

UNIVERZITA HRADEC KRÁLOVÉ

Pedagogická fakulta

Katedra anglického jazyka

ENGLISH CIVIL WAR – TRACING THE CONFLICT

Bakalářská práce

Autor: Jan Petr

Studijní program: B7507 Specializace v pedagogice

Studijní obor: Anglický jazyk se zaměřením na vzdělávání
Společenské vědy se zaměřením na vzdělávání

Vedoucí práce: Mgr. Michal Pištora

Univerzita Hradec Králové
Pedagogická fakulta

Zadání bakalářské práce

Autor: Jan Petr

Studijní program: B7507 Specializace v pedagogice

Studijní obor: P- AJB, P- ONB

Název závěrečné práce: **Občanská válka v Anglii – po stopách konfliktu**

Název práce v AJ: English Civil War – Tracing the Conflict

Cíl, metody, literatura, předpoklady:

Práce seznámí čtenáře s příčinami, průběhem a důsledky občanské války v Anglii. Praktická část práce bude obsahovat pracovní listy zpracovávající danou problematiku. Práce bude psána anglicky

Garantující pracoviště: Katedra anglického jazyka a literatury Pedagogické fakulty

Vedoucí práce: Mgr. Michal Pištora

Konzultant:

Oponent: Mgr. Olga Vraštilová, M.A., Ph.D.

Datum zadání práce: 15. 11. 2012

Datum odevzdání práce: 11.5. 2015

Prohlášení

Prohlašuji, že jsem tuto bakalářskou práci vypracoval samostatně, a že jsem uvedl všechny použité prameny a literaturu.

V Hradci Králové dne 15. dubna 2015

Prohlášení

Prohlašuji, že bakalářská práce je uložena v souladu s rektorským výnosem č. 1/2013 (Řád pro nakládání se školními a některými jinými autorskými díly na UHK).

Datum: 23.4. 2015

Podpis studenta: Jan Petr

Poděkování

Rád bych věnoval poděkování Mgr. Michalu Pištorovi za podporu při psaní této bakalářské práce a za jeho cenné rady.

Anotace

PETR, Jan. *Občanská válka v Anglii – po stopách konfliktu*. Hradec Králové: Pedagogická fakulta, Univerzita Hradec Králové, 2015. 85 s., Bakalářská práce.

Cílem této práce je popsat příčiny, průběh a důsledky občanské války v Anglii. V příložených pracovních listech je mnoho úkolů, které by měly otestovat studentovu znalost jazyka i historie. Na každou etapu je pohlíženo z několika úhlů – politického, náboženského, ekonomického či sociálního. Tedy jaké politické útvary stály proti sobě v tomto konfliktu, jaká náboženství se v tomto období na Britských ostrovech vyskytovala či jaká ekonomická situace panovala před, v průběhu a po občanské válce. V teoretické části jsou také podrobně popsány nejdůležitější a nejslavnější bitvy anglické občanské války. Je zde popsáno složení armád, bojové strategie zneprátelených stran či početní ztráty v těchto bitvách. Celá práce je založená jak na knižních, tak i internetových zdrojích. Ty jsou ve většině případů české, pouze některé jsou psány v anglickém jazyce.

Klíčová slova: Občanská válka, Karel I., Oliver Cromwell, Parlament, Právo, Monarchie

Annotation

PETR, Jan. *English Civil War – Tracing the Conflict*. University of Hradec Králové, Faculty of Education, 2015. 77 pp., Bachelor Degree Thesis.

The aim of this bachelor thesis is to describe the causes, course and consequences of the English Civil War. The practical part of this work provides with two worksheets. There are many tasks for students to test their knowledge of the English language and history. Every phase is studied from the political, religious, economic, and social point of view, which means that it focuses on which political divisions stood against each other in the conflict, what types of religion appeared on the British Isles during this period, or what was the economic situation and how all that changed during the conflict. The theoretical part of the thesis is enriched with the detailed description of the most important battles of this conflict. It describes the compositions of the armies, fighting strategy of the belligerent sides and also massive loss of human lives. The information for the whole thesis has been drawn from both bibliographical and electronic sources that were in most cases translated from Czech into English. Only a few sources are written in English.

Keywords: Civil war, Charles I, Oliver Cromwell, Parliament, Law, Monarchy, Great Britain

Content

Introduction	9
1 The causes of the English Civil War	11
1.1 Social and economic reasons	11
1.1.1 Religion	12
1.2 Political reasons	13
1.2.1 The rule of James I	15
1.2.2 The rule of Charles I	18
1.3 Long Parliament	20
2 Beginning of the conflict	22
2.1 Scottish rebellion	22
2.2 Irish rebellion	23
2.3 The conflict between the king and the parliament	24
3 Consequences of the English Civil War	31
3.1 The Protectorate	34
3.2 The rule of Charles II	37
3.3 The rule of William III, Prince of Orange, and the Glorious Revolution	39
3.4 Civil strife	41
3.5 Summary	42
4 The major battles	43
4.1 Edgehill	43
4.2 Marston Moor	45
4.3 Battle of Naseby	47
5 Student's handouts	50
5.1 The first student's handout	51
5.2 The first task: Pronunciation of some difficult words	54
5.3 The second task: The comprehension of the new words	58
5.4 The third task: The grammar, usage of past, present and future tenses	62
5.5 The fourth task: Listening, true x false questions	67
6 The second student's handout	72
6.1 The first task: Questions, gradation of adjectives	75
6.2 The second task: Form of verbs, changing of word forms	78
6.3 The third task: Quiz	80
Conclusion	82
Sources	84

Introduction

The chosen topic of the English Civil War is attractive for its extensiveness, complexity and the fact that it formed Great Britain into the modern state. The events that occurred during this conflict were extremely unique, and they had a huge impact on the whole Europe. It is a great topic, because there is so much to study from politics and religion to economic and social aspects of the period. There are simply many items that can be studied in various ways. The number of bibliographical and electronic sources is also sufficient to cover this topic.

The first chapter of the thesis focuses on the social and economic reasons that caused the civil war, and there is also described the life of the rich and the poor. It also focuses on the changes that appeared at the beginning of the 17th century; the middle class started crushing the poor and the rich and the Stuart dynasty was trying to deal with the disadvantages they had from the earlier years. The part of this chapter that deals with another social aspect, religion, which was one of the biggest causes of the conflict, is also very important. It begins with describing the relatively stable religious situation, because George Abbot as the Archbishop of Canterbury acted like a religious „peacemaker“. Then the bachelor thesis describes the figure, who caused so much damage, William Laud, who wanted liturgical reformation and uniformity (ceremonies in the Catholic style). It continues with the description of the Church of England, Puritanism, Presbyterianism in Scotland, and very complicated situation in Ireland where Catholicism was involved.

The old-fashioned behaviour and inability of each king to see a new age of the Parliament are described in the chapter that focuses on political reasons that caused the war. This chapter also contains two subchapters that deal with their rules.

The war itself is described in the chapter on the Long Parliament where the most important figures of the king's opposition are introduced. The chapter also reveals the wish of the Parliament to have the same political power as the king. The Scottish and Irish rebellion was one of the first military conflicts leading to the primary conflict between Charles I and the parliament. This chapter also observes the changing position of the Parliament and king, the rise of the famous enemies of the Crown (Oliver Cromwell, Thomas Fairfax), and it also mentions the greatest battles and the ultimate fall of Charles I.

The last chapter focuses on the consequences of this conflict. Some significant changes, for instance the replacement of the English Monarchy with the Commonwealth

of England and then the Protectorate run by Oliver Cromwell as Lord Protector, are mapped there. It ends with the Glorious Revolution when William III, Prince of Orange, practically put an end Stuart dynasty.

The aim of the bachelor thesis is to show what England had to endure to fulfil its true potential and how the system of the government changed over those years. The historical topic can be also used to improve students' knowledge of the English language and history through the student's handout.

1 The causes of the English Civil War

The English Civil War was a crucial period of the English history during which many important changes happened. England that we know today was formed by this great event, and many things like processes in politics and social life were moulded by the English Civil War. The causes of the civil war cannot be explained in a simple way, because this conflict was extremely complicated and extensive. The major causes that led into the war were economic and religious reasons, and also dissatisfaction with the rule of James I and Charles I.

1.1 Social and economic reasons

The Stuarts (1603-1688) were not a successful dynasty, because they were not open to modern ideas of the parliament. The civil wars, revolutions and republican experiment happened in the period when the Stuart dynasty reigned, but nothing was as important as the consequences of birth rates reduction. In the half of the 17th century the English population reached 7, 7 million, but after some time there was a decrease to 7, 3 million because of the created habit to get married in later age.¹

According to Morgan, the reason for getting married in later age was to save up for a house, which was extremely difficult, and there were also restrictions on having children. Death rate was at its peak because of famine, and many dynasties stopped existing. Improving of farming production and roads helped to prevent people from dying. This author also supposes that in 1640 London was the biggest city in England with half a million people and it dominated in trade, government, and politics. London was flourishing at the expense of other big cities like New Castle, Bristol, and Norwich. In the 17th century more and more people moved away because of the law which affected people who moved from parish to parish to find a free land and build a cottage there. They wanted to have a better life and employment.²

The redistribution of property at the expense of the rich and the poor in favour of the middle class was another huge problem. The biggest incomes for the treasury were from lessees and feudal services. People who owned land, but were not self-sufficient, suffered from the increasing prices of food. The poor had difficulties finding a job and the wages

¹ MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, p. 263.

² *Ibid.*, p. 264.

were reduced. These issues led to the increase of landless labourers who sympathized with the middle class.³

Canny believes that on the other hand, homesteaders, yeomen, and traders produced surplus which was sold for high prices. They expanded the capacity of activities, not its productivity. The gentry (yeomen, traders, homesteaders) and peers had a strong social position, but others like shoemakers, lawyers and businessmen had an economic position in society. The gentry were given land, they did not take care about their income and they were extracted from society for one purpose: to rule. The direct consequence for the rich and the poor was that they were oppressed by the middle class.⁴

This all led to more democratic society where the middle class was not afraid of the Crown so much and slowly started to control the development in the country. The inability of the kings of the Stuart dynasty led to many discords with the Parliament and it culminated in the civil war.⁵

The mixture of religion was also very problematic social aspect, because there were many more or less radical sects who wanted the purity and the reformation of the Church of England. Presbyterianism, Protestantism and Catholicism are based on different philosophies and it was extremely difficult to establish freedom of religion during and even after the era of the civil war.⁶

1.1.1 Religion

By the words of Davies, George Abbot, who was the Archbishop of Canterbury, acted like a religious “peacemaker”. However, when he was replaced by William Laud (1573–1645), the Puritans started to protest, because Laud and the king wanted a liturgical reformation and uniformity (ceremonies in the Catholic style). He was an anti-Calvinist and anti-Puritan and he was in the favour of the king and Buckingham Palace, because he believed that king had the divine right to rule. Charles I supported Arminians, which was the wing of the Church of England named after Dutch theologian Jacobus Arminius. This was one of the major aspects leading to the English Civil War.⁷

³ Ibid., p. 263

⁴ CANNY, N. *The Oxford history of the British Empire: The Origins of Empire*. New York: Oxford University Press Inc., 1998, pp. 298–306.

⁵ Ibid., p. 298 – 306.

⁶ Ibid., p. 298 – 306.

⁷ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, pp. 426–431.

