marston Moor, and study the battle plan.
Number these stages of the Battle on the battle plan.

THE STAGES OF THE BATTLE

- | | | | |
|----------------|---|-----------------|--|
| STAGE 1 | Royalist musketeers lined the ditches. | STAGE 8 | Prince Rupert had been chased into a bean field, and in his absence and with ammunition running low, the Royalists started to retreat. |
| STAGE 2 | At 7pm, just as it was getting dark; the Parliamentarian infantry overran the ditches. | STAGE 9 | Newcastle's Whitecoats, pikemen, tried to escape but were hemmed in by enclosures. So they turned their pikes on the Parliamentarians and began to fight back. |
| STAGE 3 | Cromwell's cavalry defeated Byron's cavalry. | STAGE 10 | The Royalist Captain Goring had gathered together some cavalry near Long Marston and was preparing to charge again. If he had succeeded the Royalists might have won the battle. |
| STAGE 4 | Rupert charged and Cromwell was wounded and pushed off the battlefield. | STAGE 11 | Cromwell charged at Goring and defeated him. |
| STAGE 5 | Leslie charged his cavalry and pushed Rupert's cavalry off the battlefield. Rupert's cavalry then plundered the baggage trains and did not return to the battlefield. | STAGE 12 | David Leslie charged the Royalist Whitecoats, but was unsuccessful. Eventually he brought in some dragoons who shot at the Whitecoats at point-blank range. As the pikes came down, Leslie's men charged in and finished them off. |
| STAGE 6 | Goring's cavalry defeated Fairfax's cavalry. Their defeat left many footsoldiers on Parliament's side undefended. Many Scots footsoldiers under Alexander Leslie fled the battlefield. It looked like Parliament had been defeated. | | |
| STAGE 7 | General Bailey rallied the Parliamentarian troops and his pikemen defeated a Royalist cavalry charge. | | |

Look carefully at the plan and read the stages of battle again.
How many turning points in the battle were there?

Marston Moor Battle Plan



The Importance of the Battle of Marston Moor



The Battle of Marston Moor is often thought of as one that need not have happened and yet it changed the course of the Wars and ensured that Parliament would win.

Which of these reasons do think help to explain why Parliament won the Battle of Marston Moor?

Rank these reasons in order of importance.

Ranking	Reason
	The Parliamentary pikemen were better disciplined than the Royalists and did not run away when they faced battle.
	There were Scots fighting on the Royalist side and they didn't want to fight their own countrymen on the Parliamentary side. Many of the Scots deserted the battlefield.
	Newcastle's troops were tired after a long siege.
	Cromwell's cavalry were more disciplined and trotted rather than galloped at the enemy. This meant that it was easier to regroup them and charge again in the same battle.
	Rupert's cavalry were very undisciplined and charged off the battlefield. This meant that they could not be used to charge again in the battle until it was too late.
	Newcastle did not give Rupert his full support and had let his men drink late into the night on 1 July. It was his fault that the battle was lost.
	The Parliamentary musketeers were better shots than the Royalists.
	Rupert's side had little ammunition and by the end of the battle it was running low.
	Rupert was too eager to attack and chased the Parliamentarians with less than half his army. If he had waited, the Parliamentary army would have moved away.

Which is the single most important reason why Parliament won the Battle of Marston Moor and why?

Do you think that the Battle of Marston Moor was the only reason that Charles I lost the North to the Parliamentarians?

The Beginning of the End of the Wars



After the end of the siege of York the county was almost entirely in the hands of the Parliamentarians. Only a few castles remained in the hands of Royalist supporters. By November 1644 most of the Royalist castles in Yorkshire had been taken by the Parliamentarians, including Sheffield, Tickhill, Helmsley and Knaresborough castles.

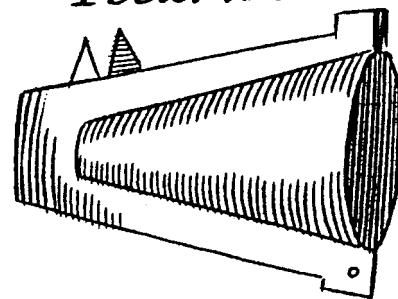
The siege of Pontefract Castle began on 25 December, but Royalist forces relieved the castle briefly in 1645, after which the siege continued until July 1645. The last Royalist stronghold in Yorkshire, Skipton Castle, finally fell to the Parliamentarians on 22 December 1645 after a three-year siege.

The defeat of the King at the Battle of Naseby on 14 June 1645 won the South of England for Parliament, but the last Royalist army did not surrender until 21 March 1646 at Stow on the Wold, and the King finally surrendered on 5 May to the Scots.

Soldiers wore siege armour like this when they were in approach trenches close to towns from where they attacked the town walls. They needed extra protection to protect against the defenders' weapons and falling masonry etc.



Petard.



Petards were used to blow open gates. The petard was bell shaped and filled with explosives. The fuse was lit and then the soldier had to run quickly to get out of the way. If he didn't, he would be thrown up into the air and '*hoist by his own petard*'.

The Relief of the Siege of Pontefract, 1645



This account of the relief of the siege of Pontefract on 1 March 1645 was written by Nathan Drake, a gentleman volunteer in Pontefract Castle in 1644. The Castle was besieged by the Parliamentarians and Sir Marmaduke Langdale's cavalry regiment had marched North from Oxford to relieve it.

'About three of the clock, Sir Marmaduke's forlone hope did appear on the top of the hill on this side of Wentbridge, and so marched, one company after another, till his whole army came all into the Chequor field. [There] both armies met, and faced one another till all most 6 of the clock. The Parliamentarian Army always giving ground, Sir Marmaduke's cavalry advanced, until they came on the parliamentarian footsoldiers.

These footsoldiers lyned the Long hedge from Mr. England's house to the hill tope, where the first encounter began very furiously. The enemy's footsoldiers behind the hedge fired at our cavalry very valiantly. But then our footsoldiers came out from the castle. Our cavalry charged with the footsoldiers 4 or 5 times. We recovered the hedge from them and beat then quite away towards Ferry Bridge, continually charging them all the way. There being left dead and wounded upon the ground about 160 men.

And at Ferrybridge the enemy played three times with one cannon, viz. 2 Case shots and 1 cannon bullet and killed there 4 of our men. But we beat them from the cannon, and took it and brought it away, and followed them in chase betwixt Sherbourne and Tadcaster.

We killed 140 of their men in the Chase and took 600 ordinary prisoners and 57 Commanders and officers. [We also] took 47 double barrels, 1600 Arms and 40 Colours (flags) of both horse and foot... We lost not above 20 men in all the flight, the enemy being almost 6 for one. There was brought in to the

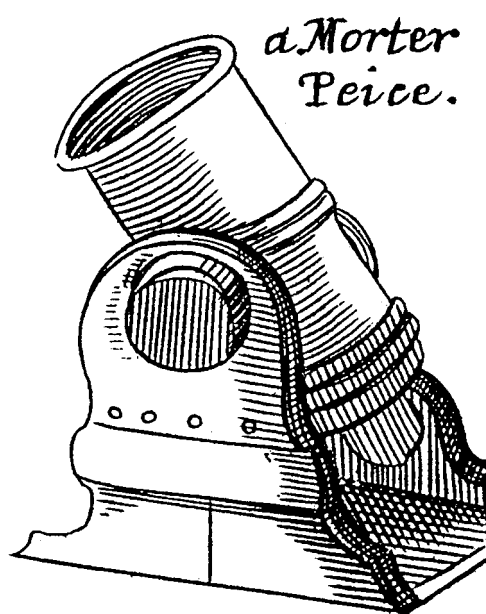
Castle near upon 20 Carriages with all their match (muskets, pikes) bullets and all other packs taken in the chase. The plunder of the field was to the soldiers and to the country about...

