Unit 3

Title: *Elizabeth I*

Suggested Time: 7 days (45 minutes per day)

Common Core ELA Standards: RI.7.1, RI.7.2, RI.7.4, RI.7.6; W.7.2, W.7.4, W.7.9; SL.7.1; L.7.1, L.7.2, L.7.4, L.7.5

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

**Big Ideas and Key Understandings**

We can learn from the choices of others, which, develop character and teach life-long lessons.

**Synopsis**

Elizabeth I is the biography of Queen Elizabeth who reigned in England for 45 years from 1558 to 1603. Milton Meltzer chronologically highlights her birth into parliament rule, her historical influence on England’s political system and her untimely death that brought the end to a dynasty.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently. \*See Teacher Note #1.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text-Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Reread paragraph 2 on page 511 beginning with “Elizabeth was the daughter of King Henry VIII and his second wife, Ann Boleyn”. What does the reader learn about Elizabeth’s background and the influence of her childhood in this paragraph? | Her father, King Henry VII, beheaded Elizabeth’s mother when she was two years old. She was well educated and eager. Because her mother was killed, she did not have a stable female influence in her life. Nevertheless, she grew up being cared for and “won everyone’s affection”. |
| Reread paragraph 3 on page 511 beginning with “Almost from infancy Elizabeth was trained to stand in for ruling men, in case the need should arise”. What can the reader infer about how adults viewed her? What is the author trying to convey by emphasizing the need for her to speak multiple languages? | Immediately, Elizabeth I was being molded into the woman that she would later become. She was expected to master the skills she was taught and was required to do well in school and speak more than one language. These languages represented the prominent languages that she would be in contact with as the Queen of England. |
| In the 1st paragraph on page 512, the author explains: “Even in her old age she was seen one moonlit night dancing by herself in the garden”. What can the reader infer from this information? What does it reveal about Elizabeth’s character? | The same paragraph stated, “She was a strong-willed girl who liked to give orders”. So, although she was a Queen and she liked her job, she still took time to be by herself. She enjoyed this time alone. |
| Read paragraph 1 on page 514. What does the tone of the author’s comments tell the reader about the author’s point of view of Elizabeth I? | His comments create a tone that tells the reader that he agrees with her decision not to marry. The tone implies that Elizabeth I is a strong enough leader and she doesn’t need a husband to dictate for her. If Elizabeth were to be married, there would be a chance that her power would almost be taken away from her by her husband. |
| Reread paragraph 1 on page 515. The author states, “for the English, like most people, loved spectacle.” What evidence from this paragraph supports the author’s point of view? \*See Teacher Note #2 | The text states, “The people, wild with excitement, crowding the streets….” This illustrates the people’s excitement and anticipation of Elizabeth’s coronation.  “It began at 3:00 P.M., and went on till 1:00 A.M.” This also shows the people’s exuberance in Elizabeth’s presence. |
| Connotation means an emotion attached to a word. On page 515 paragraph 1 the author states, “Other pets got rich from a monopoly on the importation of or taxation of silks, satins, salt, tobacco, starch.” What does the use of the word “pets” illuminate regarding the author’s point of view about these people? | The word “pets” has a negative connotation. It implies that they were less than equal to her. The author tells us that these people were getting rich off of the taxes and favors from the queen. |
| On page 516, in the 3rd paragraph, the author states, “She supported Sir Francis Drake on his three-year voyage around the world, profiting mightily from the immense *loot* he captured from Spanish ships taken in the Pacific.” What does loot mean in this context and what are the clues that helped you figure out its meaning? | Loot means the monetary, materialistic goods that were taken from the Spanish. The clue is “profiting mightily.” The word captured is a clue as well because it proves there was a desire for it. |
| Reread paragraph 4 on page 518 through paragraph 1 on 519. What evidence is included within this paragraph that tell of Elizabeth I during this time period. Give textual evidence. | The author provides information that shows that the queen has anger because she ordered “800 of the mostly poor rebels to be hanged and she spared the lives of the wealthy leaders so that they might enrich her.” “Elizabeth came down hard on writers that criticized her.” Also, she cut off the hands of those who lied about her. Elizabeth didn't like to be lied about or criticized and if she needed to, she would use her power to stay as Queen for as long as possible. |
| Elizabeth was known for her energy. On page 520, Meltzer stated, “Elizabeth’s energy was astonishing”. When she fell into a stupor, how did this impact the nation? | All of London became strangely silent and the nation went into mourning. This means that all the energy that she had influenced on the nation ended when she died. No one had energy. |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 512 – succession  Page 512 – alliance  Page 515 – processions  Page 515 – hideous  Page 517 – directive  Page 519 – invoked | Page 513 – mock modesty  Page 514 – enriching  Page 514 – absolute  Page 514 – reins  Page 515 – spectacle  Page 515 – relish  Page 515 – pets  Page 516 – incomparable  Page 516 – pry  Page 516 – excommunicated  Page 517 – toleration  Page 518 – intolerable |
| **Meaning needs to be provided** | Page 514 – lavish  Page 516 – pioneered  Page 517 – convey  Page 518 – ominous  Page 519 – zealous  Page 519 – seditious libel  Page 519 – sovereign | Page 514 – spendthrift  Page 516 – ruthless  Page 516 – reconciled  Page 516 – conform  Page 518 – dispersed  Page 518 – co-conspirators  Page 520 – stupor |

