

◆ **Did young Oliver really punch baby Charles?**

One of Antonia Fraser's pieces of advice to biographers is, 'Include well-known stories about your subject but say whether they are true or false'. Here is a classic example of a well-known story about Cromwell. But is it true or false, and **how** can you use it?

SOURCE 1 A story about Oliver Cromwell's early life.
It was very popular in the 1670s, after Cromwell had died.

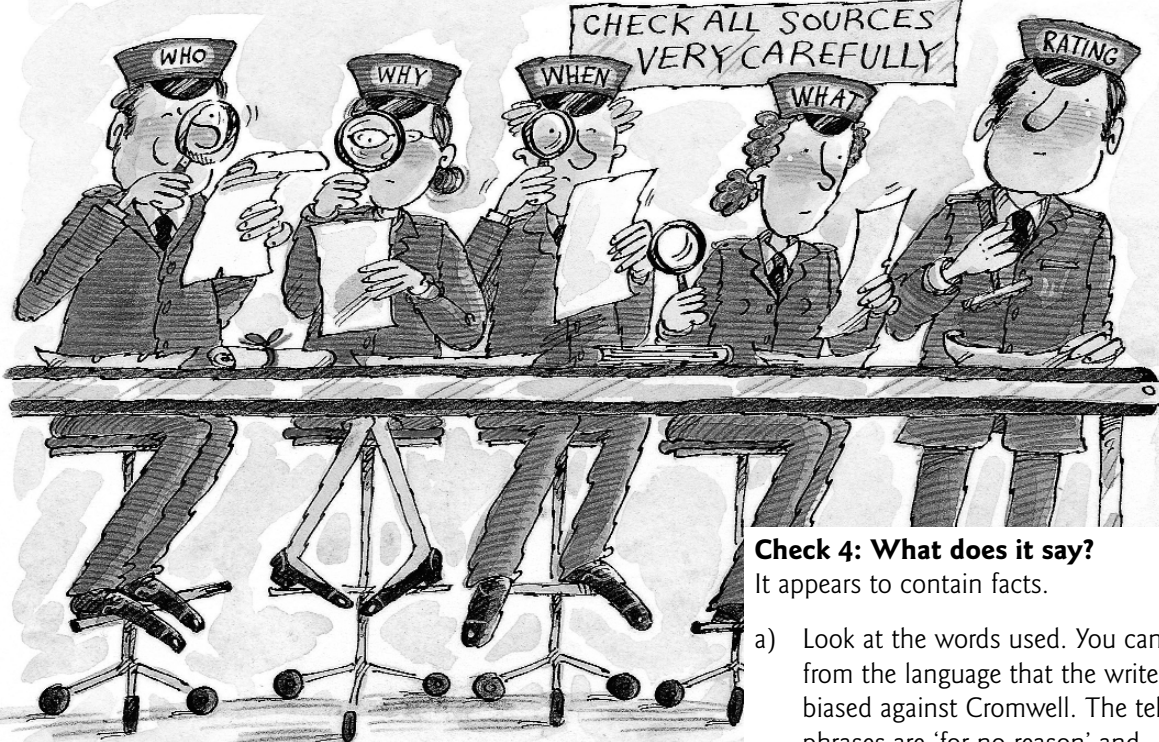
Oliver Cromwell first met the future Charles I in 1603. The royal family was visiting Cromwell's uncle's house near Cambridge. Oliver was four years old; Prince Charles was two. For no reason, young Oliver cruelly punched baby Charles in the face and made his nose bleed.

ACTIVITY

- 1 Does this story suggest that Cromwell was a hero or a villain?
- 2 How does the story make its point? Underline the important words or phrases that let you know the attitude of the writer.
- 3 You will already know that sources have to be checked very carefully before you decide how to use them.

Source Testers 'R' Us will help you: look at the next page to follow their checks.

SOURCE TESTERS 'R' US



Check 1: Who wrote the source?
We do not know who first told this story but it was passed on and retold by enemies of Cromwell.

Check 2: Why was it written?
This story was told to show that Cromwell was a villain even as a child.

Check 3: When was the source produced?
This story was told during the reign of Charles II. He was the son of King Charles I whom Cromwell executed in 1649.

Check 4: What does it say?
It appears to contain facts.

a) Look at the words used. You can tell from the language that the writer was biased against Cromwell. The tell-tale phrases are 'for no reason' and 'cruelly'. The language should make you suspicious.

Then:

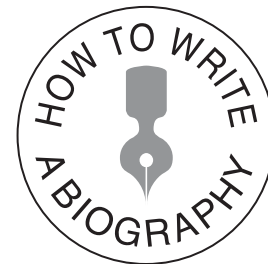
b) The incident could not have happened. James I (Charles I's father) did travel to London in 1603 and did stay at Cromwell's uncle's house on his way there. But young Prince Charles was not with him. He was too ill to travel. He was taken to London a year later.