Sir Marmaduke Langdale, coming into the Castle between 10 and 11 of the clock at night, having quartered his horse in the towns about, and he continued about the town, refreshing of his men, till the Monday following, being the 3 March, at which time he marched away with most of all his horse and foot.'

Read the account above of the relief of Pontefract.

How did the Royalists defeat the Parliamentarian besiegers?

How did Sir Marmaduke's cavalry relieve the siege?



Pontefract - The Last Royalist Stronghold?



In 1648, Charles I having escaped from custody, there was a brief Second Civil War.

It was soon over and Parliament was victorious again. However, during the few months of war some castles in Yorkshire were retaken by the Royalists. This account by Thomas Paulden, who was at Pontefract Castle during the siege, shows that some castles were taken by subterfuge, rather than direct attacks.

The account is taken from a letter written by Thomas Paulden, in 1702 when he was 78 years old.

‘Pontefract, commonly called Pomfret, castle had the honour to be the last garrison in the war begun in 1642 to hold out for the King. In the Year 1648, the first war being over, we, that had served the king in it, submitting to our common fate, lived quietly in the country, till we heard of an intended invasion by Duke Hamilton. Then we met frequently, and resolved to attempt the uprising of this castle, of which colonel Catteral was Governor for Parliament, having under him a Garrison of an hundred men, most of them quartered in the Town of Pomfret...

We had secret correspondence with some in the Castle; among the rest with a corporal who promised on a certain night, to be upon Guard and to set a Sentinel that would assist us, in Scaling the Walls by a ladder, which we had provided. But another Sentinel was placed, where we intended to set our ladder, who fired upon us and gave alarm to the garrison. They appearing on the walls, our men retired in haste, leaving the ladder in the ditch; whereby the next day they within knew that it was no false alarm, but that there had been a real attempt to surprise the castle.

The ladder being found the next morning, made the governor call the soldiers out of the town to lodge in the Castle: in order to which he sent his warrants into the country

for Beds to be brought in by a Day appointed. We had notice of it and made Use of the occasion. With the Beds came Colonel Morice, and Captain Paulden, like Country Gentlemen with men and Constables to guard the beds, but armed privately with pocket pistols and daggers ...

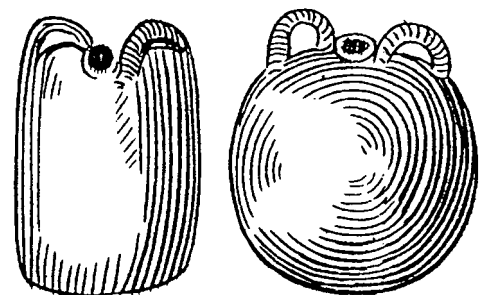
We kept the castle, till after Charles I was martyred; When we solemnly proclaimed King Charles II in it, and did not deliver it up until two months after.’

‘... my brother Captain William Paulden died of a fever in the castle, a month before it was surrendered; my other brother Captain Timothy Paulden, was killed in a fight in Wigan. I myself followed the fortune of King Charles in his exile, and was sent to England on several occasions on his majesty’s service. I was once betrayed and brought before Cromwell; but I denied my name, and nothing could be proved against me. However, he sent me to the Gatehouse in Westminster, from whence I made my escape, with our friend Jack Cowper, by throwing salt and pepper into the Keepers eye; which I think has made me love Salt the better ever since.’

How was Pontefract Castle taken by the Royalists in 1648?

Why did Thomas Paulden like salt?

Bombes.



The World Turned Upside-down?



A

‘the Cavaliers have made lately great havoc in Derbyshire, they draw ordnance along with them to force men’s houses they rifle all to thread, they seize upon Pots, Kettles, Pans and Pewter; they cut and break in pieces Tables, Chairs, Stools, Chests, Trunks and bedsteads; they tear pillows, bolsters and feather beds, strew the feathers around the chambers and carry all away; they drink the wine and Beer in sellers out of vessels and overturn the Milk-bowls in the dairies, they drive away all the cattle they can find of all sorts, they leave not a pike, musquet, sword or halbert in any man’s house...’

London Year Book, 19 September 1642

B

‘the crosse in cheapside was pulled downe to the ground...[by the puritans in the House of Commons] ...with the sound of a trumpet and the noise of severall instruments as if they had obtained some remarkable victory upon the greatest enemies of Christ....all the glass windows in the Cathedral Church of Westminster, wherein there was any imagery or shew of painting were defaced and broken, the Crosse upon the top was thereof took down...It is also said that they began to deface the tombes and monuments of the Kings, Queens and Princes...’

Mercurius Aulius, May 1643

C

‘... several of our soldiers sallied out of the House of one Penruddock, a Papist, and being basely affronted by him and his dog, entered his house and pillaged him to the purpose. This day also the soldiers got into the church, defaced the ancient and sacred glazed pictures, and burned the holy rails...’

Nehemiah Wharton writing to his former Master George Willingham, merchant, at the Golden Anchor, St Swithins Lane, London, in 1642.

D

‘They hanged Mr. Raynor, an honest religious gentleman....They killed Mr. Sawyer in cold blood. They massacred many prisoners of war and put diverse women inhumanely to the sword.... By nightfall there was hardly any cottage unplundered...and no quarter given to any in the heat.’

Captain Richard Symonds, eyewitness account at Leicester, May 1645.

E

‘Truly it was more than admirable to hold the desperate courage both of the assailants and the defendants, the thundering cannons roaring from our batteries without, and theirs roaring from the castle within; thousands of Musket balls flying at each other’s faces, like driving hailstones...the clangor and carvings of ...swords; the pushing of...pikes, crying for blood, and the pitiful clangor of ...women imploring for mercy for their husbands, themselves and their children...’

A Scot at the siege of Newcastle, July 1644

The World Turned Upside-down?



Read the five sources on the sheet 'The World Turned Upside-down?'

SOURCES A AND B

Read sources A and B. These two sources are from newsbooks written during the Civil Wars.

1. Which newsbook do you think is written by Parliamentary supporters?

Mercurius Aulius YES ☐ NO ☐

London Year Book YES ☐ NO ☐

2. Give evidence to support your answer.

SOURCES C, D AND E

Read sources C, D and E which are eyewitness accounts of different events in the Civil Wars.

3. Which one is the Parliamentary eyewitness account?

4. Are these accounts of the events they describe more reliable than the newsbook accounts?

YES ☐ NO ☐

I think that _____ are/are not more reliable than _____ accounts
because _____

Which account do you think is the most reliable?

What do you think it was really like to live during the English Civil Wars?

A New World?



THE LEVELLERS

In the 1640s the local ways of maintaining law and order broke down. Neither the King nor Parliament had the authority to censor pamphlets or writings and there was a flood of unlicensed prints.

As well as reporting the news, the newsbooks also helped to spread the new ideas that people had about the ways they thought that England should be ruled.

One group called the Levellers had very new ideas.

The Levellers gained support from the army in 1649 after a bad harvest, when the army was not paid for a while. They mutinied at Burford where 1,000 soldiers gathered together. Oliver Cromwell crushed the movement very harshly.

‘...Levellers; not that they aim at the Levelling of men’s estates... stand for an equal interest in Freedom against the present tyranny...’

