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Ministry of Higher Education and Scientific Research
Abbes Laghrour University of Khenchela
Faculty of Letters and Languages
Department of Letters and English Language



Handouts of the British Civilisation Course
First-Year (L1)– Semester One

Lecturer: Dr. Khaled Chouana

Academic Year 2024 / 2025



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Lecturer: Dr. Khaled Chouana

Academic Year 2024 / 2025

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General Introduction

Overview

Algerian undergraduate students of EFL should normally study and be familiar with the history and civilization of the two major Anglophone countries, namely the UK and the USA.

Indeed, students who aim to be proficient in English and communicate effectively must understand the cultural, political, and historical context of the English-speaking world. This can also help them avoid the cultural shock that might result from the misunderstanding about the civilization of the target language.

The UK and the USA have rich cultural and historical landscapes and therefore, students may gain valuable insights about the principles, cultural values, and contradictions embedded within the civilization and language of these two nations. This understanding improves learners' proficiency and helps them foster the complexities of English as a universal medium of communication.

In this first semester of the academic year, L1 students of EFL will be introduced to British civilization, history, politics and culture, covering the period from its inception to the 18th Century.

1. Course description

This document includes a series of lectures of the British civilization course. The lectures are designed for first-year L1 students of the Department of Letters and English Language–Abbes Laghrour University of Khenchela.

The course is a critical look at the foundation of the British Isles nation through the analysis of a number of historical texts and academic articles and books which provides an

overview of the culture, history and politics of Britain from its foundation to the period of the Stuarts in the 18th Century.

The lectures were designed by using the canvas of the common core of the bachelor's degree of EFL which was approved by the Ministry of Higher Education and Scientific Research. In fact, the honorable members of the National Pedagogical Committee for the Field of Letters and Foreign Languages (CPND-LLE) met on 25-26 May 2021 at Constantine 3 University and undertook a program revision by harmonizing the content of the undergraduate degree in foreign languages (L1, L2, L3). This revision aims to meet the objectives of the current tertiary education standards and ensure that the curriculum aligns with the latest developments in the field.

So the handouts of this present course aim to improve students' knowledge of the English language through British life and history. The lectures offer a general overview of the history and culture of the United Kingdom from its foundation to the 18th Century.

Students of this course are supposed to have a basic knowledge of different civilizations and cultures. By the end, they should be able to recognize key dates and events related to the history of Britain. They should also engage in critical discussions and write relevant compositions about several aspects of British history and culture.

2. Perquisites

L1 Students who wish to enroll in this Civilisations of the Target Language (British Civilisation) course should have a general knowledge of various civilizations and cultures, having previously studied ancient civilizations such as the Egyptians, Greeks, Babylonians, and Romans. This background will help students better appreciate and contextualize the historical and cultural developments of British civilization within a broader framework.

3. Objectives

The Civilisations of the Target Language (British Civilisation) course aims to provide L1 students with a general overview of the history and politics of the United Kingdom. The academic study of Britain will enable students to start a constructive discussion about the politics, culture and history of this nation from its foundation to the 18th Century.

By the end of the course L1 students should be able to:

a. At the level of the “know”:

- define several key concepts related to British history and politics
- identify the main events of British history from the beginning to the 18th Century
- summarize the main points of the discussions about British civilization

b. At the level of the “know how”:

- discuss the inadequacies embodied in British history
- criticize the limitations of the politics and history of the UK
- defend a view about Britain by providing arguments

c. At the level of the “know how to be”:

- compare British history to Algerian history
- evaluate the political system in the UK
- explain the different aspects of British civilization (beginning-18th C)

4. Course structure

The eleven lectures that make up the course are organized to follow a logical and chronological progression through the history and civilization of the British Isles. This

structure allows students to acquire a cohesive knowledge of how historical events and cultural developments have shaped and influenced British society over time.

The content of the course is diversified to provide students with the opportunity to explore a wide range of issues related to British civilization and history. While the course has to be limited to fit within its scope, students will have the chance to discuss a wide range of subjects through oral presentations in the tutorials, allowing them to go deeper into specific areas of interest.

Our scientific journey starts with a general overview of the United Kingdom by focusing on its geography, culture, political system, and core values. Then we will explore prehistoric Britain and its earliest settlers, such as the Iberians, Celts, and Romans. Lectures three and four analyze the Nordic invasions by the Anglo-Saxons and Vikings, as well as the Norman Conquest, which is believed to have transformed Britain altogether culturally, linguistically and politically.

Students will next examine Britain during the Middle Ages as they discover the various challenges faced by Britons during that darker history. Lectures seven and eight examine the Tudor period by discussing how they reformed the English Church and laid the foundation for the British political system. Students will pay attention to one of the most important Tudor monarchs, Elizabeth I. Indeed, her ruling established important advancements in art, architecture, literature, and economy.

Finally, the course will analyze the Stuart period and the establishment of the New Constitutional Monarchy. A general conclusion will close the discussion about the history, culture and politics of UK from the beginning to the 18th Century.

5. Approach and method

The approach of the course is multidisciplinary. It means that a particular focus will be placed on studying British civilization through the lenses of history, politics, sociology, philosophy, culture and media studies. Also, several pedagogical aids such as short videos, maps, paintings and photographs will be used to help students consolidate their knowledge. The pedagogical aids may give students food for thought and foster their critical thinking.

By the end of the course, students should be able to engage in critical discussions and write academic compositions about several aspects of social, historical, and political life of the UK from its foundation to the 18th Century.

6. Assessment

Students are assessed based on two criteria: a final term exam (60%) and continuous assessment (40%). Their performance will be assessed throughout the course (attendance, participation, oral presentation, and a short test).

Lecture One: Overview of the United Kingdom

“Who said the British Empire was gone? When I travel around the world and see and hear the English language everywhere, I know that the empire, on which the sun never sets, is still alive. It never died. It continued to exist, but in a different shape; its language, English, has become the global language.” —

Anglo-Algerian researcher Mouloud Benzadi

Objectives:

By the end of this lecture, students should:

- ✓ make a distinction between the notions of culture and civilization
- ✓ be able to recognize the different components of the United Kingdom and Great Britain
- ✓ be able to give a holistic overview of the UK and its culture

Introduction

This introductory lecture provides students with a general overview of the United Kingdom and its culture. We will first give a definition to two controversial concepts, namely culture and civilization. Then we will examine the geographical composition of the UK by identifying its different entities. By the end, we will examine British culture as a whole by analyzing its main components.

1. Definition of culture and civilization

The two concepts of culture and civilization are quite controversial (causing disagreement) as some scholars contended that they can be used interchangeably, whereas others made a clear distinction between the two. Let's first examine their definitions as provided by different dictionaries.

The Online Etymology Dictionary states that the Latin word “cultura” was first used in the mid-15th Century to mean “cultivating, agriculture.” Used in a figurative sense,

culture means “cultivation through education, systematic improvement and refinement of the mind.” It is added that culture is “the intellectual side of civilization.” It means that culture can be viewed as a basic component of civilization.

On the other hand, civilization is derived from the Latin word *civitas*, meaning city. The French word “civilisation” was first recorded in 1772 serving as an opposite to barbarity. It is “a particular human society in a civilized condition, considered as a whole over time.” Again we can see that the concept “civilization” is broader than “culture”. This is embodied in the two definitions provided by the Cambridge Dictionary which defines culture as “the habits, traditions, and beliefs of a country or group of people,” whereas it defines civilization as “human society with its well developed social organizations, or the culture and way of life of a society or country at a particular period in time.”

Put simply, it can be said that the key difference between the two terms is that culture exists within a civilization whereas a civilization can be made up of several cultures.

This present course is entitled ‘British Civilization’. It means that we will explore British civilization in semester one and analyze the culture and civilization of the UK. We will study the history, culture, and values of the UK and will try to relate it to our Algerian context by making an analogy between the two nations and their respective history.

In what follows, we will give a short overview of the United Kingdom, its geography, politics and culture. And then, the coming lectures will introduce the English nation from its foundation until we reach the ruling of the Stuart dynasty (1603-1714). Our chronological study of British history will give us the opportunity to identify several key dates and events that led to establishing Britain as the powerful empire where the sun never sets.

2. Overview of the United Kingdom

The United Kingdom of Great Britain and Northern Ireland, also known as the UK or simply Britain is an island in Northwestern Europe. It is surrounded by the Atlantic Ocean, the North Sea, the Celtic Sea, the Irish Sea and the English Channel. It comprises four countries, namely England, Scotland, Wales and Northern Ireland (See the map below and distinguish the capital of each country).



To make it simple, one can say that:

The United Kingdom (UK) = Great Britain (GB) + Northern Ireland (NI)

Great Britain (GB) = England + Wales + Scotland

- The UK is a constitutional monarchy and a parliamentary democracy. It is also known as a democratic parliamentary monarchy. Parliament is made of the elected House of Commons (lower house) and the appointed House of Lords (Upper house). The British constitution is uncodified (not arranged into a formal written way / unwritten) but laws are said to be constitutional.
- King Charles III is the current monarch and head of state of the UK and of 14 other countries. The 15 countries are referred to as Commonwealth realms.
- The United Kingdom is an ethnically diverse country with many different communities that reflects the multicultural nature of Britain (Garbaye and Schnapper, 20). British multiculturalism, however, is a particular subject of debate in the UK and critics argue against cultural integration of different ethnic and cultural groups of the existing laws and values of the country.
- English is the most spoken language in the world, yet there are a number of dialects used in Britain such as Welsh, Scottish Gaelic, and Cornish. The language of the Danes (Vikings) had an important influence on the development of modern English. The Germanic dialects spoken by the Angles, Saxons, and Jutes are the primary source of present-day English. Lastly, changes in the English grammar, vocabulary and pronunciation were made due to the Norman Conquest of England. As it stands now, some aspects of today's spoken English are a testament to Norman French influence.
- British philosophy highlights empiricism, a branch of the philosophy of knowledge that argues that only knowledge verified by experience is valid. It means that ideas are not native to the mind but come from our interactions and experiences with the world

around us (Ezebuilo, 83). Famous British empiricists include John Locke, David Hume and Thomas Reid.

- Britain is famous for its pop music, also called British pop music. The Beatles are the most commercially successful band in popular music; selling over a billion records (see the figure below).

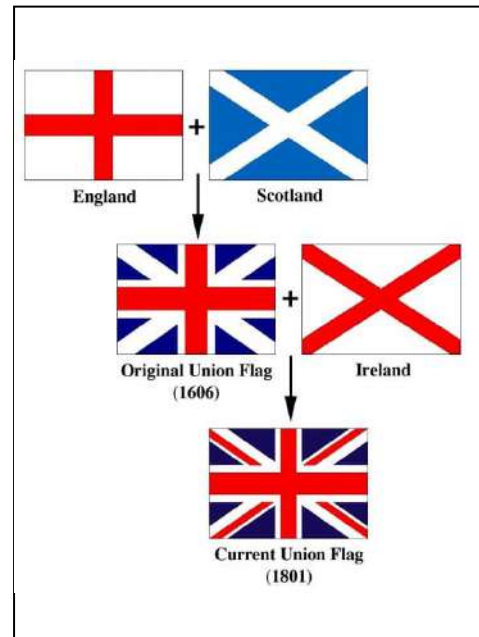


Other famous British singers and groups include George Michael, Oasis, Adele, Coldplay, Annie Lennox and Ed Sheeran, to name but a few.

- The UK is very famous for its cinema. Alfred Hitchcock is a prominent film director and his 1958 film *Vertigo* is considered by some critics as the best film of all time. Many British actors (Daniel Radcliffe, Emma Thompson, Sean Connery, and Helen Mirren) achieved international fame and commercial success. *Harry Potter* and *James Bond* are two of the highest-grossing film franchises of all time and both were produced in the UK.
- British cuisine integrates various influences from settlements, immigration, trade and colonialism. The British Empire used Indian cuisine with its spices and herbs.

Afternoon tea is a light afternoon meal served with tea around the UK since 1840. Other famous meals include: Yorkshire pudding, fish and chips and full English breakfast.

- The flag of the UK is the Union Flag, also known as the Union Jack. It consists of three crosses, namely Saint George's Cross (England), Saint Andrew's Cross (Scotland) and Saint Patrick's Cross (Ireland). The Welsh dragon (symbol of Wales) does not appear on the Union Flag because when the first Union Flag was created in 1606, Wales by that time was already united with England and was no longer a separate nation.
- The national anthem of the UK is "God Save the King", with "King" replaced with "Queen" in the lyrics when the monarch is a woman (e.g. Elizabeth II).



Conclusion

In this first lecture, we were provided with an outline of British history, geography, politics, and culture. It is important to note; however, that the UK is more than just London; it consists of several nations that have their own identities, institutions and cultures. In short, British civilization is a field that students are encouraged to engage in as they learn about its varied history, politics and culture.

❖ Questions to Consider:

Read the passage then do the tasks below.

The United Kingdom, a constitutional monarchy in northwestern Europe, is officially the United Kingdom of Great Britain and Northern Ireland. People often confuse the names for this country, and frequently make mistakes in using them. United Kingdom and UK are proper terms for the entire nation, and the term Britain is also often used when talking about the island of Great Britain, which does not include Northern Ireland.

The term England should never be used to describe Britain because England is only one part of the island. It is always correct to call people from England, Scotland, or Wales British, although people from England may also properly be called English, people from Scotland Scottish and people from Wales Welsh. However, the names “United Kingdom”, “Great Britain”, and “England” are often used interchangeably.

England and Wales were united administratively, politically, and legally by 1543. The crowns of England and Scotland were united in 1603, but the two countries remained separate political entities until the 1707 Act of Union, which formed the Kingdom of Great Britain with a single legislature. From 1801, when Great Britain and Ireland were united, until the formal establishment of the Irish Free State in 1922, the kingdom was officially designated the United Kingdom of Great Britain and Ireland. At present the UK comprises England, Scotland, Wales and North Ireland.

