

## GRADE 7

# *World History and Geography: Medieval and Early Modern Times*

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The Age of Exploration to the Enlightenment*

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## Overview

The seventh grade History-Social Science curriculum builds on the lessons learned in the sixth grade, when world history and geography focused on ancient civilizations. Now in seventh grade, students will compare those lessons with **World History and Geography: Medieval and Early Modern Times**. In this course, students will analyze the social, cultural, and technological changes that occurred between A.D. 500 and 1789.

As they study this huge sweep in human history—the fall of Rome; the rising force of Islam; the New World civilizations of the Incas, Mayas, and Aztecs; and the cultures of China and Japan during the Middle Ages—students will begin to appreciate and respect the rich diversity of traditions that slowly blended as Medieval Europeans learned to span the globe. Students have the opportunity to study the contributions of these cultures in relation to the evolution of social and political structures in Medieval Europe. They will begin to discover that historic events usually have multiple causes and multiple effects.

The lessons in this unit introduce students to specific individuals and events that helped to shape our modern concepts of government and citizen participation. Through research, discussion, and simulated activities, students have an opportunity to “re-live” key events

## Coordination with Instructional Materials

The lessons and activities in this unit coordinate well with the seventh grade social studies textbook *Across the Centuries* (Houghton Mifflin). The Focus Lesson provides students with an excellent introduction to the concept of *procedural justice*—sometimes called the “keystone of liberty.” It helps students, through a simulated activity, to understand the evolution of basic human rights. They also explore differences between absolute power and democracy, that shaped our modern beliefs and values about government, justice, and citizenship. In particular, they will learn about the major figures of the Enlightenment and their influence on the ways Europeans viewed government and society. In the process, they will discuss the effect of the Enlightenment and its clash of ideas between reason and authority.

Related readings in the seventh grade textbook will help to present the lessons:

- In Chapter 17 of *Across the Centuries*, students are introduced to two contrasting forms of centralized government—absolute and constitutional monarchy. Lesson 2 (pp. 456-463) provides background on England's emerging political system with attention to the civil unrest and persecution caused by the struggles between Catholics and Protestants. Henry IV and Elizabeth I are presented as insightful rulers who sought compromise and religious tolerance.
- The literature selection for Chapter 18 in the Teacher's Edition includes an imaginary re-creation of a personal account about a historic event. In "To the Assembly for Protection" (pp. 486-489), Elizabeth Powers retells the story of the invasion of the royal palace of Louis XVI and Marie Antoinette and the subsequent imprisonment of the family. The story unfolds in the diary of Marie Therese Charlotte, her 15-year-old daughter's eyewitness account.

## Framework Connections

The unit supports the goals and curriculum strands of the *History-Social Science Framework* while connecting to the seventh grade topic, **World History and Geography: Medieval and Early Modern Times** (see pages 61-68 of the *History-Social Science Framework*.)

### Topic Connection(s)

- Early Modern Europe: The Age of Exploration to the Enlightenment

## Goals and Curriculum Strand Connections

The chart below lists goals and curriculum strands from the Framework. The phrases printed larger and in **bold** type are History-Social Science Goals and Curriculum Strands that are addressed in the lessons and activities for seventh grade. Students will explore actual historic events that helped shape our concepts of fair procedures, justice and freedom. As they re-create several famous trials, the students will learn about the major figures of the Enlightenment and their influence on the ways Europeans viewed government and society—laying the foundation for our later “experiment” in democracy. They will develop thinking and communication skills as they discuss these important turning points in history.

<b>Knowledge &amp; Cultural Understanding</b>	<b>Democratic Understanding &amp; Civic Values</b>	<b>Skill Attainment &amp; Social Participation</b>
<p><b>Historical Literacy</b></p> <p><b>Ethical Literacy</b></p> <p>Cultural Literacy</p> <p><b>Geographic Literacy</b></p> <p>Economic Literacy</p> <p><b>Sociopolitical Literacy</b></p>	<p>National Identity</p> <p><b>Constitutional Heritage</b></p> <p><b>Civic Values, Rights and Responsibilities</b></p>	<p><b>Basic Study Skills</b></p> <p><b>Critical Thinking Skills</b></p> <p><b>Participation Skills</b></p>

