

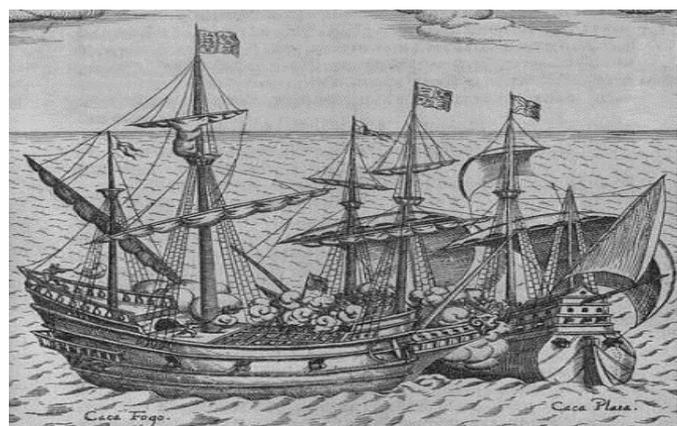
Elizabeth—Elizabethan society in the Age of Exploration, 1558—1588

Background:

You can divide Elizabethan Society in the Age of Exploration into 4 sections. The first being **education and leisure**. The second being Elizabeth's aims to tackle the **problem of the poor**. The promotion of **exploration and voyages of discovery** and the **impact of new technology**. Finally, you will look at the significance of **Raleigh's attempt and failure to colonise Virginia**.

In this module you need to revise?

- 1. Education and leisure** (education at home, in schools and in universities, sports, pastimes and the theatre)
- 2. The problem of the poor** (the reasons for rising poverty and vagabondage and the changing attitudes and policies towards the poor)
- 3. Exploration and voyages of discovery** (factors promoting exploration, including the impact of new technology on ships and sailing, including the drive to expand trade)
- 4. Raleigh and Virginia** (The significance of Raleigh and the attempted colonisation of Virginia, and the reasons for failure)



Key topic 3.1.2: Sports, Pastimes and the Theatre



Some Elizabethan pastimes, including **tennis, fencing, football** and the **theatre**, are still popular today.

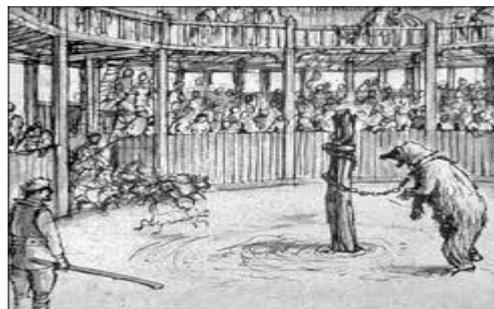
Hunting and Sports were an Important part of Court Life

The **royal court** was a large group of people who surrounded the Queen at all times. Over 1,000 people attended the court, including Elizabeth's personal servants, members, members of the privy council, nobles, Ambassadors and other foreign visitors. The Queen's favourite sports became an important part of court life.

- Elizabeth and her courtiers often **hunted** deer and other wild animals. As well as being a form of entertainment, hunting was an important source of food for the court.
- The Queen was skilled at **hawking**, spending many hours with her trained falcons as they hunted. Training falcons was an expensive process, which the **rich could afford**.
- Elizabeth's courtier and other noblemen were expected to be skilled at **fencing**—they practised from a young age. Tennis and bowls were becoming increasingly popular. These sports required expensive equipment, so they were only played by the rich.

Ordinary people had Little Time for Leisure Activities

- 1) Most people worked **six** days a week and went to church on **Sundays**, so they had little leisure time. However, there were several **festival days** in the calendar, including **Midsummer's day** and **Ascension day**. On these days, people were free to enjoy sports, feasting and other pastimes.
- 2) **Football** was a popular sport, often played between two villages. As unlimited number of players could participate, and there were few rules.
- 3) Blood sports like **cockfighting and bull—or bearbaiting** were also very popular. People would gamble on the outcome of the fights.