Mercurius Pragmaticus April 1649

- ‘... we declare: that the people of England, being at this day very unequally distributed by Counties, Cities, and Boroughs for the election of their deputies in Parliament, ought to be more indifferently proportioned according to the number of inhabitants....’
- That to prevent ... the long continuance of the same person in authority, this present Parliament be dissolved upon the last day of September...
- That the people do choose themselves a Parliament once every two years...
- That the power of this and all future Representatives of this Nation is inferior only to those who choose them, [the people]
- That matters of religion and the ways of God’s worship be not compulsive
- That the matter of ... constraining any of us to serve in the wars is against our freedom; and therefore we do not allow it...
- That in all laws made or to be made, every person may be bound alike...
- That as the laws ought to be equal, so they must be good, and not evidently destructive to the safety and well being of the people...
- These things we declare to be our native rights...’ *Agreement of the People, 1649*

Read the sources on this sheet. List six key ideas of the Levellers.

1	2
3	4
5	6

Why do you think that someone like Cromwell, and the other army chiefs, would have been worried by the Levellers’ ideas?

The Diggers or True Levellers



Gerrard Winstanley was born in Wigan, Lancashire and moved to London in the 1630s as an apprentice in the cloth trade. In 1643 he was made unemployed and was forced to leave London. He moved to Surrey to become a farm labourer. In April 1649 Gerrard and a group of others started their own community on St George's Hill in Surrey.

A 'No man shall have any more land than he can labour himself.'

'No branch of mankind should rule one another. The poorest man has as much right to land as the richest man.' *Gerrard Winstanley*

B 'That all the Liberties of the people were lost by the coming in of William the Conqueror; and that ever since the people of God have lived with tyranny and oppression... And their intent is to restore creation to its former condition... to distribute the benefit thereof to the Poore and needy, and to feed the hungry and to cloathe the Naked...and they did not mean to meddle with any man's property, nor to break down any ...enclosures...but only to meddle with what was common and untilled, and to make it fruitful for all men...but that the time will come when all men should willingly come in and give up their estates and lands and willingly submit to this community. And for those that come in and work, they shall have meat and drink and clothes... and they will not defend themselves by arms...' *A perfect diurnal of Some Passages in parliament April 1649*

C 'Now we see twas for the crown
That both houses did fight
For since the cavaliers are downe
They put the King to flight'

Mercurius Pragmaticus Nov 1648

D The Quakers 'they are a people that say they fare hard, eat little, and pretend to give themselves to a devout life, but they in practice show respect neither to God nor men; not to God, for they despise his word written in the holy scriptures and make their own notions to be exalted above God's word; and they are above and trample on God's ministers and ordinances...they will put off their hats to no one: and say the spirit within them teacheth them in all things...'

Severall Proceedings of State Affairs Sept 1654

READ SOURCES A AND B

How are the Diggers ideas different from those of the Levellers?

Why do you think that the Diggers called themselves the True Levellers?

Find out how many of the Leveller and Digger ideas have become law today.

Gerrard Winstanley joined the new Quaker religious movement after the failure of the Diggers.

READ SOURCE D

Why do you think the Quakers would not take off their hats to anyone?

How do you think the Quaker movement would be similar to the Digger movement?

READ SOURCE C

What is the poet trying to say about the Civil Wars?

Does this help to explain some of the radical ideas of the Levellers and Diggers?

If you had been an ordinary soldier in the Civil Wars would you have found these ideas interesting?

The Weaker Vessel?



In the early seventeenth century Gervase Markham wrote a book intended to give young ladies guidance. It tells us a lot about the ways in which women were expected to behave in public.

READ THE SOURCES A, B AND D

How would you describe the ways in which women in the early seventeenth century were expected to behave?

A 'Containing the inward and outward Virtues which ought to be in a complete woman as her skill in physic, cookery, banqueting stuff, distillation, perfumes, wool, hemp, flax, dairies, brewing, baking, and all the other things belonging to a household. Gervase Markham's *The English Huswife*

B 'women have no voyse in Parliament. They make no Lawes, they consent to none, they abrogate none. All of them are understood either married, or to be married, and their desires are subject to their husband' *A Pamphlets, 1632.*

D 'We desire a share in the freedoms of this state. Have we not an equal interest with the men of this nation? Are our lives, rights or goods to be taken from us more than from men? And can you imagine us to be so stupid as to not see when [our rights] are being daily broken?'

Women's petition to Parliament 1649

Parliament's reply 'Go home and meddle with you housewifery... Things are brought to a fine pass if women teach Parliament how to make Laws.'

Women were expected to.....

C Jenny Geddes, a cabbage seller, became a national legend in Scotland when on 23 January 1637 she expressed Scottish Presbyterian outrage at the imposition of the Anglican prayer book by hurling her stool at the head of the Dean of St Giles Cathedral, bawling... 'Dost thou say mass at my lug?'

This event sparked the Bishops Wars against Charles I in 1639.

E 'two Petticoat preachers came lately into Sidney College in Cambridge, and would needs enter into dispute with divers of the Collegians, who civilly and scholastically answered their questions; but whose weak Vessels being not able to resist such opposers, used very uncivil language...

The Faithful Scout, January 1654

NOW READ SOURCES C, D AND E.

How did a woman help to start the Civil Wars?

Did attitudes to women change as a result of the Civil Wars?

How did some women's attitudes change as a result of the Civil Wars?

"To most is known, The weaker vessels are the stronger grown." James Strong



LADIES UNDER SIEGE

Many women had to manage the defence of their homes whilst their men were away at war.

At Corfe Castle, Dorset, Lady Bankes withstood parliamentarian forces for two long sieges whilst her husband, Sir John, was with the King at Oxford in 1643. When assaulted by Parliamentarians she and her daughters threw burning embers and stones from the battlements so that the enemy could not scale ladders.

In the north of Dorset in September 1642 Lady Digby, wife of the Earl of Bristol found that her Royalist household was under siege from her brother the Earl of Bedford. She walked into the Parliamentarian lines to confront him and said, 'If you persist in your plans you will find my body in the ruins'. The siege was soon lifted.

In the siege of Sheffield Castle, in Yorkshire, Lady Savile only gave up after fierce fighting in which she helped to hurl missiles on the enemy. She was heavily pregnant and when her troops found her she was on the point of giving birth.

In 1641 during the Irish Rebellion, Lady Elizabeth Dowdall raised a company of soldiers in Munster. She seized the rebels' horses and had ten men hanged. When she was surrounded she sent out soldiers with grenades to set fire to the enemy quarters and burnt the rebels alive.

HOLDING CROMWELL HOSTAGE?

Jane Ingleby of Ripley Castle in North Yorkshire is reputed to have hidden her brother in Ripley Castle on the night after the battle of Marston Moor. Her brother, a Royalist supporter, had fled home after the Royalists lost.

Oliver Cromwell apparently came to the Castle for lodgings for the night and Jane had to let him in. She would only let Cromwell in the downstairs rooms and made him keep all

his other soldiers billeted outside. She sat in a chair all night with a pair of pistols trained on Oliver. He left the next morning, leaving Jane and her brother safe.

HENRIETTA MARIA- 'HER SHE-MAJESTY GENERALISSIMA'

Henrietta Maria was very influential in helping Charles to fight the Civil Wars. Throughout the wars she encouraged her husband to continue to fight for his beliefs. In July 1644, pregnant with her youngest child, she was besieged by the Parliamentarians at Exeter. Henrietta had to ask her mother, the Queen of France, to send her a midwife from France, as Parliament would not give any midwife safe passage from Oxford across England.