Ireland was in deep conflict situated in Ulster where the centre of the Presbyterians was. The growing hate of Englishmen against the inhabitants of Ulster, and Catholic reformation which struck to Ulster land were the main reasons why all of the Gaels Irishmen gathered. The control of “the Old Englishmen”, who were Catholics, but supported the English Government on the other side, was lost because of strengthening Catholicism. In this situation, Thomas Wentworth (1593–1641), the Governor of Ireland, had a vision of a self-sufficient country. He created the efficient administration and used the opportunity of great military potential. In order to achieve his dream, Wentworth made enemies everywhere. He supported Laudian’s reformations, which was inadmissible for “the New Englishmen” (the Protestant land owners who colonized Ulster and Munster in the 17th century). On the other hand, having settled Connaught, he enraged “the Old Englishmen” (the descendants of colonists from pre-Elizabethan period). From 1634 to 1635, the Irish Parliament was summoned only to be informed about the prohibition of non-government trade, which outraged all of its members. Wentworth was removed from the office and returned back to England with a reputation of a dangerous administrator of the king and also with a reputation of a supporter of the Irishmen.⁸

According to Canny, the situation in Scotland was getting worse and worse, because even in the period of James I the Scots refused his effort to transform the Scottish Church into the Church of England. After the death of James I, there was no assembly of the people for twenty years and a threat of rebellion of the underground secret assembly was dangerously presented. Scotland was in serious crisis and very high taxes and cancelling property rights of all vassals on rented land did not help that matter. The crucial moment was when the highest Church dignitary, Spottiswood, became the Chancellor.⁹

1.2 Political reasons

The Stuarts were not fond of the new development in England, but due to insufficient funds, they could not change it. On the other hand, England was the least indebted country in Europe thanks to the profit from trade. In the 16th and 17th centuries, the rulers threatened people with a foreign and often non-existing tyrant who could invade their land and they set up taxes for war expenses. When the threat disappeared, taxes continued. However, this trend of intimidating of people by an enemy (in this case Spanish army)

⁸ *ibid.*, p. 426–431.

⁹ CANNY, N. *The Oxford history of the British Empire: The Origins of Empire*. New York: Oxford University Press Inc., 1998, pp. 330–342.

and setting up the taxes was not executed by Elizabeth I. Instead, she sold the land to the middle class to cover the war expenses leaving future kings vulnerable to loans. The Stuarts always had a balanced budget, but they did not have enough money to go to war. Before the civil war, there was no political committee and there were only few soldiers, but after 1660 it grew to a number of three thousand men. In 1643 and 1644 the number increased to one hundred and fifty thousand well-armed men. Then the amount was being slowly reduced. The Crown had only the limited power to rule the country and its bureaucratic power was weak because it consisted only of two thousand collars (including cooks and stablemen) and one thousand state collars before the conflict.¹⁰

According to Miller, everything began during the last years of the rule of Elizabeth I when some serious threats (uncertain succession, quarrelled religious parties and continental interest in the conflicts between England and Ireland) appeared. It all became better in the 1620's and 1630's when England experienced one of the most non-conflict periods of all the time in the first forty years of the rule of the Stuarts dynasty. The Catholic community reconciled with being pushed away (discriminatory taxes), but they were not persecuted. The Puritans did not want a new religious structure, but only to enrich the *Book of Common Prayer* with their rituals and services. The tension in the country was also slowly falling down because of wars in continental Europe. No plundering, no disturbance and even minimal executions of peers appeared in that period.¹¹

It seemed that everything was under control in this stage, but the unfortunate action of Elizabeth I (selling the land to the middle class) showed what a huge impact it had during the reign of James I and Charles II, because money and religion always were the biggest causes of discords between kings and parliament.¹²

The religion was stable in this period and it got even more stable during the reign of James I. However, when Charles I ascended the throne and pushed Catholicism, the problems started appearing.¹³

¹⁰ MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, pp. 272–275.

¹¹ MILLER, J. *Odložený zrod Leviatana: krize raně Stuartovské monarchie (1603-1641)*. Praha: Argo, 2006, pp. 55 - 60.

¹² Ibid., pp. 55 - 60

¹³ Ibid., pp. 55 - 60

1.2.1 The rule of James I

Davies says that James I was not arrogant or haughty, but well educated and he brought peace and wealth to England. He was forced to overcome a neurosis brought about by his parentless childhood, being raised to believe his mother had killed his father, and the murders of three of his regents. He was the king of France, Scotland and England and his godmother was the Queen Elizabeth I. His mother Mary became a Catholic and she engineered a plot against Protestant Elizabeth I who found out about it and executed her. The new king was aware of it and he did not want to start any religious conflict. He never was a Catholic unlike his wife Anne of Denmark, but he had a great respect and recognition for Catholicism. He spoke Latin, French, and English, and he contributed to literature.¹⁴

He was raised in a Calvinistic way and he wanted to have king's property and the divine right to rule, but England changed, because obedience to the monarch disappeared with the last Tudor. England kept peace with Spain and had Scotland under its rule. Europe lost an ally on the island and aristocrats were given great power by the Tudor dynasty. The biggest problem was the privilege of the king versus the privileges of the subjects. The king hated them, but he was not able to do anything about their privileges. James I often summoned the Parliament without supervision and he pushed through medieval privilege of the kings (big harbour duties, new taxes) because of the economic crisis in Europe. In 1584, there was a meeting in the Hampton Court where he declared that Elizabeth's installation would not change and he rejected the Puritans and Presbyterians. The Catholics were informed by the Pope that they could not show their worldly loyalty to the king. That was the reason for penalizing a Catholic plot led by Robert Catesby who wanted to kill the Members of Parliament and the king himself with bombs. That was the first step that led into feeling hatred for the Catholic Church in England.¹⁵

At least the head of the Puritans, Doctor John Reynolds, made a suggestion to write the new Bible (without celebrating any religious faction) and the king agreed. Three hundred priests were working on it for thirty years without revision and when the book was published in 1611, it was a huge success, because it created a permanent literal and religious bond among the English speaking nations. Later, James I and his friend, Lord

¹⁴ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, pp. 412–415.

¹⁵ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, p. 112.

Chancellor Francis Bacon, were much more against the parliament. The biggest conflict was about the contradictory prerogatives of the king and the authority of the law approved by the parliament. It was summoned only for the purpose of dealing with the economic crisis, not for approving the laws, but the best judge, Coke, had a suggestion that the Crown should not have controlled this, but judges should have. It was unacceptable for James I, because judges were being chosen by the king and they could also be dismissed from their post only by him. Coke was dismissed from his post in 1616. However, six years later he came back to the House of Commons and created the opposition defending English heritage against the future king. The son of James I, Charles I, was furious at the opposition.¹⁶

According to the words of Davies, his biggest flaws were clumsiness, love for hunting, and irritability. The king's courtyard was filled with misappropriation and scandals like murders and the homosexuality of the king. People were offended by it and they did not want to pay taxes. James I had a great affection for George Villiers, the First Duke of Buckingham, which had tragic consequences. However, entering his post, he was a caring husband and father.¹⁷

Having been enthroned in Westminster Abbey on 25th of July, James I got his biggest idea of absolute institutional, political, social, and religious bond in England, which was not completed. He had theoretical and even the first practical measures and so he gave three main requests to the parliament: The Members of the Parliament should have worked on the project of an extensive union, canceled laws which made mutual relations impossible, set up the free trade and set up naturalization of all of the Scots who were born before enthroning James I to English subjects. The Parliament lukewarmly welcomed the appeal of James I and they were studying public opinion for two years. The king, disgusted by this situation, started to rule by decree declaring him as the "King of Great Britain, France and Ireland". Then he renamed English-Scottish borderlands to the Middle Shires and he made a unified English currency.¹⁸

According to Davies, Scotland did not want to unify with England, because the Scots feared James I becoming a monarch. Meanwhile, England did not renew the alliance with France and the Parliament acted regardless of Scotland. The last stand of the king on this

¹⁶ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, p. 418.

¹⁷ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, pp. 418–419.

¹⁸ *Ibid.*, pp. 420–426.

cause was in Whitehall on 31st March 1607 when he admitted all his misconduts. However, the Scots did not accept the apology of the king. (Not having been able to make the Parliament proceed, he at least achieved to cancel oppressive legislation on 2nd May 1607. The king gave himself the title of the “King of Great Britain” which was accepted overseas, but not in England or Scotland.¹⁹

Kovář says that James I was the king of four kingdoms – England, Wales, Scotland and Ireland. Each country had its own religious arrangement at the beginning of the 17th century. The English establishment was as follows: The followers of the Broad Church joined the followers of the High Church, and together they were set against the followers of the Lower Church and their religious beliefs. Ireland had a little from the English establishment, because there was the majority of the Catholics who fought against the dangerous Presbyterian minority settled in Ulster. The Scottish establishment fought with the Episcopal and non-Episcopal wings inside the Scottish Church. The Highlands of Scotland had a great Roman Catholic tradition. The following problem arose from extremely complicated division of the Churches. There was a growing unease in every area, because the radical sects operated there and it had an increasing influence on all the inhabitants. For example, the Puritans wanted strict laws against the Catholics.²⁰

James I wanted to be in the position of a peacemaker in continental Europe, so he concluded an alliance with Spain. Daughter of James I was married to an elector Friedrich, who was the Czech king and a Protestant. Meantime, Sir Walter Raleigh was executed, which seriously affected people. Sir Walter Raleigh had been searching for gold in South America, but this searching was unsuccessful. In addition to that, he and his soldiers destroyed one of the Spanish outposts. When he arrived to England he was executed because of it and it meant the beginning of the English alliance with Spain.²¹

As it has already been mentioned, the king had a relationship with George Villiers who was promoted to the First Duke of Buckingham and who was also a friend of Charles I, Prince of Wales. They set out to Spain which accepted Charles's I wish to get married to Maria Anna of Spain. However, when the Spanish orthodox Catholics saw their repulsive behaviour (the manifestation of homosexuality), they were horrified. On top of that, they wanted the concessions for the Catholics in England, which was impossible for

¹⁹ Ibid.,p. 428.

²⁰ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 27–33.

²¹ Ibid., pp. 27 - 33

the Parliament to accept. Under these circumstances, James I refused the marriage of his son and all the negotiations were suddenly over and it brought great joy to England. Charles I and Buckingham were eagerly expecting the war with Spain and the only way to win it was to try to contract an alliance with France. Charles I fell in love with fourteen-years-old Henrietta Maria of France and they got married on 24th December. Three months later, James I died and everything started getting out of control.²²

1.2.2 The rule of Charles I

According to the Internet source listed below, Charles I, the second born son of James I, was enthroned in Theobald on 27th March 1625. At first, he ruled very well, and he established a firm system and morality at his courtyard. He seemed to be a perfect replacement for his father, but his characteristic isolation from the Parliament often led to serious problems. In the foreign politics, Charles I did not act like a diplomat as his father did, but he chose more aggressive approach leading him to the wars with France and Spain. Despite the disagreement of the Parliament, the Crown used prerogatives more than during the reign of his father or Elizabeth I. The members of Parliament were afraid of losing their rights and this fear was enhanced by the king, because he wanted to set up church uniformity and got married to 14-years-old Henrietta Maria of France. Before his enthroning, he asked the Parliament for money for war with Spain (he wanted to reclaim the land that belonged to his brother-in-law, Fredric, and to strengthen Protestantism), but he was not successful. However, on the order of Charles I, even without the help of the parliament, Buckingham besieged Cadiz, but he failed and had to face the complaints of the Parliament. Buckingham was accused of treason, but his life was saved, because Charles I liked him and he dissolved the Parliament in 1626. It was summoned again only in order to gain money. Everything went out of control when the king started taking advantage of the church wing called Arminianism. It was led by William Laud who inclined to Catholicism which most of the Calvinist Englishmen hated. The Puritan opposition attacked the Laudians and condemned the Arminians in 1629. *The Petition of Rights* (the Crown was not able to use its rights, and they could not borrow money without permission of the parliament) and three resolutions which were inadmissible for the

²² CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 115–122.