The Theatre became Very Popular later in Elizabeth's reign

- 1) There were **no** permanent theatres in England at the **start** of Elizabeth's reign. Instead, companies of actors travelled around, performing in village squares or the courtyards of inns.
- 2) The first theatres were built in London in the **1570s**. They included **The Theatre and The Curtain**. They were usually round, open-air buildings with a raised stage that stretched out into the audience.
- 3) The theatre appealed to both **rich and poor**. Poorer audience members, known as groundlings, stood around the stage, while richer people sat under cover around the theatre's walls.
- 4) Elizabeth enjoyed plays and often had them performed at court. She supported her favourite performers and even set up an acting company, **The Queen's Men**.



Remember the rich and poor mostly enjoyed different pastimes and even at the theatre the

Key topic 3.2.1: Poverty



Why there was an increase in poverty during the reign of Elizabeth I?

Population growth

During Elizabeth's reign there was a huge increase in the population of England. The English population grew from around **3 million people to over 4 million**.

Problems with this:

- Food shortages as production of food did not keep pace. This also led to prices of food rising.
- In the **1550s and 1560s** England suffered bad harvests. This meant food prices **rose** further and caused serious hardship for the poor.
- Food and goods prices rose faster than wages and standards of living for workers dropped. Forcing many into poverty.
- There was more competition for land, so **rent increased**.

Developments in Agriculture

Traditional farming methods where farmers would rent large open fields and grow crops for himself and his family became started to **change**.

Some of the reasons for this change were:

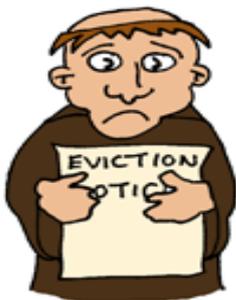
- Traditional farming techniques became inefficient, and landowners began changing their techniques to make more money. Instead of sharing open fields with other farmers they **enclosed the fields to create a few large farms**.
- Enclosed farms required **less labourers**, so farmers who rented land were evicted which left them unemployed and homeless.
- **Sheep farming** became more profitable than growing grain. Wool from the sheep was exported to Europe. The fall in grain meant food prices rose and when there was a bad harvest the country suffered food shortages.



Religious changes

Before Elizabeth's reign the actions of her father **King Henry VIII** led to the problem with the poor to get worse.

- Between **1536 and 1541**, Henry closed down England's **monasteries** and sold off most of their land. This is known as the dissolution of the **monasteries** and happened when Henry created the Church of England.
- Before they were closed down the monasteries performed important social functions which supported the poor, ill and disabled. When they were closed down a valuable source of assistance for those in need was taken away.



Key topic 3.2.2: Poverty

Elizabeth's government introduced a series of Poor Laws to try and tackle the problem of poverty.



The Government became more involved in Poor Relief

Traditionally, the main source of support for the poor was **charity**. Rich people made donations to hospitals, monasteries and other organisations that helped the poor. However, during Elizabeth's reign the problem with poverty had become that bad that these donations were not enough. People began to realise that society as a whole would have to take responsibility for helping the poor, and so the **government** began to take action to tackle the problem of poverty.

The government believed the poor could be split into three categories:

The Helpless Poor

Those who were unable to support themselves—including young orphans, the elderly, sick or disabled.

The Deserving Poor

People who wanted to work, but weren't able to find a job in their home or village.

The Undeserving Poor

Beggars, criminals and people refused to work. Also migrant workers ('vagabonds') who left their homes and travelled around

The Elizabethan Poor Laws

As voluntary donations were no longer sufficient to fund poor relief, the government began to introduce taxes to raise money for the poor.

The **Elizabethan Poor laws** were:

1563 Statute of Artificers - aimed to ensure that poor relief was collected. This meant anyone who refused to pay the rates could be imprisoned and any official who refused to organise poor relief could be fined up to **£20**.