Decision time

- 4 How reliable is this source about Oliver Cromwell? Give it a quality control mark out of 5, using this scale. Circle your answer.
- 5 totally trustworthy, reliable
 - 4 very reliable
 - 3 quite reliable
 - 2 not very reliable
 - 1 mainly unreliable
 - 0 totally unreliable
- 5 Now decide how you can use this story in your biography. Does it tell you more about
- a) Cromwell's childhood
 - b) Cromwell's reputation in the 1670s
 - c) Cromwell's reputation today?

◆ *How to write your biography: different styles of writing*

Writing a biography is just like any other type of writing – some ways of doing it are better than others. Successful biographers don't write in the same way all the time. That would be boring! They use three main styles of writing in their work, often switching from one style to another. They know when is the best time to use each style.



Style 1: Narrative

Narrative writing tells a story of what happened. In some parts of your biography you will want to tell the story of (**describe**) a part of Cromwell's life. When you write in this style you should use facts to describe what happened and write in **chronological** order (the order in which things happened); this will help your readers to follow the story easily.

Style 2: Analysis

This style of writing is used when you want to **explain** why something happened. For example, in some parts of your biography you will want to explain why Cromwell did something, such as fighting against the King in the Civil War (your first chapter) or signing the King's death warrant (your fifth chapter). Analytical writing focuses on explaining reasons (such as the causes of an event or a person's motives for doing something) and uses facts to support the explanation.

Style 3: Imaginative

Imaginative writing for a biography does not mean making things up! It should be based on evidence but then go beyond the evidence to describe what things might have really been like at the time. You should use this style when you want to help your readers:

- ◆ imagine a scene as if they were really there, for example, the start of an important battle, or
- ◆ get into Cromwell's mind when he had to make a decision, such as if he should accept the crown (your fourth chapter).

ACTIVITY

Sources A–E are examples of different styles you might use in your biography.

- 1 Which sources use:
 - a) the narrative style
 - b) the analytical style
 - c) the imaginative style
 - d) a mixture of styles?
- 2 Which style would you say is best for helping the reader to understand:
 - a) information (facts)
 - b) mood and atmosphere
 - c) Cromwell's attitudes
 - d) Cromwell's character?
- 3 Discuss with other pupils, 'Which source is the most interesting to read and why?'

WORKSHEET 23 (continued)

SOURCE A Cromwell's early life (see Unit 1.1, pages 6–7)

Oliver Cromwell was born in 1599. His family were fairly well off but not rich. His father was a farmer in Huntingdon. Oliver went to the local grammar school. His teacher was a Puritan called Mr Beard and he taught Oliver about the evils of the Catholic religion.

SOURCE B Cromwell's role in the battle of Marston Moor (see Unit 1.2, pages 24–25)

Cromwell charged into the enemy like a raging bull. He was wounded in the neck, but still he would not give up. He withdrew his men, regrouped them and led another charge. He did this four times until the enemy surrendered.

SOURCE C Cromwell and the offer of the crown (see Unit 1.4, pages 38–39)

This was the most difficult moment in Cromwell's life. He knew why MPs wanted him to be king. All the other ways of governing the country had failed. It was his duty to help sort out the problem. But his supporters in the army, whom he had fought with and worked with for years, were dead against it. They said that they had fought to get rid of kings. If Cromwell accepted the crown, all the bloodshed would have been in vain. That is why he spent such a long time agonising over his decision.

SOURCE D Cromwell's role in the execution of the King (see Unit 1.3, pages 28–31)

So there he was now, the most powerful man in England, except for one problem – the King. Charles was Parliament's prisoner. But he was still alive. How could Cromwell deal with him? In public Cromwell put on a show of agonising doubt. 'Only a traitor would put a king on trial,' he said. In private it was different. He freely discussed with his men why they needed to get rid of the King as soon as possible.

When the moment came, he let his army officers do his dirty work for him. They threw out all the MPs who were against putting the King on trial. And when the fake trial reached its biased outcome he rushed to sign the death warrant and forced others to do so too.

And then the final insult. As the King, God's appointed ruler, was taken out to die, Cromwell did not even turn up. It was as if he was saying, 'That's just another execution – I have more important things to do with my time'.

The axe fell. The awful deed was done. And somewhere in secret Cromwell and his men gloated. Now they were well and truly in charge and could do whatever they wanted!