Many nations around the world have been influenced by British history and culture. With each passing year, English comes closer to being a world language for all educated people, as Latin once was. The prominence of English can be traced to the spread of the

British Empire during the last three centuries. (Source: Britannica: History of the United Kingdom)

1. Match the following words with their definitions:

- | | |
|-----------------|---|
| 1. Constitution | a. the group of people in a country who have make and change laws |
| 2. Monarchy | b. Limited, or managed by law or by rules |
| 3. Legislature | c. a country that has a king or a queen |
| 4. Prominence | d. a group of countries ruled by a single person or country |
| 5. Controlled | e. the set of political principles by which a state is governed |
| 6. Empire | f. the state of being easily seen or well known |

2. Use information from the passage to complete the following sentences:

- a. People from England, Scotland and Wales are called.....
- b. England and Wales were unified in.....
- c. The language which used to be the world language was.....

3. Answer the following questions:

- a. Can you make a distinction between the United Kingdom, Great Britain, and the British Isles?
 - b. What countries make up the UK?
 - c. What is your understanding of the British Empire?
4. Give a title to the text you have read.
5. Reflect on the similarities and differences between British civilization and your own Algerian culture by writing a short paragraph (5 lines) comparing one cultural aspect (e.g., music, politics, cuisine)

Lecture Two: Prehistoric Britain

“Who the first inhabitants of Britain were, whether natives or immigrants, remains obscure; one must remember we are dealing with barbarians.” Tacitus, Roman historian (c.55-120)

Objectives:

By the end of this lecture, students should be able to:

- ✓ define the key periods of prehistoric Britain
- ✓ distinguish the Stone, Bronze, and Iron Ages in Britain
- ✓ describe the lifestyle, tools, and cultural practices of the people during Prehistoric Britain
- ✓ discuss the impact of the prehistoric period on the development of modern British culture

Introduction

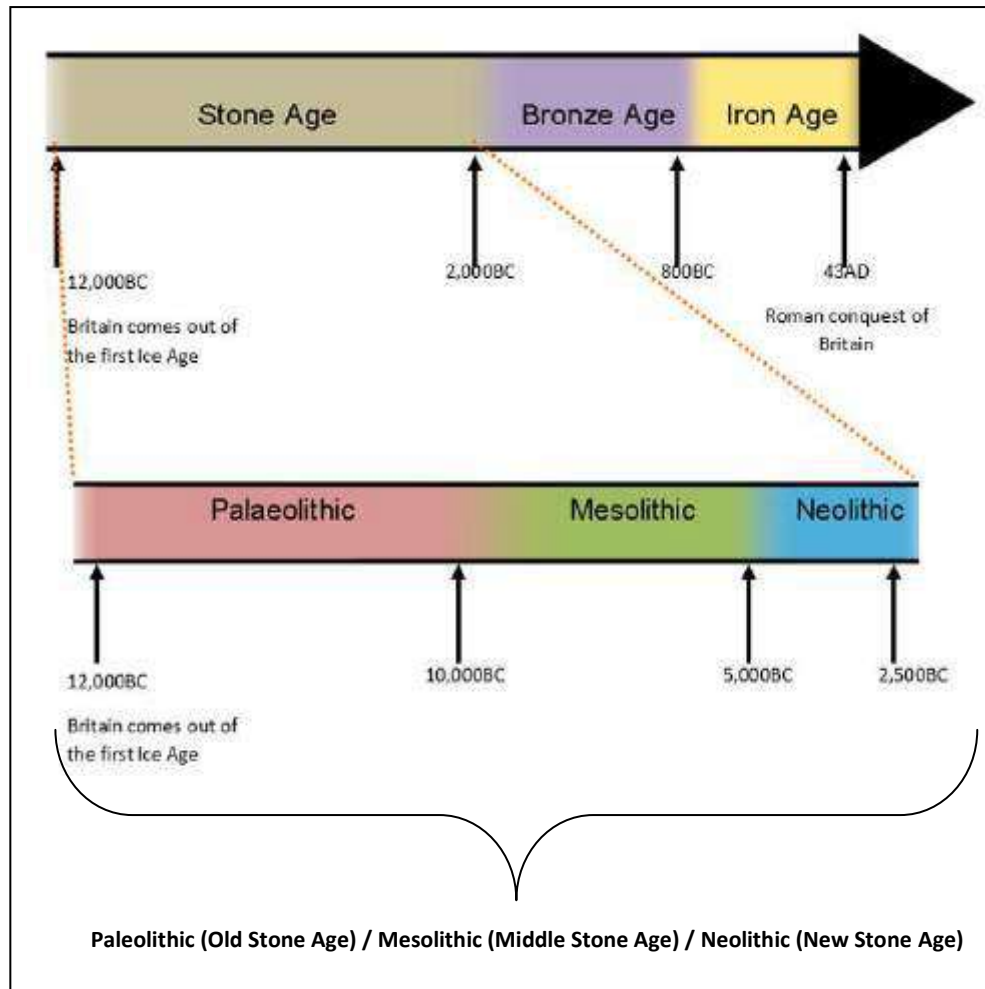
As Tacitus reminds us in the above quotation, nobody really knows who the original inhabitants of the British Isles are. De Groote et al. (2017) maintain that humans in the European continent were able to migrate into the territory when “the last British ice sheets began to melt around 12,000 years ago” and “a new wave of migrants was able to settle permanently” (1). It must be noted; however, that the first humans settled in the British around 800,000 years ago during the Lower Paleolithic period. They migrated when lower sea levels connected Britain to the European continent. For most of that time, the BBC website points out that they subsisted by collecting food like berries, nuts, and leaves, and by hunting (British Prehistory).

Prehistoric Britain is the period in human history preceding the development of writing. Archeological evidence suggests that prehistory started with the first settlers in the British Isles to continue until the Roman invasion in AD 43.

It must be noted that AD (Anno Domini) refers to the years after the birth Of Jesus Christ, while BC (Before Christ) refers to the years before his birth. CE (Common Era) and BCE (Before Common Era) are alternative, non-religious labels for the same periods (CE corresponds to AD / BCE corresponds to BC).

Prehistoric Britain comprises three periods, namely the Stone Age, the Bronze Age, and the Iron Age. These ages are characterized by distinct cultural and technological advancements.

The following diagram illustrates the different periods of prehistoric Britain:



As shown, we can see that the Stone Age is divided into three distinct sub-periods: the Paleolithic (Old Stone Age), the Mesolithic (Middle Stone Age) and the Neolithic (New Stone Age). These periods are distinguished by the types of stone tools used by humans in addition to the associated human lifestyle. Indeed, the Paleolithic (meaning in Greek old stone) refers to the use of older stone tools during that sub-period. As for the Mesolithic (meaning in Greek middle stone), it indicates that the stone instruments in that sub-period were more sophisticated than those in the Paleolithic. Finally, the word Neolithic comes from the Greek *neos* (new) and *lithos* (stone). This suggests that the stone tools used at that time were more advanced than those of the previous two sub-periods.

1. Timeline of Prehistoric Britain

The following timeline provides a chronological overview of the prehistoric period in Britain and covers the key dates and events from the earliest human presence to the Roman conquest:

Year	Events
800,000 BC	People migrate to Britain from Europe. Britain is joined to Europe (no sea in between). Mammoth, rhino and giant beavers live in Britain.
25,000 BC	Ice Age: Northern Europe and most of modern Britain is plunged into a deep Ice Age
12,000 BC	Beginning of the end of the Ice Age Re-colonization of Britain by people
8,500 BC	Warmer climate leads to the growth of forests all over Britain.
6,000 BC	Britain becomes an Island. The land bridge joining Britain to Europe floods as the sea level rises.

4,200 BC	Farming people arrive from Europe. First evidence of farming. Farming quickly spread all across the British Isles. Land is cleared; wheat and barley planted, and herds of domesticated sheep and cattle are raised.
3,000 BC	New Stone Age begins: farming people arrive from Europe. First stone circles erected.
2,800 BC	First phase of building Stonehenge
2,700 BC	Tools and weapons are made from copper
2,100 BC	Bronze Age begins First metal workers People learn to make bronze weapons and tools. Introduction of cremation of the dead and burials in round barrows. Beaker culture - their name is thought to originate from the distinctive beakers that accompanied their burials. They were farmers and archers. They lived in round huts (similar to the Celts) with a low stone wall for a base. The roof was made of thatch, turf, or hides.
2,000 BC	Stonehenge completed
1650 BC	Trade routes begins to form
1200 BC	Small villages were first formed
750 BC	Iron Age begins Iron replaces bronze as most useful metal. Population about 150,000.
500 BC	The Celtic people arrive from Central Europe. The Celts were farmers and lived in small village groups in the centre of their arable fields. They were also warlike people. The Celts fought against the people of Britain and other Celtic tribes.

43 CE	The Roman conquest of Britain marks the end of the Prehistoric period and the start of the Roman Britain.
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2. The Stone Age

Human presence in Britain started around 800,000 years ago during the Paleolithic period (Old Stone Age). The first settlers of Britain at that period were hunters and gatherers who used basic stone tools. Then around 10,000 BC people living during the Mesolithic (Middle Stone Age) improved their stone tools and created semi-permanent communities and this was possible because of a warmer climate and the growth of forests. Around 4000 BC, people reached a high level of progression during the Neolithic period (New Stone Age) as they developed agriculture, tamed domestic animals and established permanent villages. These innovations were known as the Neolithic Revolution and led to a more settled lifestyle and the creation of societies. During the Neolithic period, people introduced long barrows used for burials and built complex stone structures like Stonehenge (See the picture below).



Stonehenge is a famous ancient site that was built on Salisbury Plain, England, around 2500 BC. It is a circle of fifty-six timbers, placed in a ritual landscape (Ackyroyd,

2013, p. 14) and is considered as one of the most mysterious monuments in the world since archeologists questioning how huge stones could be transported to England from to Wales (260 km). Also, they have been wondering about its purpose although evidence indicates that Stonehenge played a crucial role as a ceremonial location. Some scholars think the site served as an astronomical clock used by the priests called Druids during seasonal ceremonies. Stonehenge has always fascinated British people and it appears in different pieces of literature, including Thomas Hardy's novel *Tess of the D'Urbervilles*.

3. The Bronze Age

The use of bronze began in central Europe in and about 1800 BC (Arnold-Baker, 2016, p. 193). This period is usually the start date for the Bronze Age. It was marked by a significant development in human history. More tools and weapons were produced as a result of this new development, People created larger and more complex societies. In this era, there was an important growth in trade and the establishment of social casts and rankings. Also, people during that period developed hill forts, those solid constructions used for defense against invading enemies.

4. The Iron Age

The Iron Age in the British Isles runs from about 800 BC to the Roman invasion in AD 43, following the Bronze Age. Iron was introduced in Britain even though artifacts made of this metal did not dominate until 500-400 BC.

During the first millennium, powerful regional cultures emerged with distinct pottery, metalworking and settlement styles. Historians attributed major changes during this period mainly to invasions from outside Britain.

Technological innovations increased during the Iron Age, especially towards the end of the period. People developed several enhanced farming techniques and introduced new crop varieties such as wheat, peas and beans. Thus, the population of Britain grew substantially and probably exceeded one million.

Towards the end of the second century BC, Roman influence began to extend into the western Mediterranean and southern France. After AD 43, Wales and England south of the line of Hadrian's Wall became part of the Roman Empire. Beyond this line, in Scotland and Ireland, Iron Age life and traditions continued with only occasional Roman incursions into Scotland, and trade with Ireland. As Salway (2015, p. 26) argues, "the Roman period is a turning-point, not so much in the underlying story of man's settlement of the land of Britain but in the country's emergence from prehistory into history".

5. Key Definitions of Prehistoric Britain

- **Ice Age:** A period from 2.6 million years ago to 11,700 years ago as temperatures were cold and large parts of the planet Earth was covered in glaciers.
- **Artifacts:** They are objects such as pottery, jewelry, and ceramics which reveal cultural details of the daily life, trade and cultural practices in Prehistoric Britain.
- **Hill Fort:** A fortified settlement built on elevated ground that was used for protection, habitation and as a center of commerce and social gatherings (See the picture below).



- **Neolithic Revolution:** The transition from hunting and gathering to farming during the Neolithic period. This shift led to advancements in agriculture, domestication of animals and the establishment of permanent villages.
- **Rotary Quern:** A manual device that mills grain into flour and which was introduced during the Iron Age (See the picture below).



- **Druid:** A member of the high-ranking class in ancient Celtic societies linked to religious practices, legal matters and education. Druids were associated with the use of Stonehenge for rituals and ceremonies.
- **Potter's Wheel:** A device introduced during the Iron Age and employed in pottery making to produce ceramic vessels. (See the picture below).



- **Celts:** Ancient Indo-European people who migrated throughout Europe, including the British Isles during the Iron Age and early medieval period. They were famous for their unique language, art and cultural traditions and lived in tribes. Celts were skilled metalworkers, especially in iron and gold.
- **Hadrian's Wall:** A fortified wall built in AD 122 by the Romans to defend Britain from Scottish invaders.

Conclusion

The era of Prehistoric Britain was a significant time in the history of the British Isles. It had a significant impact on present-day British society. The lasting impact of this period can be seen in many aspects of modern life (language, cultural customs, technologies...Etc).

Archeologists and researchers made significant discoveries and findings as they explained the way the first men in England lived and developed throughout centuries.

This understanding helps EFL students connect with their Algerian past and develop deep appreciation for their cultural and historical heritage.

❖ Questions to Consider:

1. Do the following quiz of Prehistoric Britain.

- What were the earliest humans?
 - a. Shoppers
 - b. hunter-gatherers
 - c. content creators
- What skills did early humans gradually learn first?
 - a. Grow crops

- b. Make smartphones
- c. Make swords
- Which is the correct order for three ages of the prehistoric period?
 - a. Bronze Age, Iron Age, Stone Age
 - b. Iron Age, Stone Age, Bronze Age
 - c. Stone Age, Bronze Age, Iron Age
- What did prehistoric people build to bury their dead?
 - a. Henges
 - b. Tombs
 - c. Forts
- When did Prehistoric Britain end?
 - a. The Romans invaded Britain
 - b. Humans discovered fire
 - c. Humans made the first wheel

2. Answer the questions

- What is the significance of Stonehenge as a prehistoric monument?
- Identify the key characteristics of Celtic culture and explain how Celts influenced the formation of a modern British society.

