Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DBQ Worksheet: outline \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/20 pts

Contextualization: build broader historical context that is immediately relevant to the question. (At least two Ideas)

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| Reformation- Not kind to woman (especially Protestants) Women often play no public role in Protestant Churches unlike Nuns | England was beginning a GOLDEN AGE (the Elizabethan Age) She was a Politique, Protestant. And an unmarried monarch- nobles looked to increase their power. | New Monarch- Codifying laws, taming the aristocracy/nobility, controlling warfare, bureaucracy and officials, and religious control |

Thesis:

1. Elizabeth I rule established political stability although Elizabeth battled opposing views during that time. People saw a women unfit to rule and superior to men. Even though these negative views Elizabeth I responded with strong leadership skills.
2. During her reign, there were many religious leaders who stuck to the traditional view that a woman shouldn't be of higher authority, while many of those from England accepted her rule. But from the start to the finish of Elizabeth I’s reign, the view of a woman as a ruler changed from opposing to accepting. No matter what ideas people had of her being the ruler, she responded by firmly establishing herself as the proud leader of England.
3. While religious figures, Catholic, Protestant or otherwise, were generally against the idea of a female ruler, others voice support for Elizabeth because they either hoped for personal gain, or truly believed she had the right to rule. The Queen defends her authority with prepared and unprepared speeches.

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| Argument- Topic sentence (related to one part of your thesis) (5PTs)People were against a woman ruler for religious reasons (docs 1 and 5)  | Argument- Topic sentence (related to one part of your thesis) (5PTs)Liz became a powerful leader who gained support for her ability to ruler. Docs 2, 3, 6) | Argument- Topic sentence (related to one part of your thesis) (5PTs) Liz was the epitome of a New Monarch- She centralized control and use as she saw fit. (docs 2, 4, 6 and 7) |
| ContextualizationReformation was a time of social, political upheaval- but mostly conservative. Many not ready for a woman to rule. Not kind to woman (especially Protestants) Women often play no public role in Protestant Churches unlike Nuns | ContextualizationGolden Age and a powerful Monarch- kept her in control and nobles needing to please her to win her favor (The Prince/ the Book of the Courtier)  | ContextualizationReplaced Mary- Like Henry 8th wanted to centralize power away from Parliament- England grew in power during Liz’s reign. 754 |
| Document Evidence and POVDoc 1- Knox- It is against nature and god for a woman to rule over men. | Document Evidence and POVDoc 2 Act of Supremacy- Parliament made her -“Supreme Head” of the Church of England. | Document Evidence and POVDoc 2- Liz forced Parliament to give her power over the Church (Act of Supremacy) shows her skill as a leader.Doc 7- married England to end attempts to be married (replaced as leader) Doc 3 shows her ability to rule without Parliament’s guidance |
| Document Evidence and POVDoc 5- Ed. Rishton- Catholic Priest- Elizabeth was praised like the Virgin Mary. Show contempt for Mary.  | Document Evidence and POVDoc 3- John Aylmer, friend of Elizabeth I’s tutor- Liz Shared power with Parliament (men) not as dangerous  | Document Evidence and POVDoc 6- Propaganda painting |
| **OUTSIDE EVIDENCE** Liz- Politique- but protestant- end Catholics in England. | **OUTSIDE EVIDENCE** Golden Age- | **OUTSIDE EVIDENCE** New Monarchy |
| Analysis of Augment and Evidence  | Analysis of Augment and Evidence  | Analysis of Augment and Evidence  |

1. As a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Comment on author’s background) (Author’s last name)would have naturally believed/said\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because he/she/they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Because this document is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is it likely (comment on when it was written, source of document, purpose of document, etc) reliable/unreliable/limited because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. However, because this document was written in/by/for/in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it cannot be trusted, since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. The purpose of this document is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thinking for a POV:

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| What is the author’s point of view?**POV- the influence of the following characteristic on a person’s thinking. Class, occupation, Religion, Nationality, Political Position, Eco. Stats, Gender. etc)** | PLACE AND TIME (Historical Context)Where and when was the source produced? How might this affect the meaning of the source? | **AUDIENCE (Intended Audience)****For whom was the source created and how might this affect the reliability of the source?** | REASON (Purpose)Why was this source created at the time it was produced? |

**Document 2**

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| Source: Parliament of England, Act of Supremacy, 1559.The queen’s highness is the only supreme governor\* of this realm and of all other her highness’s dominions and countries, as well in all spiritual or ecclesiastical things or causes as temporal, and no foreign prince, person, prelate, state, or potentate hath or ought to have any jurisdiction, power, superiority, pre-eminence, or authority, ecclesiastical or spiritual, within this realm. \* The first Act of Supremacy in 1534 declared Henry VIII “Supreme Head” of the Church of England. |

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| **POV** | **Context** | **Audience** | **Purpose/ Reason**  |
| **This is an official act of the English Parliament- show majority support for her** | **Early in her reign- needed support of Parliament.**  | **Liz and England, Catholics**  | **to show that Parliament is behind Liz** |

**Document 6**

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| Source: Jacques Bochetel de La Forest, French ambassador to England, report on Elizabeth I’s response to a proposed Parliamentary petition on the succession question, 1566.What they asked was nothing less than wishing her to dig her grave before she was dead . . . . [Then], addressing herself to the Lords, she said: “My Lords, do what you will. As for myself, I shall do nothing but according to my pleasure. All the resolutions which you may make have no force without my consent and authority; besides what you desire is an affair of much too great importance to be declared to a knot of harebrains. I will take counsel with men who understand justice and the laws, as I am deliberating to do: I will choose half a dozen of the most able I can find in my kingdom for consultation, and after having their advice, I will then discover to you my will.” On this she dismissed them in great anger. |

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| **POV** | **Context** | **Audience** | **Purpose/ Reason**  |
| ambassador to England- a report to his nation (neutral)  |  |  **(Queen Catherine)** | **Report to his King- he shows his support for Liz- Honestly reported** |

**Document 7**

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| Source: Edward Rishton, Roman Catholic priest, *On the Origin and Growth of the English Schism*, 1585.And to show the greater contempt for our Blessed lady [the Virgin Mary], they keep the birthday of Queen Elizabeth in the most solemn way on the seventh day of September, which is the eve of the feast of the Mother of God, whose nativity they mark in their calendar in small and black letters, while that of Elizabeth is marked in letters both large and red. And what is hardly credible, in the church of Saint Paul, the chief church of London . . . the praises of Elizabeth are said to be sung at the end of the public prayers, as the [hymn] of our lady was sung in former days. |

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| **POV** | **Context** | **Audience** | **Purpose/ Reason**  |
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**Document 11**

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| Source: Elizabeth I, speech to Parliament delivered in 1559, recorded in an official history of her reign, first published in 1615.But now (said she), that the public care of governing the kingdom is laid upon me, to draw upon me also the cares of marriage may seem a point of inconsiderate folly. Yea, to satisfy you, I have already joined myself in marriage to an husband, namely the Kingdom of England. And behold (said she), which I marvel ye have forgotten, the pledge of this my wedlock and marriage with my kingdom. (And therewith she drew the ring from her finger and showed it, wherewith at her coronation she had in a set form of words solemnly given herself in marriage to her kingdom.) |

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| **POV** | **Context** | **Audience** | **Purpose/ Reason**  |
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Paragraph: Quiz Grade-

Write one paragraph from the DBQ worksheet on the other side of this paper. Include all aspects of the rubric in your paragraph

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| Uses Contextualization to build an argument | CORRECTLY USES the content of at least 2 of the documents to support the stated thesis | POV- Analysis two document APARTS or author’s POV, context, audience, and/or purpose (CAP) | **OUTSIDE EVIDENCE** Provides an example or additional piece of SPECIFIC evidence beyond those found in the documents to support or qualify the argument.  | ARGUMENTATION Develops and supports a cohesive argument [typically supporting the thesis, if present] that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.  |

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