Crown were approved during this chaos. The king dissolved the Parliament again on 4th March 1629 and he imprisoned the speaker of the opposition, Sir John Elliot.²³

The period between 1629 and 1640 was labelled as the personal rule of Charles I during which the alliance with France and Spain was formed because of serious financial problems. The next step of the king was the re-introduction of old laws regarding income (a ship tax, selling monopolies), which was unpleasant to the gentry and traders. Thomas Wentworth deserted from the Parliament to the Crown in 1632, which was unforgivable for his colleagues Pym, Holles and Hazelrigg. The rule without the Parliament was not devastating for the country. The new roads were made. Farming and management were improved in the individual counties and unemployment was reduced. The religious rebellion in Scotland played the key role in ending of personal rule of Charles I.²⁴

Charles I was cold, crafty, and hesitant in his personal life. He also stuttered in his early age, because he was raised in the shadow of his brother. He had a naive opinion: "*Where the king and set system is, the peace and obedience will come.*" In other words, he was the kind of politician who believed in the purity of his intentions and it was not necessary for him to explain it to anybody. On the other hand, he improved the efficiency of the government and he reorganized the Secret Council.²⁵

Churchill says that the grievous wound for the king was the murder of Buckingham – he was murdered by John Felton while attacking La Rochelle. If he had captured La Rochelle, setting free Huguenots, he and the king would have come to the Parliament with a big accomplishment. On top of that, continental Europe was slowly consumed by an autocratic regime and the English parliament started being scared of the Crown.²⁶

²³ THE BRITISH MONARCHY. *Charles I (r. 1625- 1649)* [online]. The Royal Household Crown Copyright. [cit. 28. 02. 2014]. Available from: <https://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesI.aspx>

²⁴ THE CIVIL WAR. *The personal Rule of Charles I.* [online]. Parliamentary Copyright. [cit. 29. 02. 2014] Available from: <http://www.parliament.uk/site-information/copyright/>

²⁵ THE CIVIL WAR. *The personal Rule of Charles I.* [online]. Parliamentary Copyright. [cit. 29. 02. 2014] Available from: <http://www.parliament.uk/site-information/copyright/>

²⁶ CHURCHILL, W. *Dějiny anglicky mluvících národů.* Praha: Český spisovatel, 1998, pp. 137–139.

1.3 Long Parliament

Vodička mentions that the opening ceremony of “the Long Parliament” was held on 3rd November 1640, and the Lords and the Members of the Parliament met again after eleven long years. The most important figure in the history of the English parliament was John Pym, who was the leader of the opposition and the most capable politician. He was level-headed without useless emotions and a Puritan who hated the Spaniards and Laud’s reforms. His plans were excellent, and he was aware of the great enemy Strafford who needed to be terminated. “The Long Parliament” changed conditions in England like nothing ever before. The criticism of supporting Laudian’s reforms, abuse of the “ancient rights” of the Parliament and setting up illegal taxes were everywhere. It was only the matter of time for the Parliament to bring an impeachment against Strafford and later against William Laud, who ended up in the Tower of London. The opposition wanted the ministers of the king and the representatives of the judiciary to be answerable to the parliament, not just to the Crown, which was admissible for the king. Nevertheless, Charles I, being without money, was helplessly looking on how the Parliament took control of everything. He could not prevent the execution of Strafford for treason. The king did not want to give him out at first, but the riots in London were so brutal that he had to and until his death, he never forgave himself.²⁷

The aims of the opposition were completed in summer 1641; Strafford was dead, William Laud in the Tower, Chancellor John Finch was in exile, and all important supporters of the king went undercover. “The Triennial act” which forbade the rule without the Parliament like in 1630 was the huge triumph of the parliament. The council of Wales, North and the “Star Chamber” were cancelled as well. However, the most important achievement which the Parliament reached was the control of the ministers of the king and the representatives of the judiciary, which was the immediate cause of the civil war.²⁸

According to Davies, the parliament, whose power was increasing, was taking control over England. The war in Ireland and in Scotland was in a full swing leading to a hopeless situation for the king. Broken Charles I realized that more concessions would

²⁷ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: EPOCH, 2009, pp. 32–35.

²⁸ MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, pp. 284–286.

not have any meaning, because the Parliament would want more and more. The king and his advisers plotted a conspiracy to arrest five the most defiant members of the Parliament – John Pym, John Hampden, Denzil Holles, Arthur Haselrig and William Strode. The plan failed, because these five men had been warned, and they had escaped. Furious king immediately left London and never met with “his” Parliament again. Having reached the North, Charles I invited and recruited his loyal subjects only for one purpose; he wanted to suppress the Irish rebellion and parliamentary forces in the end. Due to the actions of the king, the House of Commons released the *Militia Ordinance*, which allowed people to join the parliamentary militia in order to suppress the Irish rebellion. The king forbade all his subjects to join the parliamentary militia. The Parliament strongly disagreed with the statement that the king could oppose the parliament, because his power was much more significant than the power of Parliament and the king’s justice was performed by him, but not by his tribunals. The disagreement of the Parliament was valid, because the situation was exactly the opposite. The highest tribunal was “the High Court of Parliament”, and it gave the Parliament great power and a solid argument which was not successfully disproved by the king’s arguments. The direct act of upcoming war was the approval of creation of the professional army which “defended” the king, parliament, true religion, law, and peace. The parliament, army and militia, however, did not support the ending of the Irish revolt, but they were against the king.²⁹

²⁹ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, pp. 442–444.

2 Beginning of the conflict

Most of the authors who are concerned with the English Civil War agree that there were three civil wars. The first one started in 1642 and ended in 1646, and the second one lasted from 1648 to 1649. The main protagonist was Charles I, who fought against the parliament, but he failed. Charles II fought against Oliver Cromwell, and he failed in the third war which lasted from 1649 to 1651. But the military conflict itself began in Scotland and proceeded in Ireland. These two rebellions ultimately led to the conflict between Charles I and the parliament.

2.1 Scottish rebellion

Vodička supposes that Charles I, despite the Scottish resistance, published a new book of prayers called *The Book of Common Prayer* whose co-author was William Laud. The first wave of resistance appeared in St. Giles Cathedral when the dean of this Cathedral started to use the new book of prayers. The Representatives of the Crown in Scotland were hurt, and they sent a message to the king that he should remove *the Book of Common Prayer* or suppress the rebellion with force. Marquis from Hamilton warned the king that if he marched to Scotland to destroy rebellion, it could also appear in Ireland and even in England. The main reason was the earlier hatred of the Presbyterians towards the Church of England, because unlike Scottish Kirk, the Church of England was not the real Protestant Church.³⁰

Davies explains that the uncompromising king wanted either everything or nothing, and therefore even the moderates joined the radical cause when they did not see any compromise. *The National Covenant* was published on 28th February 1638, announcing that all the Presbyterians would defend their religious beliefs at all costs. The whole Scotland identified with it taking the name “the Covenanters”. The one of the richest nobles and the member of the Secret Council, Archibald Cambell, Marquess from Argyll, who was in the lead of the opposition, told the king not to interfere into the religion of Scotland. Having refused the proposals of the king about settling the conflict peacefully, he openly supported Scotland by cancelling the Episcopate, which meant the repression

³⁰ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, pp. 32–36.

of the English Crown. The desperate lack of money for running the army forced the king to contract an apparent compromise, which ultimately led to war.³¹

After a number of unsuccessful negotiations, Charles I decided to fight Scotland with force from 1639 to 1640 despite the insufficient funds and general unpreparedness of the army. The Scots had a quicker mobilisation and the king, instead of making a deal with the “Rump parliament” which was dissolved later, because its members cooperated with the Covenanters, chose to fight alongside the Irish Catholics and the Spaniards who caused the riots of the Puritans and Calvinists in London. Very important event for the Crown was contacting the deputy of Ireland. Having arrived in London, Wentworth was promoted to the member of the war council and became the assistant of Commander in Chief who planned to form an alliance with the Irish Catholics and the Spaniards. Wentworth was given a title of the Earl of Strafford in 1639. England stood at the crossroads whether it could embrace either an absolutistic system like in continental Europe or the second existing approach. The absolutistic system was not applied, because unlike Strafford, the king had a great respect for the tradition of the Church and state.³²

According to Davies, the Scottish rebellion ended with capturing Newcastle by Scots, which meant the massive defeat for the king and Strafford. The agreement about truce and humiliating conditions for the Crown was signed on 21st October 1640. The Parliament was summoned again, because the king had no other choice.³³

2.2 Irish rebellion

By the words of Morgan, this massacre started in 1641. Ulster was violently colonized again, because it was the nest of the strict Catholic Irishmen who were separated into the clans. Hugh O’Neill was the leader of the most significant clan. O’Neill fought against the English Crown in Ulster, but because of his failure, he was forced to sign an agreement about ending the Nine Years’ war (also called War of the Grand Alliance). James I had not been interested in these actions until “the Dust Rebellion” happened, and the hate of people against Catholicism was at its peak. That was the reason

³¹ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, pp. 430–434.

³² MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, pp. 283–285.

³³ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, pp. 430–434.

why the violent colonization happened in Ulster and the native Irishmen were expelled from their home and were forced to settle the infertile land. Only the Protestants were allowed to stay in Ulster. It had the same fate as the colonization of the New World. The new settlers were the Scots who formerly served to the Crown. The massive cities were built, and farming was flourishing, but the relations between the Scots, native Irishmen, and “New” and “Old Englishmen” were bad. The Scots’ devotion to Protestantism was unwavering.³⁴

At first, the Crown encouraged the Irishmen to take a job, and thousands of colonists were allowed to enter the land. The common laws, building technique and fashion helped the Irish-English society grow together, but the Gaels Irishmen, who were excluded from their world, were strongly discontented with these novelties, and they planned the rebellion. The Irish rebels led by Sir Phelim MacShane O’Neill executed several local riots in Ulster in 1642. These local riots culminated in the attack on Dublin where the representatives of the English Crown were. The main difference between the Scottish and Irish rebellion was that the Irishmen did not see themselves as rebels, but as the royalistic defenders of the interests of the king, and they also had to take the oath of loyalty. Despite the fact that the rebellion had been revealed, two thousands of the Protestants were killed. Before a year passed, the Irishmen from Ulster marched to the South in order to join the military units of the Old Englishmen, and they created the “Catholic Army”³⁵.

According to Davies, “The Catholic Army” threatened with marching to England. When they disembarked in Ulster, the Covenanters were defending the Protestants who were willing to fight. The situation in Ireland was insolvable even though all sides of the conflict achieved several partial victories 1642 to 1649.³⁶

2.3 The conflict between the king and the parliament

Davies says that the conflict between the Parliament and Charles I can be divided into two civil wars – the first one from 1642 to 1646 and the second one from 1648 to 1649. The protagonists of the first two wars were mainly the followers of Charles I nicknamed by the parliamentarians as “the Cavaliers”. This name was derived from the word “caballero”, which means “knights” or “horsemen”, and it was connected with the

³⁴ MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, pp. 284–285.

³⁵ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, pp. 434–438.

³⁶ *ibid.*, pp. 446–447.

members of feudal gentry supporting the Spanish absolutism. The Members of Parliament who fought on the side of “the Long Parliament” were mockingly nicknamed “the Roundheads” by the Royalists. The third war was between Charles II and Oliver Cromwell, and it ended up with the massive defeat of Charles II at the Battle of Worcester on 3rd September 1651.³⁷

Charles I raised the king’s standard on 22nd August 1642 when he declared war on the English parliament. The tiny royal army grew stronger, fortunately, and several new faces appeared there; the Commander of troops was Jacob Astley who was a professional soldier from Norfolk, the Commander of dragoons was Sir Arthur Aston, and the Commander in Chief was a sixty-years-old veteran from the Thirty Years War, Robert Bernie. Robert Bernie was overshadowed by the nephew of Charles I, Prince Rupert of the Rhine, who was convinced that the usage of cavalry was the only way to secure victories on battlefields. Prince Rupert was considered to be very intelligent, arrogant, incredibly lucky and successful Commander in Chief, and he became a real threat for parliamentary force.³⁸

According to Kovář, North, East, West (at first neutral) and Middle England, and also counties from Lancashire to Oxfordshire were lands of the Royalists, which brought such advantages as for instance support of the gentry, good leadership and numerous army. On the other hand, the Parliament could use the wealth of London, and control the sea and trade, which crushed the Royalists in the end.³⁹ „*During the Civil War, new forms of taxation and improved techniques of borrowing money also enabled regular supplies and payment for troops, and this played an important part in the victory of The Parliament.*“⁴⁰ Middle England and the river valleys of the Severn and Thames were the most critical areas, because constant fights and capturing or recapturing took place there. New armies were formed, and the training of the militia was different on both sides. There was hope for solving the conflict either peacefully or by one crucial battle in Edgehill on 23rd October. The number of soldiers in the armies did not exceed the number of twenty

³⁷ Ibid., p. 475.

³⁸ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: EPOCH, 2009, pp. 53–55.

³⁹ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 56–59.