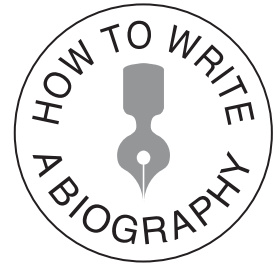
SOURCE E A different way of writing about Cromwell's role in the execution of the King (see Unit 1.3, pages 28–31)

Now destiny had handed him a problem: what to do with the King? Cromwell must have had many lonely sleepless nights. It's easy to imagine the thoughts that went through his mind, over and over again: 'The King has deceived us once – he could do it again. He can't be trusted'; 'If we send him out of the country, he will return with an army. There will be more bloodshed'; 'If we put him in prison, there will always be plots to free him. The country will never be at peace'; 'What does God want me to do?'

To the very last, Cromwell was in doubt. His army officers got fed up with his indecision and purged Parliament of all the King's supporters. Then the King rejected the last chance to settle the country's problems. Finally Cromwell made his mind up. 'Now God's will is clear,' Cromwell probably said to himself. From then on Cromwell acted like a man without the slightest doubts. 'We will cut off his head with the crown upon it,' he told MPs. He agreed to be one of the judges in the King's trial when many others refused. He signed the King's death warrant when many others had doubts. But when it came to the King's execution, Cromwell could not bear to watch. Suddenly the enormity of it all came home to him, the doubts returned. He went to pray, 'Lord, am I doing the right thing for the country, am I, am I?'

◆ **How to plan each chapter**

Use this worksheet to jot down ideas to help you plan each chapter of your biography. Read the advice below and make notes on the next page.



CHAPTER NUMBER _____	CHAPTER TITLE _____ Jot down one or two ideas for now; you can change them later on.
Events List briefly the important events that you will be examining in this chapter.	
Issues List the issues and question(s) about Cromwell that you will be trying to answer in this chapter.	
Argument What will you be saying about Cromwell in this chapter to support your view that he was a hero or a villain?	
Approach Which approach(es) to biography writing will you use (see Worksheet 23)?	
Words Choose some verbs and adjectives from your word bank to use in this chapter.	

HOW TO START
 Grab your readers' attention so they really want to read the chapter. You could describe an exciting moment or an important decision Cromwell faced. Keep it short but try to bring the scene to life.

MAIN PARAGRAPHS
 Decide how many to write and what they will be about. Make sure each paragraph covers a big point. Vary your approach: one paragraph might be mainly descriptive but the next could be more analytical. Don't try to include everything – select the important details.

CONCLUSION
 Explain briefly what this chapter tells you about Cromwell.
 Finally you could try to interest your readers in your next chapter.

Now get writing!

CHAPTER NUMBER _____ **CHAPTER TITLE** _____

Events

Issues

Argument

Approach

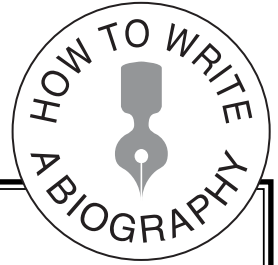
Words

HOW TO START

MAIN PARAGRAPHS

CONCLUSION

◆ Writing frame



Write the number of the chapter here

Write the title of your chapter here in capital letters

CHAPTER _____

Write your introduction here

Write your first paragraph here

Write your second paragraph here

If you are going to write a third paragraph, write it here

Write your conclusion here

YOUR BIOGRAPHY

◆ Chapter 1 writing frame

FOCUS

This chapter should focus on explaining why Cromwell decided to fight against the King in the Civil War, which you will know about from Unit 1.1.

WORD BANK

Here are some words that might be useful in your writing:

traitor ordinary unusual troublemaker religious
 caring selfish kind famous unknown important
 unimportant coward warmonger evil weak
 determined foolish religious troubled happy
 unhappy

TITLE

INTRODUCTION

Advice Seize your readers' attention with a short, dramatic introduction. Explain briefly:

- ◆ what Cromwell did (see page 17)
- ◆ what you think about what Cromwell did
- ◆ the focus of this chapter.

It is July 1642. Civil war is breaking out in England. In Cambridge, men are loading gold and silver onto wagons to send to King Charles. Then _____

FIRST PARAGRAPH

Advice This paragraph is about Cromwell's early life. It can be mainly descriptive. You should include:

- ◆ his family background (see page 6)
- ◆ one or two events from his early life (see pages 6–7)
- ◆ his religious beliefs (see pages 9–11)
- ◆ what kind of man you think he was.

Oliver Cromwell was born at Huntingdon in 15____. His family was very/not very rich _____. His religious beliefs were very/not very important to him.