So Henrietta Maria gave birth to her youngest child and shortly afterwards escaped, dressed as a washerwoman to France. She left her newborn baby with a nurse.

When Henrietta arrived in France she was not in the best of health. She was suffering from a paralysed arm, palsy, a cough and hysteria and was losing the sight of one eye. Henrietta never returned to England.

She heard the news of Charles I's execution ten days after his death, when she was in Paris. On that day there were angry mobs in Paris, and the French royal family were so frightened that they left the capital. Henrietta Maria and her young baby were left all alone in a poor attic room in the Louvre. The French civil wars, the Fronde, were beginning...

Read the sources on this sheet.

Do you think James Strong was right in thinking that 'the weaker vessels are the stronger grown'?

Will the Real Cromwell Please Stand Up?



Cromwell has been interpreted in many different ways. Was he the villain or the hero?

1. Circle 5 words or phrases below that you think best describe Cromwell's character.

You may prefer to think of your own.

pacifist	calm	posh	megalomaniac	humble
democratic	royalist	shy	religious	control-freak
religious	immoral	leader	brave	law-abiding
ambitious	traditional	honourable	trustworthy	good listener

.....

2. Throughout history, people have argued over his motivation and aims. Cromwell also wrote in defence of himself. Read the opinions sheet about contemporary thoughts on Cromwell and his own words. Pick two that show opposing opinions. Identify and explain their bias in the table below.

Opinion1

Opinion 2

I think people interpret Cromwell differently because.....

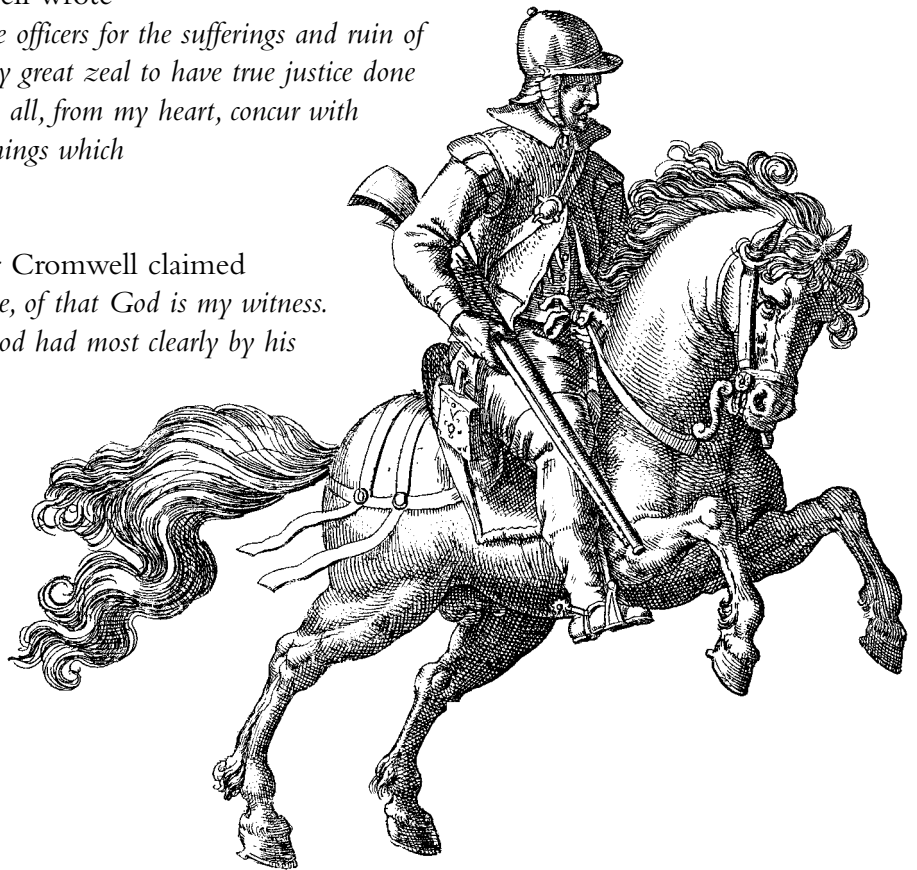


Oliver Cromwell. Copyright Board of Trustees of the Armouries.

Opinions... Opinions



1. In 1640 the Royalist MP Sir Philip Warwick commented upon seeing Cromwell in Parliament that he was
'...very ordinarily dressed – for it was a plain cloth suit, which seemed to have been ill-made by a country tailor. His stature was of good size...his voice sharp and untunable, and his eloquence full of fervour.'
2. The Royalist Clarendon said
'In this way, and with so little trouble, this extraordinary man – without the assistance and against the desire of all noble persons – mounted himself into the throne of three kingdoms, without the name of King but with a greater power and authority than had been ever exercised or claimed by any king.'
3. After Cromwell's death, his servant John Maidston wrote to John Winthrop, Governor of Massachusetts, describing Cromwell
'A larger soul I think hath seldom dwelt in a house of clay than his was. I believe if this story were truly told, the world would add him to the Nine Worthies.....He sought the welfare of his people and spake peace – yet were his temptations such that he (that hath grace enough for many men) may have too little grace for himself.'
4. In July 1647, the Leveller John Lilburne wrote to Cromwell to complain
'You have robbed (by your unjust subtlety and shifting tricks) the honest and gallant Agitators of all their power and authority – and solely placed it in a thing called a council of war.'
5. In November 1648 Cromwell wrote
'I find a very great sense in the officers for the sufferings and ruin of this poor kingdom – and a very great zeal to have true justice done upon all offenders. And I do in all, from my heart, concur with them. I verily think they are things which God puts into our hearts.'
6. When he became Protector Cromwell claimed
'I called not myself to this place, of that God is my witness. I could not refuse the power God had most clearly by his providence put into my hands.'



The Best Candidate?



At the start of the Civil Wars no one would have thought Cromwell would have ended up being in control of the country. Was it fate or did he get the job through ability and ambition?

1. Read the information sheets on Sir Thomas Fairfax and Oliver Cromwell.
2. Complete the table below, by ticking in the column.

Oliver Cromwell	
<input type="checkbox"/>	skilled military leader
<input type="checkbox"/>	well-connected
<input type="checkbox"/>	ambitious
<input type="checkbox"/>	experienced politician
<input type="checkbox"/>	religious
<input type="checkbox"/>	anti-royalist
<input type="checkbox"/>	educated
<input type="checkbox"/>	tolerant

Sir Thomas Fairfax	
<input type="checkbox"/>	skilled military leader
<input type="checkbox"/>	well-connected
<input type="checkbox"/>	ambitious
<input type="checkbox"/>	experienced politician
<input type="checkbox"/>	religious
<input type="checkbox"/>	anti-royalist
<input type="checkbox"/>	educated
<input type="checkbox"/>	tolerant

3. Using the information you know about other Civil War leaders and the result from above, why do you think Cromwell gained control?

I think Cromwell gained control because

➤

➤

➤

4. Imagine you are a newspaper reporter. Using a maximum of 100 words, write a short article on Cromwell becoming Lord Protector. Write about his motivation for taking the role and his personality. Don't forget to mention the famous events he has been involved with.
When you have finished think of a headline in 6 words or less!

Sir Thomas Fairfax 1612-71



Thomas was educated at Cambridge University and from an early age and was interested in a career in the army. When the Civil Wars broke out he had already seen action in France, Scotland and the Low Countries. Contemporaries speak of him being deeply religious, serious and mild-mannered. As a General he was popular with his men and displayed skill in battle.

