The Cromwell quiz

Use this sheet to help you with the Activity on page 2. Note your reasons for and against each option on either side. Continue your notes on a separate sheet if necessary. Then underline or highlight the one you think Cromwell chose.

<table>
<thead>
<tr>
<th>Reasons for</th>
<th>Reasons against</th>
</tr>
</thead>
<tbody>
<tr>
<td>(advantages)</td>
<td>(disadvantages)</td>
</tr>
</tbody>
</table>

**DECISION 1** 1642: Who to fight for?
Civil war broke out in England. Did Cromwell:
- a) wait to see who was winning the Civil War, then join that side to further his own career
- b) stay neutral because war would be a disaster for England
- c) fight against the King to force him to share power with Parliament?

**DECISION 2** 1648: What to do with the King?
King Charles lost the Civil War. Did Cromwell:
- a) murder King Charles himself and take over as king
- b) put King Charles in prison for the rest of his life
- c) put King Charles on trial for treason, then execute him when he was found guilty?

**DECISION 3** 1649: Mercy or slaughter?
Cromwell was sent to Drogheda in Ireland to stop a rebellion. Did Cromwell:
- a) order his soldiers to attack the town and kill everyone in it
- b) go into Drogheda himself to persuade the people to surrender
- c) order his soldiers to kill enemy soldiers but protect innocent civilians?

**DECISION 4** 1653: Abolish Christmas?
Some religious people abolished Christmas because it was not mentioned in the Bible. Did Cromwell:
- a) support the ban
- b) stay neutral because it was not really a very important issue
- c) oppose the ban – because everyone has the right to have some fun at Christmas?

**DECISION 5** 1657: King Oliver?
Cromwell was the most powerful person in England. MPs asked him to become king. Did Cromwell:
- a) accept their offer at once – it was what he’d always wanted
- b) delay a decision while he prayed about it and consulted his supporters in the army
- c) turn them down at once and tell them not to be so stupid – England had got rid of monarchy for good?
The Hero or Villain scales

Write down your hypothesis here:

I think that Cromwell was

Use this worksheet a number of times to test your hypothesis as you work through Section 1.

1 Each time you use the worksheet, write the period of Cromwell’s life or the event you have just investigated in the box in the middle of the scales on sheet two.

2 Write any useful evidence you have found in the relevant spaces on the scales or on the table.

3 Now complete either A or B:

A I still think that this evidence fits my hypothesis because ______________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B My new hypothesis is ________________________ because ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
My class is starting to find out about Oliver Cromwell in our history lessons. We want to find out what people think about him today. Please answer these questions:

1. Have you ever heard of Oliver Cromwell before? YES/NO
   
   If you have answered yes to Question 1, please answer the next five questions:

2. Which historical events and changes do you connect him with? *(please fill in at least one)*
   a) __________________________________________________________
   b) __________________________________________________________
   c) __________________________________________________________

3. Did you hear about Oliver Cromwell:
   a) by studying him at school? ☐
   b) by talking to other people? ☐
   c) by reading books or newspaper articles about him? ☐
   d) by watching television programmes or films about him? ☐
   e) in some other way? ☑
   
   If e), please explain how ________________________________________

4. What kind of person do you think Oliver Cromwell was? *(choose as many as you wish)*
   a) dull and boring ☐
   b) good company ☐
   c) religious ☐
   d) other ☐
   
   If d), please explain ____________________________________________

5. Do you think that Oliver Cromwell was:
   a) a good man who tried his best to make this country a better place to live in? ☐
   b) a selfish and evil man who destroyed anyone who got in his way? ☐
   c) or something else? ☑
   
   If c), please describe his character __________________________________

6. What are your reasons for your answer to Question 5?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Thank you for your help
Cromwell – according to Richard Harris

The film **Cromwell** was made in 1970. It starred some of the best actors of the time, including Richard Harris who played Cromwell. As you watch each scene, think about what impression it gives you of Cromwell.