He was a _____. He believed that _____

As a young man, Oliver Cromwell was _____

SECOND PARAGRAPH

Advice This paragraph is more analytical. It should explain what Cromwell wanted when he arrived in Parliament in 1640. Make sure that you include:

- ◆ if Cromwell was a famous and important MP (see pages 14–15)
- ◆ why he was angry with the King (see pages 12–13)
- ◆ if he had always wanted to fight against the King
- ◆ what he said in his speeches to MPs (page 15).

In 1640 Cromwell was elected to Parliament. He was not a very _____ MP. He supported Parliament's leader, _____.

Cromwell was angry with Charles I because _____

Cromwell wanted _____

THIRD PARAGRAPH

Advice This paragraph is mainly analytical too. It should briefly explain:

- ◆ what happened in 1642 (see pages 16–17)
- ◆ if Cromwell found it easy or difficult to decide who to fight for
- ◆ why he decided to fight against the King, and what you think his most important reason was.

When Charles I agreed to Parliament's demands, Cromwell was pleased. But then _____

When the Civil War broke out, Cromwell found it easy/difficult to decide who to fight for. He decided to fight against the King because _____

His most important reason was _____

CONCLUSION

Advice To finish your chapter, tell your readers briefly what you think:

- ◆ Cromwell's actions, and his motives, between 1640 and 1642 reveal about him. For example, was he a hero – a good, religious man who wanted the best for the country – or a villain – a bloodthirsty warmonger and traitor who just wanted power for himself?
- ◆ Cromwell might have been thinking when the fighting started. This will help to interest your readers in your next chapter!

Cromwell's actions before the Civil War show that he was _____

When the fighting started he was probably thinking _____

Finally, don't forget to choose a title for your chapter!

◆ **Chapter 2**
writing frame

YOUR BIOGRAPHY

FOCUS

This chapter should focus on explaining Cromwell's role in helping Parliament to win the Civil War, which you will know about from Unit 1.2.

WORD BANK

Choose some of these words to help you in this chapter:

hero brave coward admired loved hated
 respected clever villain foolish determined
 important unimportant popular unpopular traitor
 dangerous evil

TITLE

INTRODUCTION

Advice Try another short dramatic start. Explain briefly:

- ◆ the results of this battle (see pages 24–25)
- ◆ the focus of this chapter.

It is July 1644. Two huge armies are facing each other across Marston Moor in Yorkshire. It is already getting dark and the rain is pouring down. Charge! Oliver Cromwell is smiling as he leads his men to attack the Royalists. Two hours later

FIRST PARAGRAPH

Advice This paragraph is about Cromwell as an army commander. Use examples from the Cromwell Close-ups (page 21) and the battle of Marston Moor (pages 24–25) to help you explain:

- ◆ what kinds of men he chose to join his army
- ◆ how he treated them
- ◆ how he used them in battle
- ◆ how successful he was.

Cromwell was 43 years old when the war broke out. He had never been a soldier before. He recruited an army of over 1000 cavalrymen in East Anglia for Parliament. He chose _____

SECOND PARAGRAPH

Advice This paragraph is about Cromwell's role in the closing stages of the war. Explain:

- ◆ why, despite the battle of Marston Moor, Parliament still could not win the war
- ◆ what Cromwell told MPs they needed to do
- ◆ how successful his advice was.

THIRD PARAGRAPH

Advice This paragraph is more analytical. It is about how important Cromwell was in helping Parliament to win the war (see page 27). You should explain:

- ◆ why Cromwell thought Parliament won the war
- ◆ what you think were the reasons why Parliament won the war
- ◆ which you think was the most important reason.

CONCLUSION

Advice Explain briefly if you agree that Cromwell deserves to be remembered as 'the hero of the Civil War'. Then, to interest your readers in the next chapter, try to imagine what Cromwell was thinking at the end of the war – what was he hoping for?

Some people called Cromwell 'the hero who won the Civil War'. This view is right/wrong because _____

When the war ended in 1646, Cromwell was probably thinking _____

Finally, don't forget to choose a title for your chapter!

◆ **Chapter 3**
writing frame

YOUR BIOGRAPHY

FOCUS

This chapter should focus on explaining:

- ◆ an important decision Cromwell had to make
- ◆ what he decided to do and what you think about it.

Highlight or tick the investigation this chapter will be about:

- 1 Why did Cromwell execute King Charles I? (use pages 28–31)
- 2 Why did Cromwell shoot the Levellers? (pages 32–34)
- 3 Why did Cromwell massacre the Irish? (pages 35–37)

WORD BANK

Choose some of these words to help you write this chapter:

- murderer killer guilty
 massacre brave cruel
 evil villain unfair hero
 principled caring religious
 anxious sensible practical
 realistic reluctant
 innocent determined

TITLE

INTRODUCTION

Advice Start with an important decision Cromwell had to make (see page 29, 33 or 35). Help your readers get inside his mind; try to describe his thoughts at the time:

- ◆ Was he finding it difficult to decide what to do? Was he worried? or
- ◆ Had he already decided what to do? Was he confident and determined?

