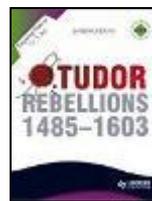




## Enquiring History Series for A Level



# Tudor Rebellions 1485-1603

**Barbara Mervyn**

**Teachers' Support Material**

## Contents

<b>Introduction to the Book</b>	<b>3</b>
From the Author – Barbara Mervyn	3
The role of the Academic Consultant	4
<b>Introduction to Notes for Teachers</b>	<b>5</b>
<b>Tudor Rebellions: The Essentials (pp. 2-17)</b>	<b>6</b>
Structure and Issues	6
Activities	6
Other Possible Activities	8
<b>Tudor Rebellions: Chapters 2-6 (pp. 18-115)</b>	<b>9</b>
Structure and Issues	9
Activities	9
Other Possible Activities	12
<b>Tudor Rebellions: Synoptic Chapters 7-8 (pp. 116-136)</b>	<b>13</b>
Structure and Issues	13
Activities	13
Other Possible Activities	15

## Introduction to the Book

### From the Author – Barbara Mervyn

My prime aim in writing this book has been to help A level students learn effectively and successfully about Tudor Rebellions. The biggest decision in planning the layout of the book was whether to adopt a chronological or thematic approach. The awarding bodies tend to focus on thematic questions, such as the role of religion in causing rebellions. Studying Tudor rebellions mainly through themes however runs the risk of losing some of the excitement of a descriptive approach and more importantly, since all the rebellions were the result of a mixture of causes, can be repetitive and list like. A chronological study, on the other hand, can make it harder for students to pick out main themes and trace their development or otherwise, across the period.

This book incorporates both approaches, combining dramatic narratives with analysis. The first six chapters describe and analyse the rebellions in chronological order through an exploration of the individuals involved and of key and dramatic turning points, such as Wyatt's hesitation in marching on London in 1554 which gave Mary I time to rally her forces. At the same time activities enable students to compare key themes across the rebellions - causes, leadership, aims and strategies, degree of support, spread and government response. Students are also able to estimate the overall threat of each rebellion. The remaining chapters take a synoptic approach, examining the broader themes of how governments dealt with the rebellions and the reasons why none of them succeeded.

A final consideration when planning this book has been to achieve a balance between the key events of the rebellions and the broader political, religious and social and economic developments of the sixteenth century which influenced them. Panels, or Insights, therefore have been used between chapters to help achieve this by providing essential background information to enable students to understand the context from which the rebellions arose.

The book covers the core material required by a range of A level specifications but, in keeping with the overall aims of the *Enquiring History* series, I have aimed to:

- write in a way that is accessible to students new to Tudor rebellions and encourage them to keep turning the pages but also go on to stretch the most able in terms of both their understanding of the topic and of studying history in general.
- explicitly address the problems students have in learning about this period.
- help students see history as a subject in which a 'continuing conversation' amongst historians leads to new interpretations
- reflect the latest research and publications in ways that students can understand
- help students develop the ability to study independently by guiding them through the process of enquiry so they can transfer this process from one topic to another and so gain confidence in their ability to study history

- provide material that students can use effectively on their own or in collaboration with friends or that teachers can use effectively in class
- provide an opportunity for students to think about those issues which people, including themselves, care enough about to take to the streets in protest against. Tudor rebellions make a splendid read with unlikely leaders thrust to the fore, opportunities taken and missed and rulers rising to the occasion or otherwise. The book will have a clear focus on the fact that these were real people at a particular moment in time. By bringing people and events to life the book should help encourage a love of history and a desire in the student to find out more.

### **The role of the Academic Consultant**

Each book in this series has an academic consultant involved from the planning stage. I am very grateful to **Bill Sheils** (Research Professor in History, University of York) for taking on this role and generously sharing his knowledge and expertise. Bill commented on my initial plan and read the whole text.

However, in fairness to Bill, I must emphasise that the final decisions on interpretations of individual people and events were all my own.

## Introduction to Notes for Teachers

As with other books in this series, Tudor Rebellions has been planned and written with two different kinds of use in mind. Firstly there are many opportunities to use the book and the enquiry activities in class and the suggestions below include a variety of strategies for such classroom use. Secondly, and just as importantly, the book has been designed for independent use by students, either individually or in collaborative groups. This kind of use is made possible by the extensive guidance on following and completing the enquiries. In both cases we assume that teachers will use this book alongside others and will encourage students to read this and other books for themselves.