**Activity**

1. Each time the video is stopped, note down around the frame below the impressions you get of Cromwell. You could choose words from this box:

<table>
<thead>
<tr>
<th>moody</th>
<th>violent</th>
<th>fierce</th>
<th>angry</th>
<th>warmonger</th>
</tr>
</thead>
<tbody>
<tr>
<td>weak</td>
<td>cowardly</td>
<td>arrogant</td>
<td>self-opinionated</td>
<td></td>
</tr>
<tr>
<td>determined</td>
<td>brave</td>
<td>decisive</td>
<td>religious</td>
<td>principled</td>
</tr>
<tr>
<td>considerate</td>
<td>loyal</td>
<td>patriotic</td>
<td>peace-loving</td>
<td></td>
</tr>
<tr>
<td>thoughtful</td>
<td>troubled</td>
<td>lonely</td>
<td>respected</td>
<td></td>
</tr>
</tbody>
</table>

2. Write a paragraph to explain whether this film shows Cromwell as a hero or a villain.

Scene 1: Cromwell faces the camera for the first time

Scene 2: Cromwell, Pym and Ireton ride away
Scene 3: Cromwell at home

Scene 4: Farm workers protest

Scene 5: In a church
Your Cromwell word bank

Use this sheet to build up your bank of words and phrases about Cromwell as you work through Section 1. A few have been included from pages 4–5 to get you started. Remember to cross out any words you no longer agree with as you find out more about him.

Positive words

Honest
Enjoyed danger

Negative words

Moody
Naive

Neutral words

Enjoyed hawking
Your Oliver Cromwell timeline

Use this sheet to build up a timeline of events in Cromwell's life.

- 1599 born
- 1640 becomes an MP in the Long Parliament
- 1645 becomes a leading general in Parliament's army
- 1653 made Lord Protector
- 1658 dies
- 1600
- 1610
- 1620
- 1630
- 1640
- 1650
- 1660
WORKSHEET 6

Did Cromwell have strong religious beliefs?

Few people in Britain today say they have strong religious beliefs. Things were very different in the seventeenth century. Religion was very important to people. Historians agree that it is impossible to understand Oliver Cromwell unless you understand his religious beliefs. So what did he believe in?

Activity

Use pages 6–11 to decide which of these statements Cromwell would have agreed with.

1 Cross out any statement you think he disagreed with.
2 Draw a line connecting Cromwell with each statement you think he agreed with.
3 Write a question mark next to any statement you are unsure about.
4 Complete the speech bubble by deleting the incorrect terms.

The Pope is the true head of the Church.

The King is the true head of the Church.

Bishops should be abolished.

The Bible should be in Latin.

Church services should be held in English.

Priests should not be allowed to marry.

Churches should be beautifully decorated.

Paintings, statues and stained-glass windows should be removed from churches.

Priests should wear ordinary, plain clothes.

Christmas and Easter are important Christian festivals.

Drunkenness, swearing and gambling are evil.

Good Christians should follow the teaching of the Bible.

Sunday is a day of leisure for playing games and going to the theatre.

Catholics are dangerous people who must be stopped!

I am a Roman Catholic/supporter of the Church of England/Puritan.
My religious beliefs are very/not very important to me.
Why were MPs angry with the King in 1640?

Use this sheet to help you complete question 1 of the Activity on page 12.

<table>
<thead>
<tr>
<th>Issues</th>
<th>What Charles did</th>
<th>Why Charles thought it was right</th>
<th>Why some MPs were angry about this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parliament</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wentworth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Was Oliver Cromwell a great and famous person in ________?

It is ____________. You are Oliver Cromwell. You are _________ years old and are applying to be a great and famous person in history. Fill in this application form using the information on pages ____________.

Then, as a historian, complete the shaded box. If Cromwell fails this time, he can reapply later on in his life.

APPLICATION FORM
FOR ANYONE WANTING TO BE A GREAT AND FAMOUS PERSON IN HISTORY!

Personal details
Name ____________________________________ Date of birth _________________________
Age ____________________________________ Place of birth _________________________
Where you live now ________________________ Are you married? _____________________
How many children do you have? ____________ Religion _____________________________

Education
School ____________ University _____________ Do you have a university degree? ______

Experience
Describe the kind of work you have done__________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Have you ever:
Been a king or queen? _________________ Been a government minister? ___________
Been a Member of Parliament? _____________ Been an Archbishop? _________________
Commanded an army in battle? _____________ Led a rebellion? _________________
Committed any serious crimes? _____________

Personal statement
In no more than 50 words, explain why you think you are a great and famous person.
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Signed Oliver Cromwell  Date ___________

For historian’s use only
Oliver Cromwell has passed/failed because _______________________________________________
**Hero or Villain statements: Unit 1.1**