It is December 1648/March 1649/August 1649. Oliver Cromwell is alone, wrapped up in his thoughts. 'God helped us to win the Civil Wars but there are still serious problems facing the country. Now I have to decide _____

This is an easy/a difficult decision because _____

What does God want me to do?

FIRST PARAGRAPH

Advice Use this paragraph to describe what had happened to put Cromwell in this situation (see pages 28–29, 32–33 or 35). You can use a narrative approach.

SECOND PARAGRAPH

Advice This paragraph should be more analytical. You should explain what Cromwell decided to do and why.

Cromwell decided to _____

His reasons were _____

Cromwell's most important reason was

THIRD PARAGRAPH

Advice This paragraph should be about the consequences of Cromwell's decision – what he did next (see pages 30–31, 34 or 36–37). Use a mainly narrative approach but also explain how pleased Cromwell was with the outcome.

Once he had made his decision, Cromwell _____

Cromwell would have been pleased/unhappy/angry because

CONCLUSION

Advice Explain briefly what you think about what Cromwell did. Was he a cruel and bloody murderer who destroyed anyone who got in his way? Or a brave and principled man who was trying to do the best for his country?

The way Cromwell dealt with Charles I/the Levellers/the Irish shows that he was _____

Finally, don't forget to choose a title for your chapter!

◆ **Chapter 4**
writing frame

YOUR BIOGRAPHY

FOCUS

This chapter should explain why Cromwell turned down the chance to be king.

You can use the diary extract you wrote for Unit 1.4 (pages 38–39) to help you.

WORD BANK

Choose some of these words to help you write this chapter:

surprised angry pleased determined worried
scared serious religious frightened cruel evil
hero villain power-hungry ambitious dictator
hypocrite

TITLE

INTRODUCTION

Advice Start by describing the scene in Parliament when Cromwell was offered the crown in March 1657 (see page iv). Then explain briefly:

- ◆ how Cromwell felt about being asked to be king
- ◆ how long it took him to make up his mind.

Finally tell your readers what this chapter will be about.

It is March 1657. Parliament is meeting. MPs are packed into the house.

Everyone is silent as one MP stands up to speak. He says '_____':

Oliver Cromwell was _____. It took him _____ hours/days/weeks/months to make up his mind. In this chapter you will find out

FIRST PARAGRAPH

Advice In this paragraph, tell your readers if Cromwell was attracted by the chance to be king and why.

SECOND PARAGRAPH

Advice Now tell your readers the reasons why Cromwell had serious doubts about becoming king.

CONCLUSION

Advice Now tell your readers:

- ◆ what Cromwell decided to do
- ◆ what you think his most important reason was
- ◆ what you think this shows about Cromwell: for example, was he a villain who just wanted power for himself, a thoughtful religious man who was trying to do the best for the country or something else?

On 8 May 1657 Cromwell gave his final decision. He told MPs _____

The most important reason for his decision was _____

This shows that Cromwell was _____

Finally, don't forget to choose a title for your chapter!

◆ **Chapter 6**
writing frame

YOUR BIOGRAPHY

FOCUS

This chapter should focus on how Cromwell has been remembered since his death in 1658. You should tell your readers if views about Cromwell have changed or stayed the same, and the reasons why.

You can use the work you did in Unit 1.6 (pages 44–45) to help you.

WORD BANK

Choose some of these words to use in this chapter:

monster hero puzzling villain
conservative dictator great evil
complex revolutionary successful failure
cruel kind religious

TITLE

INTRODUCTION

Advice Tell your readers:

- ◆ what most people thought about Cromwell when he died in 1658
- ◆ what this chapter will be about.

When Cromwell died in 1658, most people thought that he was _____

FIRST PARAGRAPH

Advice Tell your readers what historians thought about Cromwell during Charles II's reign. Had views changed or stayed the same? Include the grisly story of what happened to Cromwell's body in 1661 (see page 1). Then explain **why** people thought like this about Cromwell.

In 1660, two years after Cromwell died, the monarchy was restored. During Charles II's reign, people thought that Cromwell was _____

This was because _____

SECOND PARAGRAPH

Advice Tell your readers that you are fast-forwarding two hundred years to Queen Victoria's reign. Tell them what historians thought about Cromwell during this period; include the story about Cromwell's statue (Source 2 on page 45). Then explain why views about Cromwell had changed.