⁴⁰ CANNY, N. *The Oxford history of the British Empire: The Origins of Empire*. New York: Oxford University Press Inc., 1998, p. 290.

thousand men from 1643 to 1645, but forty-five thousand men fought to their last breath in the biggest battle of Marston Moore.⁴¹

„There were twelve thousand men in the armies in non-war years and one hundred forty thousand men in the armies in war years. These first years of the war were incredibly hard for civilians, because they often did not know why the war even began and versus whom they were fighting. The general feeling was that the war would be a quick military action which would end with the triumph for the Parliament or Charles I. “⁴² The common reaction after the outbreak of the war was keeping neutrality between belligerent sides by supporting each other. All of the people wanted previous peace as war progressed because of the incoming messages about devastated Germany which was also in a civil war.⁴³

Kovář says that at the beginning of the conflict, the Royalists seemed to be in full control of the course of the war, because they achieved several partial victories. The breaking point was when John Pym saved eleven thousand pounds for buying the frightening and big army in which the skilful generals as Manchester and Cromwell operated. Having won the bloodiest battle at Newbury, Cromwell joined the successful squad of the generals as Manchester, Fairfax and Waller.⁴⁴

The core of the earlier parliamentary problems was disagreements between politicians and professional soldiers, which resulted in releasing of “Self-Denying Ordinance” (prohibition of being a member of Parliament and having an office in the army) by Oliver Cromwell. The former parliamentary generals suddenly created a self-dependent political force and new professional army (called the “New Model Army”) which excelled with high morality and destructive power.⁴⁵

According to Vodička, having collapsed in summer 1643, the parliamentary forces wanted to end the war regardless of the consequences, but John Pym saw an opportunity and the only hope to contract the alliance with Scotland in spite of their different religious beliefs. The Scots required the acceptance of Presbyterianism and the removal of all the bishops, which was incompatible with English opinion on religion. However, the fear

⁴¹ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 56–57.

⁴² MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, p. 285.

⁴³ *ibid.*, 286–290.

⁴⁴ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 56–59.

⁴⁵ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, p. 448.

from Charles I was stronger than uncertainties of the Parliament about the contraction of the alliance with Scotland, and therefore *The Solemn League and Covenant* were signed on 25th February 1643, and the Parliament agreed with reformation in exchange for military help.⁴⁶

John Pym was the creator of the English alliance with the Scots in spite of having absolutely different visions about religion, but it gave him eleven thousand Scottish soldiers who entered England. The most significant member of the Old Parliament who saved England from absolutism and set it to a modern course died on 8th December 1643.⁴⁷

Kovář believes that the alliance with the Scots caused more problems than benefits, because the Parliament was divided into the Independents (old “Pym’s circle and the former war party) and Presbyterians (the original peace party) with the Scots, which caused a great chaos. The chaos even prevented the end of the war; Essex had besieged Oxford in 1644, however thanks to false information about willingness of the king to negotiate, he stopped the siege, and the king escaped from the city.⁴⁸

The big benefit of the alliance with Scotland was the army of Alexander Leslie that joined Cromwell’s army, and together they defeated the Royalist army led by Prince Rupert of Rhine in the decisive battle of Marston Moore on 14th June 1644. North England was in the hands of the parliament, and everything led to the battle of Naseby.⁴⁹

*“The battle of Naseby was the most crucial battle,) and it was the last principal turn for the Crown even though many operations had to be done.”*⁵⁰ The majority of the king’s army was massacred by Fairfax and Cromwell. Five thousand dead royalist soldiers, tens canons and compromising correspondence were revealed. The city called Leicester capitulated three days after the battle of Naseby, and London got a cheerful message from Cromwell about the battle which ended happily for the parliament. Four thousand Royalist prisoners marched through London on 21st June 1645, which was the sign that the war was slowly coming to its end.⁵¹

⁴⁶ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, pp. 81–85.

⁴⁷ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 178–179.

⁴⁸ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 56–59.

⁴⁹ DAVIES, N. *Ostrovny: dějiny*. Praha: BB art, 2003, p. 448.

⁵⁰ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, p. 186.

⁵¹ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, pp. 223–224.

Kovář declares that after the next parliamentary victory at Lang Port and destroying the western Royalist army, the king without the army decided to go to Scotland, because he was hoping that the Scots would support him. The Scots and the Presbyterian members of the Scottish Parliament presented the proposal for the king to accept *the Covenant* and to cancel *the Episcopate*. The last requirement was that the army would be under the control of the parliament, but he refused the proposal. Meantime, Cromwell's absence in the English parliament resulted in the approval of reducing the forces of the army (its bigger part was sent to Ireland), and the Parliament also wanted to call off Fairfax in March 1647. The Independents were surprised and unable to provide any answer.⁵²

According to Kovář, the situation within the army was unstable, because its sections were incredibly varied. The officers were Presbyterians, but the ordinary soldiers were Levellers, who wanted freedom of religion and political reformation, which scared Cromwell even though he supported the Independents. The uncompromising attitude of the Parliament about dissolving the army created radical Leveller's movement in London where the main protagonists (as for example John Lilburn, Maximillian Petty and Richard Overton) wrote down a political manifesto about their views on religion and politics. The conflict escalated when some personal changes occurred in the army, because the ignoble ones had been elected. William Goffe, Thomas Harrison and Thomas Pride – they all helped increase radicalism in the army. The majority of the Independents and Sectarians in the army refused the dissolution of the army creating the General council of the army, and they marched into London. The best proposal ever, *Heads of proposals* for the king, was given by the army, but despite the many concessions, he refused it making the army his fatal enemy. The Levellers got the upper hand in the army, and London was captured by the “New Model Army” in August 1647.⁵³

„The king was handed to the English parliament by the Scots and then he bothered the Parliament with collecting higher taxes in order to maintain the army, making the Parliament doubtful about the alliance with the army. Nevertheless, his indecision was very frustrating in the several negotiations with the parliament. The second civil war took place in Colchester in 1648 where the Royalist rebellion happened, because the Royalist knew that it was the last chance to help the king, but it was immediately suppressed by

⁵² KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, p. 185.

⁵³Ibid. pp. 62–63.

Cromwell. There was also the worst harvest in the whole 17th century. The prices of bread rose up and the army was suddenly without any payment, because the poor harvest caused the economic crisis. ⁵⁴

Kovář states that the negotiations between the radical force of the Levellers and Cromwell's Royalist Independents were held in Putney in November 1647. The wish of the Independents was to re-establish the old constitution led by the king. The Levellers strongly disagreed with them, because they had created the *Agreement of the People* in which they had a requirement that the king and parliament would not interfere in decisions made by the people. Englishmen should not have been forced to join the army. The Parliament would be checked by voters, and everyone would have equal rights. Unfortunately, it was not pushed through, which meant the threat of splitting the army into two halves. However, Cromwell cruelly suppressed the radical wing of the Levellers in the army, and he restored balance in it.⁵⁵

Davies believes that the army struck again because of the indecision of the members of the Parliament over the king's fate. Cromwell sent Thomas Pride to the disobedient parliament where he executed Pride's purge of the renegades. This led to the creation of "the Rump parliament" which shared the same opinion as the army. Charles I was sent from his prison in Carisbrooke Castle situated on the island Wight to the Westminster Hall to stand a trial for the high treason.⁵⁶

„Charles I, very weak with sunken cheeks, appeared in front of the crowded and high secured tribunal on 21st January 1649 when John Cook read the charge that the king was a tyrant and a killer. The king disagreed and stated that the tribunal had no right to judge him. Even the radicals admired his courage and doggedness, and someone was outraged by his determination, but Cromwell insisted on the death penalty. The President of the Court, John Bradsha, sentenced the king to death on 27th January, and the shocked king was taken to Whitehall. The king was standing in front of the Banqueting House in Whitehall on 30th January 1649. The king was coming closer to the executioner with carefreeness. The king's prayer stepped back, and the king put his head on the block. The executioner beheaded the king, and the people immediately came closer to soak their scarves in king's blood. Everyone was astonished by this deed, and no demonstration was

⁵⁴ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, p. 450.

⁵⁵ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 63–64.

⁵⁶ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, p. 450.

executed. Charles I was buried in the chapel of Saint George at Windsor Castle on 9th February 1649. ⁵⁷

⁵⁷ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, pp. 282–283.

3 Consequences of the English Civil War

Vodička states that one of the biggest consequences was the legitimate execution of the king by his subjects, which was something unbelievable in that era and almost impossible in the eyes of ordinary men. The justification for the execution of the king given to the opposition by the king's subjects was that they had to protect England from the king's tyranny and therefore the king had to be punished. The petition for the execution of Charles I was signed by only fifty-nine members of the Parliament, which was less than a half. The Parliament passed the law of banning ascension to the throne for the successor of the king, but the Royalist in Scotland, England and Ireland demanded a successor.⁵⁸

Kovář believes that “the Rump Parliament” had a very difficult position due to the increasing influence of the Levellers and radical religious sects. The development of mystical radicalism and mileniarism which was connected with the actions of the Baptists, Ranters, Fifth-Monarchist, and Quakers meant the disintegration of the control of the Church in 1640s. They had only one thing in common, and it was the most radical outcome of the Puritans' doctrine.⁵⁹

The only wish of the Radicals in the army was to end the revolution with a resolute action. They charged the Members of the Parliament of inaction, and even general Cromwell was accused of it. Cromwell could not stand behaviour of the Radicals, and therefore he decided to destroy them. He arrested John Lilburn, Richard Overton and William Walwin, and therefore the radical movement of the Levellers in the army stopped existing. Cromwell managed to do it despite the small rebellions of the Levellers which appeared across the country.⁶⁰

According to Kovář, one of the most significant events was that “the Rump Parliament” (the Parliament after the Pride's purge) declared the abolition of monarchy, and also the dissolution of “the Upper Chamber” and “the Secret Council” in March 1649. The Admiralty, treasury and other departments were replaced by the State Council and by many different committees and subcommittees with executorial power. Declaring England the republic was the final effort and success of the parliament. However, the rule

⁵⁸ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, pp. 286–287.

⁵⁹ KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, p. 172–174.

⁶⁰ *Ibid.* pp. 65–67.

of the Parliament seemed to be even more brutal than the rule of the king. Other series of problems were selling property, corruption and unwillingness to announce new elections. Cromwell and his army could not ignore the behaviour of the parliament, and therefore the army enthralled the country, and Oliver Cromwell had a dilemma whom he should join (the Parliament or army), but his decision was postponed to 1653, because he marched to Scotland and Ireland to suppress the rebellions.⁶¹

„The message about James Butler, the First Duke of Ormond and the last Viceroy of Charles I, was revealed in January 1649. It was about Ireland which had made the deal with the Catholics from Ulster. The both sides of the agreement had a plenty of soldiers prepared for the invasion of England. The only thing they needed to disembark in England was the fleet of Prince Rupert. However, the insurmountable contradictions existed deep inside the camp of the Irish rebels, which gave Cromwell an upper hand by having more time to plan the invasion of Ireland.“⁶²

Davies assumes that Cromwell had the best army and artillery in the whole Europe, and with it he managed to siege and capture the city called Drogheda where he killed two thousand and five hundred defenders of the city, which meant that Drogheda capitulated after one week of sieging on 10th September 1649. Another act worth mentioning was the massacre of more than two thousand civilians in Wexford on 2nd October.⁶³

Oliver Cromwell and his army were invincible in Ireland, but they captured next city, Clonmel, after many unsuccessful attempts in April 1650, which cost them two thousand soldiers, and which was a huge disaster for the parliamentary force. However, Ireland capitulated as soon as Clonmel was captured. Before going to England, Cromwell elected his representative, John Ireton, to confiscate the Catholic land and to convert all the people to Catholicism and to deport the rebels to the colonies.⁶⁴

Kovář supposes that the legitimate heir of the English throne, Charles II, was in Holland in 1650 and desperately wanted what should have been rightfully his – the English throne. Charles II also had to face another serious problem: The Scottish Royalists lost the political dispute with the Presbyterians, and the only choice of Charles II was to come to Scotland and make a humiliating agreement with them according to

⁶¹ Ibid. p. 67.

⁶² KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, p. 177.

⁶³ DAVIES, N. *Ostrovny: dějiny*. Praha: BB art, 2003, pp. 450–451.