Use this evidence to add to your Hero or Villain scales for Unit 1.1.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> 1599: Oliver Cromwell came from an ordinary landowning family. They were not trouble-makers.</td>
<td><strong>D</strong> Cromwell was elected to Parliament in 1640. He hoped that Charles would settle his differences with MPs by negotiation. He did not want war.</td>
</tr>
<tr>
<td><strong>B</strong> 1617: Cromwell was a caring family man who left Cambridge University to look after his family when his father died.</td>
<td><strong>E</strong> 1642: Cromwell wanted to defend Parliament and the Protestant religion. He did not want to win power for himself.</td>
</tr>
<tr>
<td><strong>C</strong> July 1642: When the Civil War broke out, most people could not decide who to fight for. Not Cromwell. He decided straight away to fight against the King.</td>
<td></td>
</tr>
</tbody>
</table>
Your story of the Civil War

ACTIVITY

Use this worksheet to write your story of the Civil War as you work through Unit 1.2. Use the questions on pages 18–19 as a guide to help you write the captions – make sure that your writing is accurate and exciting!

1. The Civil War started when King Charles ______ .
   ______

2. He wanted to win the war quickly by ______ .
   ______
   ______
   ______

3. The first battle of the war was fought at ______ . It was
   ______
   ______
   ______

   The Royalists expected to win the war because ______ .
   ______
   ______
   ______
Parliament had some advantages. For example

_________________________
_________________________
_________________________

I think __________________________ was favourite to win the war.

Cromwell wanted ______
_________________________
_________________________
_________________________
_________________________
_________________________

Cromwell_________________________
_________________________
_________________________
_________________________
_________________________

_______________________________
_______________________________
_______________________________

_________________________________
_________________________________
_________________________________

1643

_______________________________

1644

_______________________________

_______________________________
WORKSHEET 10 (continued)

9. ___________________________ won the battle of Marston Moor because _______________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

10. After their victory at Marston Moor, ___________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________

11. In 1645, Parliament created the New Model Army. It was special because _______________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
    and ________________________ were its leaders.
At the battle of Naseby

This was important because

Parliament won the battle of Naseby because

Cromwell helped Parliament to win the Civil War by

He thought Parliament had won the war because
What do the sources tell me about the battle of Marston Moor?

Use this sheet to complete question 1 in the Activity on page 25.

<table>
<thead>
<tr>
<th>Source</th>
<th>What can I learn about the battle?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main text: our description</td>
<td>What happened during the battle: ____________________________________</td>
</tr>
<tr>
<td></td>
<td>What Cromwell did during the battle: __________________________________</td>
</tr>
<tr>
<td></td>
<td>The results of the battle: __________________________________________</td>
</tr>
<tr>
<td></td>
<td>Reasons why the Royalists lost: ______________________________________</td>
</tr>
<tr>
<td>Source 7: battle re-enactments</td>
<td>What Civil War battles were like (mention the different kinds of soldiers and their weapons): ________________________________</td>
</tr>
<tr>
<td>Source 8: plan of the battle</td>
<td>How many soldiers were on each side: ________________________________</td>
</tr>
<tr>
<td></td>
<td>How the armies lined up before the battle: __________________________</td>
</tr>
<tr>
<td></td>
<td>A likely reason why the Royalists lost: _____________________________</td>
</tr>
<tr>
<td>Source 9: extract from a novel</td>
<td>How Cromwell reacted when he was told that Parliament was losing the battle: ___ ________________________________</td>
</tr>
<tr>
<td></td>
<td>What Cromwell decided to do: ________________________________________</td>
</tr>
<tr>
<td></td>
<td>How successful he was: _____________________________________________</td>
</tr>
<tr>
<td></td>
<td>How the Royalist soldiers behaved: _________________________________</td>
</tr>
<tr>
<td>Source 10: extract from a biography</td>
<td>What the weather was like when the battle started: ____________________</td>
</tr>
<tr>
<td></td>
<td>Cromwell’s tactics (how he used his men to attack the Royalists): __________</td>
</tr>
<tr>
<td>Source 11: letter written by Cromwell</td>
<td>How Cromwell explained why Parliament won the battle: ________________</td>
</tr>
</tbody>
</table>
**Why did Parliament win the Civil War?**

1. Parliament had better resources
2. Parliament was better at collecting taxes to pay for its armies
3. Cromwell was a brilliant cavalry commander
4. Parliament had more soldiers than the Royalists at the most important battles
5. Cromwell and Fairfax created the New Model Army
6. God was on Parliament’s side
## Hero or Villain statements: Unit 1.2

Use this worksheet to complete your Hero or Villain scales for Unit 1.2.