The notes for each area of study are divided into two sections:

1. **Structure and Issues** – provide a summary of the rationale behind the chapter enquiries and their contents and of noteworthy interpretations, chiefly those that differ from interpretations in older books.
2. **Activities** – this section suggests ways in which the main themes of the chapters can be explored in the classroom and highlights the Enquiry Focus activity (the activity in the large blue box near the beginning of each chapter) that guides students through each chapter. This is followed by a menu of other ideas for activities – please don't interpret this range of ideas as a scheme of work! None of this includes basic note-taking guidance but offers a variety of other hopefully engaging and enthusing ideas. No attempt has been made to provide activities for every page. Where appropriate, suggestions have been included for further reading which may be useful for both students and teachers new to the topic.

## Tudor Rebellions: The Essentials (pp. 2-17)

### Structure and Issues

The purpose of the first chapter is to;

1. Stimulate discussion around the meaning and types of rebellion. Raise understanding of 'categories' of rebellion and that these are not mutually exclusive.
2. Introduce the Tudor dynasty and raise awareness of potential causes of rebellions against it.
3. Provide the context within which students can examine key issues in the sixteenth century such as law and order, opportunities and social mobility, peace and stability, and how these might influence potential causes of unrest.
4. Acquaint students with the means by which the rebellions themselves will be studied in order to promote a synoptic overview. Although the rebellions are set out as narrative accounts they are couched as enquiries to encourage students to analyse and evaluate patterns within the bigger picture. Students need not make detailed notes on the events of the rebellions but should rather aim to build up a portfolio of evidence which will enable an understanding of the concepts of continuity and change as applied to the disorders of the Tudor period.

### Activities

NB. This is a menu of activities, not a scheme of work.

1. **The 'Essentials'** introduces the topic of rebellions in two ways. Firstly on pages 2 and 3 examples of pre-Tudor rebellions are discussed. An overview of the Tudor dynasty and rebellions by category/theme is then provided on pages 4-7. Pages 10 and 11 discuss the broader issues of why people rebel and of the different types of rebellion. This should be a fairly gentle introduction to rebellion as a subject, probably best done as a whole class activity but the issue of historians' categorising and labelling of events is one which repays further probing. The degree to which this is explored is obviously dependent on the teachers' knowledge of students' abilities at this stage of the course but students need to be aware of the advantages of analysing the threat from Tudor rebellions through these thematic groupings and the disadvantages of doing so; in the latter case they should recognise the pitfalls of assuming that all rebellions within the same category must be of equal threat and that categories are mutually exclusive.
2. The story of the arrival of the **Tudor Dynasty** on the English throne and the decline of the Wars of the Roses is told on pages 4 and 5 and picked up again on 14 - 17. This provides many opportunities for developing skills in reading family trees. In addition there are prompt questions accompanying the main body of text which, here as elsewhere throughout the book, are intended to stimulate discussion. A lively starting point might be to review both why the Tudors are so popular and how they have been portrayed in recent novels, mini-series and films. It is pertinent to question whether this has been at the expense of other dynasties. Students who are keen to discover if there was history before 1485 could be pointed in the direction of *The Wars of the Roses* in this same series. The issue of history being written by the victors could also be explored (perhaps a timely opportunity to think about sources), what/who does our knowledge of the Tudors rest on and how is this likely to effect the

accounts of rebellions fought against them. There are many standard text books on the Tudor dynasty which students should be encouraged to acquaint themselves with.

3. **The context** within which people in the sixteenth century could chose to either rebel or live within the law is set out on pages 8 and 9. This may all be new to students or partially known and again teacher judgement will determine those areas which require more in-depth activity, for example students might find it helpful to research, and have pictorial representation of, the Great Chain of Being. Students need to understand the institutions that promoted stability (monarchy, Church, nobility and gentry, JPs etc.) and their role but that this was not static. A set of notes in a timeline format could be built up on each of these institutions, and updated at regular intervals, to record any changes and their likely impact on the stability of the realm. This will aid knowledge of why things changed/stayed the same and the consequences of such developments in terms of the rebellions.
  