*Sir Thomas Fairfax at the Battle of Naseby, 1645.
Copyright Board of Trustees of the Armouries.*

- | | |
|------|--|
| 1612 | Born at Denton, Yorkshire, the son of Ferdinando, Lord Fairfax |
| 1643 | Captures Leeds for the Parliamentarians |
| 1645 | Becomes Commander-in-Chief of the New Model Army |
| 1645 | New Model Army victory at Naseby on 14 June |
| 1646 | After the victory of Oxford surrendering, Fairfax arrives back in London to receive the congratulations of the City and both Houses of Parliament |
| 1649 | Called to sit on the commission to try the King – Fairfax absents himself after disagreeing with the trial |
| 1650 | Retires from public affairs after disagreeing about the war with Scotland |
| 1650 | Scots invade England in support of Charles II. Fairfax refuses to march against his old comrade, Alexander Leslie, and Cromwell was made commander of the Army |

Oliver Cromwell 1599-1658



Oliver was born to a modest gentry family. After being educated at Cambridge University he returned to live the life of a small landowner. During the Civil Wars he demonstrated ability as a cavalry officer. He was deeply religious and recognised as one of the outstanding Puritan military leaders. He is well known for being a regicide but justified all his actions with his belief that God had called upon him to exact righteous judgement.

Oliver Cromwell at the Battle of Worcester, from Cromwelliana. Copyright Board of Trustees of the Armouries.

- | | |
|------|---|
| 1599 | Born in Huntingdon, named Oliver after his uncle Sir Oliver Hinchbrook |
| 1620 | Marries Elizabeth, daughter of Sir James Bouchier, a merchant at Tower Hill London
Takes over management of his father's estate in Cambridgeshire |
| 1628 | Elected as Member of Parliament for Huntingdon |
| 1640 | MP for Cambridge in the Short Parliament
Related to Pym and Hampden and found himself on Parliamentary committees |
| 1641 | Active in supporting the 'Grand Remonstrance' and allegedly says that if the Remonstrance had been rejected he would have sold all he had next morning and never seen England again |
| 1642 | Officer in Essex's regiment at the Battle of Edgehill |
| 1643 | Establishes reputation as a commander in East Anglia
Lieutenant-General of Horse for the Eastern Association under the Earl of Manchester |
| 1644 | Plays leading role in the Parliamentary victory at Marston Moor |
| 1645 | Becomes General of Horse under Sir Thomas Fairfax in the New Model Army |
| 1645 | Reputation is enhanced with his success as a cavalry leader at the Battle of Naseby |
| 1647 | Part of the Army Council and chairs army debates at Putney |
| 1649 | Active in the trial and execution of the King – although he had previously tried to negotiate with Charles |
| 1649 | Lord-Lieutenant and Commander-in-Chief in Ireland |
| 1649 | Leads the assault on Drogheda – 2,500 killed and the remainder transported to Barbados to hard labour in sugar plantations |
| 1653 | Becomes Lord Protector |

Did Cromwell Keep to the Rules of Warfare?



Cromwell sent a letter to the Speaker of the House of Commons on 17 September 1649 explaining the recent attack by his soldiers on Drogheda, north of Dublin.

'Upon Tuesday the 10th, about five o'clock in the evening we began the storm...Many of the enemy retreated to the Mill Mount...our men getting up to them were ordered by me to put them all to the sword. And indeed in the heat of the action, I forbade them to spare any that were in arms in the town. And I think that night they put to the sword about 2,000 men.

Many of the officers and soldiers fled over the bridge into the other part of the town, where about 100 of them took over St Peter's Church steeple. These being summoned to surrender, refused. Whereupon I ordered the steeple to be fired, when one of them was heard to say in the midst of the flames, 'God damn me, God confound me; I burn, I burn.

The next two towers were summoned, but they refused to yield themselves. From one of the towers they killed and wounded some of our men. When they submitted (hunger compelling them), their officers were knocked on the head. Every tenth man of the soldiers was killed and the rest shipped for the Barbados (as slaves). The soldiers in the other tower were all spared – as to their lives only – and shipped likewise to the Barbados.

.....I am persuaded that this is a righteous judgement of God upon these barbarous wretches, who have washed their hands in so much innocent blood. It will tend to prevent the flowing of blood for the future.

These are the satisfactory grounds for such actions, which otherwise cannot but work remorse and regret. The officers and soldiers of the garrison were the flower of their army. Their great expectation was that our attempt on this place would put fate to ruin us.

It was set upon some of our hearts that a great thing should be done – not by power or might, but by the Spirit of God. And is it not so, clearly? That which caused your men to storm so courageously, it was the Spirit of God – who gave your men courage, and took it away again. And gave the enemy courage, and took it away again. And gave your men courage again, and therewith this happy success. And therefore it is good that God should have all the glory.'

Protector or Dictator? - Task Sheet



Cut out these pieces of information about Cromwell along the lines.
Then place them in the right date order.

1656	<ul style="list-style-type: none"> • Knights the Swedish Ambassador and presents him with departure gifts in the same fashion as Charles I • Widespread rumours that Cromwell will become King 	
1650 July-September	<ul style="list-style-type: none"> • Cromwell invades Scotland and defeats the Scots 	
1652	<ul style="list-style-type: none"> • War with the Dutch 	
1657	<ul style="list-style-type: none"> • Cromwell refuses the Crown but is reinvested as Lord Protector The ceremony includes holding a sceptre and sitting in the old Coronation Chair with the crowd shouting 'God save the Lord Protector' • Coins minted with Cromwell's image and name 	
1654	<ul style="list-style-type: none"> • Calls Parliament, no Royalist is allowed to become an MP • Peace with Holland 	
1651 Jan Aug-September	<ul style="list-style-type: none"> • Third Civil War • Charles II crowned King of the Scots • Scots invade England, but defeated by Cromwell at Worcester 	
1658	<ul style="list-style-type: none"> • June – news of a great victory abroad – the New Model Army and the French had defeated the Spanish at the Battle of the Dunes • Cromwell dies on 3 September – an imperial crown was placed on the head of Cromwell's effigy • Richard Cromwell succeeds his father • Royalists plan a coup 	
1655	<ul style="list-style-type: none"> • War with Spain • Parliament dismissed after some opposition to the Protectorate from Royalists, Puritan extremists and Levellers • Royalist rising led by Colonel John Penruddock in Wiltshire is crushed 	
1650 June	<ul style="list-style-type: none"> • Cromwell appointed Lord General • Charles II lands in Scotland 	
1653	<ul style="list-style-type: none"> • Cromwell becomes Lord Protector and moves into Whitehall Palace He rules for 8 months without calling Parliament and in this time issues over 80 ordinances (laws) • His wife Elizabeth is given the title, her Highness the Lady Protectress 	

Protector or Dictator?



Decide whether you think these events show Cromwell as a Dictator or a Protector.