## *Selected Topic: Early Modern Europe, The Age of Exploration to Enlightenment*

### **Focus Lesson: *The Trial of Sir Walter Raleigh***

#### **BACKGROUND:**

Scholars and others who have studied the subject of procedural justice often claim that it is the "keystone of liberty" or the "heart of the law." Observers of world affairs have sometimes claimed that the degree of procedural justice present in a country is a good indication of the degree of freedom, respect for human dignity, and other basic human rights in that country. A lack of procedural justice is often considered an indication of an authoritarian or totalitarian political system. Respect for procedural justice is often a key indicator of a democratic political system.

People who are not familiar with the subject often place less importance on procedural justice than on other values or interests. To the average person it is sometimes difficult to believe that the way information is gathered and the way decisions are made are as important as the outcome. Some might claim, for example, that it is not so important how the Congress or the President or the courts make their decision as what decisions they make. It is sometimes difficult to be as concerned about how the police gather evidence on a suspected murderer or what procedures are used in the trial of such persons as about making right decisions and punishing guilty persons and/or putting them in a place where they cannot hurt anyone else.

#### **OBJECTIVES:**

1. To understand the meaning and significance of procedural justice.
2. To understand the legal and political implications of absolute power of the monarchy.

#### **MATERIALS**

- Chalkboard/Chalk
- Copies of "The Arrest and Trial of Sir Walter Raleigh" Handout #1
- Copies of "Evaluating Whether Procedures are Fair" Handout #2

#### **TIME NEEDED**

Three class periods

#### **PROCEDURE**

##### **Intro**

1. Ask the students to recall some major court cases in the news during the past month. List a few on the board. Using an example of one case, identify the major issue. Tell the students that in the discussion today you are not focusing on the major issue in the case but in the *fairness* of the *procedures* in the **gathering of information** and the **ways decisions are made**. It does not refer to guilt or innocence or truth or falsehood.

2. Give students the following situations and ask them to explain whether the procedures were fair and why.
  - You are accused of having done something wrong and are punished immediately without having had an opportunity to tell your side of the story.
  - You and several friends have planned to meet to go together to see a movie. When you arrive at one of the friends' homes to discuss which show the group should see, you are irritated to find that the group has already made the decision to see a film in which you have no interest, without waiting to give you an opportunity to express your opinion.
  - A city council holds a hearing during which it decides how to spend five million dollars of tax money. Notice of the hearing is published so that interested individuals and groups from the community may attend the meeting and express their opinions on how the tax funds should be used.
  - A suspected terrorist is tortured for five days before confessing to having participated in several bombings in which a number of people were killed.
3. Ask the students to comment on situations they have observed at home, school or in the community in which issues of procedural justice have arisen?
4. Discuss why procedures (procedural justice) are important? What are the purposes (goals) of fair procedures?

### **Through**

1. On the second day ask the students to read Handout #1 "The Arrest and Trial of Sir Walter Raleigh." Divide the class in half to create two casts.
2. Assign student roles in each cast to act out the arrest and trial. Ask the students to invent statements that their characters might speak and to prepare signs to identify their characters.

#### The Arrest

Sir Walter Raleigh  
 Friends of Sir Walter Raleigh (Two)  
 Sir Robert Cecil  
 Lord Cobham  
 Members of the King's Guard (Four)

#### The Trial

Lord Thomas Howard (Commissioner)  
 Lord Henry Howard (Commissioner)  
 Sir Robert Cecil (Commissioner)  
 Sir Walter Raleigh  
 King's Guard (Four)

3. Have Cast #1 present their version of the arrest and trial. Advise them to use different students for both sections of their presentations (approximately 15 characters). Following the presentation, ask students to identify which procedures they considered unfair.
4. Tell Cast #2 that they will have an opportunity to present tomorrow.
5. On the following day ask students to review Handout #2, evaluating whether procedures are fair. Tell them that after Cast #2's performance today, they will discuss fair procedures following the evaluation model.
6. Cast #2 presents Sir Walter Raleigh's arrest and trial.