4. **The Enquiry Focus activity** on pages 12 and 13 is a synoptic activity to introduce the students to the structure and aims of the book. This is a good opportunity to discuss preferred methods of making notes and undertaking investigations and for agreeing a framework for the teaching of the whole course which allows for both individual research, including private study and homework, and group/classwork, within which students feel supported and confident. Much of the analysis of the rebellions is based on an evaluation of six 'threat criteria'. For an introduction to the Enquiry Focus activity it would be helpful to spend some time examining, as a class, the significance of these criteria. The class could be divided into 6 groups and each asked to explain the importance of their given 'threat criteria' in determining the success or otherwise of a rebellion. A class mind map/ power point/chart could then be built up from this task, summarising the six 'threat criteria'. The one below gives the example of the 'foreign support' threat criteria and analyses both the reasons for its significance and how it might be expected to explain the success or otherwise of a rebellion.

Threat Criteria	Key Factors	Success of Rebellion	Failure of Rebellion
<b>Foreign Support.</b>	<ul style="list-style-type: none"> <li>• Nationality</li> <li>• Size of force</li> <li>• Military experience</li> <li>• Leadership</li> <li>• Arms and equipment, including ships.</li> <li>• Orders, including possible hidden motives of ruler</li> </ul>	Rebellions of both Henry VII and Edward IV had shown the importance of foreign support in securing victory. Success however was dependent on the strength of the key factors.	Foreign support did not guarantee success, much depended on its quality and the attitude of the ruler who supplied it. Without it however any rebellion was totally dependent on the degree of support it raised in England and the military prowess of that support.

The Enquiry Focus activity on pages 12-13 which links chapters 1-6 is designed to enable students to build up a portfolio of purposeful notes and to encourage the development of an overview, based around continuity and change. Since the activity will lead students to group their notes under six main criteria headings this will facilitate a 'briefings sheet' approach to note-making which in itself will make it easier to compare and contrast all the different rebellions. The main focus activity of evaluating and comparing the degree of threat posed by each rebellion is based on a 'washing line' type exercise but supported by detailed essay style writing in which the students justify their choice of more/less threat and explains their reasoning. Students' abilities will determine the degree of teacher support needed to help with writing essay style

answers/hypotheses. Essay plans which use the six criteria as paragraph 'headings', with one or more completed as exemplar, could be provided.

### Other Possible Activities

As the students are planning how to record relevant information as they work their way through the enquiries about the rebellions they might find it helpful to include the following activities in their portfolio of notes. These should be updated at regular intervals.

1. As an aid to identifying the key personalities mentioned in each rebellion, research main details about their lives and create a chronological chart/personality timeline displaying this information. The template used here with the example of the Duke of Northumberland could form the basis for this.

**Name.** John Dudley

**Title.** Viscount Lisle (1542). Earl of Warwick (1547). Duke of Northumberland (1551)

**Dates.** 1504 – 1553

**Family.** Son of Edmund Dudley, Henry VII's tax collector who was executed by Henry VIII. Brought up by Sir Edward Guildford who treated Dudley as his son and married him to his daughter.

**Offices.** Held various court offices under Henry VIII and commanded armies in Scotland and France in the 1540s. Engineered the overthrow of the Duke of Somerset and replaced him as Edward VI's regent in 1550, becoming Lord President of the Council.

**Rebellions.** Kett (1549) and Lady Jane Grey (1553).

2. To provide a pictorial overview of all the rebellions based on geographic location, construct an outline map of the British Isles and mark on the dates and names of all the rebellions, which should be colour-coded, in the area they occurred.

## Tudor Rebellions: Chapters 2-6 (pp. 18-115)

### Structure and Issues

The purpose of these chapters is to;

1. Provide **narrative detail** on each of the Tudor rebellions from their origins to ending which should promote knowledge and understanding.
2. Set each rebellion within its immediate **context**, to ensure wider background knowledge of the main developments of the sixteenth century and to increase understanding of the specific causes of individual rebellions.
3. Establish an analytical approach to the study of rebellions through a common **enquiry focus** which uses six criteria to compare and contrast the degree of threat. These criteria are linked to the broader themes of e.g. religion to facilitate making contrasts and comparisons between different types of rebellion.
4. Encourage a **synoptic overview** as students acquire more knowledge and understanding of the factors which determined the threat or otherwise of the rebellions over a longer period of time. To this end a mid - section review is included on pages 62ff.