Date	• Event	• Protector or Dictator?
1650 June	<ul style="list-style-type: none"> • Cromwell appointed Lord General • Charles II lands in Scotland 	•
1650 July-September	<ul style="list-style-type: none"> • Cromwell invades Scotland and defeats the Scots 	•
1651 Jan Aug-September	<ul style="list-style-type: none"> • Third Civil War • Charles II crowned King of the Scots • Scots invade England, but defeated by Cromwell at Worcester 	•
1652	<ul style="list-style-type: none"> • War with the Dutch 	•
1653	<ul style="list-style-type: none"> • Cromwell becomes Lord Protector and moves into Whitehall Palace. He rules for 8 months without calling Parliament and in this time issues over 80 ordinances (laws) • His wife Elizabeth is given the title, her Highness the Lady Protectress 	•
1654	<ul style="list-style-type: none"> • Calls Parliament, no Royalist is allowed to become an MP • Peace with Holland 	•
1655	<ul style="list-style-type: none"> • War with Spain • Parliament dismissed after some opposition to the Protectorate from Royalists, Puritan extremists and Levellers • Royalist rising led by Colonel John Penruddock in Wiltshire is crushed 	•
1656	<ul style="list-style-type: none"> • Knights the Swedish Ambassador and presents him with departure gifts in the same fashion as Charles I • Widespread rumours that Cromwell will become King 	•
1657	<ul style="list-style-type: none"> • Cromwell refuses the Crown but is reinvested as Lord Protector. The ceremony includes holding a sceptre and sitting in the old Coronation Chair with the crowd shouting 'God save the Lord Protector' • Coins minted with Cromwell's image and name 	•
1658	<ul style="list-style-type: none"> • June – news of a great victory abroad – the New Model Army and the French had defeated the Spanish at the Battle of the Dunes • Cromwell dies on 3 September – an imperial crown was placed on the head of Cromwell's effigy • Richard Cromwell succeeds his father • Royalists plan a coup 	•

Cromwell - Hero or Villain?



Cromwell Riding to Victory at the Battle of Worcester, from Cromwelliana. Copyright Board of Trustees of the Armouries.



The Royall Oake of Brittain being chopped down, by Sutherland. Copyright Ashmolean Museum.

Look carefully at these two images of Cromwell.

What are these images telling us about Cromwell?

Do you agree with these views of Cromwell?

Cromwell - Hero or Villain?



CROMWELL RIDING TO VICTORY AT THE BATTLE OF WORCESTER

This woodcut is from a nineteenth-century book, 'Cromwelliana', describing the career of Cromwell and reflects the nineteenth-century view of Cromwell as a victorious figure. Nineteenth-century historians viewed the Civil War as the victory of democracy in the form of Parliament against an autocratic sovereign. Cromwell was seen as a man of conscience who took up arms to defend the liberties of England. It reflects nineteenth-century preoccupations with the rise of Parliament and Constitutional History.

Cromwell is portrayed as an heroic figure showing the contemporary view that 'Great Men' could change history on their own. Today this view of Cromwell as single-handedly changing history has been to some extent modified.

At the Battle of Worcester in 1651 Cromwell defeated the future Charles II, who was forced to flee for his life and hide in an oak tree, Bosobel Oak.

After the Battle of Worcester Charles II had to disguise himself as a servant to reach the coast where eventually he was able to get a ship to return to France.

THE ROYALL OAKE OF BRITTAYNE

Date unknown, engraving.

Courtesy of the Ashmolean Museum.

This is an allegory of the King's execution. Cromwell is the main figure and his motives are pictured as being entirely mercenary. He uses 'diabolical inspiration' to encourage people in the destruction of their King and the state institutions: the Church, the Crown and the Common Law, which rest in the oak's branches. The royal shield hangs from the Oak of Britain, which is topped with the Royal Crown. The oak therefore represents the monarchy.

Hanging from the oak are various tablets each referring to the constitution of England; the Magna Carta, Statutes and Reports are Parliamentary liberties which Cromwell is portrayed as destroying. On the left of the tree is the Bible. So Cromwell is depicted as encouraging the destruction of the rights of Parliament and the church as well as kingship. Cromwell is shown as directing this destruction and from his mouth come the words 'Kill and take possession', from Kings, chapter one, in the Bible. Cromwell's well-known piety is therefore being satirised and used against him by the Royalist propagandist.

This is an interesting piece of Civil War propaganda in which pupils should easily be able to ascertain bias!

OLIVER CROMWELL

This portrait of Cromwell, which is one of the A2 posters in the pack, depicts Cromwell as a sober gentleman. It was painted in the mid seventeenth-century. Although it is stated that Cromwell said that he wished to be painted 'warts and all' little evidence of warts can be seen in this painting.



Charles II's Cavalcade through London



Charles II's cavalcade through the City of London, 22 April 1661, painted in 1662 by Dirck Stoop.

Copyright Museum of London.

This painting depicts the state entry into the City of London of Charles II, the day before the coronation, as part of the traditional procession between the Tower of London and Westminster. The canvas shows the earliest representation of the newly created standing army. The painting omits all details of the City of London and instead shows the procession passing through four huge triumphal arches, which were erected at the City's expense. They represented monarchy, naval power, concord and plenty. The arches were usually made from wood and canvas and painted to imitate stone with one showing Charles II vanquishing Oliver Cromwell. Charles I had not had a procession due to the threat of plague. However, this caused disappointment and resentment among the people who felt they had been cheated of the opportunity to look at and celebrate their King. Charles II realised the importance of the coronation procession to enable his subjects to see him and celebrate a new age. He chose to have a royal entry the day before the coronation as traditional and a banquet after the service.

The significance of the Turk in the foreground has not been established. Samuel Pepys remarked in his diaries of the 'company of men all like Turks'. However the painter Stoop is also well known for his fascination for Turkish characters. The artist came to London in 1662 as part of the entourage of the Portuguese Catherine of Braganza. Therefore he would not have witnessed the cavalcade and would have painted this from written accounts.

The procession had been planned, by both the Crown and the City, to remove memories of

the interregnum and the city's Parliamentary support during the Civil Wars. The tradition of the coronation procession began with Richard II in 1377.

BANCKET HAUS (SCENE OF CHARLES I'S EXECUTION)

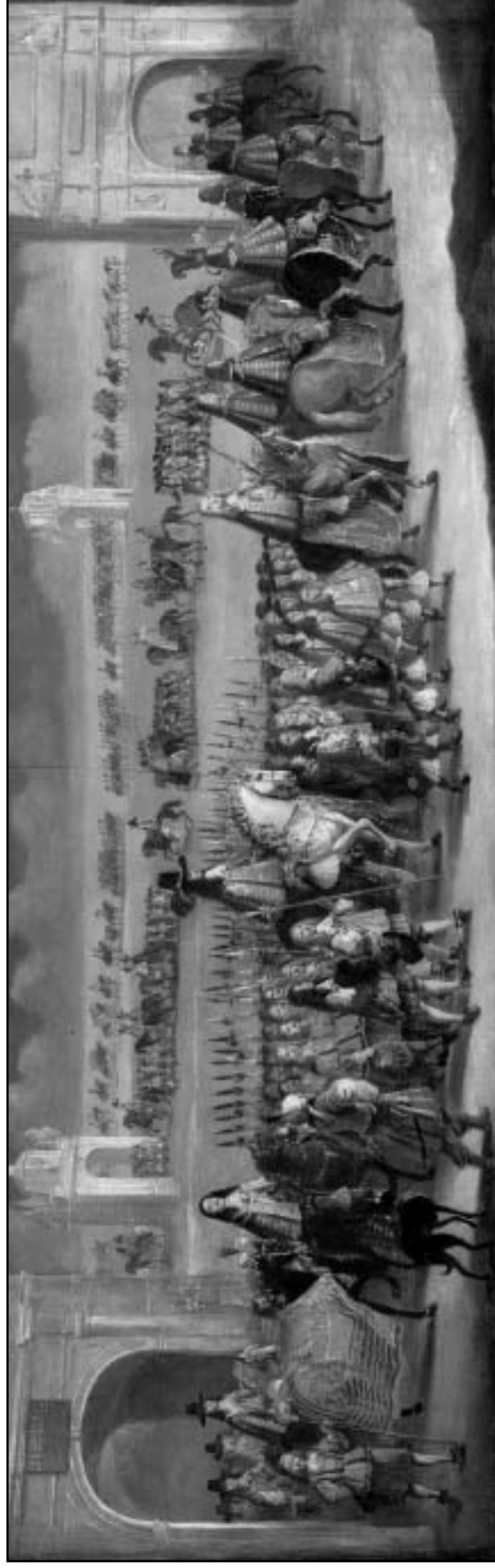
Dutch, contemporary study, engraving.
Copyright Ashmolean Museum.



