

1.2 Henry Unton – *The Way of Life in Tudor Period*

Level	Intermediate – upper intermediate.
Time	4 lessons (1 lesson – 45 minutes).
Learning objectives	<p>To develop an understanding of the Tudor way of life, using segments of paintings as authentic material.</p> <p>To familiarize students with presentation of information and to enable their understanding of the work.</p> <p>To acquaint the students with the correct form of a Curriculum Vitae.</p>
Resources	<p>7 segments of a painting (taken from the <i>Portrait of Henry Unton</i>).</p> <p>Worksheets based on 7 different topics (each worksheet about 3 pages long) – HU1 – HU7.</p> <p><i>The Portrait of Henry Unton</i>.</p> <p><i>Curriculum Vitae</i> example – HU8.</p> <p><i>A Brief Biography of Henry Unton</i> – HU9.</p> <p>True / False Quiz – HU10.</p> <p>True / False Quiz – Key – HU11.</p> <p>Extra task – large sheets of paper.</p>

Picture supplement is available on url:

http://moodlinka.ped.muni.cz/data/100106/Henry_Unton_pictures.pdf

Study of the segments

Divide the class into seven groups. Give each group one segment of the painting. Do not tell the students that these segments are taken from one painting. Pretend that they are separate paintings or pictures. Discuss, in groups or as a class, what is depicted in the individual pictures (people, setting, situations).

Give each group a copy of the True/False Quiz - **Handout HU10**. Students should read the statements and decide whether they are true or false.

Distribute one worksheet to each group. Each worksheet thematically refers to a picture.

<i>Number of the segment</i>	<i>Worksheet</i>
1	Tudor Children - HU1 .
2	Education - HU2 .
3	Travelling - HU3 .
4	Food and Drink - HU4 .
5	Popular Entertainment - HU5 .
6	Health, Death, Diseases and Hygiene - HU6 .
7	Religion - HU7 .

Ask students to quickly read the worksheets. (3 minutes are adequate. This is meant only to improve students' motivation for further reading of the worksheets.) Verify their answers.

Historians

Students become famous historians. Each group forms a separate team of history experts who have been asked to intensely study the assigned issue of the Tudor period.

For the research, students should use not only their worksheets, but also text reference materials and the Internet. These materials can be either provided by the teacher or borrowed from the library.

For homework, each group should prepare a historical essay or a study (including pictures and additional materials). Their works will be presented at an international conference.

International Conference of Historians (role play)

Rearrange the position of the classroom furniture to make a suitable setting for a conference and discussion. At the front of the room, put some desks into a line to form a "speakers' board". The remaining chairs should be situated at the back of the room, to

create an “auditorium” for other participants (the rest of the students except speakers and a compere).

Each team chooses a representative speaker, who will deliver the speech based on their essays to the participants of the conference. After each speech there should be time for a brief discussion and possible questions from the participants.

The conference is organized by the compere (choose one of the students to play the role).

When the discussions based on the individual topics are over, there can be time left to sum up the whole meeting (Was it successful? Interesting? Was there anything that surprised you?).

At the very end of the meeting, the history experts (the students) should go back to the beginning of the project. Looking again at the segments of the painting, the original foundation of their research, students should ponder the connections between the pictures.

Meanwhile, prepare the enlarged poster of the *Portrait of Henry Unton*.

Ask the students to have a look and concentrate on the poster. They should identify their segments without any problems.

Now the students know that the segments come from one single painting.

The portrait of Henry Unton

Do not mention the name of the portrait or the name of the man. For the students, the man in the painting is just a gentleman, who lived in the Tudor period.

Curriculum Vitae

As homework or classwork, the groups should create a Curriculum Vitae (CV) for the gentleman in the picture. As participants in the International Conference of Historians, they gained useful information. The name of the man, as well as his social status and family background, depends on student imagination. The CV can be funny, serious, artistic, etc.

Familiarize students with the correct form of a CV beforehand. Use **Handout HU8**.

Attach the finished CVs to the classroom walls. Students walk round and read them.

At the end of the project, reveal the real name of the man in the portrait. Provide some information about the painting by reading the *Brief Biography of Henry Unton* and

showing the parts of his life on the poster. Point out the information that would be important for writing his real CV. This can be followed with a discussion.

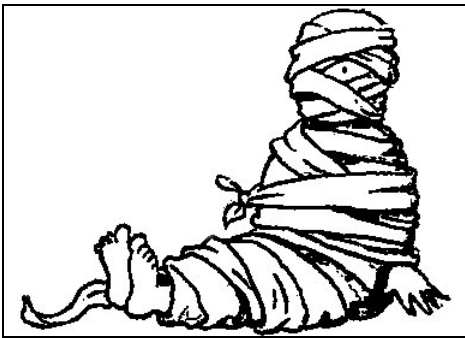
Extra task

For homework, students should cut out a large quantity and variety of pictures from magazines, newspapers etc. Then students should glue these pictures onto a large sheet of paper, creating a picture similar to the Portrait of Henry Unton, but as a portrait of “21st century man”.

If any time is left over, students can write a CV for the man shown in their “portrait”.