⁶⁴ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 210–211.

which he had to accept Presbyterianism, cancel the Episcopate and swear loyalty to the Covenant. His campaign to England could begin.⁶⁵

The State Council sent Oliver Cromwell, Charles Fleetwood and John Lambert with fifteen thousand soldiers to the southeast coast of Scotland where they fought against the Scottish army which was comprised of twenty-three thousand Covenanters at the battle of Dunbar on 3rd September 1650 where the parliamentary army won. Despite the defeat, Charles II was crowned in Scone and became the king of Scotland four months later. Charles II with thirteen thousand soldiers marched south where the battle of Worcester took place on 3rd September 1651 and which ended up with the crushing defeat for Charles II. Without any army or support, Charles II managed to escape to Boscobel, and he sailed away to Fécamp in Normandy from the shore of Brighton.⁶⁶

As it has already been mentioned, “the Rump Parliament” was selling the land of Royalists and even provided money to the Scottish army, which was something that Cromwell could not tolerate, thus he decided to dissolve the parliament.⁶⁷

According to Kovář, there were two possible courses that England could have followed in the eyes of Cromwell. One option, which was praised by General John Lambert, could have meant that Cromwell would rule the country with twelve representatives of the “New model army”, but he chose the second option. Cromwell chose Thomas Harrison’s idea to have the Parliament consisting of one hundred and thirty eight humble men who wanted to change this injustice society.⁶⁸

The main reason for the dissolution of “the Barebones Parliament” was the dissolution of “the Rump Parliament”, which was considered to be the most violent act from the beginning of 1640’s. The magistrates were removed from the most significant offices in the country, and lesser and lesser number of the gentry was represented in the state offices. The religious radicals had a unique chance to start controlling it, which frightened the higher classes.⁶⁹

Kovář states that the crisis broke out on 12th December 1653. The member of the Fifth Monarchy, Christopher Feake, attacked Cromwell openly and called him “an old

⁶⁵ KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, p. 179.

⁶⁶ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 210–211.

⁶⁷ MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, pp. 294–295.

⁶⁸ KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, p. 185.

⁶⁹ KOVÁŘ, M. – TUMIS, S. *Zrození velmocí: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 72–73.

devil” and “the man of sin”. Another group of the Radicals required the reduction of expenses of the army, and they suggested that the higher officers should not be given payment for the whole year. The army reacted with the dissolution of the Parliament in the day when the crisis started. The era of the open military dictatorship was approaching.⁷⁰

To summarize the period of the Commonwealth, there are certain facts which have to be mentioned. Scotland and Ireland were conquered in this period. Both countries were controlled by London, but the Parliament was not legitimate towards both conquered countries. The last event was that Oliver Cromwell became the leader of the army, because General Fairfax did not want to march to Scotland, and therefore he resigned from his office. When Henry Ireton died of overworking in the office of the Governor of Ireland, Cromwell became the most powerful person in England.⁷¹

3.1 The Protectorate

Kovář claims that Cromwell ruled as Lord Protector and was the head of England from December 1653 until his death in September 1658. He dissolved two more parliaments in the period from 1653 to 1658. Cromwell accepted *the Instrument of Government*, which meant that the State Council, Cromwell and the House of Commons led the country. The laws had to be approved not only by Cromwell and the State Council, but also by the parliament. The election of the members of the Chamber should have been every third year, and they should have had meeting, which should have taken five months in every year. But the Parliament (the first meeting was held in Westminster on 4th September 1654) itself strongly disagreed with Cromwell’s leadership in the army, and the members of the Parliament also did not want extensive freedom of religion as the Lord Protector wanted. Cromwell dissolved the Parliament on 22nd January 1655.⁷²

Kovář assumes that a very unfortunate thing happened in 1655 when a rebellion in the Scottish Highland appeared simultaneously with a small rebellion in Wiltshire which was led by John Penruddock. Both riots were suppressed by General John Desborough

⁷⁰ KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, p. 189.

⁷¹ *Ibid.*, p. 189.

⁷² KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, pp. 192–193.

who had been sent by Cromwell to deal with it. Scared Cromwell found out possible spots of the rebellion in England, and he decided to make a major reform.⁷³

Cromwell set up the military government, and England and Wales were divided into eleven administrative districts led by the General Majors from 1655 to 1658. It worked at least on the financial level. It was not a good move, because districts were requesting devastating taxes from people, and therefore these districts were cancelled in 1657. The second protectorate parliament was summoned in the same year, and the second institutional scheme called *the Humble Petition and Advice* was applied. Cromwell dissolved “his” last parliament and even lost his faith in the army when he discovered that the army had dismissed the group of officers from his former regiment. He became a dictator and had parliamentary meetings without the parliament.⁷⁴

According to Barg, the very interesting aspect about the *Humble Petition and Advice*, which was proposed by Christopher Packewas that Cromwell should have become the king. The issue was that power of the king was limited by the parliament, but on the other hand, power of Lord Protector was not. Cromwell wanted to accept it at first, because he had a vision of many important aims which could have been completed if he had had the title of king. He would have been reconciled with the Royalists, and his rule would have become official in the eyes of monarchist Europe. In the moment of paramount importance, Cromwell hesitated, because he was frightened of the reaction of his greatest ally – the army. And due to this fact, he decided to remain in his post as the Lord Protector, and he refused *the Humble Petition and Advice* in the original version. The modified *Humble Petition and Advice* was accepted by Oliver Cromwell in the end. There were some accomplishments in the foreign politics as for example ending the war with the United Dutch Province, the alliance with France, and some business contracts with Denmark, Sweden and Portugal. The state reduced the religious supervision, and only the Blasphemers and Catholics were expelled.⁷⁵

Churchill declares that Cromwell was in the unenviable position, because the compromise between the Parliament and the army, which should have resulted in having the prosperous and flourishing state, was impossible. His constant attempts to find

⁷³ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 77–78.

⁷⁴ DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, pp 455–456.

⁷⁵ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 75–76.

common ground with the Parliament were damaging his alliance with the strongest force of the country – the army. The country was in the dictatorship (censorship of the press, the fine for leaving the house, and especially forbidding Christmas), and even the people started to feel as if they were in prison, and they wanted the return of Charles II.⁷⁶

But these reasons were not the real causes of the end of the Protectorate; the main reason was the economic crisis. The war with Spain was not very popular issue in English society. The unemployment was rising rapidly, and poverty was everywhere. The Protectorate lost its popularity, and the only thing which was keeping the protectorate alive was Cromwell and violence. Cromwell made a desperate act when he instated his relatives into the most important offices in order to secure his position. The rest of his power was used to suppress the attack of the Republicans, Sectarians and Royalists in September 1658. Old and ill, Cromwell was abandoned by the common people and by his beloved army, and he died on 3rd September 1658 after a severe disease. He managed to elect his son Richard his successor couple of hours before his death, but this man was in an unenviable position, because the treasury was empty.⁷⁷

„Oliver Cromwell was an orthodox Calvinist, and he thought that the hierarchic constitution was the best. He was the only source of stability and ultimate collapse. He is considered to have been a professional soldier, rural gentleman, social conservative, manipulator, charismatic person and unbearable hypocrite.“⁷⁸

Churchill states that unlike Oliver Cromwell, who was Lord Protector because he led the army, Richard was Lord Protector because he inherited this title. Richard was not respected enough by the army which wanted to separate the functions of Lord Protector and Lord General. The desperate action from Richard's side was to summon the parliament, but he did not have the support of soldiers except for his brother Henry and the First Duke of Albemarle, George Monck. Having been threatened by the united army, Richard capitulated and dissolved the Parliament in June 1659.⁷⁹

The period from 1659 to 1660 was about two men – General Lambert, who wanted to save the Protectorate, and George Monck, who saw the only way out of the crisis in the restoration of the monarchy. After a half year of anarchy, General Lambert dissolved

⁷⁶ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 216–217.

⁷⁷ BARG, M. *Oliver Cromwell a jeho doba*. Praha: Naše vojsko, 1957, pp. 238–240.

⁷⁸ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 296–299.

⁷⁹ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 216–217.

the Parliament which was in the same composition as in 1653, because it showed its superiority over the army. The funding of the army was suddenly cut off, and George Monck, who used to be Cromwell's general, took a chance and marched from Scotland to England to solve the issue. Monck destroyed Lambert on the River Tweed near Winton Bridge. George Monck arrived to London as the most powerful man in England on 3rd February 1660, and he summoned the Parliament permitting the former Members of the Parliament, who had been expelled by Pride, to come back. The new parliament started to cooperate with Charles II, and the deal was made. The House of Commons and the House of Lords were renewed, and the London militia, Peers, Royalists and the majority of the elected Members of the House of Commons wanted to lead the monarchy in peace.⁸⁰

3.2 The rule of Charles II

„On 29th May 1660, Charles II came to London, and the enthusiasm of the Independents, Presbyterians, Episcopos, the rich and the poor was huge. People of England wanted peace, and they thought that the economic crisis and the decomposition of the army would be swiftly solved by Charles II. Charles II still believed in the divine rights of the kings, but soon he realized that the pre-revolutionary orders would not be possible. The last period of the House of Stuarts was the period of forming the basic principles of modern parliamentary society.“⁸¹

According to Davies, Charles II ruled well in the beginning, because George Monck submitted to him and accepted *the Declaration of Breda* on 4th April 1660 in which the king presented a general pardon and amnesty for the people who had committed crimes during Cromwell's rule. It was also a request for all the people to bring together, and he swore that he would follow the advice of the free parliament and act in accordance with religious tolerance. The official statement of the Parliament was: *"The Government of England is constituted by the king, the House of Lords and the House of Commons."* Charles II was enthroned the King of England, Ireland and France on 23rd April 1660. All of the laws in Scotland and England were rejected from 1641 to 1651. From that point, his career started to crumble away. It started with his effort to create the Church for everyone, but he failed because of the uncompromisingness of "the Cavalier Parliament"

⁸⁰ KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, pp. 201–203.

⁸¹ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, p. 226.

(1661- 1679), and therefore the *Act of Uniformity* was released, which practically meant the restoration of the Church of England with all the strict orders. *The Book of Common Prayer* and the *Thirty-Nine Articles* were established, and every bishop had to renounce *the Solemn League and Covenant* before an appointment. The inability of the Anglican priests to accept the separated Protestants and also the Nonconformists separated from Protestantism underlined the religious issues. The extensive political reconciliation contrasted with the narrow tolerancy of religious organizations.⁸²

Morgan says that Charles II is considered to have been very lazy and rational. He had seventeen royal bastards and many lovers, and he inclined to Catholicism. He became a Catholic on his deathbed. His regime needed fatal reforms, but no one was found to execute them.⁸³

Another major thing that led to the ultimate failure of Charles II was his foreign politics. England fought against Holland in three wars, and therefore Charles II contracted alliance with France led by Lewis XIV whom he admired a lot. The second Holland war, which lasted from 1665 to 1667, started because of the trade competition, and it was connected with turning the restoration against the Presbyterians. The agreement of Dover in which Charles II sworn that he would convert to Catholicism and in which other army issues were being solved (dissolution of the army in France) was made between England and France in 1670. Then in the third Holland war, which started in 1672 and ended in 1674, Charles II released *the Declaration of Indulgence* which should have protected the Catholics, and he also cancelled the law against the Catholic recusants and Protestant nonconformists, which was a disaster for “the Cavalier Parliament”.⁸⁴

Kovář states that everything went according to the plan in England. However, France and England suffered a tough loss dealt by Holland in 1672, and their enemy William III, Prince of Orange, who married Princess Mary, older sister of Charles II and James II, begun to govern as the Stadtholder over Holland, Zeeland, Utrecht, Gelderland and Overijssel of the Dutch Republic, and begun preparing an invasion of England. The Cavalier Parliament cut of the war funding and put Charles II on his knees, because he was forced to disclaim *the Declaration of Indulgence*. *The Test Act* was applied in June 1663, and it forbade the non-Anglicans to serve in public offices. The Parliament took the

⁸² DAVIES, N. *Ostrovny: dějiny*. Praha: BB art, 2003, pp. 457–458.

⁸³ MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, pp. 300–302.