There are a number of engravings and paintings focusing on the execution of Charles I, in front of the Banqueting House, Whitehall. Many are after the date but this is thought to be a contemporary study. In his speech on the scaffold on 30 January 1649 Charles declared 'I go from a corruptible to an incorruptible crown, where no disturbance can be, no disturbance in the world.' The King, in position A is seen to be handing his George, the insignia of the Order of the Garter, to Juxon, Bishop of London. To the right of this he is kneeling at the block. Finally the executioner raises the head, with the blood still flowing, whilst the King's soul is received into Heaven. The majority of the crowd look sorrowful. In the foreground an old man with a stick has turned away, unable to witness the scene whilst a lady has fainted.

Charles II's Cavalcade through the City of London, 22 April 1661

Charles II chose to have a royal entry the day before the coronation as traditional and a banquet after the service to celebrate his coronation. His father had cancelled both and caused disappointment and resentment among his people. Many people lined the streets to watch the parade and commemorative mugs to celebrate a royal coronation were on sale for the first time.



Charles II's Cavalcade through the City of London, 22 April 1661 by D. Stoop. Copyright, Museum of London.



Like Father, like Son?



The King had travelled by barge from Whitehall to the Tower on the eve of his crowning and the next day thousands were up early to get the best positions along the coronation route. Samuel Pepys was at Westminster Abbey at 4am to find a space in the Abbey and seven hours later watched the fiddlers in their red vests, the bishops and nobility in their robes and heard the great shout when St Edward's Crown was placed on the King's head. Later after getting into Westminster Hall Samuel witnessed the magnificent banquet.

The coronation service itself was very similar to Charles I's. Charles II kept the same coronation oath, part of which refers to the royal prerogative as a check on the laws granted to the people and the clergy. Therefore Charles wanted to hold broad royal power. The oath would have been important to Charles' subjects as it was seen as the pact made between them and the King.

EYEWITNESS ACCOUNTS

Sir Edward Walker, Garter Principal King of Arms and one of the organisers of the coronation events wrote

'And upon Tewsday the 23th of Aprill, being St. George's day, [King Charles II] was with ...State & Solemnity Crowned in the Abby Church of Westminster...the like whereof had not beene in that place since Coronation of Queen Elizabeth 102 yeares past.'

Pepys wrote

'So glorious was the show of gold and silver that we were not able to look at it – our eyes at last being so overcome with it.'

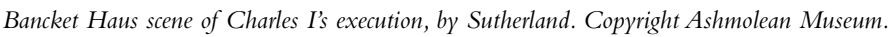
1. Study the painting of Charles II's cavalcade through the City of London, 22 April 1661 and the eyewitness accounts of his coronation.
2. *What message was Charles II trying to give his people through his coronation procession?*

I think Charles wanted people to think.....

3. *How do you think Charles II's coronation and celebrations were different to his father's?*

Differences

Similarities



How many times does Charles I appear on the scaffold in the middle of the picture?

Who do you think they are?

Do you think that the crowd is happy or sad to see the execution of the King?

What do you think this is telling us?

Who do you think this woodcut was made by, a Royalist or a Parliamentarian?

The Regicides



On 30 January 1649 one of the most important events of the seventeenth century took place. Charles I was executed outside the Banqueting House in London. The King had been put on trial 10 days earlier in front of a Court with 135 judges. When asked to enter a plea Charles replied that he did not accept that the Court had any right to put him on trial.

Charles was declared guilty and on 27 January he was sentenced to death – although only 59 judges signed the warrant.

1. Look at the information about the regicides (people involved in killing a King).
2. Using the regicide information fill in the table.
3. Now look at your results. What does this tell you about Charles II in the Restoration and the Royalist feeling about the Commonwealth?