**N.B.** The Irish Rebellions are the subject of **chapter 6, pages 106-116**. Not all awarding bodies include the rebellions in sixteenth century Ireland within their subject content and as a result they do not feature in all A level text books. They can be studied here in exactly the same way as the English ones i.e. through an evaluation based on the criteria given in the Enquiry Focus. This should support students in the development of synoptic skills and understanding and enable them eventually to compare the Tudor rebellions in Ireland with those in England by determining their impact upon the Tudors' ability to govern the province effectively.

### Activities

NB. This is a menu of activities, not a scheme of work.

1. There are many activities which can be set up to take students through the **narrative details** of the rebellions before embarking on their analytical notes. Teachers need to decide whether to do this on a chapter by chapter basis with all students working on the same rebellions or whether to divide out the four chapters between groups who report back. The intention at this stage is not to produce detailed accounts but to familiarise students with the key names, dates, events etc, thus providing a framework before they embark on the Enquiry Focus. Some examples of suggested activities are;
  - Preparing a script for a radio programme
  - Writing press releases which cover the same event from different perspectives
  - Plotting movements on a map
  - Producing a set of 'Mastermind' type questions
  - Power point presentations

Teachers also need to ensure in planning their schemes of work, to include opportunities for the evaluation of sources. The box on page 24 which raises the issue of the lack of sources about Simnel and the Battle of Stoke is a good opportunity to spend some time considering the kinds of sources available to historians studying Tudor rebellions and why they need to be treated with caution.

- Students could carry out research perhaps for homework, and then as a class compile a chart categorising the main sources of evidence for studying Tudor rebellions and the advantages and disadvantages of each type.

In general where there is debate between historians about the rebellions it tends to arise over causes or the abilities or otherwise of key individuals. The Pilgrimage of Grace, which features in chapter 3, is an example of a rebellion where historians are divided as to the importance of the various causes, in particular the extent to which religion caused its outbreak. This presents a good opportunity to bring in some source evaluation. Text books such as 'The Early Tudors' by David Rogerson, Samantha Ellmore and David Hudson, (John Murray/Hodder Stoughton, 2001) include sources and activities on historians' interpretations of the causes of the Pilgrimage, (pages 140-141). As always the past papers and mark schemes of the awarding bodies provide exemplars of previous questions set on source evaluation which can be built up into a portfolio of evidence. One way of using this in the classroom is to provide groups with a question paper, mark scheme and examples of student answers with any marks removed. Students then need to mark and grade the answers and to be able to justify their decision if challenged.

2. The **contextual background** for the rebellions is detailed in the Insight pages before chapters 2, 3, 4 and 5 which cover the changes in the succession, religion, social and economic trends and the role of the nobility and gentry in local and central government respectively. The material in the Insight pages is often called 'background' or 'introduction', sadly an invitation to skip on to apparently more useful pages. However these pages are critical for establishing core understandings. As it's vital that students spend time on this I have tried to make it as interesting and direct as possible with plenty of opportunities for thinking/hypothesising based on key questions in the boxes. These encourage students to reflect on the information given in the text in relation to the impact it is likely to have had on subsequent rebellions. It is essential to keep the focus on rebellions. While students obviously need to know of the Break with Rome and Dissolution of the Monasteries in order to understand the Pilgrimage of Grace they should be discouraged from making copious notes on these changes so they are not tempted to narrate them at length in their examination essays. The Insight pages could therefore be used in the following ways within the classroom;

- Background research to provide details to be added to the notes already started, in a timeline format, on the institutions that promoted stability (monarchy, Church, nobility and gentry, JPs etc), recording the main changes and their likely impact on the stability of the realm. This will aid knowledge of why things changed/stayed the same and the consequences of such developments in terms of the rebellions.
- At appropriate points student groups could be given a causal factor linked to the particular Insight pages e.g. succession, religion, social issues, economic issues, (could be broken down into inflation, enclosures, and taxation), elite ambition etc and asked to produce mind maps showing why each factor may have contributed towards rebellion.