### Core evidence

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Cromwell had never been a soldier before, but he became a brilliant cavalry commander. Cromwell controlled his men well in battles. After a cavalry charge he would regroup his men to attack the enemy again.</td>
<td><strong>C</strong> Cromwell’s brave cavalry charges at important battles helped Parliament win the Civil War.</td>
</tr>
<tr>
<td><strong>B</strong> Cromwell was popular with his soldiers.</td>
<td><strong>D</strong> Cromwell helped to create the New Model Army – an army which finally won the war for Parliament.</td>
</tr>
</tbody>
</table>

### Other evidence

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong> Cromwell was a strict commander. He punished his soldiers for swearing and drunkenness.</td>
<td><strong>F</strong> Cromwell was wounded in the neck at the battle of Marston Moor, but still led his men to charge four times into the Royalists.</td>
</tr>
</tbody>
</table>
**Words and meanings**

April 1648. Cromwell is speaking to Parliament’s army commanders. It is a time of great danger. The Second Civil War is just starting. No one knows who will win or who will be killed fighting. Here’s what Cromwell says. You have to work out what his words really mean.

**ACTIVITY**

Study each question around the source. Tick what you think is the correct answer, then give each of your answers a ‘certainty score’. 0 means your answer is uncertain, 2 means you are absolutely certain, 1 means you are in-between. Discuss the reasons for your scores.

1 ‘It is our duty’: these words tell us how strongly Cromwell felt. Do you think he feels that he:
   - must do something
   - might do something?

2 ‘... if ever’: this tells us if Cromwell knew how things would turn out. Do you think he:
   - knew for certain
   - was quite confident
   - did not know at all?

3 ‘... the Lord’: we can also tell something about Cromwell’s beliefs. Who did he think would decide how things turned out?
   - the King
   - MPs
   - soldiers
   - God?

4 ‘... brings us back in peace’: these words tell us what was happening at the time. Was the country:
   - at peace
   - at the start of a war
   - at the end of a war?

5 Why does Cromwell call the King ‘Charles Stuart’ and not ‘the King’ or ‘His Majesty’?

6 ‘... that man of blood’: these words tell us about Cromwell’s attitude to the King at the time. Did he think that the King was:
   - a good man
   - quite a nice man
   - a human being like everyone else
   - a bad man
   - a murderer?

7 Calling someone to account means punishing them for what they have done. Do you think Cromwell wants the King:
   - to be allowed to rule the country as before
   - to accept limits to his power
   - to be murdered
   - to be put on trial
   - or something else?

8 From the source as a whole, do you think Cromwell is:
   - angry
   - sad
   - confused
   - determined?

9 Cromwell’s enemies said that these words prove that Cromwell had already decided to kill the King in April 1648. Do you agree with them? Explain the reasons for your answer.
**Decision time: December 1648**

Use this worksheet to complete the ‘Decision time’ activity on page 29. Sort these thoughts into two groups:

a) reasons why Cromwell should put the King on trial and execute him
b) reasons why Cromwell should negotiate with the King.

Which option do you think Cromwell chose – and why?

<table>
<thead>
<tr>
<th>Royalists will be furious if the King is executed. Rebellions may break out all over the country. There will be even more bloodshed.</th>
<th>Can Charles be trusted? He talked peace before but then he deceived us and started another war. He might do that again.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I go against everything I have ever believed in? All my life I have believed that kings are appointed by God to rule this country.</td>
<td>Can a king be put on trial? No one has ever done such a thing before. If I agree, Royalists will say I am a traitor.</td>
</tr>
<tr>
<td>We could keep the King in prison. But there will be plots and rebellions to free him. Will this country ever be peaceful as long as he is alive?</td>
<td>The King is still popular with most of the people. They want the King and Parliament to work together. Is this the best way forward for England?</td>
</tr>
<tr>
<td>Most MPs do not want to put the King on trial. They still want to reach an agreement with him.</td>
<td>The King has lost two wars. It must have been God’s will for us to win and Charles to lose. So God has shown He is angry with Charles. God’s will is clear. No one can deny God’s will!</td>
</tr>
</tbody>
</table>
How to be a clever, biased writer

Use this sheet to help you write your conflicting interpretations of Cromwell in the Activity on page 31.