•

•

•

The Fate of the Regicides after the Restoration

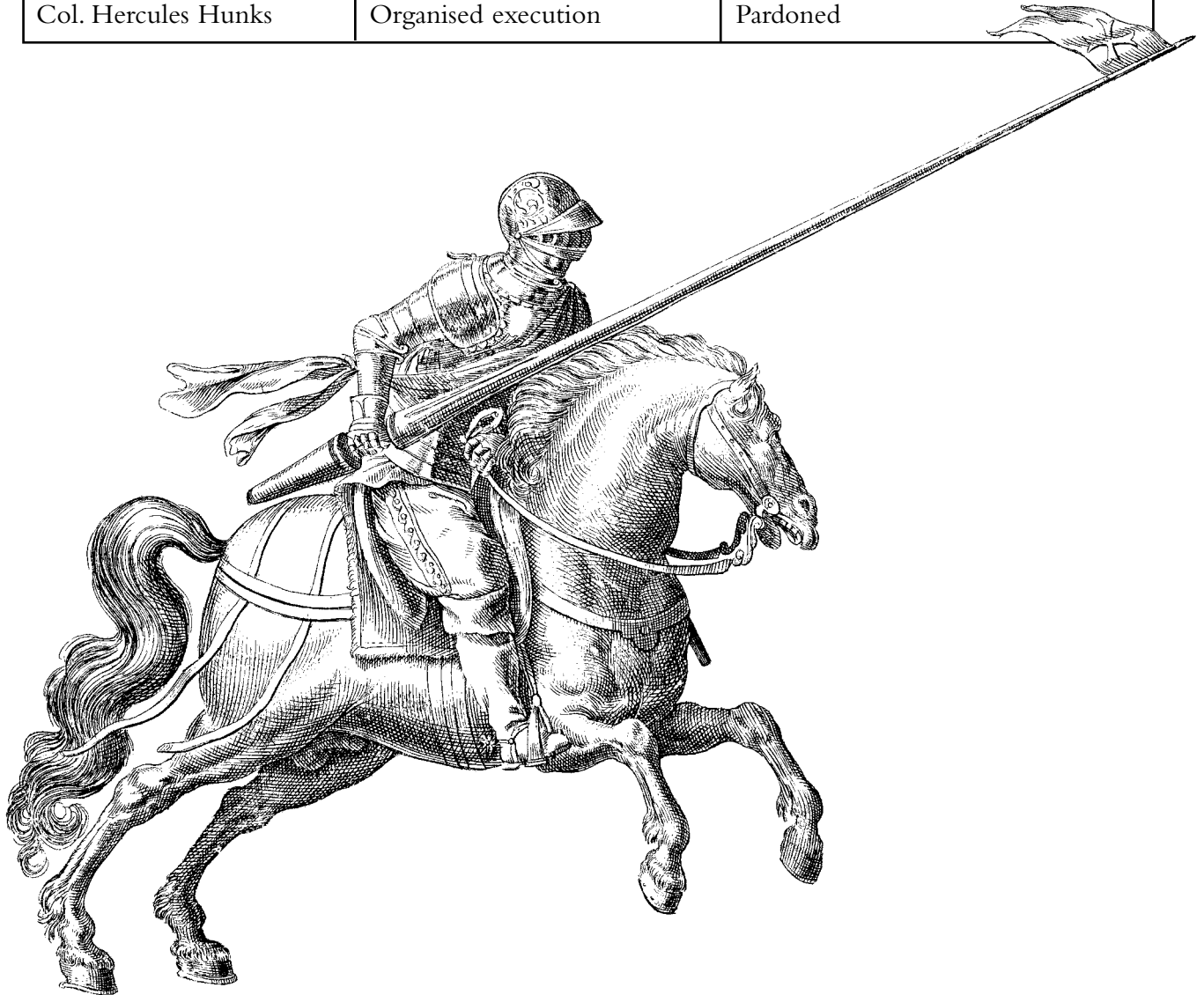


Regicides' position in society	Pardoned	Exiled	Bodies mutilated	Executed	Died
High social status					
Lower social status					
Involved in the trial					
Involved in the execution					
Related to Cromwell					
Closely involved in the Commonwealth					

Regicides who did not sign the Death Warrant



Sir Henry Mildmay	Judge	Imprisoned, died en route to Tangier
Lord Monsoon	Judge	Imprisoned
Robert Wallop	Judge	Imprisoned
Humphrey Edwards	Judge	Died in 1658
Issac Pennington	Judge	Imprisoned
Nicholas Love	Judge	Escaped to Switzerland
John Lisle	Judge Bradshaw's assistant	Escaped to Switzerland, assassinated
Hugh Peter	Army chaplain	Executed
Col. Daniel Axtell	Commanded guards at the trial	Executed
Col. Matthew Tomlinson	Commanded Charles' guards	Pardoned
Col. Francis Hacker	Organised execution	Executed
Col. Hercules Hunks	Organised execution	Pardoned



Regicides who signed the Death Warrant



Oliver Cromwell	Prosecuted the trial and execution of the King after the Second Civil War	Died in 1658 but after the Restoration his body was exhumed and hung on Tyburn gallows. Later his head was set on a pole on top of Westminster Hall
Thomas Scott	MP and ran the Commonwealth's intelligence service	Escaped to Brussels in 1660 but persuaded to return, tried and executed the same year
Henry Marten	MP	Tried, but because of past help given to Royalists he was only imprisoned
Sir John Barkstead	In 1652 appointed Governor of the Tower of London and Major General for Middlesex	Fled to Germany at the Restoration. Whilst visiting friends in Holland in 1661 he was seized and executed
Thomas Harrison	Major in the New Model Army. Brought Charles I from Hurst Castle to London, present at court	At the Restoration made no attempt to flee and defended himself at his trial. Hung, drawn and quartered
Sir William Constable	MP and soldier in the army of the Earl of Essex	Died in 1655 and buried in Westminster Abbey. Body exhumed after the Restoration
Henry Ireton	Married to Cromwell's daughter. Sat regularly in the court that tried Charles I. Died in 1651	Buried in Westminster Abbey in 1651, but exhumed after the Restoration and buried under the gallows at Tyburn
Sir Richard Ingoldsby	Related to Cromwell. Served in the New Model Army	Worked actively to bring about the Restoration and knighted by Charles II
John Okey	Commanded in the New Model Army. In 1654 he objected to Cromwell's assumption of power, and was court-martialled	At the Restoration he fled to Germany. Arrested in Holland while visiting, friends, shipped to England, tried and executed
Richard Deane	Cromwell's relation. One of the King's judges, involved in planning the execution. Died in battle	Buried in Westminster Abbey but at the Restoration his body was exhumed and thrown into a common grave
Robert Tichborne	Appointed Lieutenant of the Tower	Surrendered at the Restoration and spent the rest of his life in prison
John Bradshaw	One of the King's judges. Successful during the Commonwealth but opposed Cromwell's assumption of power. Died in 1659	Following the Restoration his body was removed from Westminster Abbey and hung at Tyburn along with Cromwell
George Fleetwood	Soldier and MP	Surrendered at the Restoration, sentenced to death but reprieved. Imprisoned in the Tower
William Goffe	Soldier and MP. In 1658 became Major General of Foot	Fled to America after warrant for arrest at the Restoration. Royalist agents sent to arrest him received no help from colonists

Liberty to Tender Consciénces?



The Declaration of Breda granted a free and full pardon to anyone appealing to the King for his 'grace and favour' within forty days, with a few exceptions to be agreed by Parliament. Charles also promised to uphold the Anglican Church and grant 'liberty to tender consciences'. The issue of the regicides, however, was one that must have been very difficult for the King.

Read the information below about one of the men and review your table about the fate of the regicides. Why do you think this individual was spared when others died?

Think about three tips to give to a regicide in order for them to survive the Restoration!

SIR RICHARD INGOLDSBY

A cousin of Cromwell, Ingoldsby was a colonel in the New Model Army. He was a regicide but did not attend any sessions of the High Court. He pleaded later that his signature on the death warrant was a result of being forced by Cromwell – but we will never know if this was true. After the death of Cromwell he approached the Earl of Northampton to declare to Charles II that a pardon and forgiveness of his former errors was all that he wanted. He actively supported General Monk and was involved in the suppression of Lambert's rebellion. At the coronation of Charles II he was made a Knight of the Bath, according to the historic tradition.

To survive the Restoration as a regicide you need to.....

Tip 1

Tip 2

Tip 3

Was the World Turned Upside-down?



In the space of eighteen years England had lived through three Civil Wars, the execution of the monarch, a period as a republic with one sole figurehead, internal chaos and the return of monarchy. Had everything come full circle or was there real change?

Using your timeline or your own knowledge about the period, complete the information below

I think the key political changes were.....

I think the key religious changes were.....

By the time of the Restoration public opinion on the monarchy and its power was.....

In no more than 100 words explain what you think the real impact of the Civil Wars was upon the country. Remember to think about the impact on politics, religion, the monarchy and the opinions of the general public.

Sir John Robinson



Sir John Robinson was created a Baronet in June 1660. After the Restoration he was simultaneously Lieutenant and acting Governor of HM Royal Palace and Fortress of the Tower of London and Lord Mayor of London. He was Sheriff 1657-8, Lord Mayor 1662-3 and Lieutenant of the Tower 1660-79. Robinson had also been Master of the Clothworkers' Company in 1656-7 during the Interregnum. He is an example of a Royalist who not only managed to prosper in the Interregnum but was rewarded for his loyalty with high office at the Restoration.

The painting shows Sir John in a full perriwig and wearing a long buff coat with richly embroidered sleeves. His lace may be Venetian and as such the most expensive available. On the table beside him lie the robes and collar of office as Lord Mayor and in the background rises the White Tower.



*Attributed to John Michael Wright about 1669
Copyright Board of Trustees of the Armouries.*

The painting was thought to date from 1662-3, however, recent research suggests the correct date to be around 1669.

The elaborate weather vanes on the White Tower turrets were produced by Ralph Greatorix and William Partridge in 1669, who were paid £200 for their work.

Pepys had met Robinson and regarded him as 'a talking, braggin Bufflehead, a fellow that would be thought to have led all the City in the great business of bringing in the King....I observe him to be as very a coxcomb as I could have thought had been in the City'. However, Pepys approved of his table and his wife, 'his ordinary table being very good, and his lady high-carriaged but comely big woman; I was mightily pleased with her'.