3. Writing Composition

Write a paragraph in which you compare the nomadic traditions of Algerian Bedouin culture to the hunter-gatherer lifestyle of early humans in Prehistoric Britain?

Lecture Three: Earliest Settlers of Britain

“This is what Britain has always done - Britain the island, the mountains, valleys, lochs, lakes, forests and coastline of the place; she accepts all comers but quietly transforms them, shapes them in her own image.

Britain has had a history of making things British.” Neil Oliver — A History of Ancient Britain

Objectives:

By the end of this lecture, students should:

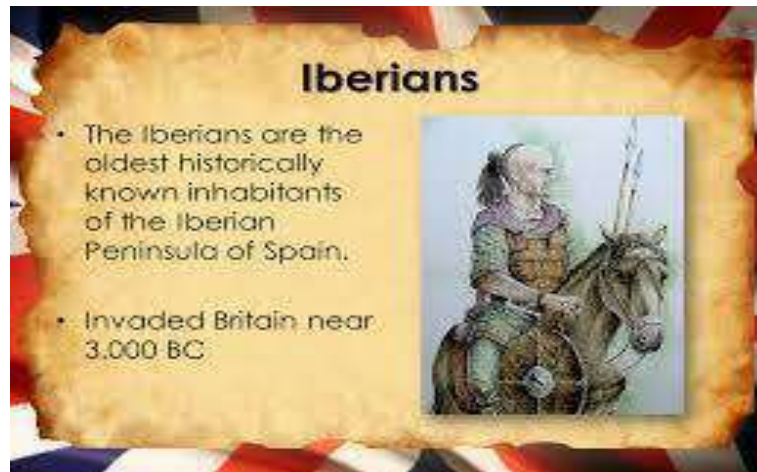
- ✓ be familiar with the earliest settlers of Britain
- ✓ identify the key characteristics of the Iberian and Celtic cultures
- ✓ recognize the impact of Roman colonization on Britain

Introduction

The history of Britain has been shaped by constant migratory waves. Indeed, the British Isles were influenced by the distinct cultures and practices developed by these societies. The earliest known settlers of Britain were the Iberians, followed by the Celtic tribes and later, the Roman Empire’s conquest. In what follows we will give a short overview of the different settlers of Britain by highlighting their achievements and impacts on the British Isles.

1. Iberians

The Iberians were one of the earliest groups to settle in the British Isles. They migrated from the Iberian Peninsula (modern-day Spain and Portugal) during the late Stone Age, around 6000 BC.



Below are some important facts about the Iberians and their settlement in Britain:

- ✓ They arrived in Britain during the Mesolithic period.
- ✓ They settled in different areas of the British Isles, including western regions like Cornwall, Wales, and Scotland.
- ✓ The Iberians introduced advanced farming techniques and contributed to the development of ancient agricultural settlements.
- ✓ Their descendants may still be present in these western regions today.

2. Celts

The Celts (see the picture below) were ancient tribal people who migrated from mainland Europe to the British Isles around 1800 BC, during the Bronze Age.



- ✓ They came from regions now part of France and Germany.
- ✓ They established powerful kingdoms and tribal societies.
- ✓ They had a rich culture and were known for their ironworking skills and warrior culture.
- ✓ They spoke various Celtic languages (Old Irish, Welsh, and Cornish).
- ✓ They left an impact on the landscape of Britain by building hillforts and stone monuments

3. Roman Conquest

The Roman invasion of Britain began in AD 43 under Emperor Claudius and lasted for nearly four centuries until AD 409. The following map illustrates the invasion of Britain by Romans.



Roman Invasion of Britain

The Roman conquest represents a crucial moment in British history as it had a profound impact of the island.

- ✓ The Celtic tribes resisted Roman invasion but were defeated through military force and diplomacy.
- ✓ The Romans Romanized Britain by integrating Latin, Roman laws and Roman culture.
- ✓ They built roads, towns, and fortifications.
- ✓ They introduced systems of governance, legislation, and laws.
- ✓ The Romans withdrew from Britain in the early 5th century AD due to pressure from Germanic tribes and internal challenges.

4. A Brief Timeline of Britain (From Iberians to Romans)

7000 - BC: Earliest farming villages in Europe

5000 - BC: Agriculture reaches Iberia

4000 - BC: Copper metallurgy introduced in Europe

3500 - BC: Construction of Megalithic tombs and circles in Atlantic coastal areas

3500 - BC: The cart and plow spread across Europe

3000 - BC: Bronze metallurgy begins in Europe

3000 - BC: Nomadic Indo-European settlers colonize large areas of Europe

3000 - BC: Stonehenge built

1800 - BC: Proto-Celts begin moving into Western Europe and the British Isles

700 - BC: Iron metallurgy begins in Celtic Danube regions

650 - BC: Hallstatt Celtic wagon burials in Bohemia and Bavaria

550 - BC: Celtic contact with Greek colony of Massalia in Southern France

500 - BC: Hallstatt Celts migrate to Britain

400 - BC: Celts become known to the Greeks and Romans

- 368 - BC:** Celtic mercenaries employed by Syracuse
- 334 - BC:** Romans sign a peace treaty with the Senones
- 298 - BC:** Celts invade Thrace and are defeated at Mt. Haemus
- 285-282 - BC:** Roman defeats the Senones
- 279 - BC:** Celts under Brennus invade Greece and sack Delphi
- 278 - BC:** Celts invade and settle in Anatolia (Galatia)
- 264-241- BC:** Celts involved in the First Punic War
- 216-BC:** Celts assist in Hannibal's invasion of Italy and the Carthaginian victory at Cannae
- 200 - BC:** Germans begin to dominate Central Europe
- 125 - BC:** Roman conquest of Southern Gaul
- 113 - BC:** War between Romans and Celtic Iberians
- 100 - BC:** Belgic Gauls migrate into Britain
- 58 - BC:** Julius Caesar begins to subjugate Gaul
- 55-54 - BC:** Rome sends expeditionary force to Britain
- 52 - BC:** Vercingetorix leads a Gallic rebellion, defeated at the siege of Alesia by Caesar
- 43 - AD:** Romans under Claudius invade Britain
- 69 - AD:** Southern Britain is romanized
- 84 - AD:** Romans defeat the Caldonians in Northern Britain

Conclusion

The early history of Britain was shaped by successive waves of migration and invasions from the Iberians, Celts and Romans. The Iberians who came from Spain brought innovative agricultural techniques and paved the way for later colonies. Also, Celts introduced ironworking skills, complex structures centered on tribes and wars, and a diverse cultural legacy. Finally, the Romans developed Britain by bringing their language,

laws, roads and infrastructure. Together, the Iberians, Celts, and Romans laid the foundation for the development of the British society and left a significant impact on the nation's history, culture, and identity.

❖ Questions to Consider

Read the passage carefully and answer the following questions.

The British-Irish Isles have attracted settlers, invaders and immigrants throughout their history. The contemporary British are consequently composed of people from worldwide origins and are divided into what became the English, Scots, Welsh and Northern Irish. But these groups often have mixed roots derived from varied settlement, internal migration and assimilation. Such descent patterns are important elements in considering the ethnicities of the British peoples today. [...]

The earliest human bones found (1994) in Britain are 500,000 years old. The first people were probably Palaeolithic (Old Stone Age) nomads from mainland Europe, who were characterized by their use of rudimentary stone implements. They travelled to Britain by land and sea, especially at those times when the country was joined to the European land mass. Later settlers in the Mesolithic and Neolithic (Middle and New Stone Age) periods between 8300 and 2000 BC had more advanced skills in stone carving. Some came from central Europe and settled in eastern Britain.

Others arrived by sea from Iberian (Spanish-Portuguese) areas and populated Cornwall, Ireland, Wales, the Isle of Man and western Scotland. Their descendants live today in the same western parts. Neolithic groups built large wood, soil and stone monuments, such as Stonehenge, and later arrivals (the Beaker Folk) introduced a Bronze Age culture.

Between ca 600 BC and AD 43 there was a movement of Celtic tribes into the islands from mainland Europe, bringing an Iron Age civilization with them. But the Celts possessed at least two main languages and were divided into many different tribes with conflicts between them. Celtic civilization dominated the British-Irish Isles until it was overcome by Belgic tribes (also of Celtic origin) around 200 BC. The Belgic tribes were then subjected to a series of Roman expeditions from 55 BC. The Roman military occupation of the islands (except for Ireland and most of Scotland) lasted from AD 43 until 409.

(Adapted from Oakland, J. *British Civilization: An Introduction* (7th Ed.). London: Routledge, 2011, pp. 38-39.)

1. Match each term with its correct definition.

Terms	Definitions
1. Paleolithic	A. Arrived after the Neolithic and introducing Bronze Age culture
2. Neolithic	B. Celtic tribes that arrived later and faced Roman conquest
3. Celts	C. Ancient people who migrated from the Iberian Peninsula
4. Belgic Tribes	D. The time period when the Roman Empire controlled Britain
5. Iberians	E. Period between Paleolithic and Neolithic/advanced stone carving
6. Roman Occupation	F. Period marked by advanced stone tools and early farming
7. Stonehenge	G. A prehistoric stone monument in Britain
8. Iron Age	H. Tribes migrating to Britain, bringing an Iron Age civilization.
9. Mesolithic	I. The era following the Neolithic, with iron tools.
10. Beaker Folk	J. Earliest period of the Stone Age, with simple stone tools.

2. Answer the following questions:

- a. Who were the first known settlers of Britain, and what characterized their culture?

- b.** Which group of people built Stonehenge? What materials did they use?
- c.** How did the Celtic tribes arrive?
- d.** How long did the Roman occupation last? What was its impact on the British Isles?

3. Writing a composition

Write a short story or diary entry (200-300 words) from the perspective of someone living in one of the early British societies mentioned in the passage you read, such as a Neolithic builder of Stonehenge, an Iberian settler in western Britain, or a Celtic warrior encountering the Romans. Include details about their daily life and the challenges they faced.

❖ Questions to Consider

- ✓ What were the primary motivations for the Nordic invasions of the British Isles?
- ✓ How did Anglo-Saxon culture and values shape the development of English identity?
- ✓ How did the Anglo-Saxons and Vikings differ in terms of their origins, cultures, and social structures?

Lecture Four: The Anglo-Saxons and the Vikings

“The Vikings and the Anglo-Saxons were closely related by ancestry and language, since the latter had themselves only left Denmark three hundred years previously. But while the Saxons had settled down and found God, the Vikings were aggressive, pagan, and suffering serious overcrowding at home.”

Ed West — Saxons vs. Vikings

Objectives:

By the end of this lecture, students should:

- ✓ understand the historical context of the Nordic invasions and the Anglo-Saxons settlement
- ✓ identify similarities and differences between Anglo-Saxons and Vikings
- ✓ analyze the legacy and impact of the Anglo-Saxons and Vikings on England

Introduction

The invasions of the British Isles were a series of conquests initiated by people who came from different parts of Europe and had a profound impact on the history of England. These invasions took place between the 8th and the 11th century.

Among the most notable groups that participated in the invasions of the British Isles were the Anglo-Saxons and the Vikings. It should be noted that despite their early hostility, their meetings introduced important cultural development and interchange in the British Isles.

The following lecture gives a brief overview of the invasions of England by focusing on impact brought by the Anglo-Saxons and the Vikings to the British Isles.

1. Timeline of Anglo-Saxons and Vikings

- **449 CE:** The Jutes, Angles, and Saxons begin to settle in England.

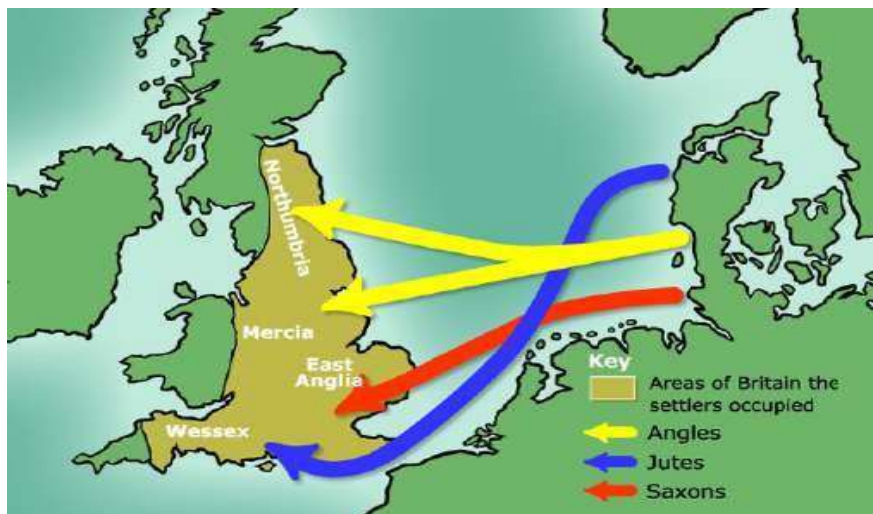
- **500s-600s CE:** The Anglo-Saxon kingdoms of Wessex, Mercia, Northumbria are established.
- **597 CE:** St. Augustine arrives in Kent to convert Anglo-Saxons to Christianity.
- **789 CE:** The first recorded Viking raid on Britain occurs at the Isle of Wight.
- **793 CE:** Viking raid on Lindisfarne monastery, considered the start of the Viking Age in Britain.
- **794-835 CE:** Vikings continue raids on monastic sites and coastal settlements in northern and western Britain.
- **865 CE:** The Great Heathen Army, a large Viking force, lands in East Anglia, beginning a full-scale invasion of England.
- **867 CE:** The Vikings capture York and establish it as their stronghold.
- **871 CE:** Alfred the Great becomes King of Wessex, known for resisting Viking advances and initiating defensive reforms.
- **886 CE:** Alfred the Great captures London, and a more formal division between Anglo-Saxon and Viking-controlled territories known as the Danelaw is established.
- **900-1000 CE:** Vikings continue to raid and settle in various parts of Europe, including France, the Mediterranean, and Iceland.
- **954 CE:** Death of Erik Bloodaxe, the last Viking king of York, marking the end of Viking rule in northern England.
- **1013 CE:** King Sweyn Forkbeard of Denmark invades England and briefly becomes king after the fall of Æthelred the Unready.