THIRD PARAGRAPH

Advice Now jump forward to the 1930s and 1940s. Tell your readers what many historians thought about Cromwell during this period, and why.

FOURTH PARAGRAPH

Advice Now tell your readers what most historians think about Cromwell **today**.

CONCLUSION

Advice Now you can really show off! Show your readers how much you understand about history. Explain briefly **why** views about Cromwell have changed so much since his death. Is it because historians:

- ◆ are influenced by the times they live in
- ◆ can find new sources to study
- ◆ use different methods to investigate the past
- ◆ a mixture of these reasons?

Views about Cromwell have changed so much since his death because

Finally, don't forget to choose a title for your chapter, and prepare to finish your biography!

◆ *Beginnings and endings*

Write the ending first!

You should have drafted all your chapters now. A short conclusion will complete the book. This should give **your** overall opinion about Cromwell. Tell your readers what you think about him.

- ◆ Was he a hero or a villain? (don't forget what you have said about him in your six chapters)
- ◆ What is his importance in British history? (look back to the work you did on pages 46–47).

Write as much or as little as you like but try not to repeat yourself.

Then you need some closing sentences to be proud of. Biographers can use different tricks to make an interesting finish. Here are two examples:

a) Look to the future

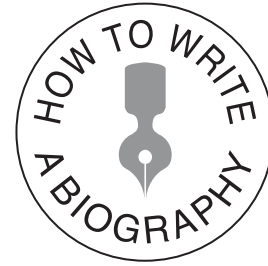
Cromwell's reputation has risen. Then fallen. Then risen again. Who can tell what future generations will think of him? Only time will tell.

b) The lesson learned

What message would Cromwell want you, my readers, to take from his story? I think he would say: 'Watch out and guard your freedom.'

Look at some biographies to see how they end. What methods do they use?

Now draft your ending.



WORKSHEET 26 (continued)

Now write your beginning

Now you have written most of your biography, you are in a much better position to write your introduction.

- 1 It should attract your readers, so that they really want to read your book. You could choose one of these approaches:
 - ◆ describe a dramatic moment in Cromwell's life; or his grisly 'execution' in 1661
 - ◆ describe Cromwell's thoughts as he faced a difficult decision
 - ◆ use some of Cromwell's own words – choose something dramatic and provocative like: 'We will cut off his head with the crown upon it' (see Unit 1.3, page 30), then briefly explain the circumstances in which he said these words. Worksheet 27 gives you some possibilities.

Look at beginnings A and B below. Which do you think is best and why? Which is the more successful in making you want to read on?

A

Oliver Cromwell was born in 1599. His father was a farmer in Huntingdon. The Cromwell family were fairly well off.

Oliver was sent to the local grammar school. His teacher was a Puritan called Mr Beard and he taught Oliver about the evils of the Catholic religion.

B

With one chop the King's head was off. It fell to the floor and the executioner raised it on high. Blood dripped on to the crowd. Everyone groaned.

But where was Cromwell on this most momentous day of England's history? Praying!

Cromwell was a deeply religious man who started as an ordinary MP but became the ruler of Britain. This book will explain how it all happened.

So come with me, back to 1599: a baby has just been born in the Cromwell household.

- 2 Once you have grabbed your readers' attention, hit them with the harder stuff. Tell them about the purpose of your biography. Tell them that Cromwell is a **controversial** man and why. Then explain what your biography will try to do, for example:
 - ◆ Are you going to tell the story of Cromwell's life?
 - ◆ Are you going to show that Cromwell was a hero, a villain or a mixture?
 - ◆ Are you going to try to help people understand Cromwell better?

Finally, design a cover for your book.

◆ *In Cromwell's own words*

Can't think of any good chapter titles for your biography? Don't worry – many biographers face this problem. Sometimes they choose short phrases from what their subject actually said or wrote.

ACTIVITY

Here are some examples of Cromwell's own words. They are taken from his letters and speeches. Choose short phrases (no more than four or five words) from them as possible titles for each chapter. Write them in this table:

Chapter	Title	Chapter	Title
1		2	
3		4	
5		6	

You can find more examples in Units 1–5.

Advice

- ◆ Remember to put these phrases in quotation marks; they are Cromwell's words, not yours!
- ◆ You could put a question mark at the end of the phrase, if your chapter is exploring whether Cromwell was being honest and telling the truth, for example 'An honest man?'

'I was by birth a gentleman.'

From a speech Cromwell made to MPs in 1654.

'I could never satisfy myself about the justness of this war, but to protect Parliament's rights.'

From a letter Cromwell wrote in 1644, during the Civil War.

'I have a lovely company.'

Cromwell describing his soldiers in a letter from 1643.

'I hope to prove myself an honest and singlehearted man.'