## Beyond

1. Ask students to use the format of Handout #2 to take notes on the discussion following the presentation. Ask students questions related to the outline noted below:
  - a. Information Sought or Decision to be Made
    - What is the information being sought? (Evidence of whether Raleigh was involved in a plot to overthrow the King.)
    - What is the decision being made? (Whether Raleigh was guilty of treason.)
  - b. Discovery and Use of Information
    - (1) *Comprehensiveness*

How does the procedure being used increase the chances that all information necessary for a wise and just decision is discovered?

      - What steps furthered this goal and how? (None).
      - What steps did not further this goal and why? (Raleigh was denied the right to speak at his trial, to have witnesses on his side, to have a lawyer help him answer the accusations, or to confront and cross-examine his accuser.)
    - (2) *Public Surveillance*

How do the procedures used allow interested members of the public to observe how information is being gathered and/or used in the making of decisions?

      - What steps furthered this goal and how? (None).
      - What steps did not further this goal and why? (The trial was held in secret "behind closed doors.")
    - (3) *Effective Presentation*

How do procedures enable interested persons to effectively present information they wish to be considered in the decision making process?

      - What steps furthered this goal and how? (None).
      - What steps did not further this goal and why? (Raleigh was denied the right to speak at his trial, to have a lawyer help him present his side of the case, and lacked enough knowledge of the law to have witnesses on his side and to cross-examine witnesses against him.)
    - (4) *Impartiality*

How do procedures protect impartiality in gathering information and/or making decisions?

      - What steps furthered this goal and how? (None).
      - What steps did not further this goal and why? (Several of the commissioners hearing the case were Raleigh's enemies and were responsible for his arrest and trial. Also, judges and juries knew that if they set free someone the king wanted found guilty, they could be put in prison.)
    - (5) *Reliability*

How do procedures insure the reliability of the information gathered?

      - What steps furthered this goal and how? (None).
      - What steps did not further this goal and why? (The person who had brought charges against Raleigh had been tricked into doing so by one of the commissioners in order to save himself from prosecution. Raleigh was not allowed to confront and cross-examine this person.)
    - (6) *Notice*

How do the procedures provide interested persons adequate notice of the reasons for gathering information and/or the time of a hearing to enable them to make adequate preparation?

      - What steps furthered this goal and how? (None).
      - What steps did not further this goal and why? (Raleigh was not informed of the charges against him until long after his arrest or of details until his trial.)

- (7) *Detection and Correction of Errors*  
 How do procedures enable interested persons to review what was done in order to detect and correct errors?
- What steps furthered this goal and how? (None).
  - What steps did not further this goal and why? (Raleigh was imprisoned for 13 years and his requests to speak with the king to have his case reopened were all denied.)
- c. Protection of Related Values and Interests
- (1) *Privacy and Freedom*  
 How do procedures protect the right to privacy or freedom?
- What steps furthered this goal and how? (None).
  - What steps did not further this goal and why? (Raleigh imprisonment)
  - Did the procedure endanger freedom for the individual or society? (The lack of procedural safeguards endangered Raleigh and all of society.)
- (2) *Human Dignity*  
 How do procedures protect the right of each person to be treated with dignity no matter what his beliefs or actions may be?
- What steps furthered this goal and how? (None).
  - What steps did not further this goal and why? (All of the procedures used violated basic rights to proper procedures, protection of the innocent, etc.)
- (3) *Distributive Justice*  
 How do the procedures protect the basic principles of distributive justice?
- What steps furthered this goal and how? (None).
  - What steps did not further this goal and why? (Burden of imprisonment without being deserving of such treatment.)
- (4) *Practical Considerations*  
 How are practical considerations important in deciding whether or not a procedure is proper?
- What steps furthered this goal and how? (None).
  - What steps did not further this goal and why?

## ASSESSMENT

Ask students to write a summary of the Trial of Sir Walter Raleigh including commentary on the procedures followed. The commentary should include the significance of procedural justice in the trial of Sir Walter Raleigh.