⁸⁴ DAVIES, N. *Ostrovny: dějiny*. Praha: BB art, 2003, pp. 457–458.

country under its control, and the king's favourite government called *Cabala* (Thomas Clifford, Buckingham, Anthony Ashley Cooper, and John Maitland) was lost.⁸⁵

The last crucial event was the Popish plot from 1678 to 1679. Titus Oates was the person who spoke about a Catholic plot and the plan about killing the king with the help of France. It was probably a false accusation, but the Parliament took a chance and wanted to remove Charles II and his Catholic brother James II from the line of succession, because its members wanted a the king to be a Protestant. The Parliament split into the supporters of the king called the Tories and the opposition called the Whigs in this time. After several *Exclusion Laws* of Whigs, Charles II dissolved the parliament, and the people of England were enduring autocracy from 1681 to 1685, which ended up with economic crisis and death of Charles II in 1685.⁸⁶

3.3 The rule of William III, Prince of Orange, and the Glorious Revolution

Morgan states that because of the fact that Charles II was in a childless marriage with Henrietta of France and had only one bastard, the succession belonged to his younger brother James II, who was embraced by the Tories. James II was a bigoted fanatic, and he made repression against the Protestant Nonconformists. His idea (that was similar to the idea of Charles II) of the absolutistic rule was unclear, and his life was afflicted by the constant effort of Monmouth's bastard to seize the throne. James II had the same opinion towards the Parliament as his father, but he did not have courage to dissolve it, because he was afraid of ruling without the parliament. He also had a childless marriage thus the only possible successors were Princess Mary and William III, Prince of Orange.⁸⁷

The major dispute between the king and the Parliament was over the same matter as it was in the times of Charles II: the freedom of religion. The fact that James II was a Catholic and wanted the Catholic Church to be equal to the Church of England was disastrous for the parliament. On top of that, the son of James II was born in 1688, which caused a horror among the ranks of the Tories. The plan of the Tories was to bring William III, Prince of Orange, to England, accepting his conditions to have unrestricted the

⁸⁵ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 90–92.

⁸⁶ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 250–257.

⁸⁷ MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, pp. 305–306.

Parliament and to declare war to France. The Tories even investigated the legitimacy of James's II child, but it was stopped by the king.⁸⁸

Kovář says that William III, Prince of Orange, started an invasion of England on 1st November 1688, which ended up with controlling England because of incompetence of James II. Defeated James II and his wife were exiled once again, and they never stood on the English ground again. Having been enthroned, William III, Prince of Orange, realized that he would need the support of the whole England, and therefore he put his biggest supporters (the Whigs) in the state offices. However, he did the same with the Tories. The newly summoned "Convention Parliament" got the guarantee of its non-stop session. The legalization of freedom of religion for the Protestant dissenters and the reformation of the judiciary were implemented into the political system. *The Declaration of the Rights* was also released, and it restricted power of the king. The Church of England remained as a monopoly in the country despite William's III effort to change it to the Comprehensive Church which should have been opened to the majority of believers.⁸⁹

The century of the house of Stuart practically ended with the Glorious Revolution, and the Parliament finally gained an unwavering position in England, and the pre-revolution standards never came back.⁹⁰

„The Crown gave up assessing taxes without the permission of the parliament, and legislation has been in the hands of the Members of the Parliament ever since. The victory of the House of Commons and the Common Law was permanent as John Pym and John Hampden had imagined.“⁹¹

⁸⁸ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 268–275.

⁸⁹ KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, pp. 273–286.

⁹⁰ KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, pp. 117–119.

⁹¹ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 232–233.

3.4 Civil strife

The period of the English Civil War was the Dark Age not only for the aristocracy, but also for the ordinary people. The devastation and looting of the cities and villages was enormous due to the insufficient funds on both sides (the Parliament and the Crown) of the conflict. The soldiers were ruthless, because the army did not have money, and they were stealing everything.

The devastation of churches, cathedrals and of everything that was connected with Catholicism appeared in Colchester, Worcester and Rochester. The Vice Chancellor of Cambridge University was imprisoned, because he did not give any money to the parliament, and many teachers were dismissed. The insufficient funds on both sides of the conflict caused the dissatisfaction of soldiers who started plundering the villages. It had a crushing impact on the villagers who vainly begged the king for help. Charles I was finding help overseas in the Netherlands and Denmark, but the effort of these countries to help was infinitesimal.⁹²

⁹² VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, pp. 66 – 67.

3.5 Summary

The English Civil War was very complicated event that had a huge impact on Great Britain. The causes are obvious: the old- fashioned thinking and inability of the Stuart kings to see the new age of the Parliament, heterogeneous mixture of religion and the most of all budget issues.

The Civil War was won by “the New Model Army” led by Oliver Cromwell and by modern thinking of the Members of Parliament. The events which happened during the civil war affected Great Britain a lot. The first one of them was the creation of Great Britain including North Ireland, Scotland and England. This period had an influence on the future origins of the constitutional monarchy. The freedom of religion was established, and it has been valid ever since. The English Civil War brought about human and material sacrifices, but it also showed Englishmen that it was a necessary experience which led to their modern thinking. It was a springboard to the event which ultimately changed the world: the French Revolution.

4 The major battles

The bachelor thesis describes three major battles which happened during the English Civil War and which had a massive impact on the following course of it. It describes the course of the battles, decisions of the generals, number of soldiers and the consequences of the battles.

4.1 Edgehill

Vodička believes that before the battle in which many people hoped for the quick ending of the war, the king was in a bad situation after he failed to capture Manchester. Ports like Dover, Bristol, Plymouth and even Portsmouth were captured by the Parliament. The Parliamentary Army, numerous but without morality, led by Essex was marching to Northampton to surprise the king. The Parliamentary Army consisted mostly of Englishmen like John Hampden, the Commander of the Infantry, Denzill Holles, Oliver Cromwell and Sir Arthur Haselrig, who was in the command of the cavalry. There were also some foreigners and even Croatian officers in it. Essex missed the opportunity, because Charles I already left Northampton on 9th September 1642 and he travelled to Shrewbury (Wales) where he and his army captured Port Chester, which opened the route for reinforcement from Ireland. New recruits were also coming from Wales, Staffordshire, Lincolnshire and Bedfordshire, making the army of Charles I a formidable threat.⁹³

Despite all deficiencies and problems, Charles I, leading his army, marched to London on 12th October. His army abounded with a good morality and training. Bad equipment, the lack of money and unexperienced soldiers who had never fought before were the other side of the coin. The Parliamentary Army marched to Kineton to surprise the king in front of London, but their hesitation about a direct attack on the Royalist army resulted in staying overnight in Kineton. Having found the whole Essex's army, Charles I and Prince Rupert decided to attack. Charles's I nephew captured Edgehill hillock, which was a good position to defend. All the units did not keep communication between each other, and that was the reason why many units did not even join the fight. The armies were decimated by hunger and by the lack of money. They were slowed by the vehicles

⁹³ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, p. 68–71.

with munition and supplies, and even the terrain in England with closed fields and swamps was against them. The plan of Lindsey was to attack the right flank, which would be convenient only for their infantry not for the cavalry, but when Prince Rupert gained the permission to fight on the open field, Lindsey immediately resigned from his post of the Earl of Forth. The Royalist army consisted of the right flank led by Prince Rupert, middle of the infantry and left flank of the cavalry which was in the tight formation because of the short firing range led by Henry Wilmot. In front of the whole army with the standard of the king, Sir Edmund Verney stood there, backed up by many cannons behind him. The opposite army had the same formations, but with different generals, obviously.⁹⁴

According to Trueman, the battle started at one o'clock with the artillery fire which lasted for two hours. Then Prince Rupert struck, which resulted in retreating of many parliament soldiers back towards Kineton, but they were massacred there by the cannons of John Hampden, who did not permit desertion. Essex's flank was almost had had insufficient number of soldiers (most of them followed deserters, and reserved units attacked with the regular ones.) In the meantime, the left parliamentary flank of the cavalry led by Lord Fielding was crushed by Henry Wilmot, but then he could not have arrayed units to defend themselves, and therefore military force of Henry Wilmot was crushed by parliamentary General Balfour who had the reserve cavalry. The centre of the Royalist army was exposed, and Lindsey and his guard were massacred. Lindsey himself died in a horrible pain the next day. The carriers of the king's standard, Sir Edmund Verney, and Charles's I cousin, George Stuart, died the same way. Even the main protagonist of the war, Charles I, would have fallen if Essex had realized that Rupert's newly formed cavalry had been very tired. Instead of attacking, Essex retreated from the battlefield and then marched to Warwick and declared that the Parliament had won, but his army was in a pitiful situation, because they were pursued and damaged by Rupert's cavalry whose members also stole many supplies. The losses were devastating on both sides. One thousand and five hundred soldiers died during this battle.⁹⁵

⁹⁴ BRITISH BATTLES. *The Battle of Edgehill: The First Battle of the English Civil War* [online]. [cit. 26.02 2014]. Available from: <http://www.britishbattles.com/english-civil-war/battle-edgehill.htm>

⁹⁵ TRUEEMAN, Chris. *The Battle of Edgehill* [online]. 2000–2013. [cit. 28.02.2014]. Available from: http://www.historylearningsite.co.uk/battle_edgehill.htm

4.2 Marston Moor

The battle that is said to have been the most cruel and bloodiest conflict of the English Civil War, took place in the evening on 2nd July 1644 when the parliamentary army led by Lord Fairfax and the Earl of Manchester and the Scottish Covenanters led by the Earl of Leven defeated the Royalists under the leadership of Prince Rupert of the Rhine and Marquess of Newcastle.⁹⁶

Hickman assumes that right before the battle began, Prince Rupert marched to York which was fortified and besieged by Manchester. There were also the biggest bastions and fortresses in York. Manchester captured the northern suburb on 3rd June, and Newcastle gave an order to destroy all bridges in the town in order to protect the city.⁹⁷

The allied army consisted of twenty-five thousand soldiers, and the Royalists, led by Newcastle who had been defending the city, had four thousand and five hundred infantry and three hundred horsemen with the Prince Rupert's force which consisted only of fifteen thousand soldiers. Prince Rupert arrived near York, and Manchester retreated to Long Marston where strongly disconcerted Newcastle had to go with his garrison of York on Rupert's order. The Parliamentary Army had a superior position for a fight between Marston Moore and Tockwith while the Royalist army was in the position in which it was difficult to initiate an attack or defend the position.⁹⁸

Cromwell with three thousand soldiers and Leslie with one thousand Scottish horsemen stood on the left flank. There was Fairfax with five thousand men on the right flank, and the middle of the army consisted of eleven thousand soldiers who were prepared to fight. The Parliamentary Army had a considerable numeral superiority, but Prince Rupert had the plan to array the army into the thinner formation, which should have given the impression of the Royalist army being bigger. However, Newcastle and

⁹⁶ FOARD, Glenn. *Battle of Marston Moor* [online]. 2014. [cit. 23.02. 2014]. Available from: <http://www.battlefieldstrust.com/resource-centre/civil-war/battleview.asp?BattleFieldId=24>

⁹⁷ FOARD, Glenn. *Battle of Marston Moor* [online]. 2014. [cit. 23.02. 2014]. Available from: <http://www.battlefieldstrust.com/resource-centre/civil-war/battleview.asp?BattleFieldId=24>

⁹⁸ HICKMAN, Kennedy. *English Civil War: Battle of Marston Moor* [online]. 2014. [cit. 23.02. 2014]. Available from: <http://militaryhistory.about.com/od/battleswars16011800/p/marstonmoor.htm>

Ethin strongly disagreed with it, thus Rupert did not execute the plan and even postponed the attack letting his soldiers dine, which was a fatal mistake.⁹⁹

The enemy took initiative and attacked the right Royalist flank, which had better to have repulsed the provoked assault, but they were not prepared that they would attack on their own. The sky darkened, and it started raining when Leven's infantry were going over the moat with simultaneously executed attack by Cromwell on the left flank where they destroyed the cavalry of Byron and the musketeers. The Royalist backup was sent, but Cromwell's force with Leslie's newcomers attacked the cavalry of the enemy from the side, which caused chaos, and Rupert's men dashed. The enemy of the Fairfax's cavalry was the terrain itself, and Goring with his cavalry counter attacked the middle where they massacred the Anglo-Scottish infantry and then recruits from Lancashire and York's veterans. The allies were surprised by defending of the Royalist army, and the middle of the parliamentary army started to retreat while Goring was smashing through the line and destroying the Scottish reserves which had been retreating to Selby. Cromwell got a message about devastated right flank and marched to Winthrop's forest behind the Royalist line attacking the Goring's cavalry. After having the Goring's cavalry destroyed, Cromwell went back to the Winthrop's forest and massacred the rear of the king's infantry, which meant the parliamentary victory.¹⁰⁰

„The decisive moment of the monumental battle was Cromwell's attack and manoeuvring with the cavalry. Cromwell himself said: “This is such a victory that no other victory from the beginning of the civil war is equal to this”. Cromwell gained amazing reputation, and even Prince Rupert called him “Ironside”. It was the bloodiest battle of the civil war, and the losses for the Royalists were devastating. Thousands of dead bodies in York were put into dug out pits, and the Rupert's standard with fifty collaterals was seized. York capitulated fourteen days after the battle, which meant that northern county was out of control of the Royalists, and Newcastle and Lord Eythin among the others left England, because they felt guilty because of the lost battle.“¹⁰¹

⁹⁹ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642–1649*. Praha: Epoque, 2009, pp. 165–167.