1572 Vagabonds Act - aimed to deter vagrancy. The vagrants were to be whipped and a hole drilled through each ear. They would be imprisoned after their second arrest for vagrancy and if arrested for the third time they would be given the death penalty.



Did you know

The undeserving poor were treated harshly as they were seen as a serious threat to society. Many people believed that poor criminals and vagabonds had encouraged the **Revolt of the Northern Earls in 1569**. The harsh punishments introduced

1576 Poor Relief Act - aimed to distinguish between the helpless, deserving and undeserving poor. JPs provided the deserving poor (able bodied) with raw materials to work by making things to sell. Those who refused to work were sent to a special prison funded by the poor rates.

Revision ideas :

Create a **Kahoot quiz** that concentrates on Poverty.

Remember to include questions that will help you remember **SPED**.



eat. sleep. revise. And repeat.

Key topic 3.3.1: Exploration and Discovery

Elizabeth's reign was an exciting time to be a sailor. Developments in navigation and ship-building were finally opening up the oceans and enabling explorers to discover the world beyond Europe.

Background information:

The **Portuguese and Spanish** were the first to explore the world beyond Europe. In the **1400s** they had sent voyages of discovery to Africa, Asia and the Americas. Elizabeth became queen in **1558** and by that time they had both set up colonies in the **Americas**.

By the **1560s** English sailors started their own voyages of discovery and global exploration.

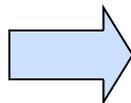
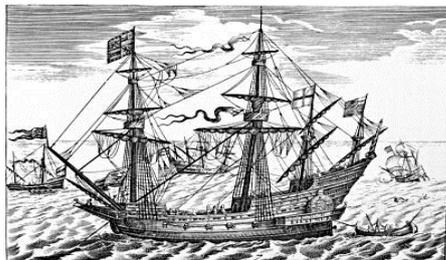
New Technology:

Until the **1600s**, most European sailors relied on coastal features to navigate. This made it impossible to cross large oceans where there was no land in sight.

The Portuguese and Spanish started to navigate through the use of **sea astrolabes**, an advanced technological navigational tool. These navigated the sailors by tracking the position of the stars or the sun.

In **1561**, a Spanish book called the '**Art of Navigation**' by **Martin Cortes** was translated into English. The English sailors could then learn the new techniques of navigation.

Further innovations helped the English to start to navigate more accurately. From the **1570s onwards** they began to use log and line, which helped them estimate their speed. By the **end of the 16th century John Davis** invented the **backstaff** which was more easier and more accurate than the astrolabes. Improvements in map-making made naval charts more detailed and accurate.



Improvement in ship-building also encouraged exploration. From the **1570s** the English began to build larger, longer ships better suited to long ocean voyages. They were faster, more stable and easier to navigate. They could also carry more cargoes, making their journeys more profitable.

Rivalry with Spain:

In the **1550s**, English international trade was dominated by exports of woollen cloth to Europe. Most exports were traded through **Antwerp**, which was controlled by the Spanish. As tensions between England and Spain rose, it became harder for the English to trade freely through Antwerp.

This encouraged English merchants to make their international trade more varied. Looking for new routes, trading in German towns or sailing through the Baltic. Others looked further afield, to the Americas and Asia.

As rivalry with Spain grew, both **commercially and politically**, Elizabeth realised England needed to compete globally, not just in Europe. She encouraged long-distance trade and privateering, and to explore opportunities to establish colonies in the Americas.

Remember: Navigating by the Sun might not sound very advanced but to the Elizabethans it was cutting edge!

Key topic 3.3.2: Exploration and Discovery

English sailors weren't that interested in voyages of discovery at first, but once they recognised the economic opportunities on offer in the Americas and Asia, there was no stopping them.

Economic opportunities:

Spanish trade with its colonies in the Americas was highly profitable. Their ships from the **New World** returned full of gold and silver. This wealth attracted English sailors who hoped to get rich by trading illegally with Spain's colonies and raiding Spanish settlements and treasure ships. Some hoped to establish English colonies in the New World.