## SOURCE

Reprinted and adapted with permission. *Foundations of Democracy: Authority, Privacy, Responsibility and Justice, Level V(Middle School)*, pp. 227-229. Center for Civic Education ©1993 Calabasas, CA

## HANDOUT #1

### THE ARREST AND TRIAL OF SIR WALTER RALEIGH

Sir Walter Raleigh (1554?-1618) was one of the most colorful figures in English history. Soldier, sailor, explorer, poet, statesman and scientist -- Raleigh seemed to do well in almost everything he tried.

As a young man, Raleigh caught the attention of Queen Elizabeth I of England, who was impressed by his handsome appearance, sharp wit, bold advice and daring exploits. A fierce fighter and expert seaman, Raleigh rapidly became one of the Queen's favorites.

When Elizabeth died in 1603, Raleigh had the bad luck to anger her successor, James I. This gave Raleigh's enemies, and he made many over the years, a chance to plot against him. They told the new King that Raleigh had plotted to overthrow him and put Lady Arabella Stuart on the throne. They claimed that he had planned this rebellion with the help of a man named Lord Cobham.

On the night of July 20, 1603, as Raleigh stood on the terrace of his home talking with friends, there was a loud knock at the door.

"In the name of his majesty, James I, open up," rang out a familiar voice.

Suddenly the door was flung open and Sir Robert Cecil, First Secretary to the King and Raleigh's sworn enemy, burst in. With him were several members of the King's guard.

"In the king's name I place you under arrest," Cecil said. "On what grounds?" Raleigh asked. But Cecil would not reply and Raleigh was taken away. His friends dared not protest.

Raleigh was questioned by Cecil in private. He had no chance to know the full charges against him or to confront his accusers. He was not permitted the help of a lawyer. Instead he had to rely on his quickness, wit and basic knowledge of law and the current political situation.

During the time that he was being questioned by Cecil, Raleigh learned that the First Secretary had tricked Lord Cobham into bringing charges of treason against him by telling Cobham that he, Raleigh, had accused Cobham of that crime.

A wave of hopelessness swept over Raleigh. If the King wanted him dead, there was little he could do. Judges had lost their offices and juries had been put in jail for acquitting prisoners that the king wanted found guilty.

There was almost no evidence against Raleigh. While he may have known something about the plot against the King, he was not a conspirator.

Raleigh was brought to trial on November 17, 1603. The proceedings, which were directed by a group of commissioners, took place behind locked doors.

Among the commissioners at Raleigh's trial was Lord Thomas Howard, who had fought with Raleigh as a soldier and hated him. There was Lord Henry Howard, who later admitted that he had actually started the plot against the King for which Raleigh was now being tried. Sir Robert Cecil, the man who had trapped Raleigh in the first place, was also one of the commissioners.

## HANDOUT #1 (continued)

Raleigh had prepared himself as well as possible. But since he did not have the help of a lawyer, this was a difficult task. All Raleigh was allowed in the way of a defense was ink and paper with which to take notes. He could not speak until he was given permission to do so, and this permission was almost never given. Whenever Raleigh rose to protest a point in the prosecution's story against him, or to tell his own version about what his involvement in the plot actually was, he was silenced immediately.

The "confessions" written by Lord Cobham were the most important evidence used against Raleigh. Raleigh asked that Lord Cobham be brought to court so that he could face and question him.

Lord Cobham was alive and could have been brought to the trial, but the commissioners were afraid that in this way Raleigh could prove his innocence. They refused to let Raleigh face his accuser.

The commissioners took just fifteen minutes to find Raleigh guilty. He was sentenced to be executed but, on the day his sentence was to be carried out, Raleigh's punishment was reduced. He spent the next thirteen years, until 1616, as a prisoner in the Tower of London. Whenever Raleigh would ask to speak with the King in order to have his case reopened, his request was always denied.