Hello! You have probably met me before. If you want to find out about the past you need sources, but you also have to be a good Source Tester, like me. My job is to detect bias in sources. Very few biased sources are totally false. If they were, my job would be much easier! Most of them are just strongly one-sided – like a report on a football match written by a strong supporter of one of the teams.

Biased sources tell me a part of what happened, but not all of it. If I am not careful they can mislead me. If you want to be a good Source Tester too, you need to know what clever biased writers do …

Don’t lie!

If you lie, your opponents will make fun of you and no one will ever believe you again. Try bending the truth instead – there are two ways to do this:

1 Select your facts
Choose convenient facts which support your point of view. This will persuade people to agree with you. But leave out any inconvenient facts which oppose your point of view – after all, you don’t want to say anything which helps your opponents! Which of these four facts will help your case?

◆ The King held talks with Parliament but at the same time secretly made an agreement for the Scots to invade England.
◆ At the end of 1648 Cromwell said, ‘We will cut off his head with the crown upon it’.
◆ But earlier in the year Cromwell said, ‘Anyone who wants to put the King on trial is the greatest traitor’.
◆ Cromwell was one of the first people to sign the King’s death warrant.

2 Use emotive language
Choose powerful nouns and adjectives which will persuade people to agree with you. Remember that you are not allowed to use ‘hero’ or ‘villain’ – you will have to think of other words and phrases instead! Which of these words will help you? Use a dictionary for any words you do not understand. Underline the ones you need.

<table>
<thead>
<tr>
<th>Words</th>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
<td>cruel fair unfair good brave bad evil gallant bold valiant intrepid fearless loyal wicked unprincipled sincere disgraceful reluctant abominable atrocious saintly dishonest courageous</td>
<td>coward traitor rogue cheat liar hypocrite patriot ‘cruel necessity’</td>
</tr>
</tbody>
</table>

Explain ‘why’
The Activity on page 31 is quite tricky. You need to do more than just describe the execution. You also need to describe why it happened. This doesn’t mean telling the whole story of the Civil War, but identifying reasons why Cromwell decided to put the King on trial. The next sheet contains some ideas to help you.
Worksheet 16 (continued)

Use this advice to write your explanation of why Cromwell supported the King's trial and execution. The phrases in handwriting are starters you could use for each paragraph. Make sure that you read the other column – this will help you to contradict what your opponent says!

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>a) If Cromwell was a villain</th>
<th>b) If Cromwell was a hero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1 Why Parliament put the King on trial</td>
<td>Cromwell had always hoped for this opportunity. Ever since... Cromwell and his supporters (you could use a loaded word like ‘cronies’) had been steadily putting more pressure on the King (give examples – explain how their actions show that they clearly wanted to get rid of the King for ever).</td>
<td>Cromwell was a gentle man. He had never planned this. But... The King had shown how untrustworthy he was (give examples). Parliament had little choice (use words like ‘duty’, ‘heavy hearted’).</td>
</tr>
<tr>
<td>Paragraph 2 Cromwell’s attitude to the trial</td>
<td>Cromwell could have stopped the trial but... Cromwell did nothing to stop his generals ‘purging’ Parliament (explain why this purge was important). And he was third to sign the King’s death warrant (what does this suggest?).</td>
<td>To the very last moment Cromwell was undecided. He... (Build up the idea of agonising about it late into the night.) It was only at the last moment when the King rejected the final proposals that he agreed (explain what finally persuaded him).</td>
</tr>
<tr>
<td>Paragraph 3 What Cromwell did during the King’s execution</td>
<td>While England held its breath for the axe to fall Cromwell gave the final insult... (Use your imagination: maybe he missed it because he was a coward; or because he was too cold hearted to care!)</td>
<td>Cromwell could not bear to watch this awful moment. Instead... He did what he thought was more important in the circumstances – to pray. He did not want to celebrate this by going to join the crowd who were there just for the show.</td>
</tr>
<tr>
<td>Paragraph 4 How Cromwell might have felt afterwards</td>
<td>Now he was the most powerful person in the kingdom and could... (Explain why the execution made Cromwell more powerful and how he could now use that power.)</td>
<td>Now there was just a chance England could start to live in peace. (Use the phrase ‘cruel necessity’ – explain that it is what Cromwell thought even if he may not have said it.)</td>
</tr>
</tbody>
</table>
One woman, one vote?