From a letter Cromwell wrote in 1644, during the Civil War.

'Religion was not the thing we fought for at first, but God brought it to that issue at last.'

From a speech to MPs, 1653.



WORKSHEET 27 (continued)

'This is a great favour from the Lord.'

From Cromwell's report to Parliament after the battle of Marston Moor in 1644.

'It is our duty . . . to call Charles Stuart, that man of blood, to account for the blood he has shed.'

Cromwell speaking at an army prayer meeting before the Second Civil War, 1648.

'This is none other than the hand of God. To Him alone belongs the victory.'

From a report to MPs about the battle of Naseby in 1645.

'Cruel necessity'

Some people think Cromwell said this when he saw the dead body of Charles I in January 1649.

'We will cut off his head with the crown upon it.'

Cromwell speaking in Parliament, December 1648.

'You have no other way to deal with these men but to break them or they will break you.'

Cromwell speaking to MPs about the Levellers in March 1649.

'The barbarous and bloodthirsty Irish.'

From a speech Cromwell made in Ireland, 1649.

'All Protestants have the same spirit of faith and prayer.'

From a letter Cromwell wrote in 1643.

'Go on cheerfully.'

Cromwell speaking to his family and friends shortly before he died, September 1658.

'I cannot undertake this government with that title of King.'

From Cromwell's final speech to MPs about the offer of the crown, May 1657.

'A free Parliament, I hope, is in the heart and spirit of every good man in England. I have desired it all my life.'

From a speech to Parliament in 1654.

'I will not set up that which God has destroyed and laid in the dust. I will not build Jericho again.'

From a speech Cromwell made to MPs in 1657. Jericho is a town which is mentioned in the Bible. God destroyed Jericho because its people did not live religious lives.

'I am ready to serve, not as a king, but as a constable to keep the peace.'

From a speech Cromwell made to Parliament in 1657.

◆ **Congratulations!**

CERTIFICATE

The Schools History Project



This is to certify that:

*has written an original and well-researched
biography about Oliver Cromwell.*

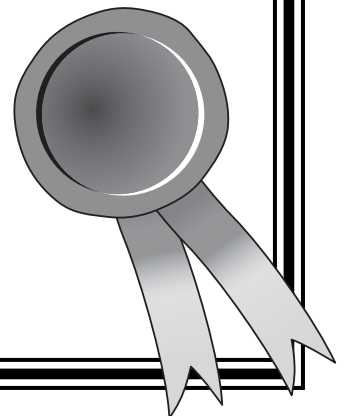
Signed:

Christopher Culpin (on behalf of SHP)