- **1016 CE:** Cnut the Great becomes king of England, marking a period of Danish rule.
- **1042 CE:** End of Danish rule in England with the death of Harthacnut. The Anglo-Saxon monarchy is restored under Edward the Confessor.
- **1066 CE:** The Norman invasion of England takes place, ending Anglo-Saxon rule.

2. The Anglo-Saxons

2.1. Settlement and Expansion

Jutes, Angles, and Saxons were Germanic tribes composed of merciless warriors who raided the British Isles (See the map below).



Anglo-Saxon Settlements in Britain

The map illustrates the settlement of the three major Germanic tribes, namely the Angles, the Saxons, and the Jutes into Britain. The Angles settled in Northumbria, Mercia and East Anglia, while the Saxons settled in Wessex. The Jutes moved into the southeastern region and settled in Kent. The map depicts how the Germanic tribes contributed to the creation of the early Anglo-Saxon kingdoms.

Around 449 CE they began to establish permanent communities on the island. The Angles settled in the east and the northern Midlands, while the Jutes settled in Kent and the southern coast. They quickly mixed in with the Angles and Saxons forming the Anglo-Saxon people. The Angles' migration led to the majority of Britain being called England, meaning the land of the Angles.

During the next 200 years, the Anglo-Saxons pushed the Celts westwards into the mountains, which the Saxons called "Weallas", or "Wales" which means "the land of the foreigners" (Wall, 2015, p. 26). Other Celtic groups were driven into Cornwall and they accepted the rule of Saxon lords.

The Anglo-Saxons established a number of kingdoms, some of which still exist in county to this day. These main kingdoms were:

- Wessex that was located in south and west England.
- Mercia situated in the central region.
- Northumbria was located in the north, it included areas in north the River Humber and extended into parts of modern Scotland.
- Essex: situated in the area around present-day Essex.
- Kent: An Anglo-Saxon kingdom located in the southeast.
- East Anglia: founded eastern England and was inhabited by the Angles.
- Sussex: in the South Saxons (present-day Sussex).

The Anglo-Saxon kingdoms were unified under Wessex during the reign of King Alfred the Great in the early 10th Century.

2.2. Government and Society

The Anglo-Saxons created institutions that made the English state strong for the

next 500 years. One of these institutions was the king's Council, called the Witan. The Witan probably grew out of informal groups of senior warriors and priests who advised the king in difficult matters. By the end of 10th Century the Witan was a formal body issuing laws and charters.

The Anglo-Saxons divided the land into new administrative areas, based on shires or counties. These shires were established by the end of the 10th century and remained exactly the same for a thousand years.

In each shire there was a manor or large house. It was a simple building where local villagers came to pay their taxes. Also, justice was administered in the manor and it was the place where men met to join the Anglo-Saxon army. The lord of the manor was in charge of organizing the administrative aspect of the shire and make sure village land was properly shared. It was the beginning of the manorial system which paved the way for feudalism under the Normans. The lords were local officials, but by the 11th century they became war lords and were often called by the new Danish name earl.

3. The Vikings

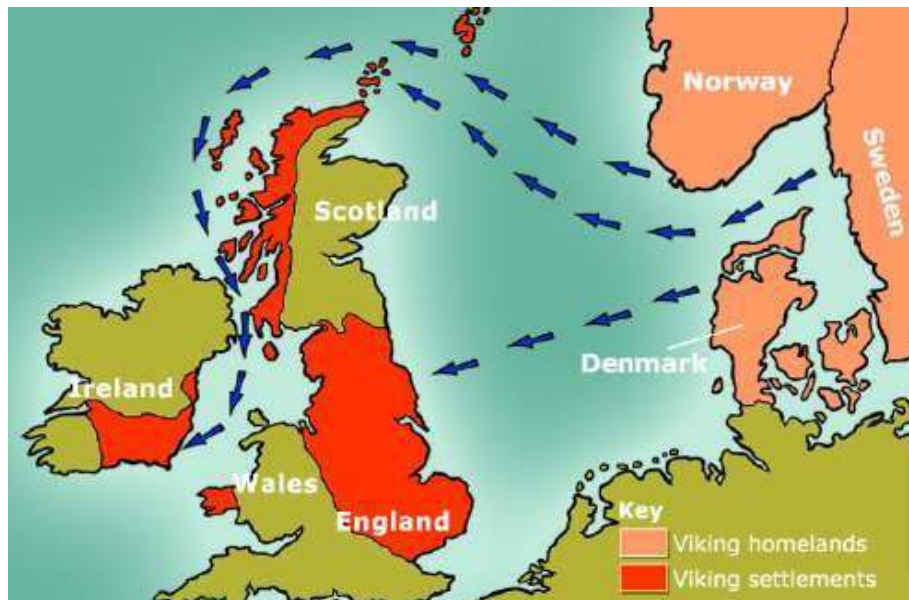
3.1. Origins and Early Invasions

Vikings were a group of seafaring people from Scandinavia (present-day Norway, Denmark, and Sweden) who established throughout areas in Europe, North Africa, and North America and engaged in raids and trade from the late 8th to the late 11th century. One theory suggests that the word "Viking" derives from Old English *wicing*, meaning "village, habitation" (Brink & Price, 2008, p. 6). However, the Online Etymology Dictionary suggests that the word comes from the Old Norse term *vikingr*, meaning someone who participates in sea expeditions or raids.

The Vikings attacked Britain as they traded goods with the Anglo-Saxons for many years. So they knew of their wealth. The first recorded Viking attack on the monastery at Lindisfarne in Northumbria took place in AD 793. This event is often considered the beginning of the Viking Age in the British Isles.

In the years that followed, villages near the sea found themselves dominated by the Vikings and soon no region of the British Isles was safe from the raids of the Scandinavian seafaring people. They attacked villages in Wales, Scotland, Ireland, and England. By 866, the Vikings arrived in York and made it the second biggest city in the country after London.

The following map illustrates the Viking expansion from their Scandinavian homelands into the British Isles (See below).



Viking Settlements in the British Isles

The arrows show the routes the Vikings took as they traveled across the North Sea to raid and settle in England, Scotland and Wales. Significant Viking settlements, marked

in red, include parts of northeastern England, where they established the Danelaw, and York which became a major Viking city in 866.

3.2. The Danelaw

The areas where the Viking settled were known as Danelaw. The word comes from the Old English “Dena lagu” to describe the region of England where Danish laws and customs were enforced.

The Danelaw covered an area east of a line on a map joining London to Chester (see the figure below).



The Danelaw is highlighted in red. The boundaries of the Anglo-Saxon territory are illustrated in brown. The Anglo-Saxons lived south of the line mainly in Wessex which was governed by King Alfred the Great.

In 886, Alfred took London from the Vikings and fortified it. The same year he

signed a treaty with the Viking leader Guthrum dividing England between Vikings and English. The Danelaw (The Viking territory) comprised the north-west, the north-east, and east of England. Alfred became king of the remaining territory.

Alfred's grandson Athelstan led an English victory over the Vikings at the Battle of Brunaburh in 937, and his English kingdom included the Danelaw. In 954, Eirik Bloodaxe, the last Viking king of York, was killed and his kingdom was taken over by English earls.

❖ **Key Definitions**

- **Anglo-Saxons:** Germanic tribes who migrated to the British Isles around 430 CE, displacing the Celtic population and establishing the basis of early English kingdoms.
- **Nordic invasions:** A series of raids, settlements, and conquests carried out by Scandinavian groups (Vikings) in Europe between the 8th and 11th centuries, affecting regions like the British Isles.
- **Vikings:** Scandinavian people who initiated the invasions of England and several other territories. They were known for their maritime skills and raiding activities.
- **Danelaw:** The region in northern and eastern England controlled by the Vikings following the Nordic invasions and characterized by Viking governance, law, and settlement.
- **Witan:** The council of Anglo-Saxon kings that evolved into a formal body advising the monarchy and issuing laws.
- **Manorial system:** A system of land management and social organization established by the Anglo-Saxons which paved the way for the feudal system in medieval England.

Conclusion

The Anglo-Saxons and the Vikings had a profound impact on Britain as they brought together their cultures that would subsequently shape the nation's identity. From the establishment of the Anglo-Saxon kingdoms to the merciless raids of Scandinavian tribes, the two groups left a permanent mark on Britain's language, governance and culture.

Anglo-Saxons contributed to the English language. Indeed, Old English was heavily influenced by Anglo-Saxon speech and it became the foundation of modern English. Similarly, Anglo-Saxon literature produced important works such as *Beowulf* which remains a cornerstone of English literature and reflects the values of heroism, paganism and altruism prevalent in Anglo-Saxon society.

Despite their reputation as merciless raiders, the Vikings were highly organized. They were not only great warriors and skillful shipbuilders but also adept traders dealing in goods such as silver, silk, and slaves. Their rich Norse mythology included gods like Odin and Thor. Over time, the Vikings integrated into the local Anglo-Saxon communities, resulting in a significant cultural exchange that helped shape the English nation.

❖ Questions to Consider

1. What were the key differences between Anglo-Saxons and Vikings in terms of culture, governance, and society?
2. How did the Danelaw influence the integration of Viking settlers into Anglo-Saxon England?
3. How did the Viking and Anglo-Saxon legacies shape the cultural and historical identity of England?

Lecture Five: The Norman Conquest

“I do think that the legacy of the Norman Conquest is still strong in Britain. Our hereditary monarchy, our established church, our ancient country structure, though hollowed out in many ways, are a direct result of what happened in 1066.”

Paul Kingsnorth — September 24, 2022.

Objectives:

By the end of this lecture, students should:

- ✓ provide an overview of the Norman conquest
- ✓ distinguish some key concepts related to the Norman Conquest
- ✓ be aware of the importance of the Norman Conquest in Britain and its consequences

Introduction

The Norman Conquest is one of the most important events in the history of England. It happened in the eleven century when an army composed of Normans and French invaded England. The Duke of Normandy, William, later known as William the Conqueror led the invasion by defeating the Anglo-Saxons in England and establishing a new regime that would have lasting consequences on English society and institutions. As O’Driscoll (2009, p. 18) puts it, “the successful Norman invasion of England brought Britain into the mainstream of western European culture”.

2. The Road to William's Invasion

As he approached death in late 1066, King Edward the Confessor was concerned about the future of his kingdom. Indeed, Edward lacked a son to succeed him and this meant the English monarchy did not have any future monarch. Edward knew that without an agreed-upon replacement, his kingdom could dissolve into chaos, as different factions would fight to take control of England.

Earl Harold Godwinson, a member of England's great noble families, ended up claiming the throne. Harold, however, was not related to Edward by blood, so this left the door open for a challenger.

3. William of Normandy

The challenger of the English throne came from France in Normandy. The Duke of Normandy William was entitled to the crown of England. He was Edward the Confessor's cousin and he believed that England was rightfully his to inherit. William gathered a powerful army comprising heavily armed knights and cavalry troops and set out to cross the English Channel and conquer the throne by violence.

In late September 1066, William and his army arrived at the coast of England. They fought against King Harold's Anglo-Saxon forces. However, Harold's army was rapidly defeated by William's troops on October 14 at the Battle of Hastings. William became king of England at Christmas in 1066. As historian Peter Rex (2012, p. 9) noted, "Duke William did not only make himself King, as others had done before him, nor did he merely add yet another cohort of nobles to the ranks of those already in power, instead he virtually eliminated the whole of the existing governing class and transferred the ownership of their estates to his own somewhat mixed collection of followers, Bretons, Flemings, Poitevins

and, above all, Normans”. William would rule the country for 21 years until his death in 1087.

4. 1066: The Turning Point at Hastings

The Battle of Hastings took place on October 14, 1066, and ended in the defeat of Harold II of England by William the Conqueror. The battle is a significant event in English history as it established the Normans as the supreme rulers of England. The following picture illustrates the Battle of Hastings. It is Bayeux Tapestry, a medieval embroidered cloth that depicts the Norman Conquest.



Bayeux Tapestry: Battle of Hastings

After the death of the childless monarch of England Edward the Confessor in January 1066, there were numerous uncertainties about who would govern England next. Edward married Edith, Godwin of Wessex’s daughter, who was part of the most influential family in England during that era. With no children to inherit his throne, the dying Edward named the Earl of Wessex Harold Godwinson as his successor.

This abrupt transfer of power posed challenges for a number of dukes and knights who wanted to rule England. Tosting, Harold’s brother, also wanted to be king, as did

Harald Hardrada of Norway, the Viking king of Norway. Harold triumphed over Tosting and Hardrada on September 25th, 1066 during the Battle of Stamford Bridge. However, Harold did not know that he would soon face an even greater threat.

Indeed, William, Duke of Normandy, was a distant cousin of Edward and asserted that King Edward had already promised him the throne in 1051. William arrived at Pevensey, England, on September 28th, 1066, and invaded the town. After securing it, he moved on to Hastings to gather his army where he and Harold would settle their differences on the battlefield.

The English army, led by King Harold, took up their position on Senlac Hill near Hastings on the morning of the 14th October 1066. Harold's tired and drained Saxon soldiers were forced to march towards the south, following the bloody fight to take control of Stamford Bridge in Yorkshire only days earlier.

William led his winning combination of Norman infantry, cavalry, and archers against Harold's poorly trained Anglo-Saxon peasants, with the total show of force running between 5,000 and 7,000 men. The soldiers from France were much better-trained than the English, and had better weapons, arches and horses. The fighting continued for most of the day with the shield wall unbroken.

Once the Saxons carefully organized formation was broken; they were vulnerable to cavalry attack. King Harold was struck in the eye by a chance Norman arrow and was killed, but the battle raged on until all of Harold's loyal bodyguard were slain. The battle lasted all day and thousands of men were killed and injured.

5. The Reign of William the Conqueror in England

After winning the Battle of Hastings, William's ruling in England marked a turning point in the nation's history. He brought about a number of important reforms that changed the social and political context.

In an effort to centralize control, he established feudalism, fostered royal authority, and started building castles. William's rule laid the groundwork for a new English society shaped by Norman customs and rule.

The king commissioned a thorough survey of his domain known as the Domesday Book in order to identify who exactly owned and rented which lands, and then he used force to convert as much as 20% of England under control.