Culminating Writing Task

* Prompt

*Milton Meltzer writes about Elizabeth I who ruled England for 45 years. He explores a variety of themes. Choose a theme presented in the text and write a one page expository essay explaining the development of this theme throughout the text. Use textual evidence to support your response.*

* Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should guide students in gathering and using any relevant notes they compiled while reading and answering the text-dependent questions earlier. Some students will need a good deal of help gathering this evidence, especially when this process is new and/or the text is challenging!

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| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| "At the age of two she lost her mother when Henry had Anne's head chopped off." | 511 | Because Elizabeth was a princess, she was destined to be raised in grandeur, and yet because she was a princess, her father had the right to behead her mother. From the very beginning, the dichotomy of privilege and sacrifice is seen in Elizabeth's life. |
| "I am already bound unto a husband, which is the Kingdom of England." | 513 | Elizabeth is stating her sacrifice of not having a family. A family would detract her attention from what was best for England as well as relegate some power to a husband. She loved England too much to trust anyone else with its rule. |
| "Why should she, the absolute ruler of England, allow a man to sit alongside her as king?....a husband might snatch the reins of power from her and leave her with the title but not the authority…." | 514 | The author's tone in this paragraph clearly shows that he agrees Elizabeth had to sacrifice the roles of wife and mother if she planned on truly ruling England in fact as well as title. |
| "When Elizabeth became queen upon Mary's death, she said she hoped religion would not prevent her people from living together in peaceful unity." …"Pope Pius V excommunicated her, denied her right to the throne, and declared her subjects owed her no allegiance."  "A directive from the pope's office decreed that the assassination of Queen Elizabeth would not be regarded as a sin.” | 516  517 | When Mary, who was Catholic, reigned before Elizabeth, she reconciled England with Rome. In doing so, she executed any English Protestants who refused to conform. When Elizabeth became Queen she wanted English Catholics and Protestants to live together peacefully.  In taking this stand, she made an enemy of the Catholic church. So much so, that the pope declared it sinless to murder her, giving half of her subjects the right to kill her. This is just one example of how Elizabeth sacrificed her personal safety to bring peace and prosperity to her people. |
| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| "In her mature years she gave free rein of her love of jewels…"  "Her dresses were decorated with large rubies, emeralds, and diamonds and she wore jeweled necklaces, bracelets, and rings."  "She moved from one great house to another all season long, always at the enormous expense of her hosts." | 515 | These passages show the privilege Elizabeth wielded. She was showered in riches and comfort, often at the expense of others hoping for political favor. |
| "She learned history, geography, mathematics, and the elements of astronomy and architecture. She mastered four languages…." | 511 | Most people, especially women, were not educated at this time. Elizabeth's education shows the great privilege she enjoyed. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* **Sample Answer**

Queen Elizabeth I, reigned over England from 1558-1603. This long and effective leadership was marked by a life of privilege and sacrifice. From the beginning, Elizabeth's life evidenced the two sides of a successful monarch's fate. Great power comes with great sacrifices. The text states, "At the age of two she lost her mother when Henry (her father) had Anne's head chopped off." (p.511). Elizabeth was a princess, and as a result, she was raised in grandeur with every opportunity for education. Meltzer states, "She learned history, geography, mathematics, and the elements of astronomy and architecture. She mastered four languages…." (p. 511). However, because she was a princess, her father had the right to behead her mother. From the very beginning of Elizabeth's life, the dichotomy of privilege and sacrifice is seen. The love and protection of her mother was sacrificed, yet she was given unprecedented attention and education.