3. The **Enquiry Focus** on pp.12-13 requires students after studying each rebellion to evaluate its degree of threat based on the six criteria. The rebellions are structured to include an analytical conclusion which, with the prompts and key questions in the boxes, should promote a questioning approach to the events just studied. The second chapter gives the student more support than later ones as the narrative of each rebellion evaluates each of the threat criteria in order and guides the student through the activities. To facilitate the undertaking of the Enquiry Focus some or all of the following activities are encouraged;
- To aid building of focused notes on each rebellion in the form of evidence to support or repudiate the 'threat criteria', every opportunity should be taken for group discussions. In particular students should be encouraged to argue a case justifying their evaluation of specific criteria e.g. leadership and tactics, of the rebellion being studied. This could involve appearing before a panel to answer questions or preparing press briefing type statements e.g. 'Why Perkin Warbeck is the greatest challenge to our king'.
  - Once the six threat criteria have been evaluated the threat posed by the rebellion as a whole can be determined by completing the chart on page 13. This provides opportunities for students to justify their choices to their class mates. Students could argue the case for 'their' rebellion being the most dangerous, followed by a class vote.
  - In order to compare each rebellion against the others in terms of the threat posed it needs to be positioned on the appropriate threat line. This could be done as a physical activity, hanging the rebellion at the 'correct' point on a washing line and justifying the position if challenged.
  - As all the rebellions are completed students should be increasingly capable\* in groups of producing mind maps for answers to essay questions based on the main themes of these 5 chapters e.g.
    - 'How far was religion a cause for rebellion and disorder across the whole Tudor period?'
    - To what extent were economic issues at the heart of the majority of Tudor rebellions?'
    - How important were issues of succession in causing rebellion and disorder in Tudor England?'
    - How far was the ruling elite responsible for rebellions and disorder against the Tudors.
- \*Teacher knowledge of students' abilities will determine the amount of support here but initially some examples of essay plans, and the way in which evidence was collated, for similar questions might be needed. As students gain more confidence they can mark and grade either sample essays or those of their peers.
4. The development of a **synoptic overview** which moves away from the details of individual rebellions towards seeing patterns within the bigger picture is a key requirement of most examination questions set on Tudor rebellions. To this end, in addition to the common Focus Enquiry, synoptic activities are introduced in this section of the book. The activities on pages 62 - 67 ask students to stop and take stock of what they have learned from the first three chapters with a view to beginning to build up an overview. Students are carefully guided through the activity which introduces two new synoptic core questions for them to plan answers to, using the knowledge they have built up so far to evaluate 10 given factors with supporting examples.

- Students need to prepare individual essay plans using the 10 factors as paragraphs, and with the information on pages 63-67, organise evidence from their notes on the rebellions into relevant points. Depending on student ability teachers might wish to provide an essay framework with linking sentences etc.
- Students should now have the evidence to undertake the main activity for which they will need to work in groups with access to card, A5 paper etc. At the completion of the task students should have the opportunity to revise their original plan in light of their final agreed 'pattern' and to understand that this will be reviewed again after the following two chapters.

### Other Possible Activities

- Balloon debate – merits or otherwise of rebel leaders
- 'Interviewing' key personalities – compiling of questions
- Justification of actions by rebel or monarch in form of party political broadcast.
- Script for a role play between meeting of selected characters.
- Advice/SWOT analysis presented to monarch on how to deal with rebellion.
- You Tube type appeal to commons to join rebellion
- News reports/web pages.

The **Schools' History Project's** website has many ideas for developing independent learning at A Level. The **Thinking History** website has further guidance on how to use kinaesthetic activities to deepen students' knowledge and understanding. Of particular relevance to this book are;

Henry Tudor's Road to the Throne

<http://www.thinkinghistory.co.uk/ActivityBase/HenryTudorRoadtoThrone.html>

Kett's Rebellion – what really happened and why?

<http://www.thinkinghistory.co.uk/ActivityBase/KettsRebellion.html>

But many of the other activities can be adapted e.g.

Comparative Lifetimes- which helps to create a synoptic overview.

<http://www.thinkinghistory.co.uk/ActivityBase/ComparativeLifetimes.html>

## Tudor Rebellions: Synoptic Chapters 7-8 (pp. 116-136)

### Structure and Issues

The purpose of these two chapters is to:

1. Embed the synoptic focus of the book. Students, by this stage, should have built up a detailed knowledge of the rebellions and developed the skills of analysis necessary to evaluate the factors determining their seriousness or otherwise. The last two chapters provide opportunities, through the synoptic enquiry focus and the questions in the narrow column, to move on from individual rebellions to look at the bigger picture.
2. Broaden the emphasis from the rebellions themselves to the strengths of the system they were challenging, in particular the monarchy and central and local government and the part played by the latter in the rebellions' ultimate failure.