William redistributed lands to his loyal Norman knights and barons. Then, English landowners became vassals to these powerful lords when William demanded they swear loyalty to him in the Oath of Salisbury Plain in 1068.

William created a much stronger, centralized royal government than had existed during the Anglo-Saxon period. Through this and the Oath of Salisbury Plain, William set the foundation of the feudal system in England, by which lords and their vassals paid homage to the king. As a Frenchman, and through the Normans who settled throughout the island, England became more closely tied to European affairs in the centuries that followed. The conquest created one of the most powerful monarchies in Europe, and also set the stage for rivalry with France, which would continue until the 19th century.

England was influenced by French customs, and the Norman-French language blended with the Anglo-Saxon language to create the English language.

6. Key terms of the Norman Conquest

- **Anglo-Saxon England:** Anglo-Saxon England was early medieval England starting at the end of Roman Britain, which lasted until the Norman invasion in 1066.
- **Domesday Book:** A manuscript record of the “Great Survey” of much of England and parts of Wales completed in 1086 by order of King William the Conqueror. It aimed to determine what taxes were owed during the reign of King Edward the Confessor, thereby allowing William to reassert the rights of the kingdom and assess where power lay after a wholesale redistribution of land following the Norman Conquest.
- **Edward the Confessor:** He ruled in Anglo Saxon times as a king of England from 1042 to his death in 1066.
- **Harold Godwinson:** He was the last Anglo-Saxon king of England. He died at the Battle of Hastings in 1066.

Timeline of the Norman Conquest

- ✓ **1064:** The Earl of Wessex Harold Godwinson is shipwrecked in Normandy and swears an oath of loyalty to William, the Duke of Normandy
- ✓ **January 5, 1066:** Edward the Confessor, king of England, dies without an heir creating a succession crisis.
- ✓ **January 6, 1066:** Harold Godwinson is crowned king of England though William of Normandy claimed he was promised the throne.
- ✓ **September 25, 1066:** Harold Godwinson defeats Harald Hardrada and Tostig, ending the Viking threat in the Battle of Stamford Bridge.

- ✓ **September 28, 1066:** William of Normandy lands at Pevensey on the southern coast of England with his invasion force.
- ✓ **October 14, 1066:** William the Conqueror defeat Harold Godwinson's Anglo-Saxon army in the Battle of Hastings.
- ✓ **December 25, 1066:** William the Conqueror is crowned King of England at Westminster Abbey on Christmas day.
- ✓ **1067:** William consolidates his rule and starts distributing lands to his Norman followers.
- ✓ **1068-1070:** Rebellions in Northern England and other parts of the country are brutally suppressed by William's forces.
- ✓ **1070:** William completes his conquest of England, with the submission of the Welsh.
- ✓ **1071:** William invades Scotland and defeats King Malcom III.
- ✓ **1085-1086:** William commissions the Domesday Book, a detailed survey of land ownership and resources in England.
- ✓ **1087:** William dies and is succeeded by his son, William II (Rufus).

A summary of the Norman Conquest

The three main rivals for the English throne were: Harold Godwinson, Harald Hardrada, and William of Normandy. When Edward the Confessor died, Harold Godwinson, Earl of Wessex, was immediately crowned king and became Harold II. The royal council, known as the Witan, supported him. He gathered an army to defend the kingdom. Harald Hardrada was king of Norway. He invaded Yorkshire with a fleet of ships, but was defeated and killed by Harold's army at the Battle of Stamford Bridge. While Harold II was in the north of England fighting Hardrada, William, Duke of Normandy invaded Sussex. Harold rushed back south to fight him. On 14 October 1066, Harold II fought William's army at the Battle of Hastings and lost. Harold was killed with an arrow in his. William was crowned king of England on Christmas Day 1066, but it took years more fighting to conquer the whole country.

Conclusion

Class discussion about the content of the lecture

❖ Questions to Consider

I. Circle the letter of the correct answer.

1. In what year did the Norman Conquest take place?
 - a. 1086
 - b. 1065
 - c. 1166
 - d. 1066

2. Who was the King of England at the start of the year of the Norman Conquest?
 - a. Harold Godwinson
 - b. Edward the Confessor
 - c. Harald Hardrada
 - d. William of Normandy

3. Following the death of the English King in January 1066, Harold Godwinson the Earl of Wessex, was crowned King. What relation was Harold to the previous king?
 - a. brother
 - b. son
 - c. nephew
 - d. brother-in-law

4. Harold Godwinson was also threatened by William of Normandy, who was planning an invasion from the south. What was William's claim to the throne?
 - a. Edward had promised him the throne years previously

- b. Harold Godwinson had promised to support him in 1064
 - c. all of these reasons
 - d. he was Edward the Confessor's cousin
5. What did William's army do after arriving on the south coast?
- a. they burnt towns and villages
 - b. all of these things
 - c. they went to Hastings to wait for Harold
 - d. they built a fort
6. Which of these changes did William bring to England?
- a. he did all of these things
 - b. he caused a change of language
 - c. he replaced English nobles with Norman lords
 - d. he built many castles
7. There were three men who claimed the right to be king of England. Who did the English want to be king?
- a. Harald Hardrada of Norway
 - b. Robert of Normandy
 - c. Richard Neville
 - d. Earl Harold Godwinson
 - e. William of Normandy
8. Which king died at the Battle of Stamford Bridge?
- a. King William
 - b. King Harold II

- c. King Hardrada
 - d. King Richard
 - e. King Henry VIII
9. What was the Domesday Book?
- a. A list of people who fought against William of Normandy
 - b. A story of how the English were conquered by the Normans
 - c. A list of who owned what lands in England
 - d. A book on cathedral architecture
10. Who made the first, and unsuccessful, invasion of England in 1066?
- a. Napoleon
 - b. The Turks
 - c. Harald Hardrada of Norway
11. After the Norman Conquest, which system developed fully?
- a. Catholicism
 - b. Social hierarchy
 - c. Feudalism
12. How was Harold II said to be killed?
- a. Poisoned
 - b. Drowned
 - c. Arrow in the eye
13. What was the name of Norway's invasion of England?
- a. Battle of Stamford Bridge
 - b. The Battle of Concord

c. The Battle of York

II. Answer the questions:

1. What were the key factors that led to William's successful invasion of England in 1066?
2. What was the Domesday Book and why was it significant?
3. How did the Norman Conquest change the social and political structure of England?

III. Discuss the significance of the Domesday Book. How did it get its name?

Lecture Six: England, Feudalism, and Magna Carta

“The poor, ignorant serfs had been taught to revere their masters; to believe that when their masters declared war upon one another, it was their patriotic duty to fall upon one another and to cut one another’s throats for the profit and glory of the lords and barons who held them in contempt. And that is war in a nutshell.”

Eugene V. Debs, “The Canton, Ohio Speech” — June 16, 1918.

Objectives:

By the end of this lecture, students should:

- ✓ define feudalism and its key components
- ✓ give a short summary of Magna Carta
- ✓ understand the relationship between lords and their vassals
- ✓ foster discussions on the feudal system and Magna Carta and their relevance today in modern societies

Introduction

In this lecture, students will explore the feudal system that shaped England following the Norman Conquest of 1066. They will also be introduced to a key historical document of British history, the Magna Carta.

The key components of feudalism will be defined, and the roles of each member in this system will be explained. Students will also look at the impacts of this hierarchical system on social, political, and economic spheres. Additionally, an overview of the creation of Magna Carta, the reasons of its issuance, and its historical significance will be provided.

By understanding the foundational elements of feudalism and the Magna Carta, students will recognize their enduring influence on English culture and appreciate their

relevance in contemporary discussions about authority, property ownership, and social justice, to name a few.

1. Feudal system

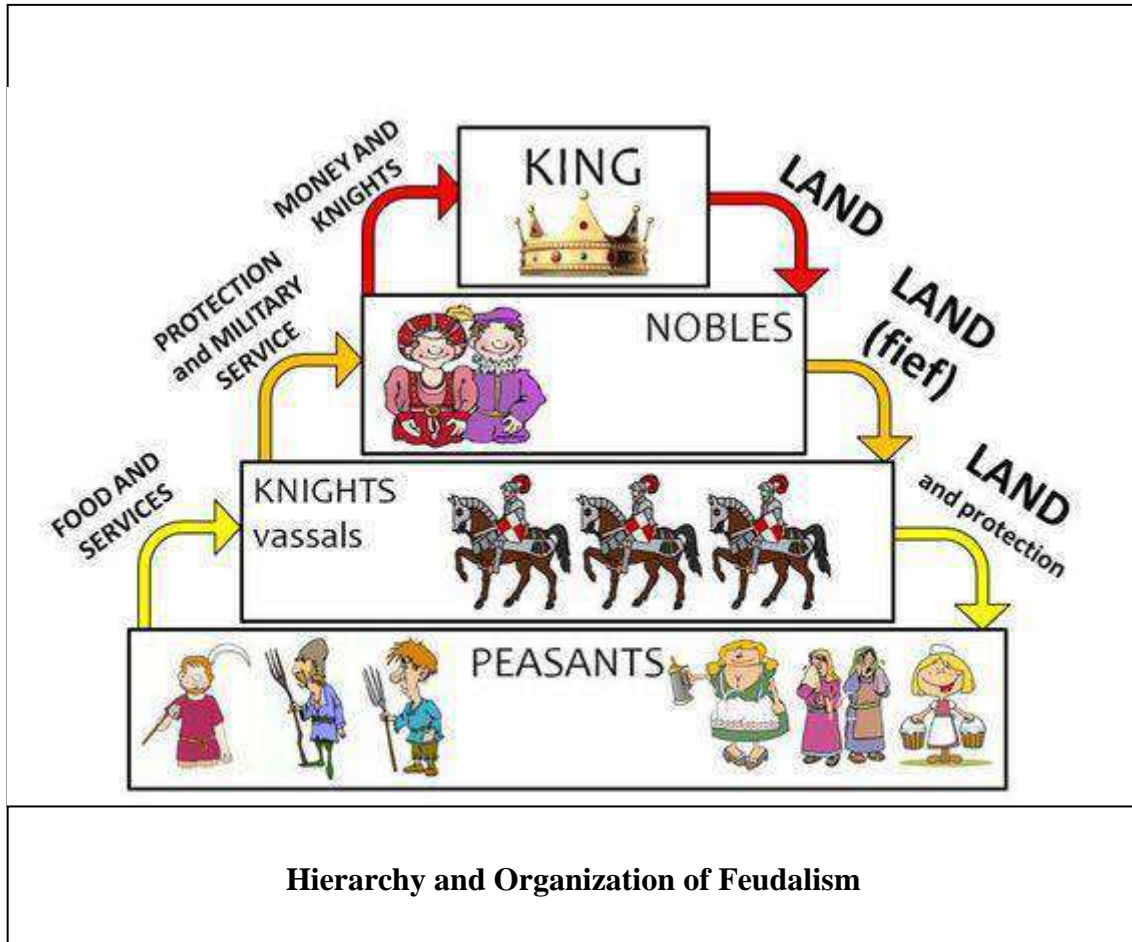
William the Conqueror established feudalism after defeating the Anglo-Saxons at the Battle of Hastings in 1066. This system was based on a hierarchy of land tenure with the king at the top distributing estates and lands to the English nobility. He gave his most trusted nobles, known as barons, lands in return of loyalty and military service. “The court was the focal point of relations between the king and the political class. It was above all a relationship of loyalty, service, and reward” (Harriss, 2005, p. 22).

The nobles then distributed their lands to vassals who promised loyalty and provided military aid. The serfs, at the bottom of the system, worked on the land and had minimal rights or freedom.

The feudal system was a way of organizing the English society into different groups based on their roles. The king was at the top of the pyramid with all of the control, and the peasants at the bottom doing all of the hard work.

As a result England was different from the rest of Europe because it had one powerful family, instead of a large number of powerful nobles. William, and the kings after him, thought of England as their personal property.

The following diagram illustrates the hierarchy and organization of the feudal system:



- ✓ The king is the most powerful entity at the top of the pyramid. He owns all the land and grants large portions of land, known also as fiefs to the loyal nobles.
- ✓ The nobles (barons) are granted land in return of military service and protection of the king.
- ✓ Knights and vassals serve the nobles by providing protection and military aid in exchange for land.
- ✓ Peasants or serfs are the bottom of the pyramid, making up the majority of the English population. They receive land to live on in exchange for their food and

services. Still, they have little or no rights and they are tied to the land, unable to leave without the lord's permission.

2. Decline of feudalism and Emergence of Magna Carta

Feudalism declined in England during the reign of King John who signed the Magna Carta in 1215, which reduced royal power and feudal obligations.

Magna Carta, means the Great Charter. It is one of the most important documents in British history as it established the principle that everyone is subject to the law, even the king, and guarantees the rights of individuals, the right to justice and the right to a fair trial.



Magna Carta (one of four surviving exemplifications of the 1215 text)

By 1215, because of years of unsuccessful foreign policies and heavy taxation demands, King John faced down a possible rebellion by the country's powerful barons. He then agreed to a charter of liberties that would place him and all of England's future sovereigns within a rule of law.

With negotiations stalled early in 1215, a civil war broke out, and the rebellious barons gained control of London. Forced into a corner, John yielded, and on June 15, 1215, at Runnymede, he accepted the terms included in a document called the Articles of the

Barons. Four days later, after further modifications, the king and the barons issued a formal version of the document, which would become known as the Magna Carta. Intended as a peace treaty, the charter failed in its goals, as civil war broke out within three months.

Magna Carta marks a clear stage in the collapse of English feudalism. Feudal society was based on links between lord and vassal. The nobles did not allow John's successors to forget this charter and its promises. Every king recognised Magna Carta, until the Middle Ages ended in disorder and a new kind of monarchy came into being in the sixteenth century.

Conclusion

Both feudalism and the Magna Carta left lasting effects on English society. Feudalism's hierarchical structure has echoes in modern class systems, and its ideas about land ownership still influence property laws today. The Magna Carta's principles of fair trial and social justice continue to resonate in contemporary legal and political debates, particularly regarding the balance of power and the protection of individual rights.

Feudalism and the Magna Carta provide a foundation for understanding England's transition to the modern age. Their legacies can be seen not only in British culture but also in broader Western legal and political traditions.