## **HANDOUT #2**

### **EVALUATING WHETHER PROCEDURES ARE FAIR**

A. Information Sought or Decision to be Made

B. Discovery and Use of Information

1. Comprehensiveness
2. Public Surveillance
3. Effective Presentation
4. Impartiality
5. Reliability
6. Notice
7. Detection and Correction of Errors

C. Protection of Related Values and Interests

1. Privacy and Freedom
2. Human Dignity
3. Distributive Justice
4. Practical Considerations

## **EXTENSION LESSONS**

### **A. FREEDOM OF ASSEMBLY, WAT TYLER'S REBELLION**

#### **BACKGROUND**

Americans are accustomed to organized social protest. Since the American Revolution, citizens have been vigorous in expressing dissenting views. From the abolitionist movement of the 19th century to the labor agitation of the early 20th century, to the civil rights, antiwar, and feminist protests of the recent past, Americans have taken seriously their First Amendment right of peaceable assembly. Although we generally take this right for granted, the tradition of peaceful protest is relatively new. It emerges from the difficult historical struggles of others. A glimpse into the English past can provide a valuable perspective for understanding the turbulent origins of our right to gather together to voice our grievances.

#### **OBJECTIVES**

1. Compare and contrast the effects of two historical events.
2. Explain and discuss the right to peaceful assembly.

#### **MATERIALS**

- Copies of "John Ball's Speech" Handout #3
- Copies of "Grievances Lead to Rebellion" Handout #4
- Chalkboard and chalk
- Copies of "The Death of Wat Tyler" Handout #5
- Copies of "Issues of Peaceable Assembly" Handout #6

#### **PROCEDURE**

##### **Day 1**

1. Prior to this lesson, students should have read and discussed several examples of the rise of democratic ideas in earlier historical periods of world history.
2. Distribute Handout #3 and ask students to read about the injustices experienced by the "common people" in 14th century England.
3. Discuss John Ball's speech:
  - To whom was John Ball speaking?
  - What was his main complaint?
  - What argument did he use to prove that "noblemen be no greater lords than we be"?
  - Why does he propose that those in bondage go to speak to the King?
4. Distribute Handout #4 and ask students to read the first section on "The Poll Tax." Afterwards, using a board chart PRO and CON, ask them to brainstorm reasons for and against joining with others to march to see the King.
5. Assign reading of the remainder of Handout #4 and #5 for the next day.

## Day 2

6. Give students a few minutes to review their reading at the beginning of the period before discussion.
  - What do you think was the main reason for the failure of Wat Tyler's rebellion?
  - Could the rebels have done anything differently in order to have achieved their goals?
  - Tom Paine, the American revolutionary thinker, wrote an essay in 1791 defending Wat Tyler's rebellion. Paine concluded his essay by declaring, "If Barons merited a monument to be erected in Runnymede, Tyler merits one in Smithfield." What happened at Runnymede? What happened at Smithfield? How were these events similar and different to one another? Do you agree or disagree with Tom Paine's opinion of Wat Tyler?
  - Are there places in the world today with conditions similar to those faced by Tyler and his fellow serfs?
  - The founders of our American republic were mindful of English history and most had experienced a revolution themselves. Many feared the potential danger of mob action. Why do you think they included the right to peaceful assembly in our Bill of Rights?

## Day 3

7. Explain to the class that the right of the people to peaceable assembly which appears in the First Amendment of the U.S. Constitution, did not exist at the time of Wat Tyler's rebellion. With no tradition of peaceful protest, people had no chance to legally gather together to voice their grievances. Over the past 600 years since Wat Tyler's rebellion, the right of peaceful assembly has evolved in England and the United States. In both countries, rules have been established enabling the people to exercise this right. What rules for the right of peaceful assembly do you think are reasonable? In this activity, the members of your class will have an opportunity to decide for themselves.
8. Ask the students to count off to form five small groups to discuss key issues related to peaceable assembly in order to petition government for redress of grievances. Ask the students to develop answers to each of the five questions in Handout #6. In each group, ask a student to read aloud one of the questions.
9. Ask students what responsibilities go with the right to peaceful assembly

### ASSESSMENT:

Tell the students that they will be creating a class set of rules for the right of peaceful assembly.

- a. Every group should review its answers to the questions in Handout #6 and write a one or two sentence rule for each question (five rules).
- b. Each group should write its set of rules on the chalkboard (or butcher paper).
- c. After comparing and discussing the sets of rules proposed by the groups, the class members should finally vote to decide which ones they believe are best for regulating the right of peaceful assembly in the United States today.

### SOURCE

"Wat Tyler's Rebellion" *Bill of Rights in Action*. Constitutional Rights Foundation, Winter, 1988.