### Activities

NB. This is a menu of activities, not a scheme of work.

1. The synoptic activity on pages 116-7 returns to the two themes introduced at the mid - section review and which now form the Enquiry Focus of the final two chapters. The first addresses the issue of why some rebellions were perceived to be especially dangerous to the monarch. Further analysis of the 10 factors from the mid-section review can now be expanded through the inclusion of the rebellions in chapters 4-5/6. The boxed questions in the narrow column underpin this analysis and are crucial to the development of synoptic reasoning.
  - To re-introduce the synoptic activity students should be encouraged to 'tease out' the 10 factors still further e.g.
    - Were the rebels' aims more dangerous when they were religious?
    - Did it matter which social class support in England came from?
    - Did the rebels' reasons for protesting reflect their social class?

The task of analysing each of the 10 factors - using these preliminary discussions, the detail and questions on pages 63 onwards and their own notes could then be divided between groups of students who would feed their conclusions back to the rest of class and justify their judgements and then distribute their analysis in the form of briefing sheets.

- Give students three different statements e.g about the role of religion and ask them to prepare a power point presentation on which one they most agree with and why.
- The concluding activity on page 122 encourages students to think about how to organise their knowledge of the rebellions to answer the many synoptic questions that are set by awarding bodies. After completing the Blue Activity Box groups could be given questions from past papers which cover the big themes and asked to produce an essay plan to present to the whole class. An example of planning on the theme of Social and Economic factors is outlined on page 123. The

amount of support given here by the teacher in terms of pre-formatted essay plans will depend on their knowledge of their students' abilities at this stage but one or two exemplars, perhaps in the form of specimen answers from Examiners' Reports, could be useful as a way into this exercise.

- Some 'newer' synoptic themes would benefit from whole class work as a prelude to essay planning. These include;
  - Faction: - after an explanation of the concept students could research examples and then plot on a graph how important each of these examples was as a cause of rebellion.
  - Regional variations: - obviously an area where map work will come into its own but apart from the plotting of rebellions geographically students should consider the characteristics of an area, its relationship with local and central government, the most common grievances and the degree and type of support they attracted. Comparison across areas and reigns could show the concepts of change and continuity and allow for further work on the frequency of rebellions.
  - Turning points: - the concept could be introduced with examples from the students' own life. This could preface work which produced examples of turning points from each rebellion, from each reign and then across the Tudor period as a whole.
  
- 2. The final synoptic chapter which asks students why the rebellions failed also requires them to devise their own framework activity to keep track of their initial hypothesis while also compiling focused notes. The emphasis of the chapter is on the innate strength of the Tudor system of government and the ability of monarchs to respond to the crises they faced, and the consequences of their response (or lack of). The following activities could be used in this context;
  - To encourage empathy with the problems/decisions each monarch was faced with a SWOT analysis/'In-Tray' exercise could be introduced. Alternatively a role play exercise could be devised where councillors advise the king on possible courses of action with some examination of their likely consequences.
  - Prepare a news report in the form of either a briefing paper or web pages which studies each monarch's response to the rebellions he/she was faced with. A common template could be used here which looks at speed of response; use of resources; strategy; tactics; legislation; propaganda; communication etc.
  - Compare the way in which all the Tudor monarchs dealt with rebellions in terms of both consistency and the consequences of their individual responses. A template like the example given above could form the basis for this exercise which should enable students to come to a judgement as to;
    - Whether governments treated some rebellions differently to others.
    - How far the policies of governments created rebellions.
    - Why some decades saw more rebellions than others.
  - Students should review the notes they have now built up on the institutions etc that promoted stability in order to produce power point presentations on e.g.
    - the role of the gentry/nobility in Tudor rebellions.

- Organise a formal class debate for and against the proposition that 'This house believes the Tudor rebellions did not present a serious threat to Tudor governments'.

### **Other Possible Activities**

- Use opportunities for investigating arguments between historians to aid students' research skills/knowledge of historiography and provide further practice of source questions; controversies over the 'Mid Tudor Crisis' or 'Faction in the 1540s' provide some good background areas and can be linked to appropriate rebellions.
- Set up a concluding activity to promote investigation into the hypothesis that 'Tudor rebellions failed and did not change anything', using the concluding chapter and activities on pages 136-139 as a starting point for discussions.