English merchants were also keen to develop trade with Asia. Traditionally, trade in Asian luxuries like silk and spices were dominated by merchants from Venice, who kept trade prices high.

From the **1570s** English merchants began to look at new routes to Asia which would enable them to bypass the Venetian middlemen. Some tried the North West passage around the top of North America, whilst others sailed through the Mediterranean and then went overland to India. In **1591, James Lancaster** sailed to India around Cape of Good Hope (the southern tip of Africa).

Following Lancaster's success, the **East India Company** was set up in **1600** to trade with Asia. It sponsored successful trading expeditions to the region in **1601** and **1604**.

Sir Francis Drake:

Between **1577** and **1580 Francis Drake** sailed all the way around the world. This was the second global circumnavigation at that time and was the first by an English sailor.

Drake probably was not meant to sail around the world. He was sent by Elizabeth to explore the coast of South America looking for opportunities for English colonisation and trade. He made money on the expedition by raiding Spanish colonies and treasure ships.

On his return to England Drake was knighted by Queen Elizabeth aboard his ship, the **Golden Hind**. The royal recognition and the vast wealth Drake brought back from the journey encouraged more English sailors to set out on long-distance journeys.



Revision idea:

Create your own **map or comic strip** Drake's voyage. This will help you remember key events and dates which all links to **SPED**.


eat. sleep. revise. And repeat.

Key topic 3.4.2: Raleigh and Virginia

In the **1580s**, England tried to challenge Spain's dominance as an imperial power by establishing a colony in North America. But creating a permanent settlement turned out to be pretty tricky ...



Sir Walter Raleigh:

By the early **1580s**, England had claimed some territory in North America, but hadn't managed to establish a successful colony yet. During his journey around the world, Drake claimed **New Albion** (in California) for England.

The English also claimed **Newfoundland** in eastern Canada. In **1583**, **Sir Humphrey Gilbert** set out to establish a colony in Newfoundland, but the expedition failed.

After Gilbert's failure, Elizabeth gave **Walter Raleigh** permission to explore and colonise unclaimed territories. She wanted Raleigh to establish a colony on the Atlantic coast of North America.

Attempts to colonise Virginia:

In **1584**, Raleigh sent a fact-finding mission to North America. The fleet landed on **Roanoke Island**, explored the area and returned to England. They gave a glowing report on region, which encouraged Raleigh to organise a second expedition.

The next year (**1585**), Raleigh sent five ships to Virginia, led by Sir Richard Grenville. **108** settlers (known as planters) tried to establish a permanent colony of Roanoke, while Grenville went back to England for supplies.

When **Francis Drake** visited Roanoke in **1586**, Grenville still hadn't returned and the planters were running low on supplies. Most of the planters decided to return to England with Drake, although a small group of men were left to maintain the colony.

A **third expedition** reached Roanoke in **1587** and found it deserted. It is thought that the men that had been left behind had been killed by the natives. Around **100** planters settled on the island and began to build a colony. They were expecting supplies from England **1588**, but the fleet was delayed by the Spanish Armada.

When supply ships finally reached Roanoke in **1590**, all the planters had disappeared. They were never found, and Roanoke soon became known as the 'Lost Colony'.

Why the colonisation of Roanoke failed:

Bad timing	Lack of Supplies	Poor Planning
If the supply ships hadn't been delayed by the Armada, the Roanoke colonists may have survived.	The planters did not take enough supplies with them and found it difficult to grow food. This was made worse by the delay in supply ships in 1588 .	Establishing a colony thousands of miles away from England was a major challenge, which required detailed planning and organisation. However, initial exploration of Roanoke was inadequate and the whole project was poorly organised. This was largely because Raleigh's funds were too limited.

Revision idea:

Make a **timeline** of Raleigh's attempts to colonise the Roanoke Island between **1584** and **1590**. Include key **SPED**.



The **Elizabeth** section of Paper 2 is split into **3 different question types** these are as follows:

4 marks

(5 minutes)

Describe two features of ...