Tudor Children

In Tudor times, babies from rich families would often have wet nurses. These were women from poorer families who were paid to breastfeed other women's babies – their own baby might have died or they might have been feeding two babies at once.



When babies were baptised, salt was put on the tongue and oil on the forehead. Babies were swaddled at birth. This meant they were tightly wrapped from neck to toe in a long band of material about three metres long. This was supposed to make their legs and arms grow straight. Children spent the first few months of

their life in this uncomfortable wrapping. Babies had a pretty rough time of it and were sometimes hung up in their swaddling bands from a hook on the wall! Toddlers were protected from hurting their heads when they fell over by wearing a padded headband, which was known as a “pudding band” because it looked like a black pudding.

Children often wore a piece of coral, which was supposed to be good luck and keep

away evil and

illness.

Despite their

lucky

charms,

Tudor

children were

often treated

very badly.

Babies were

often left to

cry, because

from birth

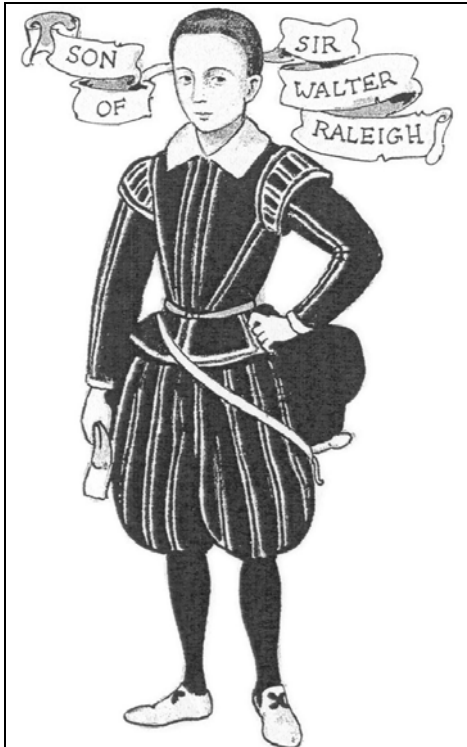


Babies were christened very soon after they were born. This was because so many babies died, and their parents wanted to feel sure that their souls would go straight to heaven. There were no birth certificates in the 16th century, so many adults were not sure exactly how old they were.

children were expected to be quiet. Punishments were severe. All children had to obey their parents and people of any higher class. Children were expected to show great respect to their parents, to stand in front of them and call them Sir and Madam. They

wore the same clothing styles as their parents. Children helped with the housework. Poor children had to work in fields from the age of four.

Children of wealthy families were often sent to live with families from still higher class for a couple of years. This was called “placing out”. These children would have household jobs to do, but it was hoped that they would pick up some tips on manners and behaviour.



Rich children lived in big houses but poor children lived in small houses, or even on the street. The rich would wear jewellery. But the poor would wear only small pieces of cloth and no shoes. It would seem that the rich had a nicer life than the poor, but it was still quite uncomfortable by contemporary standards.

Nobody had many toys - not even the rich. All the toys were hand made. A rich girl would normally only have one doll, although that doll might have lots of clothes. On warm days children would play games like hoops and balls.[°]

For more details see:

<http://www.schools.hants.org.uk/Wildground->

[Junior/work/Year5/tudorweb/tudorchildren/p1.htm](http://www.schools.hants.org.uk/Wildground-Junior/work/Year5/tudorweb/tudorchildren/p1.htm)

<http://atschool.eduweb.co.uk/nettsch/time/tlife.html>

<http://www.woodlands-junior.kent.sch.uk/Homework/Tudors.html#children>

[°] HONEY, Alison. *Investigating the Tudors*. London: The National Trust, 1993. ISBN 0 7078 01680.

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Education

Most boys had no education. They did not need to read or write, because their work depended on practical training and skills. Women's work was at home with the family, so girls, too, rarely had any education.

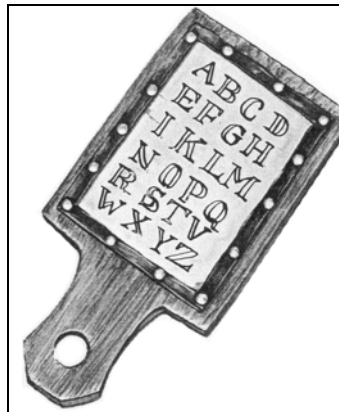


Schoolmasters had no special training for their work. They were often priests. They were also very strict. A beating with the birch was a common punishment.

It was different for the sons of noblemen and the middle class; there were many schools for them. At the beginning of the century, most schools were part of churches or monasteries. They taught almost nothing

but Latin grammar. This is where the term "grammar school" originated.

There were few books, so long passages had to be learned by heart. Lessons in grammar schools could go on for ten hours a day, six days a week. The boys had to speak Latin, as well as to write it, and could be punished for speaking their own language. Even small offences were severely punished, usually with a beating.



Children often began their education with a "horn-book" like this. Inside the wooden frame was a single page, which was protected by a thin, clear sheet of horn.

Later in the century, noblemen and merchants started schools in towns all over Europe. Although Latin was still the most important subject, acting, speechmaking, dancing and sport were also included in school timetables.