Wealthy men, like landowners and merchants, were the only people who were allowed to vote in elections for Parliament in the seventeenth century. The Levellers campaigned for one man, one vote. They said that this would make Parliament more representative of the people. Even though many women supported them, the Levellers never said that women should be allowed to vote.

Then, in March 1649, one group of women in London decided that they should be heard. They were angry that Parliament had rejected the Levellers’ demands and arrested their leaders. They sent this petition to Parliament:

The Women’s Petition, sent to Parliament in May 1649

We are assured of our creation in the image of God and desire a share in the freedoms of this country. Have we not an equal interest with the men of this nation in the laws? Are our lives, rights or possessions to be taken from us more than men? Can you imagine us to be so stupid that we do not understand when our welfare is broken down daily by force?

Would you keep us at home in our houses, when men of such faithfulness as the four prisoners, our friends in the Tower, are taken out of their beds and forced from their homes by soldiers, frightening their wives, children and families? Are not our husbands, ourselves, our children and families all liable to these unjust cruelties? We ask you to consider our views, and not reject them because they are presented by the weak hand of women. God uses weak means to work mighty effects.

Activity

1 What were these women complaining about?
2 Who, do you think, were their ‘friends in the Tower’?
3 What arguments did they use to persuade MPs to take their views seriously?
4 What can you tell from this source about:
   a) the position of women in seventeenth-century England?
   b) what men thought about women in the seventeenth century?
5 We do not know if Cromwell knew about this petition. If he did, do you think he would have supported it? Discuss your reasons.
6 Write a reply from MPs to the women, which you think Cromwell would have agreed with.
### Hero or Villain statements: Unit 1.3

Here is some evidence you could add to your Hero or Villain scales.

#### Investigation 1

<table>
<thead>
<tr>
<th>A</th>
<th>When the Civil War ended, Cromwell wanted to reach an agreement with Charles I so that the country could get back to normal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Cromwell's victory at Preston in 1648 finally brought an end to the Civil War and brought peace to England.</td>
</tr>
<tr>
<td>C</td>
<td>January 1649: Cromwell decided to execute the King because he thought that it was God's will and for the good of the country. He did not want power for himself.</td>
</tr>
<tr>
<td>D</td>
<td>January 1649: Cromwell was third to sign the King's death warrant. Some people said that Cromwell forced some of the other judges to sign it.</td>
</tr>
</tbody>
</table>

#### Investigation 2

<table>
<thead>
<tr>
<th>A</th>
<th>In 1647 Cromwell held talks with the Levellers to try to settle their differences peacefully.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Most landowners (like Cromwell) thought that the Levellers' idea of 'one man, one vote' was a dangerous threat to society. They believed that only landowners should be allowed to vote.</td>
</tr>
<tr>
<td>C</td>
<td>One thousand soldiers in Cromwell's army rebelled so Cromwell hunted them down.</td>
</tr>
<tr>
<td>D</td>
<td>Cromwell believed he needed a loyal army to prevent the dead King's supporters attacking England again. In May 1649 he ordered the three leaders of the rebellion to be shot and made the rest of the rebels watch.</td>
</tr>
</tbody>
</table>

#### Investigation 3

<table>
<thead>
<tr>
<th>A</th>
<th>September 1649: Cromwell attacked Drogheda. He offered the defenders a chance to surrender but they refused.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>September 1649: Several thousand Irish people died during Cromwell's attack. Most of them were soldiers, but Catholic priests and civilians were also killed.</td>
</tr>
<tr>
<td>C</td>
<td>October 1649–May 1650: Cromwell conquered most of Ireland. Most other towns surrendered without fighting.</td>
</tr>
<tr>
<td>D</td>
<td>June 1650: Cromwell was greeted as a hero when he returned to London because he had protected England from future invasion.</td>
</tr>
</tbody>
</table>
Your chance to put Cromwell on trial for war crimes!

Think about what happens in a modern law court. The judge sits at the front. The defendant stands in the dock. The jury take their seats. The charge is read out. The defendant answers the charge – ‘not guilty!’ Then the jury hear the evidence. The prosecution try to prove that the defendant is guilty. The defence try to persuade them that he or she is innocent. Both sides:

◆ present facts about the case
◆ interview witnesses
◆ ask the defendant questions.

Then the jury have to weigh up the evidence and reach a verdict: guilty or innocent? If the verdict is guilty, the judge will decide on the sentence (a suitable punishment).