❖ Read the following passage and do the activities:

The word 'feudalism' comes from the French word *feu*, which the Normans used to refer to land held in return for duty or service to a lord. The basis of feudal society was the holding of land, and its main purpose was economic. The central idea was that all land was owned by the king but it was held by others, called 'vassals', in return for services and goods. The

king gave large estates to his main nobles in return for a promise to serve him in war for up to forty days.

The nobles also had to give him part of the produce of the land. The greater nobles gave part of their lands to lesser nobles, knights, and other 'freemen'. Some freemen paid for the land by doing military service, while others paid rent. The noble kept 'serfs' to work on his own land. These were not free to leave the estate, and were often little better than slaves.

There were two basic principles to feudalism: every man had a lord, and every lord had land. The king was connected through this chain of people to the lowest man in the country. At each level a man had to promise loyalty and service to his lord. This promise was usually made with the lord sitting on his chair and his vassal kneeling before him, his hands placed between those of his lord. This was called homage, and has remained part of the coronation ceremony of British kings and queens until now. On the other hand, each lord had responsibilities to his vassals. He had to give them land and protection.

When a noble died his son usually took over his estate. But first he had to receive permission from the king and make a special payment. If he was still a child the king would often take the produce of the estate until the boy was old enough to look after the estate himself. In this way the king could benefit from the death of a noble. If all the noble's family died the land went back to the king, who would be expected to give it to another deserving noble. But the king often kept the land for some years, using its wealth, before giving it to another noble.

If the king did not give the nobles land they would not fight for him. Between 1066 and the mid fourteenth century there were only thirty years of complete peace. So feudal duties

were extremely important. The king had to make sure he had enough satisfied nobles who would be willing to fight for him.

(Source: McDowall, D. An Illustrated History of Britain. London: Longman, 2006, pp. 23-25.)

1. Comprehension Questions:

- What is feudalism, and how is it defined in the passage?
- Describe the relationship between the king and his vassals.

2. Vocabulary Task: Word Mapping

Select five important terms from the passage (e.g., feudalism, vassal, serf, nobles). For each selected word, create a word map that includes the following elements:

Definition: Write the definition of the word.

Synonyms: List at least two synonyms.

Antonyms: List at least two antonyms.

Sentence: Write a sentence using the word in context.

Illustration: Draw a small picture or symbol that represents the word.

3. Written Expression:

Imagine you are a vassal in the feudal system. Write a short diary entry describing your daily life and your duties to your lord.

Lecture Seven: The Middle Ages

“So, as long as you can get enough to eat, and can avoid all the various lethal infections, the dangers of childbirth, lead poisoning, and the extreme violence, you should live a long time”

Ian Mortimer, *The Time Travellers Guide to Medieval England*

Objectives:

By the end of this lecture, students should:

- ✓ give a short summary of Middle Ages in England
- ✓ identify the series of wars and conflicts in Medieval England
- ✓ distinguish the hard conditions of common people

Introduction

This lecture introduces us to a key period in British history, namely Middle Ages, also called medieval period. It must be noted that Britain along with other kingdoms and nations in Europe witnessed a number of events and troubles during that period. After giving a short overview of Middle Ages in Britain, we will deal with several key events that happened in Britain and transformed it altogether. A timeline will be provided to us that summarizes the key events during Middle Ages. By the end, we will close the lecture with a discussion which highlights the importance of Middle Ages in Britain.

1. Of Middle Ages

Middle Ages or the medieval period is the time between the decline of the Roman Empire and the early modern period or the Renaissance; the time between 500 and 1500.

During most of the Middle Ages, the island of Great Britain was divided into several kingdoms. While the Roman and Norman Conquests influenced the island of Great Britain, the Romans never invaded Ireland.

The medieval period in England saw the emergence of monarchy, the issuing of common laws, and reducing the king's prerogatives after the signing of the Magna Carta. That era was also characterized by the growth of the church's influence and interference in politics, the Hundred Years War, the Black Death, the Peasants' Revolt of 1381, and the Wars of the Roses. All these dramatic events contributed to alter the British society and pave the way for the Renaissance and early modern England.

2. The Hundred Years' War (1337-1453)

The Hundred Years' War was a military conflict between England and France which fought over who would be the king of France. The war lasted from 1337 to 1453. However, it spilled over into surrounding regions such as Italy, Spain, the Low Countries, and western Germany (Villalon & Kagay, 2005, p. 25).

When the French king, Charles IV, died in 1328, he had no male heirs to the kingship. Charles' sister was Isabella, who was the mother of Edward III. Edward thought he should be king of France. However, Charles also had a cousin named Philip who thought he should be king. The lands owned by Edward in France came under attacks by the French. Edward decided to declare he had a right to the French throne because of his relation to Isabella. In England, inheritance could be gained through the mother or the father's bloodline, but in France, it could only be gained by the father's bloodline.

The hundred years' war began with victory for the English. The French fleet was destroyed at Sluys (Flanders) in 1340. Then, after a short truce, the French cavalry was dispersed by the English archers at Crecy (Flanders) in 1346.

In 1349 the Black Death struck the English nation and wiped out half of the population. Despite this, the war with the French kingdom continued and in 1356 the English achieved victory at the Battle of Poitiers. By 1360, Edward III abandoned his claim to the French throne and France ceded the southwest to England. However, war broke out again later and more battles were fought. Inspired by Joan of Arc, the French took the offensive and drove the English out of France in 1453. Two years later, the civil war broke out in England between the houses of Lancaster and the house of York (1455-1485).

3. Black Death 1349

The Middle Ages were a period marked by the Black Death. It was a form of Bubonic Plague that had been known in England for centuries. This dangerous disease caused the victim's skin to turn black in patches and it inflamed glands or buboes in the groin. The patient suffered from compulsive vomiting, swollen tongues and severe headaches. Schama (2003, p. 208) notes that "the Black Death was a knock-out blow to a world that was already hurting".

The Italian writer and poet Giovanni Boccaccio wrote in 1350 that:

Brothers abandoned each other, uncles abandoned their nephews, sisters abandoned their brothers, and wives frequently abandoned their husbands. And there is something else that is almost incredible. Fathers and mothers were loathe to visit and care for their children, almost as if they did not belong to them (Qtd. in Nardo, 2011, p. 8).

It started in the East, possibly in China, and it quickly spread across Europe and North Africa. Whole communities were wiped out and corpses littered the streets as there was no one left to bury them.

In England, the plague began in the poor, overcrowded parish of St. Giles-in-the-Field in London and spread to other areas of England. York was one city badly affected. The victims were buried outside the city walls to prevent the plague from returning.

The Black Death killed between 2 to 2.5 million people in England. One of its main consequences was the huge reduction in cultivated lands due to the death of thousands of peasants. As a result, landowners face ruin and were obliged to give farmers high wages.

By the end of the 14th century, peasants and artisans benefited from increased wages and higher grain prices.

4. Peasants' Revolt of 1381

The Peasants' Revolt of 1381 was also an important uprising in medieval England. It started in 1377 when Richard II imposed an oppressive poll tax on peasants to help finance his military campaigns in foreign lands. Another poll tax was issued two years later, in 1379. Yet another poll tax was issued within this timeframe that left peasants paying different amounts. Peasants felt the weight of the taxes and were very angry at the unfairness of the taxes issued. King Richard II was at the time only a teenager (See the picture below).



Richard II Meets the Rebels on 14 June 1381 (Jean Froissart's Chronicles)

After the Black Death ravaged Europe, there was a shortage of laborers to work the land. However, Richard II's policies aimed to reverse this trend, limiting wage increases and imposing additional burdens on the peasantry.

Peasants were able to demand fair wages for their work. However, nobles began to fight to re-gain control over land and take away the peasants' freedom. Additionally, peasants were still paying heavy taxes to help fund the Hundred Years' War between England and France.

In 1351, King Edward III passed a law that limited the wages of peasants to those that existed before the plague occurred. Those who broke the new rule were punished with fines or being placed in stocks. Exhausted by the heavy taxes and the unfair treatment, peasants captured the Tower of London.

The king met with the peasants a number of times and promised to give them what they asked for. Peasants were not organized enough to stand up to the monarchy, nor could they continue to not work for wages. Upon hearing the promises of the king, the peasants disbursed and returned to work. The king did not keep his word and consequently the peasants revolted.

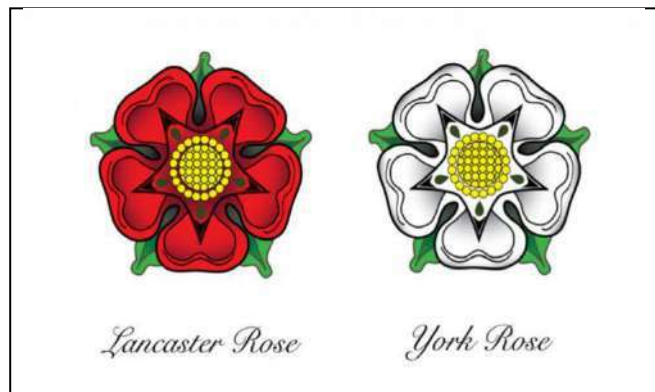
All in all, the revolt failed to achieve lasting social or economic reforms because the monarchy was very powerful and the peasant did not have agency within medieval England.

5. Wars of the Roses 1455-1485

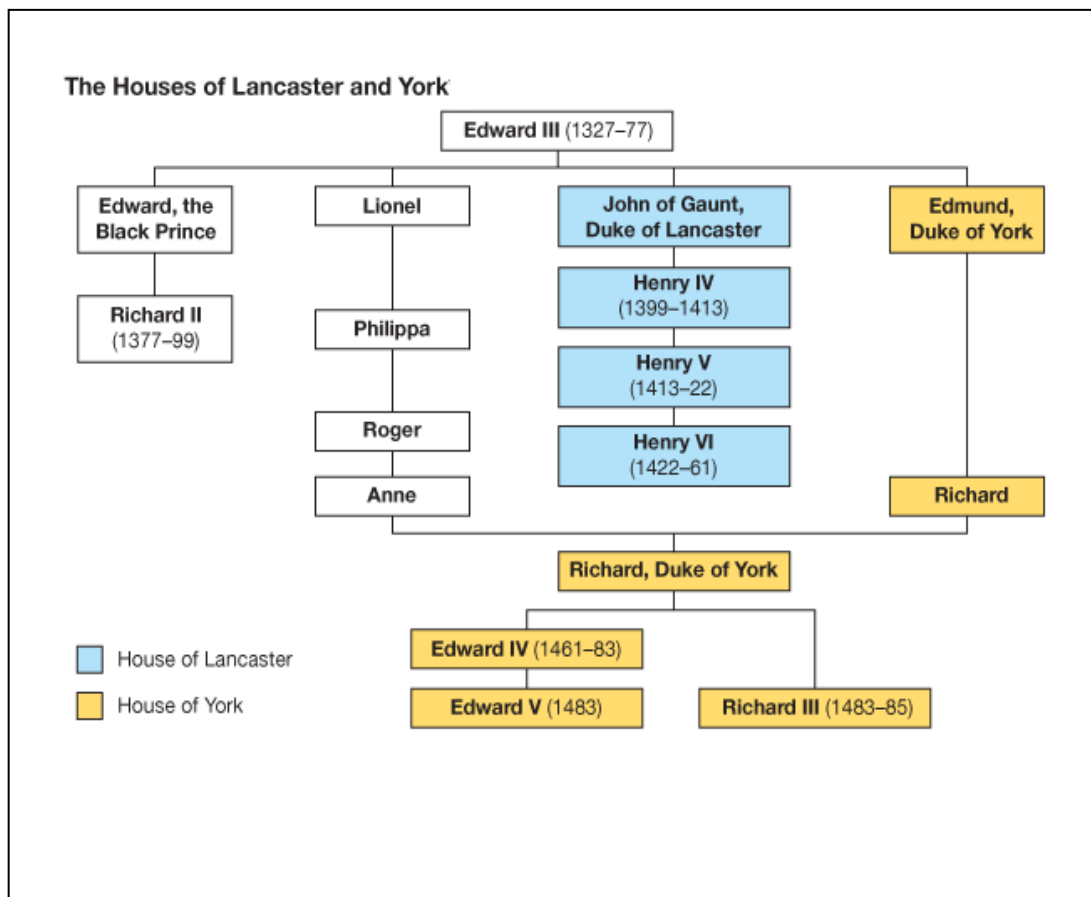
The Wars of the Roses were a series of conflicts that created chaos in England during the second half of the 15th century. Webster (1998, p. 18) points out that it is “the period from Jack Cade’s rebellion in 1450 till the Battle of Bosworth in 1485”.

The Wars of the Roses lasted thirty years and involved the two main rival branches of the Plantagenet dynasty, the Houses of York and Lancaster. Each believed they had a claim to the English throne.

They were called the Wars of the Roses because each side, York and Lancaster, chose a different color of rose to symbolize them. The York used the white rose to represent them, and the Lancaster chose red (See the picture below).



The two houses were very close as they were descendants of the same king Edward III (See the diagram below).



Tudor King Henry VII took Edward IV's daughter, Elizabeth of York as his queen when the Wars ended. They combined the white and red roses to make the Tudor Rose. Although there would still be power struggles to maintain the Tudor dynasty's power during the new king's reign, the Wars of the Roses was over.

- **Timeline of key events in Britain during the Middle Ages**

- Around 410 AD: The Roman Empire's withdrawal from Britain.
- 1066: The Norman Conquest, led by William the Conqueror, establishes Norman rule.

- 1086: Compilation of the Domesday Book, a comprehensive survey of England's land and resources.
- 1215: The historic signing of the Magna Carta at Runnymede, a significant stride towards limiting the power of monarchs constitutionally.
- 1348-1350: The Black Death pandemic causes widespread devastation to the population.
- 1337-1453: The Hundred Years' War, a prolonged conflict between England and France.
- 1381: The Peasants' Revolt, a protest against the oppressive feudal system.
- Late 15th century: The Wars of the Roses, a series of dynastic conflicts over the English throne, involving the Houses of Lancaster and York.
- 1485: The Battle of Bosworth Field, leading to the emergence of the Tudor dynasty with the reign of Henry VII. This marked the end of Middle Ages in Britain.