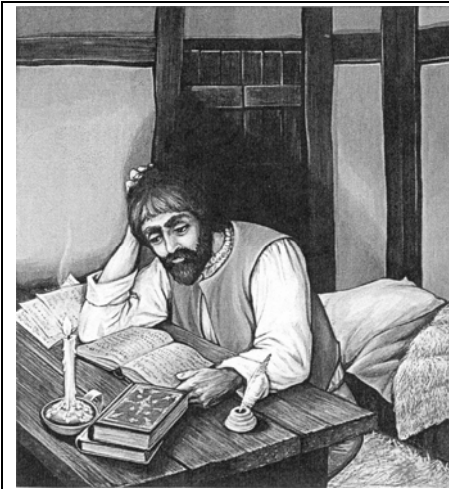


A bird's-feather quill pen for writing. Children usually sharpened their own quills with knives. They were also expected to mix their own ink.

In 16th century England, there were only two universities – Oxford and Cambridge. They were founded to educate poor men's sons, who usually went on to become priests. But all over Europe, the sons of the wealthy were gradually squeezing out the poorer students. At the universities, students were watched over by tutors. A tutor taught his students,

looked after them when they were ill, handed out their pocket money, and beat them if they misbehaved. In return for his services, he was paid by their fathers.

Serious students completed the full degree course after seven years. They studied subjects such as astronomy, theory of music, and theology. Students were tested in written examinations and also in "disputations". These were debates, in



This Oxford student is nearing the end of his seven-year course, when he will qualify as a Master of Arts. Many students had to pay for their own board and lodging. Poorer students raised money by doing odd jobs around the college, or by begging.

Latin, on a set topic between a student and his master.

There were no long school holidays. School closed for 16 days at Christmas and 12 days at Easter, but there were no summer holidays.[°]

For more details see:

<http://atschool.eduweb.co.uk/nettsch/time/tlife.html>

<http://www.woodlands-junior.kent.sch.uk/Homework/Tudors.html#children>

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Travelling

Land travel

Few people ever travelled far from their birthplace, although there were exceptions.



English peasants were forced to keep local roads in good repair. But they did little to stop them turning to mud in winter.

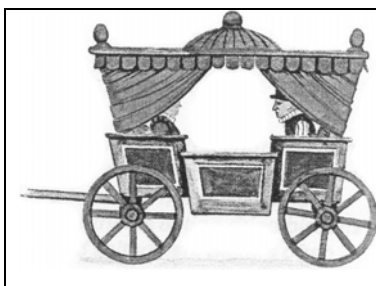
Rulers regularly travelled around their lands, so their subjects could see them. But a journey, whether on foot, horseback, or in a wagon, was

slow and dangerous.

Wherever there were rivers or canals, bulky goods went by water. On the roads, pack-horses were used more than wagons, because wheeled vehicles often stuck in the mud on the badly made roads. Any traveller might have been attacked by bandits, and, in wartime, by soldiers too.

Travellers had to pay fees every time their route crossed a noble landowner's territory.

The nobles themselves had begun travelling in coaches. These had no glass windows,



Coaches had no springs, and were cold and uncomfortable.

and were very uncomfortable for long journeys.

Sea travel



To meet the needs of trade and exploration, new kinds of ships were developed. The voyages were long and dangerous, and many sailors died on them. Some sailors were killed by pirates or storms, others by diseases, often caused by bad food.

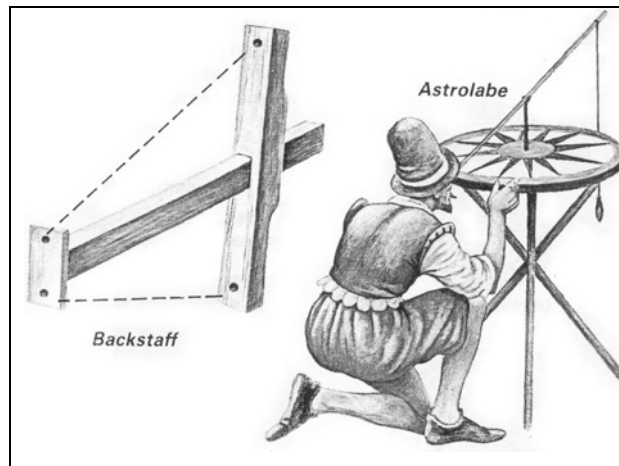
Captains of these ships, sometimes called “sea dogs”, wanted to find a sea route to the east, where they could buy spices, silks, and precious stones.

Sailors had only a few maps. They relied a great deal on the stars.

Some navigational instruments, such as the compass, had recently become available.

Another danger for the merchant fleets was “privateers”.

These were privately owned English ships whose captains had been given



Ships sailing to America or the East Indies could not always keep land in sight. Navigators used simple instruments like these to work out where they were, using the sun or moon as a guide.

royal permission to seize and plunder enemy vessels[°].

For more details see:

<http://atschool.eduweb.co.uk/nettsch/time/tlife.html>

<http://www.woodlands-junior.kent.sch.uk/Homework/Tudors.html#explorers>

<http://www.goldenhind.co.uk/education/worksheets/food.html>

http://www.stcatherines.surrey.sch.uk/tudor_explorers_page.html

[°] HONEY, Alison. *Investigating the Tudors*. London: The National Trust, 1993. ISBN 0 7078 01680.