¹⁰⁰ HICKMAN, Kennedy. *English Civil War: Battle of Marston Moor* [online]. 2014. [cit. 23.02.2014]. Available from: <http://militaryhistory.about.com/od/battleswars16011800/p/marstonmoor.htm>

¹⁰¹ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642–1649*. Praha: Epoque, 2009, p. 169.

According to Churchill, the situation was not hopeless, because Rupert had six thousand horsemen, and he marched to the West where he formed the new army. The main problem of the Parliamentarians was that everyone followed different ideas. Leslie besieged Newcastle, Fairfax did not proceed to Newark where the Royalist crews were fighting for their lives. The weakness of the Anglo-Scottish alliance became clear when the Scots did not want to continue with the offensive, and they were suspected of making a deal with the king. In addition to that, the Independents claimed all the merits for the victory, which strongly enraged all the Presbyterians. John Pym knew that Presbyterianism was not compatible with the Englishmen, and the unity of this alliance begun disappearing.¹⁰²

4.3 Battle of Naseby

„The Battle of Naseby took place in June 14th 1645. It seemed that no side of the conflict had the upper hand, but after the battle, in which Royalist army was massacred, the king himself and Prince Rupert of Rhine were unable to wage war, which meant not so distant failure and definite end of the English civil war.“¹⁰³

The first signs of the problems in the Royalist camp appeared when Charles I met with his Commanders in Oxford and ordered Lord Goring to proceed with the siege of Taunton and to hold the West Country. However, Charles I and Rupert marched north to gain parts of North England once again, letting a large force of Lord Goring behind them. Lord Fairfax was besieging Oxford, but the king instead of defending the city captured the parliamentary city Leicester, which forced Fairfax to stop the besieging of Oxford and to march to battle the Royalist army.¹⁰⁴

Vodička states that the previous decision (ordering Lord Goring to proceed with the siege of Taunton instead of accompanying the king) of Charles I fully struck when the Royalist army needed Goring's backup to be able to resist approaching Fairfax, but Lord Goring could not provide any, and therefore, the Royalists escaped to Market Harborough. If Prince Rupert had convinced Charles I to march north and to have the

¹⁰² CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 181–183.

¹⁰³ TRUEMAN, Chris. *The battle of Naseby* [online]. 2014. [cit. 24.02.2014]. Available from: http://www.historylearningsite.co.uk/battle_naseby.htm

¹⁰⁴ HICKMAN, Kennedy. *English Civil War: Battle of Naseby* [online]. 2014. [cit. 23.02. 2014]. Available from: <http://militaryhistory.about.com/od/battlewars16011800/p/naseby.htm>

privilege to choose the place and time of the battle, the war could have ended up differently. However, a close adviser of the king and military dilettante, George Digby, persuaded him to win the most significant battle right there.¹⁰⁵

Without Goring's backup, the Royalist army which consisted only of eight thousand soldiers stood against fifteen thousand men of the parliamentary army led by Cromwell and Fairfax. Cromwell could call up three thousand men, and his horsemen were on the right flank of the parliamentary force. On the other side of the battlefield there were two thousand royalist horsemen of Marmaduke Langdale. The horsemen of Henry Ireton were on the left parliamentary flank. The infantry was between the both sets of horsemen on both sides. In the morning on 14th June 1645 both armies captured the opposite hills over the Valley Broad Moor near the village Naseby.¹⁰⁶

According to Vodička, the battle began at ten o'clock when the right flank of the Prince Rupert's cavalry attacked the left parliamentary flank led by Henry Ireton. Ireton was defeated, unsuccessfully trying to array his soldiers again. However, Rupert did not have the sufficient amount of men to attack the exposed parliamentary rear. His men started to loot the parliamentary camp, but after a while, the force was gathered again and marched to the battlefield. Simultaneously with Rupert's attack, the Royalist infantry in the wedge formation attacked the Skippon's infantry and almost destroyed them when Skippon was shot with a musket.¹⁰⁷

The cavalry led by Sir Marmaduke Langdale attacked the left flank of the Parliamentary army twice. Cromwell suppressed the first attack and decimated the whole force of Langdale on the right flank. Despite knowing that the infantry did not have a chance against the cavalry, the Royalists sent backups of "the Blue-coated" who were massacred by the Cromwell's force. The crucial mistake was that the king hesitated too long with the attack of his men, and therefore he was taken out of the battlefield to the place where he would be safe. Then Cromwell defeated the rear of the Astley's infantry. The infantry of Astley surrendered to Cromwell immediately, because it consisted of inexperienced soldiers who were the new recruits from Wales. When Rupert came back,

¹⁰⁵ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epocha, 2009, pp. 218 -220.

¹⁰⁶ TRUEMAN, Chris. *The battle of Naseby* [online]. 2014. [cit. 24.02.2014]. Available from: http://www.historylearningsite.co.uk/battle_naseby.htm

¹⁰⁷ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epocha, 2009, pp. 221-222.

all of the Royalist forces were defeated, and there were no Royalist soldiers on the battlefield at one o'clock except for the prisoners.¹⁰⁸

*„Just like at Marston Moore, the numerous superiority of “the Roundheads” played a huge role in the battle of Naseby. There is no doubt that Cromwell’s contribution to the victory was decisive. He fascinated his men with his own courage, and it strongly contrasted with the hesitation and the indecisiveness of Prince Rupert and Charles I. Cromwell is said to have been cruel, insensitive, and completely inconsiderate on every battlefield he stood on. On the other hand, Charles I was not sure if the war against his subjects was the best thing to do. Cromwell’s optimism and conviction about his certain victory was exactly the opposite of the king’s defeatist mood and depressions.”*¹⁰⁹

Ross says that after the battle which meant the crucial defeat for the Royalist force, the king lengthened the conflict until the capitulation in Oxford in 1646.¹¹⁰

¹⁰⁸ Ibid., pp. 221- 222

¹⁰⁹ KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, pp. 273–286.

¹¹⁰ ROSS, David. *The Battle of Naseby* [online]. [cit. 23.02.2014]. Available from: <http://www.britainexpress.com/History/battles/naseby.htm>

5 Student's handouts

The practical part consists of two student's handouts. The first one is an extract from the chapter IV that is found in the theoretical part of the thesis. The second one is an extra piece of work about Oliver Cromwell. The student's handouts are primarily focused on the education of students in the English language and history. With regard to English, the excersises are mainly about the comprehension of the text, grammar used in the worksheets, pronunciation of some difficult words from the text and translation of unknown words. Historical part should inform the students where and when the major battles took place, and who were the generals and main protagonists of the English Civil War. It also includes some interesting information such as number of the soldiers in both the armies and the strategy of battles.

The worksheets are easy to create and use. It is recommended to use it during the lesson of the English language or history. There are two versions of the worksheets; the longer version should be fulfilled in forty minutes and the shorter one in twenty minutes. During working on the worksheets, the students are looking for the answers to the presented questions, and then they can discuss it with their teacher. The longer version of the worksheets should contain all important details which would be necessary for the students to work individually. The students can be divided into groups or they can work individually. The last option is to give a worksheet to the students as homework, but in this case, there could be a high risk of copying. These practical exercises could be applied in higher grades of elementary schools, but the best option would be to use it at grammar schools due to the advanced grammar and complexity of the two topics. The teachers should be able to answer all of the questions connected with the worksheets and also provide an extended explanation if the students are interested in some parts of the exercise. Obviously, the teacher should check the work of the students during the lesson by walking from one group of the students to another and ask the students if there is a problem or if everything is going smoothly. In case of the shorter version of the worksheet, the group that finishes first should come in front of the class and answer a few questions. The second option is to wait for all groups to finish, and then have a discussion about it. The teacher should invite the students to be active.

Thanks to these worksheets, the students would improve their knowledge of the English grammar and history, and they would gain the ability to comprehend the text

better. The students should also practice working individually, working in groups or with teacher.

5.1 The first student's handout

Battle of Marston Moore

The battle that is said to have been the most cruel and bloodiest conflict of the English Civil War, took place in the evening on 2nd July 1644 when the parliamentary army led by Lord Fairfax and the Earl of Manchester and the Scottish Covenanters led by the Earl of Leven defeated the Royalists under the leadership of Prince Rupert of the Rhine and Marquees of Newcastle.¹¹¹

Hickman assumes that, right before the battle began, Prince Rupert marched to York which was fortified and besieged by Manchester. There were also the biggest bastions and fortresses in York. Manchester captured the northern suburb on 3rd June, and Newcastle gave an order to destroy all bridges in the town in order to protect the city.¹¹²

The allied army consisted of twenty-five thousand soldiers, and the Royalists, led by Newcastle who had been defending the city, had four thousand and five hundred infantry and three hundred horsemen with the Prince Rupert's force which consisted only of fifteen thousand soldiers. Prince Rupert arrived near York, and Manchester retreated to Long Marston where strongly disconcerted Newcastle had to go with his garrison of York on Rupert's order. The Parliamentary Army had a superior position for a fight between Marston Moore and Tockwith while the Royalist army was in the position in which it was difficult to initiate an attack or defend the position.¹¹³

Cromwell with three thousand soldiers and Leslie with one thousand Scottish horsemen stood on the left flank. There was Fairfax with five thousand men on the right flank and the middle of the army consisted of eleven thousand soldiers who were prepared to fight. The Parliamentary Army had a considerable numeral superiority, but Prince Rupert had the plan to array the army into the thinner formation, which should have given the impression of the Royalist army being bigger. However, Newcastle and Ethin strongly

¹¹¹ FOARD, Glenn. *Battle of Marston Moor* [online]. 2014. [cit. 23.02. 2014]. Available from: <http://www.battlefieldstrust.com/resource-centre/civil-war/battleview.asp?BattleFieldId=24>

¹¹² HICKMAN, Kennedy. *English Civil War: Battle of Marston Moor* [online]. 2014. [cit. 23.02. 2014]. Available from: <http://militaryhistory.about.com/od/battleswars16011800/p/marstonmoor.htm>

¹¹³ HICKMAN, Kennedy. *English Civil War: Battle of Marston Moor* [online]. 2014. [cit. 23.02. 2014]. Available from: <http://militaryhistory.about.com/od/battleswars16011800/p/marstonmoor.htm>

disagreed with it, thus Rupert did not execute the plan and even postponed the attack letting his soldiers dine, which was a fatal mistake.¹¹⁴

The enemy took initiative and attacked the right Royalist flank, which had better to have repulsed the provoked assault, but they were not prepared that they would attack on their own. The sky darkened, and it started raining when Leven's infantry were going over the moat with simultaneously executed attack by Cromwell on the left flank where they destroyed the cavalry of Byron and the musketeers. The Royalist backup was sent, but Cromwell's force with Leslie's newcomers attacked the cavalry of the enemy from the side, which caused chaos, and Rupert's men dashed. The enemy of the Fairfax's cavalry was the terrain itself, and Goring with his cavalry counter attacked the middle where they massacred the Anglo-Scottish infantry and then recruits from Lancashire and York's veterans. The allies were surprised by defending of the Royalist army, and the middle of the parliamentary army started to retreat while Goring was smashing through the line and destroying the Scottish reserves which had been retreating to Selby. Cromwell got a message about devastated right flank and marched to Winthrop's forest behind the Royalist line invading the Goring's cavalry to the back. After having the Goring's cavalry destroyed, Cromwell went back to the Winthrop's forest and massacred the rear of the king's infantry, which meant the parliamentary victory.¹¹⁵

„The decisive moment of the monumental battle was Cromwell's attack and manoeuvring with the cavalry. Cromwell himself said: “This is such a victory that no other victory from the beginning of the civil war is equal to this”. Cromwell gained amazing reputation, and even Prince Rupert called him “Ironside”. It was the bloodiest battle of the civil war, and the losses for the Royalists were devastating. Thousands of dead bodies in York were put into dug out pits, and the Rupert's standard with fifty collaterals was seized. York capitulated fourteen days after the battle, which meant that northern county was out of control of the Royalists, and Newcastle and Lord Eythin among the others left England, because they felt guilty because of the lost battle.“¹¹⁶

¹¹⁴ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, pp. 165–167.