➤ **Summary of Middle Ages in Britain**

In the Middle Ages, Britain experienced a feudal system with a structured society led by monarchs, nobles, and the clergy. William the Conqueror's 1066 Norman Conquest introduced Norman influence, affecting language and culture. Notable constructions such as the Tower of London and Canterbury Cathedral emerged in this period. The signing of the Magna Carta in 1215 marked a pivotal moment in the development of constitutional principles. The 14th Century Black Death caused widespread devastation, and the Hundred Years' War with France played a defining role during this time. The Wars of the Roses destabilized England but also established the Tudors as a new powerful dynasty that ruled England for centuries. Henry VII's victory in 1485 marks the end of the Middle Ages in England and the start of the Early Modern period. Despite unrest in England, the era witnessed important accomplishments in the field of art, literature, and architecture.

Conclusion: Class discussion about the importance and legacy of Middle Ages on England

❖ **Questions to Consider**

1. What were the effects of the Black Death on Medieval England?
2. State the causes and consequences of the Peasants' Revolt of 1381.
3. How did the Wars of Roses impact the English monarchy and the stability of the kingdom?

Lecture Eight: The Tudors and the English Reformation

“So, as long as you can get enough to eat, and can avoid all the various lethal infections, the dangers of childbirth, lead poisoning, and the extreme violence, you should live a long time”

Ian Mortimer, *The Time Travellers Guide to Medieval England*

Objectives:

By the end of this lecture, students should:

- ✓ identify the key events in England under the reign of the Tudors
- ✓ understand the English reformation and its impact on the British society of the 17th Century
- ✓ assess the ruling of the Tudors and their legacy

Introduction

This lecture explores the impact and legacy of one of the most important dynasties in Britain: the Tudors. Indeed, this royal family influenced British life, society and politics and established itself as a powerful monarchy in England during the late 15th and early 16th centuries.

We will provide a brief overview of the Tudors by focusing on their most prominent kings and queens. Special attention will be given to the English reformation, a transformative event that reshaped British society and laid the foundation for the religious landscape of modern Britain.

Finally, we will examine the legacy of the Tudors and their contributions to British history as they played a prominent role in shaping the nation's development.

1. Brief Overview of the Tudors

The Tudors were a lineage of Welsh-English descent who ruled both England and Wales (1485-1603). Henry Tudor became King Henry VII in 1485 when his army defeated Richard III, who, together with so many of his household men and noble supporters, was slain in the Battle of Bosworth Field (Guy, 2000, p.11).

They ruled England for 118 years in total during which time they had 5 different monarchs. During their respective eras, Church and political institutions were more closely aligned and influenced each other. Monarchs relied on the clergy to make sure the common people in England heard the king's message. They supported new religious beliefs, as well as the discovery and settlement of new territories.

During the Tudor rule, England also accumulated huge levels of wealth. The Tudor era ended with the passing of Elizabeth I in 1603. As the virgin queen did not have any children, her relative James I inherited the throne.

2. Henry VIII and Reformation

Henry VIII (1509-1547) was the son of Henry VII. He formed alliances with France and Spain, the two major European powers at the time and started military campaigns to restore England's reputation.

The king wanted a male heir; however, his wife Catherine of Aragon gave birth only to a daughter, Mary. He asked the pope to annul their marriage, but the pope refused his request. As a consequence, Henry VIII broke away from the Catholic Church and founded his own Church of England. In 1534, the Parliament passed the Act of Supremacy that declared Henry VIII as the Supreme Head of the Church of England. The act marked the

beginning of the English Reformation, which separated England from the authority of the pope and the Roman Catholic Church.

The king then married Anne Boleyn, who gave birth to Elizabeth, but the marriage ended with Anne's execution. His third wife Jane Seymour finally gave him a son, Edward but she died shortly after childbirth. Henry subsequently married Anne of Cleves for political reasons. Unfortunately, the marriage was annulled after six months. The king's fifth wife Catherine Howard was also executed, and his sixth wife Catherine Parr remained with him until his death.

During the Reformation, England transitioned from being a nation to a Protestant nation as its official religion. This transformation occurred when Henry VIII and Parliament passed the Act of Supremacy that declared the king as the leader of the Church of England. Therefore, anyone who refused to acknowledge the king as the head of the church was committing a crime. Priests were compelled to pledge allegiance to the monarch and the newly established church of England.

In 1543, King Henry VIII made an important decision by passing an Act of Succession which restored Mary and Elizabeth to the line of succession after their brother Edward. Henry VIII died in 1547, and his ten-year-old son Edward VI became king. After a six-year reign, Edward died in 1553 after falling ill. His sister Mary became Queen of England after his death.

3. Bloody Mary

When Mary I, daughter of Henry VIII, ascended to the throne in 1553, she became the first female ruler in English history (Duncan, 2012, p. 21). However, before becoming queen, she had to face several challenges and plots aiming at removing her from her royal

right. Mary was called to Edward VI's deathbed but was warned that it was a plan to have her captured. This would have made it easier for her cousin, Lady Jane Grey, also known as the Nine Day's Queen, to take to the throne (Ives, 2009, p. 2).

Consequently, Mary I fled to East Anglia to claim the Throne after her brother's death and was crowned Queen. She married Philip II of Spain in order to restore Catholicism. Mary was a devout Catholic as her mother Catherine of Aragon raised her in the Catholic faith. Mary wanted to repeal Edward VI's reforms and restore the pope's authority in England.

Her persecution of Protestants in England and the burning of 280 English Protestants earned her the nickname "Bloody Mary" (Hilliam, 2005, p. 17). The first Queen of England had no children and was succeeded by her half-sister Elizabeth after her death in 1558.

4. Elizabeth I

Queen Elizabeth I was the daughter of Henry VIII and Anne Boleyn. She was the last monarch of the Tudor dynasty and reigned for 44 years and 4 months, making her the longest serving English sovereign up to that time (Kendall, 2022, p. 8).

Elizabeth I won her subjects' devotion and respect with her strong leadership. She could manage the political and religious challenges of her time in a skillful way. Under her reign, England's economy strengthened and the arts and literature flourished.

She also called Parliament to pass a religious settlement that shaped the Church of England. The Act of Supremacy (1559) made her the Supreme Governor of the Church of England. She maintained a middle ground between Catholics and Protestants, but her reign face plots against her life. The most notable was the Babington Plot, which involved Mary,

Queen of Scots. She was Elizabeth's cousin and both were granddaughters of Henry VII. Elizabeth ordered the execution of Mary for treason in 1587. In the next lecture, we will explore Queen Elizabeth I and her reign in more details.

5. Key Definitions of the Tudors

- **Tudor Dynasty:** A royal dynasty that ruled England from 1485 to 1603. It started with Henry VII and ended with Elizabeth I. The dynasty is notable for its significant political and religious changes in England.
- **Henry VIII:** The second Tudor king, known for his six marriages and his break from the Catholic Church, which led to the English Reformation and the establishment of the Church of England.
- **The English Reformation:** A religious movement in the 16th century that led to the establishment of Protestantism in England, initiated by Henry VIII's break from the Catholic Church.
- **The Act of Supremacy of 1534:** The act declared Henry VIII as the Supreme Head of the Church of England, effectively establishing the English monarchy's authority over the church.
- **The Act of Supremacy of 1559:** This act was passed during the reign of Elizabeth I and restored the monarch's supremacy over the Church of England.

Conclusion

Class discussion about the Tudors and their impact on England

❖ Questions to Consider

I. Circle the letter of the correct answer.

1. What English royal dynasty did Henry VIII belong to?

- a. Plantagenet
 - b. Windsor
 - c. Tudor
 - d. Stewart
2. Who was Henry VIII's father?
- a. Edward V
 - b. Richard III
 - c. Henry VI
 - d. Henry VII
3. What was the name given to Henry VIII's reformed Church?
- a. The Reformed Church of the United Kingdom
 - b. Church of the Poisoned Mind
 - c. Church of Great Britain
 - d. Church of England
4. What factor prompted Henry to separate from the Roman Catholic Church?
- a. He was worried about the influence the King of Spain had over the Pope
 - b. He was insulted by the Pope
 - c. A desire to have unlimited mistresses
 - d. A desire to get divorced.

II. Answer the following Questions:

1. How many wives did Henry VIII have?
2. What was the name of Henry VIII's second wife?

3. Give a short definition to the following concepts: English Reformation, Act of Supremacy of 1559, Queen Mary I.
4. How did Henry VIII break with the Catholic Church impact England politically, religiously, and socially?

Lecture Nine: The Elizabethan Era

“I have already joined myself in marriage to a husband, namely the kingdom of England”

Queen Elizabeth I to Parliament, 1559.

Objectives:

By the end of this lecture, students should:

- ✓ identify the main aspects of the Elizabethan Era
- ✓ recognize the contributions of key figures in enriching British literature and culture.
- ✓ Assess the reign of Queen Elizabeth I and her legacy

Introduction

The term “Elizabethan Era” refers to the English history of Queen Elizabeth I’s reign (1558–1603). She was among the most astute and successful of all English monarchs. She resisted demands to marry and she cultivated her image as a Virgin Queen wedded not to a man, but to an increasingly prosperous England.

Historians often depict the reign of Elizabeth I as the Golden Age in English history and it was widely romanticized in books, movies, plays, and TV series. The Elizabethan age is considered to be a time of English renaissance that inspired national pride through classical ideals, international expansion, and naval triumph.

This period saw the flourishing of poetry, music and literature. The era is most famous for theatre, as William Shakespeare and many others composed plays. It was also

an age of exploration and expansion abroad to establish colonies under English rule across the globe, including in The New World.



Queen Elizabeth I

1. Religious Conflict

Queen Elizabeth wanted a middle way between the Protestantism of her brother, Edward, and the Catholicism of her sister, Mary. She used laws passed by Parliament in an attempt to make the Church of England Protestant. This has become known as the Elizabethan Religious Settlement.

2. The Economy of the Golden Age

The Elizabethan era was a time of growing wealth and prosperity, driven by land acquisitions from monasteries under Henry VIII, which allowed new landowners to rise. Elizabeth I encouraged the middle class to engage in agriculture, shifting from peasants farming for nobles to independent citizens working for wages.

Trading companies, supported by the queen, were established to generate profits, and Elizabeth also backed sailors who gained wealth by attacking foreign ships, particularly

Spanish vessels carrying goods from the Americas. Additionally, Elizabeth profited from the transatlantic slave trade through her association with privateers like John Hawkins and Francis Drake, who were involved in violent raids in West Africa and the transportation of enslaved people to the Americas, resulting in substantial wealth for the crown.

3. The Spanish Armada

England and Spain had initially been allies. King Philip II of Spain had been married to Elizabeth I's sister, Mary, and England and Spain had been allies during war with France. When Elizabeth came to the throne, she tried to remain friendly with Spain. Philip had remained friendly too.

Tensions began to rise between the two nations when Elizabeth executed Mary Queen of Scots. Philip was particularly angered by the death of his Catholic ally. Philip had also been aggravated by the behavior of Elizabeth's privateers Sir Francis Drake and Sir John Hawkins, who made money by robbing and raiding Spanish settlements and ships in the Americas.

In the summer of 1588, Philip attempted to launch an invasion of England. This was one of the largest attempted invasions England had seen. 130 Spanish ships were sent to invade England, but Spain failed. There were several factors in the defeat of the Armada as Elizabeth's naval commanders were highly skilled. Also, strong storms scattered, and sank, many of the Spanish ships. Finally, the English ships were designed for battle. Many of the Spanish ships were not warships, and were generally used for transporting soldiers and supplies.

4. Scientific Study and Exploration

Along with a thriving economy and the flourishing arts, England's Golden Age opened an entire new world to the English realm through scientific study. Men like Sir Francis Bacon, who structured the idea of a defined scientific method, worked in England's Golden Age.

As scientific exploration boomed, so did overseas exploration. Up until this time, Spain and Portugal had dominated the New World's seas, but Elizabeth's Golden Age saw the emergence of English explorers onto the scene. There was Sir Francis Drake, the first European to pass from the Atlantic coast to the Pacific coast of South America.

Also, Henry Hudson discovered the Hudson River of New York, whereas Sebastian Cabot sailed for England and searched for the illusive Northwest Passage across North America.

The favorite explorer of Queen Elizabeth was Sir Walter Raleigh. He was the one who established the first English colony in America on Roanoke Island. We must not forget that the state of Virginia was named after Elizabeth, the Virgin Queen.

5. Expansion of the Arts

Theatres flourished during the Elizabethan period, with dedicated playhouses being built in London from the 1560s. Before Elizabeth's reign, plays were primarily religious and performed by travelling actors, but the Golden Age saw the rise of famous playwrights like Christopher Marlowe, Thomas Kyd, and William Shakespeare, whose works, such as *Hamlet* and *Romeo and Juliet*, remain iconic. Theatre became a popular form of entertainment across social classes, reflected in the design of venues, which offered both standing areas for the lower classes and seated galleries for wealthier audiences.



William Shakespeare

Conclusion

The Elizabethan Era is regarded as England's Golden Age. It was marked by significant cultural, economic, and political growth. It was a time of flourishing arts, particularly in theatre, with figures like William Shakespeare who left a rich literary legacy. The period also saw advancements in exploration, trade, and the establishment of England as a powerful maritime, especially after the defeat of the Spanish Armada. However, the era was also characterized by the exploitation of colonies and involvement in the transatlantic slave trade, which the queen permitted. Overall, the Elizabethan Era shaped the cultural and historical identity of England and left an important impact on its future.