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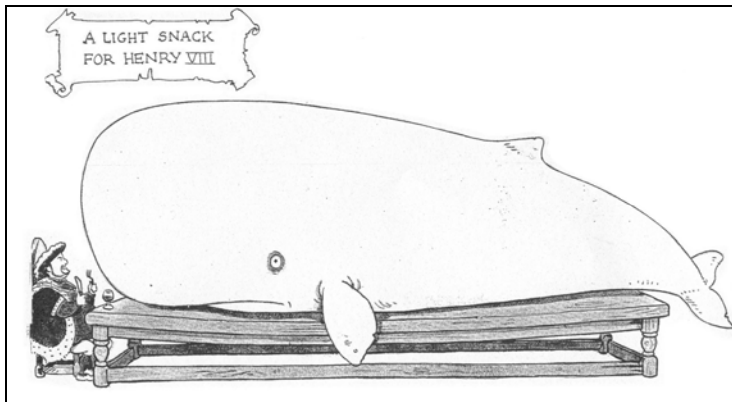
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Food and Drink



Eating in Tudor England was an important affair. The royal court consumed an enormous quantity of food – three-quarters of which was meat. Tudors consumed some pretty strange things by our standards. The court menu

would have featured swans, peacocks, sparrows and even whale.



The Wedding Feast, by Peter Bruegel, shows poor people eating soup and bread off wooden and pewter plates. Everyone, even children, drank weak beer because the water was unsafe to drink

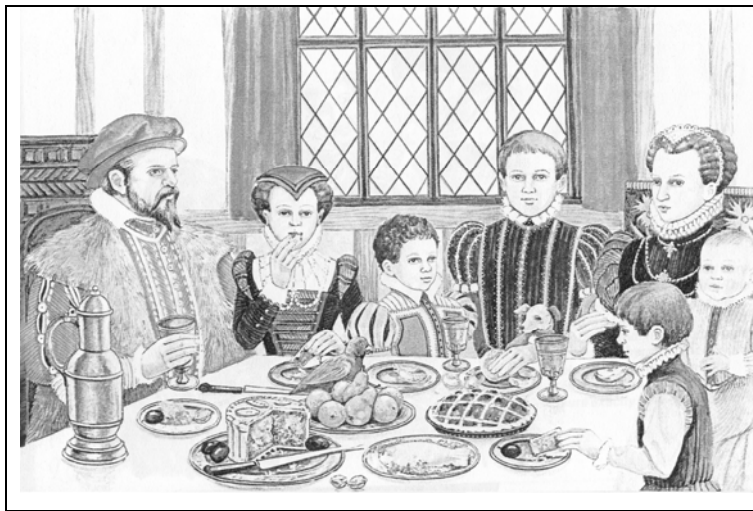
Tudor men, women and children drank beer, wine, sherry

and cider. This was not because they were drunkards. It was because the water was not fit to drink unless boiled.

The rich could buy or hunt for a wide range of meats. The poor had very little meat. Their main food was bread. Sometimes they caught rabbits, hares or fish to go with their turnips, beans and cabbage.

Tudor people were keen on spices. Most of the food was heavily salted to prevent it from spoiling, so spices helped to disguise the salty taste. It also disguised the taste of rotten meat. Cinnamon, cloves, garlic and vinegar were all used.

Sugar was a rare luxury; however, when they could get some, they used it on most of



Special rooms were set aside for eating. People ate with their hands, from pewter plates. Poorer families used wooden plates.

their food, including meat! Their other means of sweetening food was with honey. The tables of the rich were

laid with the usual salt, bread, napkins, spoons and cups. However, each guest used his or her own knife. Forks were not used and even the rich ate only with spoons, knives and fingers.

Every type of fish, meat and pastry was eaten along with 20 types of jelly. The jellies were made into the shapes of castles and animals of various descriptions.

Many of the nobility suffered from mild forms of scurvy because they ate little fruit. A lack of vitamin A, found in green vegetables, milk, butter and eggs, led to painful bladder and kidney problems later in life. Rich people despised these foods because the lower classes ate them.

Towards the end of the period new foods began to arrive from the America such as



potatoes, tomatoes, peppers, maize, and turkeys. Potatoes were delivered by Sir Walter Raleigh. At first, people considered the plant as a decorative one. It was many years before it became a common part of the English diet.°

For more details see:

<http://atschool.eduweb.co.uk/nettsch/time/tlife.html>

http://www.greatbritishkitchen.co.uk/eating_history/foodfashions.htm

<http://www.goldenhind.co.uk/education/worksheets/food.html>

http://www.stcatherines.surrey.sch.uk/tudor_explorers_page.html

<http://www.mape.org.uk/curriculum/history/tudorfood.htm>[°]