_____ *(teacher)*

School _____

Date _____

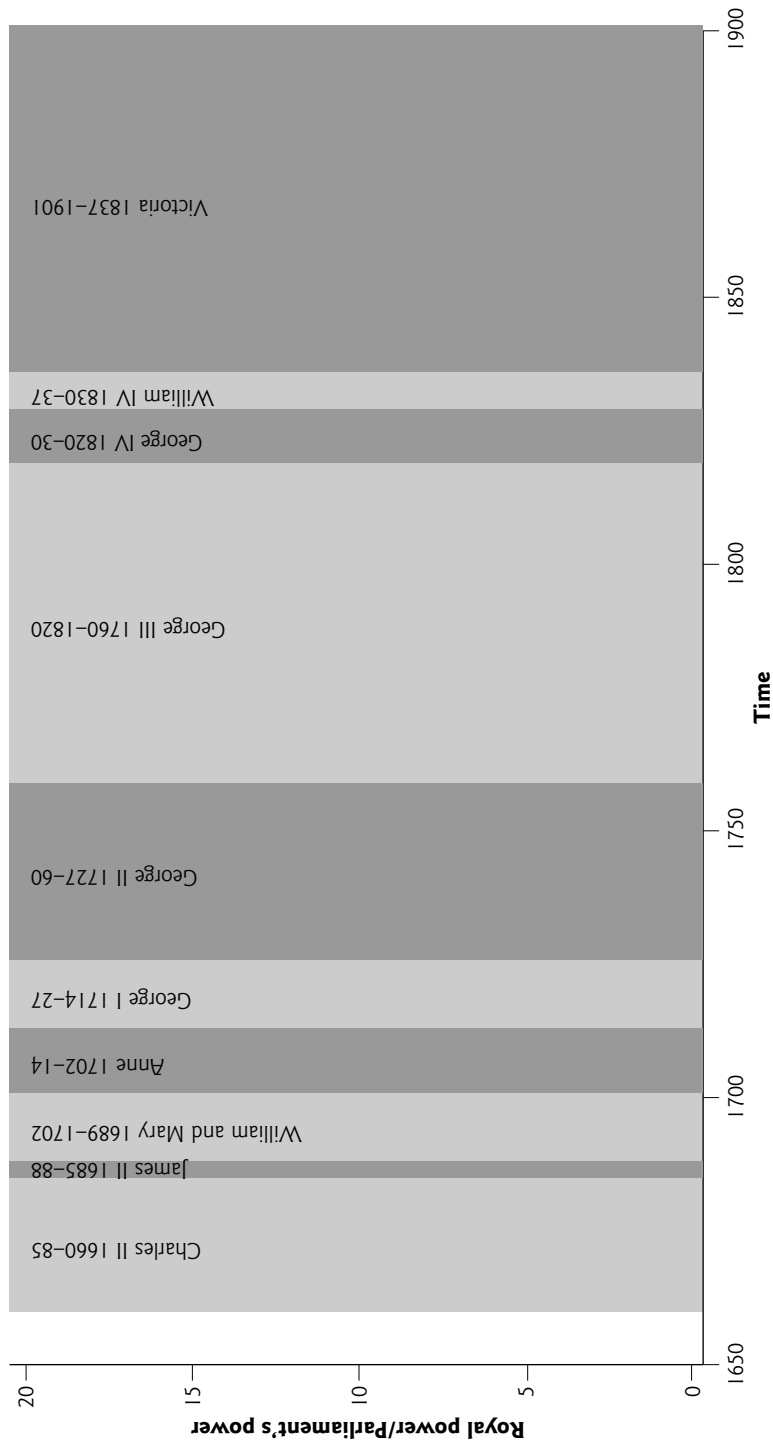


◆ When did Parliament take over the monarch's power?

ACTIVITY

Use this worksheet to record your findings as you play the game on pages 56–57. There are 20 'power points' available for each reign. For example, if the monarch scores 20 then Parliament has no power; if the monarch scores 10 then Parliament also has 10, meaning they share power; and so on.

- 1 Plot each monarch's points in blue and Parliament's points in red on the graph below.
- 2 Using the same coloured pens, join up the monarchy's scores, then Parliament's scores, to make two 'power lines'.
- 3 Mark on your graph **when** Parliament finally gained more power than the monarchy.



Your conclusions

I think that Parliament finally became more powerful than monarchs during the reign of King/Queen _____

This is because _____

◆ ... and why?

ACTIVITY

Look at the picture on page 61. It shows five reasons why Parliament had become more powerful than monarchs by Queen Victoria's reign.

- 1 Choose the three most important reasons.
- 2 Put them into an order of importance: gold, silver and bronze.
- 3 Draw a line from each of your three choices below to show where you think they should be on the podium.
- 4 Explain the reasons for each of your choices underneath its place on the podium.



<p>SILVER</p> <p>This is the second most important reason because</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>GOLD</p> <p>I have identified this as the most important reason because</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>BRONZE</p> <p>This is the third most important reason because</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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◆ What part does the monarch play in government today?

ACTIVITY

Help the Queen to explain what part she plays in governing the country today.

- 1 Tick the Queen's statements you think are true. Put a cross by the statements you think are false. Discuss any you are not sure about with a partner or your teacher.
- 2 Now complete the first two parts of her speech bubble.
- 3 Then look at the Queen's final statement in the speech bubble. Cross out the parts you think are false.

As the Queen, I ...

... rule the country

... visit other countries and meet their leaders, to establish friendly relations and trading links with other countries

... make my own laws

... agree to laws passed by Parliament

... make people pay taxes

... agree to taxes which MPs have approved

... make TV broadcasts to the people

... can order people to obey me

... help to unite the country, by standing above party politics

... appoint a Prime Minister, elected by the people, to rule the country

... choose whoever I like to rule the country

... help charities to raise money

... allow tourists to visit Buckingham Palace

... grant honours such as knighthoods and medals

... carry out important ceremonies, such as opening Parliament

I can _____

But I cannot _____

I rule the country/I am much more powerful than Parliament/

Parliament has all the power now/The monarchy does not have any real power any more.



Queen Elizabeth II

◆ The History Skills Wall

ACTIVITY

Look carefully at the History Skills Wall.

- 1 Which skills have you improved or learnt from studying this book? Highlight them in blue.
- 2 Which skills do you need to develop further? Highlight them in red.
- 3 Before you start your next history topic, design an action plan for yourself. Set yourself three targets – skills that you need to learn or develop to improve your work in history.
- 4 Which skills in the Skills Wall are useful in other subjects? Circle them in black or blue.
- 5 Which skills are useful to employers? Circle them in red.

Action plan

My targets for the next unit of work in history are to learn or improve the following skills:

1

2

3