## HANDOUT #3

### John Ball's Speech

Fourteenth century England was a troubled place for most people. During the Black Plague, one-third of the population died. The Hundred Years War against France put a heavy tax burden on everyone, especially the poor. The majority of people in England were serfs, the poorest segment of the population. A serf (also called a villein) struggled to feed his family and to provide services and fees to his lord. As a socioeconomic class, serfs were little more than slaves. Even free persons at this time labored hard to survive and their wages were fixed by law at a low level.

With the signing of the Magna Carta in 1215, England had been seized by the iron grasp of great feudal lords and the Roman Catholic Church. By the 1300s, voices of discontent, and even revolution, echoed throughout the land. One such voice was that of John Ball, a wandering radical priest, who preached against the wealth of the church and the injustices of serfdom. Jean Froissart, a French historian of the period, recorded one of John Ball's fiery speeches:

What have we deserves, or why should we be kept thus in [servitude]? We be all come from one father and mother, Adam and Eve. Whereby can they say or show that [the noblemen] be greater lords than we be...?

They are clothed in velvet...and we be [covered] with poor cloth. They have their wines, spices and good bread, and we have the rye bran and drink water. They dwell in fair houses, and we have the...rain and wind in the fields. And by that cometh from our labors they keep and maintain their estates.

We be called their bondsmen and [unless] we do readily them service, we be beaten. And we have no [representatives] to whom we may complain, nor that will hear us nor do us right.

Let us go to the King, he is young, and show him [our harsh conditions]...And if we go together, all manner of people that be now in any bondage, will follow us...to be made free. And when the King seeth us, we shall have some remedy, either by fairness or otherwise.

When John Ball spoke, masses of serfs flocked to hear him. Many agreed, among themselves at least, that he told the truth. His success at gathering crowds sealed his fate. Early in 1381, he was seized and imprisoned under the orders of Simon Sudbury, the Archbishop of Canterbury and chief political advisor of the fourteen year old King of England, Richard II.

## **HANDOUT #4**

### **Grievances Lead to Rebellion**

#### **The Poll Tax**

In 1380, the English Parliament met to raise more money for the continuing war against France. At the urging of the Archbishop Sudbury and Sir Robert Hales, the Royal Treasurer, Parliament agreed to assess a new poll tax. Each adult in the kingdom would have to pay. It was especially hard on the poor because it was the third such special tax in four years and the rate was the same for everyone. Both lords and serfs had to pay one shilling apiece. Though no real burden for the wealthy lords, for the vast numbers of serfs and other poor people, one shilling represented about a month's work.

Worse still, many of the King's tax collectors were corrupt. Collectors accepted bribes to remove people's names from the tax roll. Some who had already paid the poll tax had to pay it again.

In late May 1381, rebellion erupted and spread into the surrounding counties. By early June, rebels were marching into Kent, the county across the Thames River from Essex, to the south of London. On June 7, the rebels freed John Ball, the radical priest who had been jailed by Archbishop Sudbury.

By this time, a rebel leader had emerged. He was Wat Tyler, a Kent man who may have been a local craftsman or an ex-soldier. Tyler took command of a growing army of serfs, free laborers, craftsmen, war veterans, merchants, village priests, and even some local officials. All had grievances against the King's government and gathered together through their hatred of the poll tax and the feudal system. Significantly, even while they blamed Sudbury, Hales, and other government offices for their troubles, they declared their loyalty to King Richard.

Under Wat Tyler, an armed rebel force of 10,000 commoners from Kent began marching to London. Another 10,000 Essex rebels made their way towards the city along the other side of the Thames River. The two rebel armies converged on London, burning and plundering as they went.

#### **The Attack on London**

As the 20,000 seething rebels neared London in mid-June 1381, the teenage King and his government found themselves in a dangerous spot. Most of the organized royal army was out of the country fighting in Europe. The King's men hoped the rebels would soon get hungry and go home. Stalling for time, King Richard proposed a meeting with the Kent rebels at Greenwich, a place located about nine miles from London on the Thames River.