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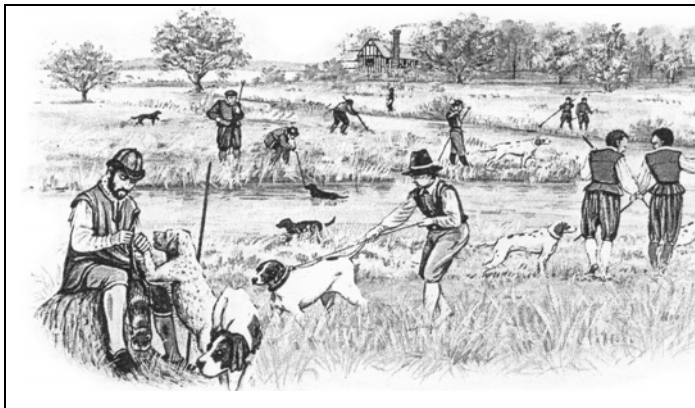
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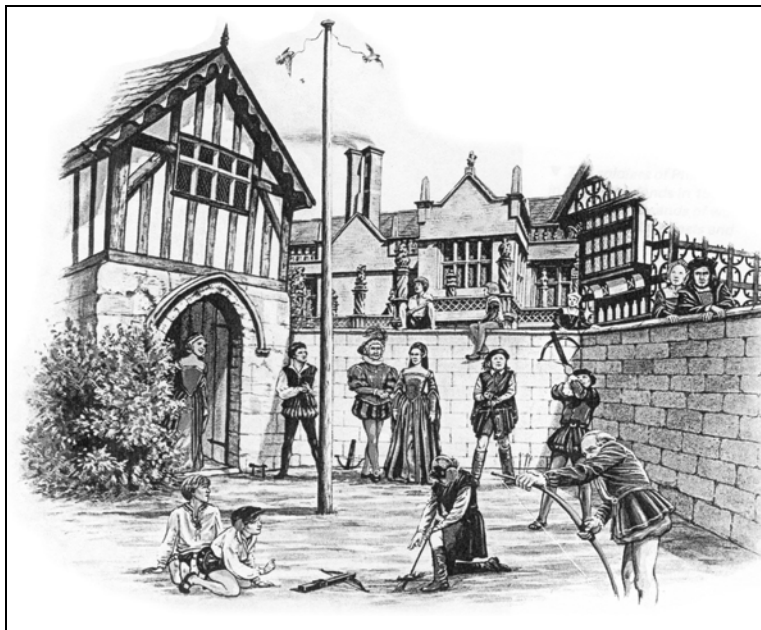
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Popular Entertainment



Hunting was very popular. These men are hunting otters. Gentlemen and gentlewomen chased deer, hares, bustards, foxes and badgers as well.

During the working week, there was little time for leisure. But on Sundays, holy days, Easter and the great Church festivals of Christmas, people relaxed and enjoyed themselves. They danced, drank, sang and played games like draughts, dice, cards and chess. For those who wanted more blood-thirsty pleasures, there were bear baiting and cock-fighting.



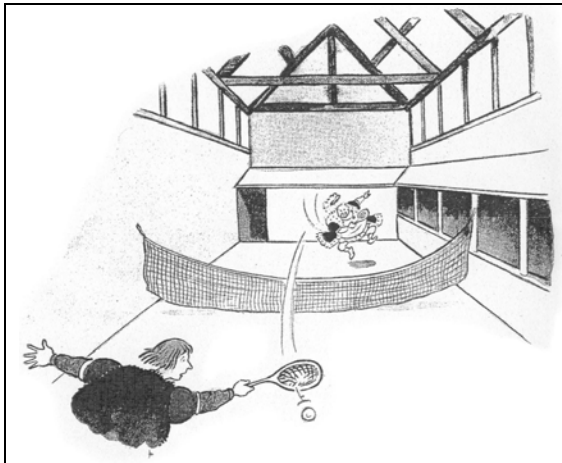
Gentlemen practising their marksmanship. They are shooting crossbow-bolts at small birds tied to the top of a pole. The man at the front is holding a longbow

The favourite sport of the aristocracy was hunting. Everyone could hunt hare but only gentlemen were

allowed to chase deer, and manor houses used to be surrounded by deer parks.

The game in which Henry VIII excelled was not lawn tennis, a nineteenth century invention, but real (royal) tennis. This started as a game played against a castle wall in medieval France.