Activity

Now is your chance to put Oliver Cromwell on trial. He is charged with war crimes against the Irish people at Drogheda in 1649. You will have to examine:

a) the evidence for the prosecution (that Cromwell is guilty)
b) the evidence for the defence (that Cromwell is innocent)

Then it will be ‘make your mind up time’! You must reach a verdict by deciding which is the strongest evidence.

If you find him guilty, you can be the judge too. As Cromwell died nearly 350 years ago, you cannot send him to prison. You must decide how he deserves to be remembered now: the verdict of history.

Work in groups to plan your answers for stages 2–5 of the trial. Then you could:

◆ re-enact the trial in class or
◆ write your own account of this imaginary trial.
Stage 1: The charge

Oliver Cromwell, you are accused of war crimes against the people of Drogheda in 1649.

Stage 2: The evidence for the prosecution

The evidence supporting the charge is . . .

Stage 3: The evidence for the defence

The evidence against the charge is . . .

Stage 4: The verdict

Members of the jury, the defendant is charged with war crimes against the Irish people. To find him guilty, you must decide beyond all reasonable doubt that he personally:

- did not give the people of Drogheda a fair chance to surrender
- killed soldiers after they had surrendered or been captured
- ordered innocent civilians to be killed in cold blood.

How do you find him? Guilty or not guilty?

Stage 5: The sentence

Oliver Cromwell, this court has found you guilty. The punishment for this is . . .

Oliver Cromwell, this court has found you innocent. History will remember you as . . .
WORKSHEET 20

◆ Cromwell's diary

Use this worksheet to complete Activity question 1 on page 38.

Here is my advice for writing your diary entry.

Diaries can be very useful sources for historians. They can tell us what people were really thinking at a particular time. This is because diaries are private sources.

◆ They are not written for anyone else to read.
◆ The writer does not have to worry about offending anyone.
◆ The writer can be honest and express his or her true thoughts and feelings.

When you write Cromwell's diary entry for 8 May 1657:

◆ write it in the first person: use 'I' instead of 'Cromwell' or 'he'
◆ use the present tense when Cromwell is explaining his thoughts as he is writing: for example, use phrases like 'I think . . . ’ and ‘My reasons are . . . ’
◆ use the past tense when Cromwell is referring to something which happened before he actually wrote his diary. For example, ‘A few days ago the army generals came to see me’ or ‘I used to think that . . . but now . . . ’
◆ write personally: make sure that Cromwell is being honest and telling the truth about his thoughts and feelings.

Now use Cromwell’s ‘diary entries’ on pages 38 and 39 to fill in a), b) and c):

a) Words which describe how Cromwell felt about making his decision:

__________________________________________________________________________

__________________________________________________________________________

How long it took Cromwell to make up his mind: _____________________________

b) Possible reasons why Cromwell turned down the crown:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
c) Which reason was the most important:

__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________

Your reasons why:
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________

Now use the Source Tester’s advice and your answers to parts a), b) and c) to write Cromwell’s diary entry for 8 May 1657:

8th May 1657

I went to Parliament today. I gave MPs my final decision on their offer of the crown. I told them that I do not want to be a king because

__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
__________________________________
Hero or villain: how has Cromwell been remembered?

Use this sheet to complete the Activity on page 44.
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.
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 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?’
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?’
**WORKSHEET 24**

**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.

<table>
<thead>
<tr>
<th>CHAPTER NUMBER _____</th>
<th>CHAPTER TITLE ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Jot down one or two ideas for now; you can change them later on.</strong></td>
</tr>
</tbody>
</table>

**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!**
<table>
<thead>
<tr>
<th>HOW TO START</th>
<th>MAIN PARAGRAPHS</th>
<th>CONCLUSION</th>
</tr>
</thead>
</table>

**Events**

**Issues**

**Argument**

**Approach**

**Words**
WORKSHEET 25A

◆ Writing frame

Write the number of the chapter here

Write the title of your chapter here in capital letters

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

CHAPTER ________
WORKSHEET 25B

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

**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

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

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 ____________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

From his family background (see page 6)
From one or two events from his early life (see pages 6–7)
From his religious beliefs (see pages 9–11)
What kind of man you think he was.
SECOND PARAGRAPH
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 ____________________________

______________________

______________________

______________________

______________________

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 ____________________________

______________________

______________________

______________________

______________________

Cromwell’s actions before the Civil War show that he was ____________________________

______________________

______________________

______________________

______________________

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

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 cavalymen 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.