One paragraph with 2 points and supporting detail

P= ...

P=...

Ev=...

Ev= ...

12 marks

(18 minutes)

Explain why ...

2-3 PEEA paragraphs well explained (Point, Evidence, Explain, Assess)

For the higher grades you need to make reference to short/long term impacts and include SPER outcomes (Social, Political, Economic and Religious)

1)

P= One reason why ...

E = This is because/for example

E= This meant that.../As a result...

A = This is the most important reason why ...

2)

P= Another reason why ...

E = This is because/for example

E= This meant that.../As a result...

A = This is less important than the reason above (in first paragraph) because ...

3)

P= A final reason why ...

E = This is because/for example

E= This meant that.../As a result...

A = This is the least important factor overall because ...

Conclusion -

Overall the most important reason was ... (can you identify links between reasons?)

16 marks

(25 minutes)

How far do you agree ...

This needs to include your own contextual knowledge (CK)

2-3 line introduction

1) PEE paragraph that **agrees** with the statement in the question

2) PEE paragraph that further **agrees** with the statement in the question

3) PEE paragraph that **disagrees** with the statement in the question

4) PEE paragraph that further **disagrees** with the statement in the question

Conclusion -

Answer the question to reach an overall judgment on how far you agree and ensure you evaluate this judgement, reaching a conclusion which is justified by comparing importance or linking factors together if they are equally important.

Practice **exam questions** are on the **following page**.

You have each type of question for each topic in this guide:

1) Education

2) Sports, leisure and pastimes

3) Poverty

4) Exploration and discovery

5) Raleigh and Virginia

Exam Questions

Education

Describe two features of Elizabethan education (4 marks)

Explain why there was an increase in grammar schools during Elizabeth's reign (12 marks)

'Education available for girls increased during Elizabeth's reign.' **How far** do you agree with this statement (16 marks)

Sports, pastimes and leisure

Describe two features of the Elizabethan theatre (4 marks)

Explain why the rich and poor enjoyed different pastimes during the Elizabethan era (12 marks)

'The poor had access to the same leisure activities as the rich.' **How far** do you agree with this statement (16 marks)

Poverty

Describe two features of the Elizabethan Poor Laws (4 marks)

Explain why Henry VIII closing the monasteries down caused poverty to rise by the time Elizabeth came to the throne (12 marks)

'The lives of poor people improved during Elizabeth's reign.' **How far** do you agree with this statement? (16 marks)

Exploration and discovery

Describe two features of Sir Francis Drake's voyage to the New World (4 marks)

Explain why English sailors got more involved in global exploration during Elizabeth's reign. (12 marks)

'The rivalry with Spain was the main reason for global exploration' **How far** do you agree with this statement (16 marks)

Raleigh and Virginia

Describe two features of the attempt to colonise Virginia between 1584 and 1590 (4 marks)

Explain why the colonisation of Virginia failed between 1584 and 1590. (12 marks)

'The colonisation of Virginia failed due to poor planning.' **How far** do you agree with this statement (16 marks)

Quiz

1. Which institution mainly educated children before grammar schools were set up?

Who went to a dame school?

Who attended petty schools?

How many grammar schools were set up during the 1560s?

Who could go to the theatre?

What is the name of the famous Elizabethan theatre still popular with audiences today?

What were three popular pastimes for the poor?

What was there an increase of during the 16th century which led to a decline farmers labourers?

By what percentage did the population grow during Elizabeth's reign?

What was the aim of the Statute of Artificers in 1563?

What year was the Vagabond Act brought in?

What were the features of the Vagabond Act?

What were the aims of the Poor Relief Act 1576?

How did the printing press have an impact of exploration?

Who founded the first English American colony?

What was the first American colony named?

In what year did Elizabeth give Raleigh a grant to explore/colonise the New World?

What was Raleigh's role in settling in Virginia?

Who led the expedition to Virginia?

What was the name of the ship that carried all the perishables?