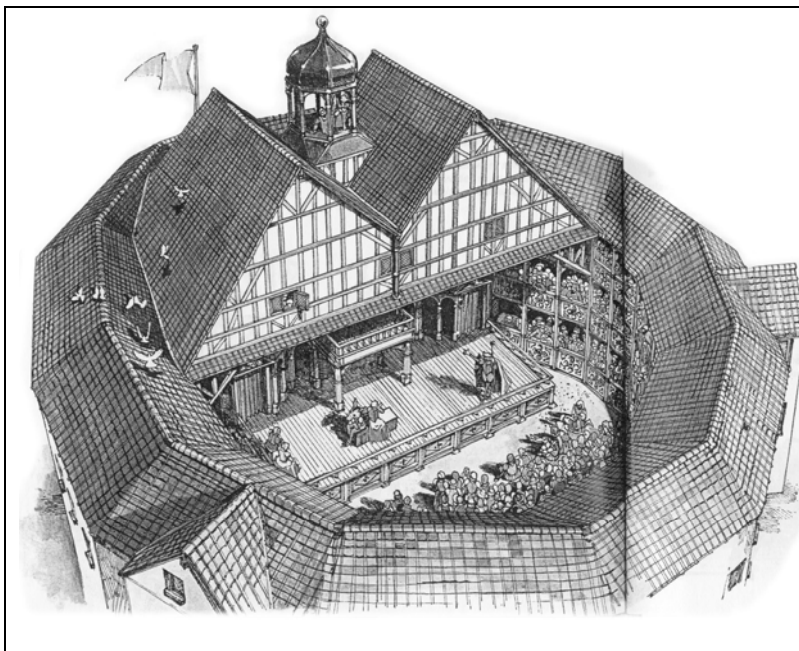
Whole villages played a violent form of football. Rules: the pitch - could be the land between one village and the next – even if it is several miles; the ball – a pig's bladder or a ball of rags; scoring – the team that gets the ball back to their village is the winner; referee – none; playing rules – none - get the ball any way you can. It was described as a



game of “beastly fury and extreme violence” and many people were hurt, or even killed during playing it.

The most popular entertainment of all was the public torture and execution of criminals. The person who was executed was always dressed in his/her finest clothes and made a speech so the spectators felt they had been to a good “show”.

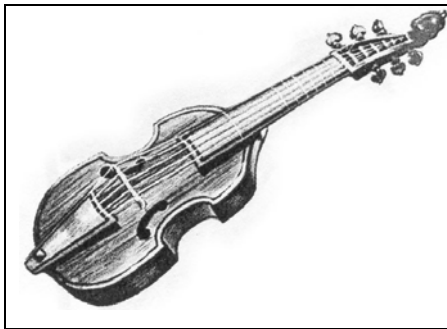
Most people could not read, but enjoyed listening to preachers and actors. Huge crowds gathered to watch religious “mystery plays”. Less holy plays were put on by bands of travelling players, in market squares and inn yards. Towards the end of the century, proper theatres were built in the larger towns and cities of Europe.



In the Elizabethan theatre the players are performing Shakespeare’s *A Midsummer Night’s Dream*.

Performances had to take place in daylight, because it was hard to light the theatre after dark. The flag was raised to announce a play that afternoon. The trumpeters in the little tower heralded the start with a fanfare. There was very little scenery on the stage, and boys played the parts of women.

Many painters from Europe settled in England, because portraits were very popular among the rich, who were always shown in their best clothes.



The viol was held upright between the knees and played with a bow.

Music was widespread throughout the country. Whether a person was rich or poor, it was considered an important skill to be able to play an instrument.^o



Lutes were sometimes provided in barbershops for waiting gentlemen to play.

For more details see:

<http://atschool.eduweb.co.uk/radstock/rht/themes/enter/tudor.html>

<http://www.historyonthenet.com/Tudors/entertainment.htm>

<http://atschool.eduweb.co.uk/wheatley/Tudor%20Entertainment.htm>

http://ndnd.essortment.com/tudorperiodeng_rebg.htm

<http://www.springfield.k12.il.us/schools/springfield/eliz/sportsandentertainment.html>

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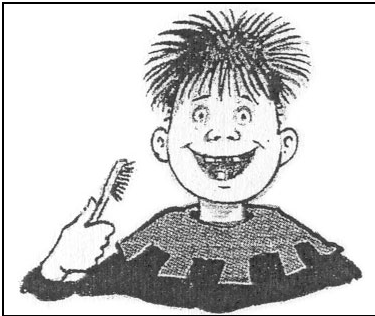
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Health, Death, Diseases and Hygiene



Nine out of ten people died before they were 40. There were many diseases, and people had no idea how to cure most of them, or of the importance of hygiene. Open sewers ran in the streets and passed many of the diseases on. Water came from village pumps, and from the local stream, which was most likely full of sewage from the town.



Baths were not considered healthy. Tudors covered up smells with strong perfume.

Women who wanted blonde hair dyed it with rhubarb and white wine. Fair hair was in great demand and often women would pay children for their hair to make wigs. Frizzy hair was the fashion and styles were decorated with jewels and gold.

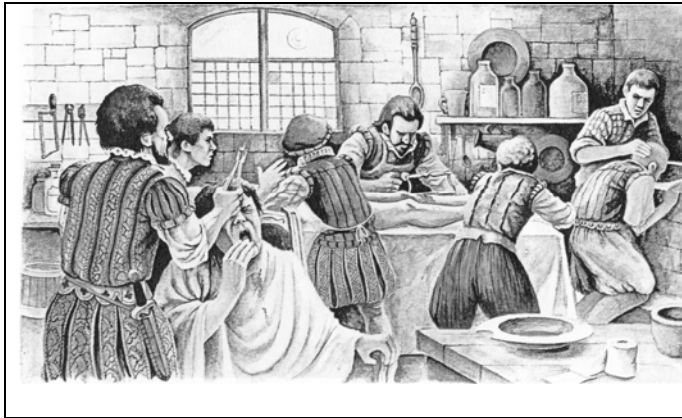


The pursuit of perfect skin could be very dangerous. Pale complexions were fashionable and women used a mixture of white lead and vinegar to whiten their skin. This not only whitened but withered the skin, and could cause paralysis.