T H I R D P A R A G R A P H

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.

C O N C L U S I O N

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!
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
ever  villain  unfair  hero
principled  caring  religious
anxious  sensible  practical
realistic  reluctant
innocent  determined

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?

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.

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?’
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!
**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.

---

**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.

---

**FIRST PARAGRAPH**

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

---

**TITLE**

---

**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
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 5
writing frame

FOCUS
Cromwell’s enemies said he was:
◆ a miserable kill-joy who hated people having fun, and
◆ a bigot who punished anyone who disagreed with his religious beliefs.

In this chapter you should explain if you agree with their views.

You can use the work you did for Unit 1.5 (pages 42–43) to help you.

INTRODUCTION
Advice Tell your readers:
◆ what Cromwell’s enemies said about him, and
◆ what this chapter will be about.

FIRST PARAGRAPH
Advice Tell your readers what evidence there is to support what Cromwell’s enemies said about him. Choose two or three examples from the Cromwell Close-ups to support your explanation.

TITLE

WORD BANK
Choose some of these words to help you write this chapter:
bigot miserable tolerant
cruel fun-loving religious
caring kind evil
good hero villain

‘King’ Cromwell? Teachers’ Resource Book © John Murray
**SECOND PARAGRAPH**

Advice

Now tell your readers that there is also evidence to oppose what Cromwell’s enemies said about him. Choose two or three examples from the Cromwell Close-ups to support your explanation.

---

**CONCLUSION**

Advice

Now that you have examined all of the evidence, tell your readers what you think about Cromwell. Were his enemies right or wrong about him, and why?

---

Finally, don’t forget to choose a title for your chapter!
**Chapter 6**

**writing frame**

**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

**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 ____________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

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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.
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:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<td>5</td>
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<td>6</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

‘I have a lovely company.’
Cromwell describing his soldiers in a letter from 1643.
<table>
<thead>
<tr>
<th>Quote</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘This is a great favour from the Lord.’</td>
<td>From Cromwell’s report to Parliament after the battle of Marston Moor in 1644.</td>
</tr>
<tr>
<td>‘This is none other than the hand of God. To Him alone belongs the victory.’</td>
<td>From a report to MPs about the battle of Naseby in 1645.</td>
</tr>
<tr>
<td>‘We will cut off his head with the crown upon it.’</td>
<td>Cromwell speaking in Parliament, December 1648.</td>
</tr>
<tr>
<td>‘You have no other way to deal with these men but to break them or they will break you.’</td>
<td>Cromwell speaking to MPs about the Levellers in March 1649.</td>
</tr>
<tr>
<td>‘All Protestants have the same spirit of faith and prayer.’</td>
<td>From a letter Cromwell wrote in 1643.</td>
</tr>
<tr>
<td>‘I cannot undertake this government with that title of King.’</td>
<td>From Cromwell’s final speech to MPs about the offer of the crown, May 1657.</td>
</tr>
<tr>
<td>‘I will not set up that which God has destroyed and laid in the dust. I will not build Jericho again.’</td>
<td>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.</td>
</tr>
<tr>
<td>‘I am ready to serve, not as a king, but as a constable to keep the peace.’</td>
<td>From a speech Cromwell made to Parliament in 1657.</td>
</tr>
<tr>
<td>‘It is our duty… to call Charles Stuart, that man of blood, to account for the blood he has shed.’</td>
<td>Cromwell speaking at an army prayer meeting before the Second Civil War, 1648.</td>
</tr>
<tr>
<td>‘Cruel necessity’</td>
<td>Some people think Cromwell said this when he saw the dead body of Charles I in January 1649.</td>
</tr>
<tr>
<td>‘Go on cheerfully.’</td>
<td>Cromwell speaking to his family and friends shortly before he died, September 1658.</td>
</tr>
<tr>
<td>‘A free Parliament, I hope, is in the heart and spirit of every good man in England. I have desired it all my life.’</td>
<td>From a speech to Parliament in 1654.</td>
</tr>
</tbody>
</table>
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 ____________________________________________________________
**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.

---

**SILVER**

This is the second most important reason because

- 
- 
- 
- 
- 
- 
- 

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**GOLD**

I have identified this as the most important reason because

- 
- 
- 
- 
- 
- 
- 

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**BRONZE**

This is the third most important reason because

- 
- 
- 
- 
- 
- 
- 

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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 ☐
- ... 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.