One of the largest sacrifices Elizabeth made was that of a husband and children. Meltzer quotes Elizabeth as saying, "I am already bound unto a husband which is the Kingdom of England." (p. 513). Here Elizabeth states outright her sacrifice of not having a family. A family would detract her attention from what was best for England as well as relegate some power to a husband. She loved England too much to trust anyone else with its rule. Meltzer’s tone clearly agrees with Elizabeth's needing to sacrifice a family for complete control in ruling England in his commentary, "Why should she, the absolute ruler of England, allow a man to sit alongside her as king? […] A husband might snatch the reins of power from her and leave her with the title but not the authority…" (p. 514).

Elizabeth, who was a protestant, placed her very life in danger to promote peace and prosperity in England. She sacrificed daily safety by incurring the wrath of the pope, a very powerful influence in the lives of her Catholic subjects. When Mary, who remained Catholic, ruled before Elizabeth, she reconciled England with Rome. As a result, she executed many English Protestants who refused to conform. When Elizabeth became queen, she wanted English Catholics and Protestants to live together peacefully. In taking this stand, she made an enemy of the Catholic Church. So much so, that the pope declared it sinless to murder her, giving half of her subjects the right to kill her. The text states, "When Elizabeth became queen upon Mary's death, she said she hoped religion would not prevent her people from living together in peaceful unity." …"Pope Pius V excommunicated her, denied her right to the throne, and declared her subjects owed her no allegiance." (p. 516). Meltzer also states, "A directive from the pope's office decreed that the assassination of Queen Elizabeth would not be regarded as a sin." (p. 517). Elizabeth's stand on religious freedom is one example of how she sacrificed her safety for her country.

Elizabeth's monarchy was not all sacrifice. She enjoyed parties, dancing, and had a love of adornment. The text says, ""In her mature years she gave free rein of her love of jewels…" (p. 515). "Her dresses were decorated with large rubies, emeralds, and diamonds and she wore jeweled necklaces, bracelets, and rings." (p. 515). Later it states, "She moved from one great house to another all season long, always at the enormous expense of her hosts." (p. 515). Clearly Elizabeth saw these extravagances as justified for the sacrifices she made.

Being an effective member of the ruling class, no matter what century the ruler lives in, is a delicate balance between privilege and sacrifice. Elizabeth's life certainly is a shining example of how she sacrificed a family and safety to ensure the peace and prosperity of her subjects, yet still enjoyed the privileges of wealth and the throne. These choices tell us of Elizabeth’s 1 character and the lessons learned throughout her life. Elizabeth was a very powerful ruler yet she had to make sacrifices.

Additional Tasks

**Note: These tasks are text-inspired rather than text-based.**

* *Rewrite the last paragraph of this biography in 1st person point of view.* 
  + Answer: Students should write as “I” using Elizabeth’s point of view. Students should indicate opinion-based statements that work in harmony with the text and can be used as alternative ending to the story. Milton Meltzer already used Queen Elizabeth I’s own quotes to conclude. Students should determine a way to do the same more thoroughly.
* What is your viewpoint of Queen Elizabeth I? What information from Meltzer’s biographical account of the Queen led you to your opinion?
  + Answer:

**POSITIVE OPINION EXAMPLE:** My viewpoint of Queen Elizabeth I is very positive. I believe that she was a great Queen and simply had to make tough decisions. Although she viewed almost intolerably the idea behind dethroning her cousin and cutting off her head, she had to do it because not doing it would have negatively affected her nation. Her cousin Mary was not a Queen that highly considered the thoughts of the people as a whole. Instead, she focused more on tyranny. Queen Elizabeth had a good heart and simply was placed in unfortunate situations.

**NEGATIVE OPINION EXAMPLE:** My viewpoint of Queen Elizabeth I is negative. She may have accomplished the tasks of improving the debt in the country or even helping to offset the consequences of the war, still, she was no different from her cousin Mary or any other Queen for that matter. She simply thought that she was “born a sovereign princess” and her decisions were ordained by God. She was just like her forefathers who enjoyed giving orders and having spies at her service. She was so selfish that she didn’t even want to marry or have children.

Note to Teacher

* This text may require chunking as it is lengthy and contains difficult vocabulary.
* Teacher will want to make note of how the word “spectacle” is used here.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.