Toilets were called a “privy” although they were not private at all. They were often just a piece of wood over a

hole in the ground. Up to 6 people might use the same privy at once.

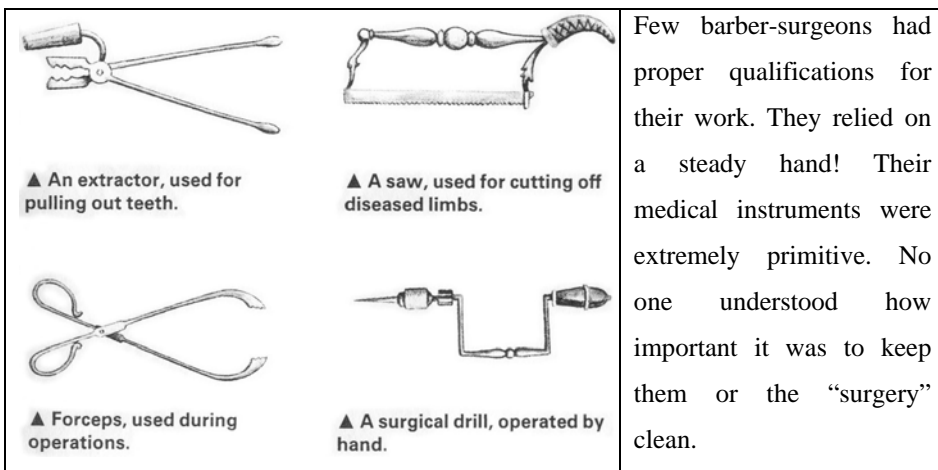
The Tudor people knew that sugar rotted their teeth. Sugar was expensive, so women would deliberately blacken their teeth to make them look rotten, because it showed they could afford to buy sugar.



Barbershops were sometimes surgeries too. Here, one barber-surgeon has pulled out a bad tooth, while another is sawing off part of poisoned leg. Patients had to go through operations without painkillers. The customer on the right is having lice removed from his scalp.

Medicine was still based on the ancient belief that the body was governed by four elements – earth, air, fire and water. Treatments were intended to bring these into balance. Leeches were used to suck blood out of the patient.

A popular “cure” for illness was blood letting. People believed that illness was caused by too much blood in the body. So they would cut a slit and let some of the blood out.



Few barber-surgeons had proper qualifications for their work. They relied on a steady hand! Their medical instruments were extremely primitive. No one understood how important it was to keep them or the “surgery” clean.

Infectious diseases, including measles, smallpox, cholera and the plague, killed thousands,

especially among the poor living in crowded and dirty conditions.

At that time, Henry VIII granted the Royal College of Surgeons four dead bodies a year from the gallows to dissect and study.



Amputations were carried out without anaesthetic, except alcohol, and the wounds were not sterilized. So most patients died.

◦

For more details see:

<http://www.cradoc.powys.sch.uk/classwork/showpages.php?id=9&layout=1>

<http://www.jessieyounghusband.w-sussex.sch.uk/curriculum/y4/Tudors/TudorLives.htm>

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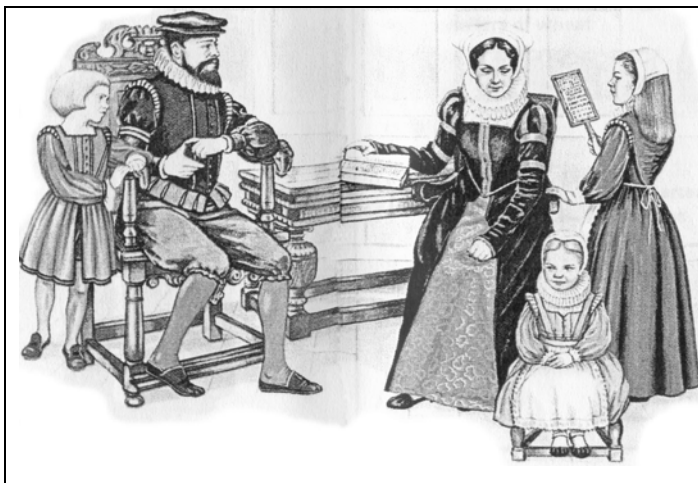
Religion

In the 16th century, men and women worried about life after death. They relied on the Church to tell them how to live good lives on Earth, and hoped that God would reward them when they died.

The Church was far more important than it is today. Church-bells announced the time for work, meals or rest. Monasteries served as schools, inns and hospitals. Bishops and cardinals were among a monarch's most trusted advisers.

The Church had become very rich. Many clergymen cared more for wealth and pleasure than for their religious duties. Critics protested the state of the Church, and suggested ways to improve it. The authorities took little notice. So these "Protestants" began setting up their own churches.