On Thursday, June 13, King Richard sailed down the river on his royal barge, accompanied by Archbishop Sudbury, Sir Robert Hales, and other supporters. Wat Tyler made the first move by sending a petition demanding the heads of sixteen lords, including those of Sudbury and Hales. Faced with an impossible demand, the King refused. Then, the men of Kent sent word that they wanted to speak directly with the King. The meeting broke off and the King returned to London. Nevertheless, for perhaps the first time in English history, a group of ordinary people with grievances against the government had met with their King.

Angered over their failure to get the heads of Sudbury and Hales, the people's army from Kent headed for London. Along the way, they burned more houses of nobles and the King's officials. Rebel sympathizers lowered the drawbridge at London Bridge, giving them direct access to the city. A short time later, other Londoners opened one of the city gates, allowing the second rebel group from Essex to enter.

## HANDOUT #4 (continued)

Rioting and fires broke out all through London that night. From his temporary residence in the Tower of London, an ancient fortress and prison, King Richard could see the flames burning bright. On Thursday night, he and his men devised a plan to save the city and themselves. First, another meeting between the King and the rebels would be arranged. Then, while the King tried to persuade the people to disperse, Sudbury and Hales would escape from the city. Everything depended on the young King remaining cool headed.

On Friday morning, King Richard rode out of the Tower on horseback to meet with a large crowd at Mile End, outside of London. While Wat Tyler was probably not there, other leaders presented the King with a list of demands that included an end to serfdom in their counties and a pardon for their rebellious actions. King Richard readily agreed to the rebel demands and ordered 30 clerks to immediately prepare charters freeing the villages of the rebel counties from all feudal duties.

In the meantime, Sudbury and Hales, the focus of the people's hate, tried to leave the Tower of London. Once discovered, a mob led by Wat Tyler attacked the Tower and captured the two men. Dragged to Tower Hill, Sudbury and Hales were quickly beheaded. The mob carried the grisly trophies through the city streets on poles and set them atop the gate at London Bridge.

## HANDOUT #5

### The Death of Wat Tyler

The blood fury of the rebellion was nearly spent. The rebels held London. Sudbury and Hales were dead. The King had agreed to end serfdom. Many of the 20,000 rebels began to go home, clutching their pardons and newly-won charters of freedom. Still, hundreds stayed on in London, burning, looting, and sometimes killing. Among them were Wat Tyler and John Ball.

On Saturday, June 15, King Richard proposed to meet again with the rebels. In a final attempt to get them to leave London, a meeting took place at a cow market, called Smithfield, just beyond one of the city walls. Several thousand people assembled to meet their King, escorted by only 200 men.

Riding a small horse, Wat Tyler approached the King, who was also mounted. Wat dismounted and addressed his King as "Brother." Wat then told him that he would not leave London unless a whole new list of demands were satisfied.

Wat Tyler's demands, probably the ideas of John Ball, included an end to all titles of nobility (except that of the King), the elimination of all church offices except for one bishop, the confiscation of all lands owned by the feudal lords and the church for redistribution to the people; and an end to serfdom throughout the kingdom. Richard agreed to everything and ordered Wat and his men to go home.

Perhaps suspecting that the King could not meet these outrageous demands even if he wanted to, Wat began to address him in a rude manner. One of the King's men shouted that Wat Tyler was the greatest thief in Kent. Wat demanded his head and drew a dagger. William Walworth, the mayor of London, moved to arrest Wat for drawing his dagger in the presence of the King. Wat stabbed the Mayor, but the dagger was turned back by Walworth's shirt of chain mail. Fighting back, Walworth finally wounded Wat in the neck and head with a short sword.

When the rebels realized what had happened, they started to draw their long-bows. Seizing the moment, the courageous boy-king spurred his horse alone into the crowd and shouted: "Sirs, will you shoot your King? I will be your captain and your leader. Only follow me." Richard's act saved the day as he led the rebels to a nearby field.

Mayor Walworth rode back to London to rally the King's supporters. Quickly, several hundred armed men returned with him to the field, where they found King Richard still talking to the rebels. Reinforced, the King's men surrounded the field.