❖ **Questions to Consider**

I. Choose the right answer:

1. Who was the queen at the time of Elizabethan England?
 - a. Queen Elizabeth I
 - b. Mary I
 - c. Queen Elizabeth III
 - d. Sir Francis Drake
2. Which person was not Protestant?
 - a. King Henry VIII
 - b. Queen Mary I
 - c. King Edward I
 - d. Queen Elizabeth I
3. The Kings and Queens in the Elizabethan Era have the power to create and abolish laws.
 - a. True
 - b. False
4. Which of the following was the Tower of London used for in the Elizabethan age?
 - a. an astronomical observation deck
 - b. a storage place for grain
 - c. a prison
 - d. a school for the royal children
5. Which country believed it had an “Invincible Armada” before 1588?
 - a. France
 - b. England

c. Spain

d. Netherlands

6. Elizabeth and Mary I belonged to what royal family?

a. Windsor

b. Stuart

c. Tudor

d. Plantagenet

7. Which English king had several of his wives killed in his obsessive quest for a male heir?

a. Edward VI

b. Richard III

c. George III

d. Henry VIII

8. Who was known as “Bloody Mary”?

a. Mary de Guise

b. Mary Stuart

c. Mary Queen of Scots

d. Mary Tudor

9. How did Mary Stuart die?

a. In a riding accident

b. Of ovarian cancer

c. By poison

d. She was beheaded

10. What was Christopher Marlowe famous for?

- a. Scientific discoveries
- b. Military leadership
- c. Writing plays
- d. He was one of the Queen's favorites

II. Answer the questions:

- 1. Why is the Elizabethan Era referred to as England's Golden Age?
- 2. How did England defeat the Spanish Armada?

III. Write a short paragraph in which you tell how much you know about the Elizabethan Era (10 to 12 lines).

Lecture Ten: The Stuarts, the Civil War, and the New Constitutional Monarchy

“The image of the Stuarts in popular mind is associated with anything but grandeur or achievement. Charles I is best known for losing the civil war and his head. Charles II is best known for his many mistresses and illegitimate children. Yet it was under the Stuarts rather than the Tudors that England emerged as a major

European and world power”

John Miller, *The Stuarts*, 2004.

Objectives:

By the end of the lecture students should be able to:

- Provide a general overview of the Stuarts and the English Civil War
- Identify the development of the constitutional monarchy in Britain
- Recognize the Glorious Revolution of 1688 and its impact on today’s Britain

Introduction

This last lecture of the British Civilization course will concentrate on the Stuart dynasty, by examining their reign, key events, and achievements. The Stuarts ruled England during a period of significant change in British history characterized by political unrest, religious conflict and the eventual creation of the constitutional monarchy.

1. Of the Stuarts

The Stuart dynasty was a Scottish royal family that ruled England, Scotland, and Ireland from the early 17th century to the early 18th century. The Stuart monarchs faced significant challenges and conflicts during their reigns. Notable figures among the Stuarts include James I, who succeeded Elizabeth I and became the first monarch of both England and Scotland. Also, another Stuart King was Charles I, who faced a civil war with

Parliament, and ultimately was executed. His son James II became king of England but was overthrown during the Glorious Revolution.

The era of the Stuarts witnessed profound political and social changes, including the establishment of constitutional monarchy, with power increasingly shifting towards Parliament. Economic shifts and changes in societal attitudes also played a role in shaping this period, leading to the emergence of a more constitutional and parliamentary form of governance in England.

The Stuart monarchs, from James I onwards, were less successful than the Tudors. They quarrelled with Parliament and this resulted in civil war. The republic that followed was even more unsuccessful, and by popular demand the dead king's son was called back to the throne. Another Stuart king was driven from his throne by his own daughter and her Dutch husband, William of Orange. The latter became king by Parliament's election, not by right of birth.

When the last Stuart, Queen Anne, died in 1714, the monarchy was no longer absolutely powerful as it had been when James VI rode south from Scotland in 1603. It had become a parliamentary monarchy controlled by a constitution.

These important changes did not take place simply because the Stuarts were bad rulers. They resulted from a basic change in society. During the 17th century economic power moved even faster into the hands of the merchant and landowning farmer classes (Jones, 1985, p. 6). The Crown could no longer raise money or govern without their cooperation. These groups were represented by the House of Commons. In return for money the Commons demanded political power. The victory of the Commons and the classes it represented was unavoidable.

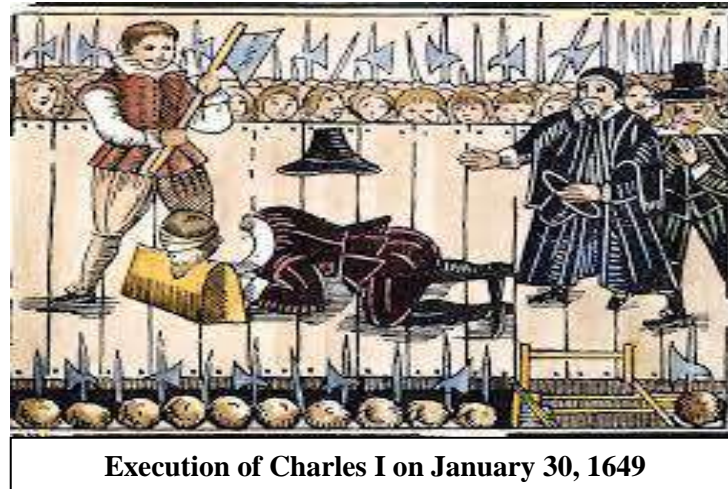
2. The English Civil War

The English Civil War (1642–1651) was a series of armed conflicts and political struggles between Parliamentarians (Roundheads) and Royalists (Cavaliers). The causes of the English Civil War included tensions between the monarchy and Parliament over issues such as taxation, religion, and the extent of royal power.

Religious differences, with Protestants and Puritans on one side and the more traditional Anglicans on the other, also played a significant role. The conflict started as Charles I attempted to govern without Parliament's approval and his perceived authoritarian rule.

The Parliamentarians (Roundheads) were led by Oliver Cromwell. They sought greater political power, religious reforms, and limitations on the king's authority. On the other hand, Royalists (Cavaliers) were supporters of the king and wanted to maintain traditional authority.

The war resulted in the establishment of the Commonwealth of England, led by Oliver Cromwell as Lord Protector. The monarchy was abolished, and Charles II, son of the executed king (Charles I), went into exile. The restoration of the monarchy occurred in 1660, marking the end of the Commonwealth period and the beginning of the Restoration era under Charles II.



We see in the above painting that King Charles I is about to be executed. As Sharpe, (2013, p. 2) contends “1649 had profound revolutionary consequences for the representation of rule, as well as for government itself”. Indeed, the year 1649 symbolizes a turning point in English history as it represents the breakdown of absolute monarchy and the assertion of parliamentary sovereignty.

3. Glorious Revolution and Constitutional Monarchy

Constitutional monarchy can be defined as an evolving system where the monarch’s powers were constrained by laws and a constitution. The new constitutional monarchy was established in England after the Glorious Revolution took place in England in 1688 by overthrowing King James II. However, it must be noted that the foundations of the constitutional principle were established with the signing of Magna Carta by King John in 1215. Indeed, Adams (1908, p. 245) argues that “the body of Magna Carta and clause 61 constitute together the first inclination of the constitution towards a limited monarchy”. In fact, Clause 61 of Magna Carta contained a commitment from John that he would seek to

obtain nothing from anyone, in our own person or through someone else, whereby any of these grants or liberties may be revoked or diminished.

James II's pursuit of Catholicism and pro-Catholic policies caused concern among the Protestant nobility and Parliament. The birth of James's Catholic successor heightened fears about a permanent Catholic monarchy. Support for James II collapsed and he fled to France, resulting in minimal bloodshed in what became known as the Bloodless or Glorious Revolution.

Prall (1985, p. 83) notes that "the Glorious Revolution of 1688 represented a crucial turning point in modern British history by decisively shifting political power from the monarchy to Parliament".

In 1689, Parliament jointly offered William and Mary (eldest daughter of James II) the crown, and William and Mary accepted the crown on the terms set out in the Declaration of Right (1689). This document that later would be enacted the Bill of Rights established 13 key clauses that limited the power of the Crown, strengthened parliamentary authority, and established certain rights for the people.

The 13 clauses of the Bill of Rights can be summarized as follows:

1. The Crown cannot suspend laws without Parliament's consent.
2. The King cannot dispense with laws or their execution without parliamentary approval.
3. The Crown cannot impose taxes without Parliament's approval.
4. Subjects have the right to petition the King without fear of punishment.
5. Maintaining a standing army in peacetime requires Parliament's consent.
6. Protestants have the right to bear arms for self-defense, as allowed by law.

7. Parliamentary elections must be free from interference by the Crown.
8. Freedom of speech in parliamentary debates is protected from legal challenge.
9. The Crown cannot impose excessive bail or fines, nor inflict cruel and unusual punishment.
10. Jurors must be properly selected and officially appointed to serve in legal proceedings in accordance with the law.
11. Crown-imposed fines and forfeitures before conviction are illegal.
12. Parliament must be convened regularly to address matters of governance.
13. The Crown cannot interfere with or obstruct the lawful proceedings of Parliament.

Similarly and as part of the Glorious Revolution, the Act of Toleration was passed in 1689, granting non-Anglican Protestants some religious freedom (Mews, 1898, p. 101).

The Glorious Revolution is considered a defining moment in the development of the constitutional monarchy in Britain. This meant the creation of a constitutional framework that limited the powers of the monarch and confirmed the rights of parliament.

Timeline of the Stuarts:

1603: James I ascend to the throne, marking the beginning of the Stuart Dynasty.

1605: The Gunpowder Plot - A failed attempt to assassinate James I and the Parliament.

1625-1649: Charles I's reign and the tensions leading to the English Civil War.

1642-1651: English Civil War - Royalists (Cavaliers) vs. Parliamentarians (Roundheads).

1649: Execution of Charles I; England becomes a republic under Oliver Cromwell.

1653-1658: The Protectorate - Cromwell's rule as Lord Protector.

1660: The Restoration - Charles II returns to the throne, monarchy restored.

1665-1666: The Great Plague and the Great Fire of London.

1679-1681: Exclusion Crisis - Debate over excluding James, Duke of York, from the throne.

1685-1688: James II's reign and the Glorious Revolution.

1688: William of Orange and Mary, daughter of James II, invited to rule - constitutional changes.

1701-1714: War of the Spanish Succession - Anne, the last Stuart monarch, oversees the conflict.

1714: End of the Stuart Dynasty with the death of Queen Anne; House of Hanover succeeds.

Conclusion

The English Civil War and the establishment of the constitutional monarchy in Britain offer crucial lessons in the balance of power, the consequences of political extremes, and the potential for peaceful political transformations. Understanding these historical events provide students insights into the development of modern democratic principles and governance structures.

The Stuarts played an important role in the development of the British constitutional monarchy. The Magna Carta, Petition of Right, and Bill of Rights emerged to shape the balance of power between the monarchy and parliament. This evolution laid the foundation for modern constitutional principles.

❖ Questions to Consider

1. Choose the right answer:

- The king, who lost the English Civil War, was tried for treason, and beheaded.
 - a. Charles I

- b. Charles II
- c. Oliver Cromwell
- d. Henry VIII
- As Lord Protector of England, he ruled according to a very strict Puritan code of ethics.
 - a. Charles I
 - b. Napoleon
 - c. James I
 - d. Cromwell
- This was the peaceful transfer of the English monarchy from James II to William and Mary in 1688, also known as the Bloodless Revolt.
 - a. French Revolution
 - b. Glorious Revolution
 - c. English Civil War
 - d. American Revolution
- This document, written in 1689, restricted the power of the monarch and protected the rights of Parliament and the people of England.
 - a. Magna Carta
 - b. Petition of Right
 - c. Grand Remonstrance
 - d. Bill of Rights
- Who fought during the English Civil War?
 - a. Catholics vs. Protestants

- b. Puritans vs. Catholics
- c. England vs. Spain
- d. Parliamentarians vs. Royalists
- Charles I died
 - a. in natural way
 - b. was executed
 - c. was killed while fighting the English Civil War
- During the reign of Charles I ...
 - a. There was tension between the king and the Parliament.
 - b. The Parliament supported the king
 - c. peace was assured
- Which term best describes the system of government headed by Cromwell?
 - a. An absolute monarchy
 - b. A democracy
 - c. A military dictatorship
 - d. A communist dictatorship
- Who were William and Mary?
 - a. The leaders of the Leveller movement
 - b. The new king and queen of England after James II was dethroned
 - c. The two favorite horses of Oliver Cromwell
 - d. The royal couple who was dethroned and beheaded in the Glorious Revolution

- What is the significance of the English Bill of Rights?
 - a. England became a constitutional monarchy
 - b. England became a dictatorship
- What is a constitutional monarchy?
 - a. A government in which a king or queen are limited by the law
 - b. A government in which the king or queen has full and absolute power
 - c. A government in which all citizens are allowed to vote for representatives
 - d. A government in which all citizens are allowed to vote directly on issues
- What is the correct chronological order of events in English history?
 - a. The Glorious Revolution-The Restoration- The English Civil War
 - b. The English Civil War- The Glorious Revolution-The Restoration
 - c. The English Civil War-The Restoration-The Glorious Revolution
 - d. The Restoration-The English Civil War-The Glorious Revolution
- Why was the Glorious Revolution Glorious?
 - a. King James II maintained his power and was pleased
 - b. Parliament killed James II and threw a party
 - c. Everyone missed Oliver Cromwell and remembered the Glory Days
 - d. There was no blood shed or death involved
- The English legislative government is called:
 - a. Congress
 - b. Parliament
 - c. Monarchial
 - d. Patrilineal

- When did the Glorious Revolution take place?
 - a. 1776
 - b. 1698
 - c. 1688
 - d. 1492

2. Answer the following questions:

- a. What were the key political and social factors that led to the English Civil War during the Stuart reign?
- b. In what ways did the Glorious Revolution of 1688 mark a turning point in the relationship between the monarchy and Parliament?
- c. What legacy did the Stuart dynasty leave on British political thought and constitutional development?

3. Write a paragraph in which you explain how England changed during the Stuarts (10 to 12 lines).

GENERAL CONCLUSION

By the end of the British Civilization course, a comprehensive conclusion will summarize the key themes and salient points discussed throughout the lectures. Also, a class discussion will follow by focusing on the importance of studying the United Kingdom's history, politics and culture.

Students should gain a deeper understanding of the complexities and the challenges present in today's world, and particularly regarding the influence of powerful Western nations like the UK. This understanding is crucial as the UK's historical and contemporary actions have a direct impact on both our country and the global community.

In short, students will be challenged to critically engage with the colonial legacies of British colonialism, the evolution of political systems and institutions, and the cultural exchanges that shape our interconnected world.

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