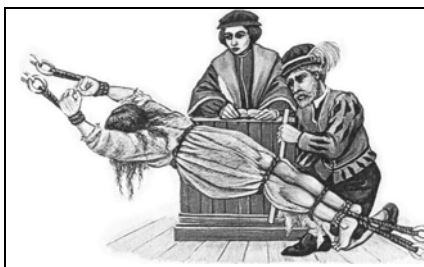
However, some families decided to stay as members of the Roman Catholic Church even when they knew this was against the law most of the time. So they had to say mass in secret.



A family studying the Bible. People often worshipped at home as well as in church. Richer families employed their own chaplains.

During the reign of Queen Elizabeth, many people began to support the religious ideas of the Puritans. The term "Puritan"

comes from the word "pure". Puritans thought that priests had too much power. They believed that anyone could get directly in touch with God by reading the Bible and living a pure, simple life.



Neither reading the Bible nor praying could explain some things that happened. People thought that unexpected bad luck, crops which did not grow, sudden illness or death, even the milk turning sour in the hot sun, happened because of magic. Some men

and women were even accused of "bewitching" people.

The Tudors had a way of testing a person for witchcraft. They put the suspected witch into a sack and threw him/her into a nearby pond or stream. If the accused floated then he/she was a witch and was taken out and executed. If the accused sank then he/she was innocent ... but probably dead from drowning. °

For more details see:

<http://www.woodlands-junior.kent.sch.uk/Homework/Tudors.html#religion>

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Personal details:

Date of Birth: 24th May 1984

Marital Status: Single

Driving Licence: Full, clean

Education:

1995 – 2002 Chedlee High School.

3 GCE A Levels: Mathematics [B], Economics [C],
Chemistry[B].

6 GCSEs: Mathematics [A], English Language [B],
Chemistry [B], Physics [B], Geography [A].

2002 – 2005 *BSc.* expected in Mathematics at Warwick University.

Subjects studied: Business Studies, Computer Studies,
Geometry, Calculus.

Experience:

Summer 2003 *Chedlee Community Centre – Coordinator*

A vacation job at a Community Centre for the elderly.

Responsibilities and achievements:

~ organised games for people,

~ escorted some of the elderly people to and from the
centre.

Computer skills:

IBM Compatible PCs running Microsoft Windows, MS-DOS, Word Perfect,
Word for Windows, Microsoft Visual C.

Interests:

Interests at Warwick University included organising a charity quiz for RAG,
badminton, cinema, theatre, playing the guitar and piano.

References:

Professor William Jackson, Department of Mathematics, University of Warwick,
Coventry, CV47AL.

Mr Jack Lord, Manager, Chedlee Community Centre, 124 High Street, Chedlee,
Manchester M23 3LD.[°]

[°] <http://www.cv-service.org/example3p1.html>, 15.12.2004.

Portrait of Sir Henry Unton
by an Unknown Artist c.1597

Lady Dorothy Unton commissioned this picture in memory of her husband. It depicts some of the most important events in his public and private life.

Henry was probably educated by a tutor at home before going to Oriel College, Oxford. After leaving Oxford, he studied Law in London and then travelled through Europe. He visited Padua and Venice and may also have travelled to Paris and Budapest. He is reputed to have brought the umbrella back from Italy.

In 1586 Henry fought against the Spanish in the Netherlands and was knighted at the Battle of Zutphen.

Henry was appointed ambassador to France in 1591. Henry suffered from jaundice while in France. He returned to England in 1592, having displeased Queen Elizabeth.

In 1593 Henry was elected MP for Berkshire. He spoke in the House against the raising of taxes and again angered the queen, who dissolved Parliament.

By 1595 Henry had been forgiven and was asked to return to France as ambassador. Henry was reluctant, as his last embassy had almost bankrupted him, but he left for France in December.

Following a fall from his horse, Henry caught a fever. The French king, whom Henry had impressed during his previous stay in France, sent his personal doctors to treat him. Despite this Henry died in March 1596.

Henry had asked his wife to bring his body home for burial in Faringdon, Oxfordshire. This was done and his funeral took place on July 8th 1596.^o

^o www.mape.org.uk/activities/untton , 6. 12. 2004.

True / False Quiz

1. _____ Babies were tightly wrapped to make their limbs grow straight.
2. _____ Most boys could read and write.
3. _____ Beating at school was a common punishment.
4. _____ A lot of people travelled far from their birthplace.
5. _____ Tudor children in England drank beer and wine.
6. _____ People used sugar on most of their food, including meat.
7. _____ Rich people did not eat much fruit, because lower classes ate it.
8. _____ Henry VIII excelled at lawn tennis.
9. _____ The game of football was unknown at that time.
10. _____ The public torture and execution of criminals was popular entertainment.
11. _____ Baths were not considered healthy, so Tudors just covered up smells with perfume.
12. _____ Sugar was expensive, so women blackened their teeth to make them look rotten, because it showed they could afford sugar.
13. _____ Puritans thought that priests had too little power.
14. _____ The Church and the religion were not very important.

HU 11

True / False Quiz – Key

- | | |
|-----|---|
| 1. | T |
| 2. | F |
| 3. | T |
| 4. | F |
| 5. | T |
| 6. | T |
| 7. | T |
| 8. | F |
| 9. | F |
| 10. | T |
| 11. | T |
| 12. | T |
| 13. | F |
| 14. | F |