Mayor Walworth wanted vengeance on Wat Tyler. Walworth rode back to the original Smithfield meeting place, located the dying rebel leader, and beheaded him on the spot. Tyler's head on a lance, Walworth carried it to the cowering rebels. Although the King's men wanted to slaughter the remaining rebels, Richard would not permit it. Instead, he sent them home with a pardon. When the King's forces returned to the city, Wat Tyler's head replaced those of Sudbury and Hales on London Bridge.

Once the rebellion was over, King Richard showed his true colors. He cancelled all the pardons and charters abolishing serfdom. Then, he ordered and even led a general roundup of those who had participated in the rebellion. About 20 were hanged; others were imprisoned or fined. According to one account John Ball was, "drawn, disemboweled, hanged, and beheaded as a traitor."

Wat Tyler's rebellion lasted less than a month. When it was over, the hated poll tax was suspended and it was not used again for more than 100 years. Little else had changed. One group of serfs approached King Richard when he was searching the countryside for Wat Tyler's followers. Showing the King their charters of freedom, the serfs asked if it were true that they were still in bondage. King Richard firmly replied, "Villeins ye are, and villeins ye shall remain."



## **ADDITIONAL ACTIVITIES**

### **Trials of the Past**

Governments in the past did not always live up to the responsibility to guarantee the people received fair trials. When discussing the appropriate periods, have students examine the famous trials of Joan of Arc (1431); Mary, Queen of Scots (1586); Galileo Galilei (1633); Guy Fawkes (1606); and Charles I of England (1648). Were the trials fair?

## RESOURCES

- Alderman, Clifford Lindsey. *That Men Shall Be Free: The Story of the Magna Carta*. Julian Messner, New York, 1964. This is a useful resource for students presenting King John's challenge to the church, the pope's retaliation, the revolt of the noblemen, John's vengeance, and the drafting and signing of the Magna Carta, the document that represents the beginning of the fall of law in England. It is out of print but available in libraries.
- Calliope: World History For Young People*. Cobblestone Publishing, Peterborough, NH. Published five times during the school year, this magazine can be a helpful resource for students and teachers of World History.
- Gagnon, Paul. *Democracy's Untold Story: What Would History Textbooks Neglect*. American Federation of Teachers, Washington D.C., 1987. In this Education for Democracy project chapters 8-11 will aid seventh grade teachers to better prioritize topics so that students acquire the most important learning.
- Justice: Constitutional Update*. American Bar Association Special Committee on Youth Education. Center for Civic Education. This lesson was adapted from materials found in three levels of curriculum published in *Law in a Free Society*.
- Magna Carta*. Primary Source Documents Instructional Kit. Edited by John Langdon, Davies. Jackdaw Publications, Anawalk, N.Y. Included are nine facsimiles of sections of the document, six essays "Think for Yourself Questions" and teaching suggestions. Call the publisher at 914/962-69121 or Social Studies School Services.
- Middle Ages*. Videotape, British Broadcasting Company, 1987. Part 1, "The Peasant's Revolt" examines the Revolt of 1381 from the perspectives of both the peasants and King Richard II. The living conditions of the peasants are depicted, and the problems facing the king are examined. Part 3, "The Chart", focuses on communication and trade involving England, Belgium and other lands during the late Middle Ages. Each 20 minute videotape is available from Social Studies School Service.
- Starr, Isidore. *Justice: Due Process of Law*. West Publishing Co., 1981. In a clearly written, lively style, this book explores the concept of justice as presented in the Constitution and interpreted by the Supreme Court. Through easily understood explanations of the courtroom application of "due process of law", students can better understand the provisions of the Fourth, Fifth, Sixth and Eighth amendments.
- Story, Garth. *Liberty and Justice*. San Diego Bar Association Auxiliary, 1990.
- "Wat Tyler's Rebellion". *Bill of Rights in Action*. Constitutional Rights Foundation, Winter. 1988.
- World History and Geography: Medieval and Early Modern Times*. California State Department of Education. Sacramento, California, 1994. This 7th grade publication is part of the grade-level course model series to implement the History-Social Studies Framework for 7th grade teachers. The publication includes a variety of content-appropriate instructional and learning strategies and resources and support materials beyond the textbook to implement the 7th grade curriculum.