¹¹⁵ HICKMAN, Kennedy. *English Civil War: Battle of Marston Moor* [online]. 2014. [cit. 23.02. 2014]. Available from: <http://militaryhistory.about.com/od/battleswars16011800/p/marstonmoor.htm>

¹¹⁶ VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, p. 169.

According to Churchill, the situation was not hopeless, because Rupert had six thousand horsemen, and he marched to the West where he formed the new army. The main problem of the Parliamentarians was that everyone followed different ideas. Leslie besieged Newcastle, Fairfax did not proceed to Newark where the Royalist crews were fighting for their lives. The weakness of the Anglo-Scottish alliance became clear when the Scots did not want to continue with the offensive, and they were suspected of making a deal with the king. In addition to that, the Independents claimed all the merits for the victory, which strongly enraged all the Presbyterians. John Pym knew that Presbyterianism was not compatible with the Englishmen, and the unity of this alliance begun disappearing.¹¹⁷

Plus all the exercises which are described below.

Glossary: Recruits = New soldiers, Retreat = state when the army runs away, reserves = backup soldiers, pit = a dug hole in the ground, crew = another expression for a team

¹¹⁷ CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, pp. 181 – 183.

5.2 The first task: Pronunciation of some difficult words

LEVEL: Pre-intermediate, Eighth or Ninth Grade, the first year of grammar school

DURATION: 20–25 minutes

TOOLS: English dictionary, Phonemic Chart

AIM: Revision of the phonemic chart, new knowledge of transcription of some difficult words

Teacher's notes:

The teacher's notes consist of information that is intended only for teachers (how the task should be done, in what time it should be done, the keys for the tasks, etc.) The text which is not underlined is only in the list for teachers, and underlined text is in both the teacher's notes and student's handout. The exercises are only in the student's handouts.

Procedure:

- Before the actual task, you should briefly explain the meaning of the numbers at the end of each paragraph
- Introduce the quotations in the simplified form, and tell the students that if we are not the authors of a text, and we use information from books, internet, or magazines, then we have to properly address it in our work by quotations, especially in bachelor thesis or dissertation thesis
- You should briefly introduce the content of the text.
- Prepare all the tools that the students will need (Phonemic Chart, Czech-English dictionary, etc.)
- The students should be reminded to bring The Marston Moore sheet the next lesson

The first task:

Try to transcribe the given words from the text.

- Before starting the task, you should ask if the students know the phonemic chart
- Then the students should read the text by themselves
- You should raise the students to read one paragraph of the text
- The best students who will finish the first task earlier should be given some extra words from the text for a transcription (recruits, capitulate, forest, standard, especially, omission, etc.)

- If there is a problem, you should come over the students with a small phonemic chart and help them
- When the students finish the task, you should discuss the results with them and show the right answers
- The task should be completed in 10 minutes

Exercise:

1. Cruel-
2. Parliamentary-
3. Royalist-
4. Marquees-
5. March-
6. Bastion-
7. Fortress-
8. Suburb-
9. Disconcert-
10. Considerable-
11. Ruse-
12. Ally-
13. Repulse-
14. Assault-
15. Moat-

Key:

1. ['kru:əl] 2. [ˌpɑ:lə'ment(ə)rɪ] 3. ['rɔɪəlɪst] 4. [mɑ:'ki:] 5. [mɑ:tʃ] 6. ['bɑstrən] 7. ['fɔ:trɪs], 8. ['sʌbə:b] 9. [ˌdɪskən'sə:t] 10. [kən'sɪd(ə)rəb(ə)] 11. ['ru:seɪ] 12. ['alʌɪ] 13. [rɪ'pʌls] 14. [ə'sɔ:lt] 15. [məʊt]

The second task:

Try to write the words that are transcribed in the task:

- You should point out that the words can be found in the student's hand out
- A Phonemic chart should be available for the students as well as the help of a teacher
- There will be a discussion about the right answers after finishing the task
- The task should be completed in 10 minutes

Exercise:

1. [ɪn'reɪdʒ]-
2. [kə'mpætəbəl]-
3. [-'ɪnɪʃətɪv]-
4. [mʌskɪ'tiəz]
5. ['keɪs]
6. ['terɪn]
7. ['sɪmbəl]
8. [smæʃ]
9. [rɪ'zɜ:v]
10. [ɪn'veɪd]
11. [dɪ'saɪsɪv]
12. [mə'nu:və]
13. [si:z]
14. [ˌrepjʊ'teɪʃən]
15. ['ju:nɪtɪ]

Key:

1. Enrage, 2. Compatible, 3. Initiative, 4. Musketeers, 5. Chaos, 6. Terrain, 7. Symbol, 8. Smash, 9. Reserve, 10. Invade, 11. Decisive, 12. Manoeuvre, 13. Seize, 14. Reputation, 15. Unity

The third task:

- It can be used as homework or an extra task for the students who will finish earlier
- Extend the task by them writing sentences with these extra words
- Check the results in the groups or together

Exercise:

Add some words that you do not know and try to write their pronunciation.

1.
2.
3.

5.3 The second task: The comprehension of the new words

LEVEL: Pre-intermediate, Intermediate, Eighth or Ninth grade, the first two years of grammar school

DURATION: 25 minutes

TOOLS: Czech–English dictionary, Marston Moore student’s handout, History Textbook

AIM: Enrich student’s word stock with vocabulary focused on wars, realize that the students do not have to know every word, but they can deduce the meaning of a particular word from the context and enforce abstract thinking

Teacher’s notes:

Procedure:

- You should revise the content of the student’s handout and remind students what they have completed so far
- Announce the series of tasks for the current lesson
- The introduction of the task can be done within 5 minutes
- Check the results in the groups or together

The first part:

Try to guess which word is described by the definitions below:

- The students should be divided into groups
- Choose one of the students to be the leader of a group (each leader should organize the work and select his/her colleagues to work on all three parts of the task under the supervision of the teacher)
- a Czech–English dictionary can be used only in cases when students have absolutely no idea what some words mean
- The first part should be done within 10 minutes; you can add the first letter of every word.

Exercise:

1. The person without any feelings, capable of horrible things – an adjective.....C
2. The moment that can change something and that is unreturnable – an adjective.....D
3. It is the part of a town called a periphery – a noun.....S
4. It is usually around a castle to prevent enemies to break into – a noun.....M
5. The person who is agitated or excited – an adjective.....D
6. It is a trick or a plot – a noun.....R
7. The person who becomes furious at something – an adjective.....E
8. The process when the army moves from the point A to the point B – a noun.....M
9. The process when someone destroys something into pieces – a verb.....S
10. The big complex of buildings usually surrounded by walls – a noun.....F
11. The process when the army barges into another country – a verb.....I
12. It is the form of an attack (physical, verbal, etc.) – a verb.....A
13. Two things are of the same size or meaning – an adjective.....E
14. The person who is considered to be involved in something illegal – a noun.....S
15. The thing that precedes somebody – a noun.....R

Key:

1. Cruel, 2. Decisive, 3. Suburb, 4. Moat, 5. Disconcerted, 6. Ruse, 7. Enrage, 8. March, 9. Smash, 10. Fort, 11. Invade, 12. Assault, 13. Equal, 14. Suspect, 15. Reputation

The second task:

Try to come up with the definitions of the words listed below:

- The Groups of the students are the same
- Walk from group to group and ask them if there is something that they do not know and help when it is needed.
- The second part is a little bit difficult, because a student must use his/her imagination in the process of making the definitions, and therefore 15 minutes are given for this task.
- Check the results in groups or together

Exercise:

1. Terrain-
2. Seize-
3. Compatible-
4. Unity-
5. Chaos-
6. Collateral-
7. Newcomer-
8. Retreat-
9. Besiege-
10. Crucial-
11. Simultaneously-
12. Initiative-
13. Claim-
14. Manoeuvre-
15. Capitulate-

Key:

1. A piece of ground that has a specific characteristic or military potential, 2. To capture the attention or imagination of somebody/someone, 3. To be able to exist and live together in harmony, 4. The quality of being united into one, 5. A state of extreme confusion and disorder, 6. Something minor or secondary, 7. A person who has recently arrived in a place, 8. A military withdrawal to a more favourable position, 9. To surround a place with armed forces in order to capture it or force the inhabitants living in this place to surrender, 10. A synonym for decisive or critical 11. Something is happening at the same time, 12. The ability to assess and initiate things independently, 13. To assert and demand the recognition of something (a right, title, possession.); assert one's right, 14. An action aimed at evading an enemy, 15. To cease resisting an opponent or an unwelcome demand

The third task:

Add words that you do not know and try to figure out the definition of it. Feel free to make your own definition of chosen words.

- It can be used as an extra work for the groups which will complete the task sooner than expected (Length: 10 to 15 minutes)
- It can be used as homework for the groups which will not complete the task during the regular lesson
- The checking of the results can be done in groups or together

Exercise:

1.
2.
3.

5.4 The third task: The grammar, usage of past, present and future tenses

LEVEL: Intermediate, students in the first three years of grammar school

DURATION: 80 minutes

TOOLS: Exercise book, Czech–English dictionary, English grammar in use

AIM: Revision of English grammar tenses, past and past participle verb forms

Teacher's notes:

Procedure:

- You should revise the content of the student's handout and remind the students what they have completed so far
- Before the task, you should ask the students what grammar tenses they know, how it is created, and what forms of the verbs they know
- The Students should know almost all kinds of tenses (present, past, future, etc.) and know the three forms of irregular and two forms of the regular verbs
- The introduction of the task should be completed in 5 minutes

The task one:

Rewrite the given sentences to the required tense (the underlined parts can help you):

- Every student should work alone to test his/her grammar skills
- Help the students who need it
- The parts which should be replaced are underlined for better understanding
- The first one is likely to be completed in 30 minutes with the supervision
- If you want to make it a little more difficult, omit the underlined part
- There are more possible right answers, the key provides only one
- The checking of the results can be done together

Exercise:

On 3rd June Manchester captured northern suburb and Newcastle gave an order to destroy all bridges in the town in order to protect York.

Present simple: Every 3rd June Manchester captures northern suburb and Newcastle gives an order to destroy all bridges in the town in order to protect York.

1. The ally's army consisted of twenty-five thousand soldiers and Royalist Newcastle who had been defending the city, had four thousand, five hundred infantry and three hundred horsemen with Prince Rupert's force which had only fifteen thousand soldiers.

Future perfect / Future perfect continuous:

2. Prince Rupert arrived near York and Manchester retreated to Long Marston where strongly disconcerted Newcastle had to go with his garrison of York on Rupert's order.

Present simple / Present simple / future:

3. The Parliamentary Army had a considerable numeral superiority, but Prince Rupert had the plan to array the army into the thinner formation, which should have given the impression of the Royalist army being bigger. However, Newcastle and Ethin strongly disagreed with it, thus Rupert did not execute the plan and even postponed the attack letting his soldiers dine, which was a fatal mistake.

Present continuous / Present perfect / Pr. Simple / Pr. Simple/Going to / 3× will /:

4. The sky darkened and it started raining when Leven's infantry were going over the moat with simultaneously executed attack by Cromwell on the left wing where they destroyed Byron's cavalry and the musketeers.

Present continuous 2× / Present continuous / Future perfect /:

5. The Royalist backup was sent but Cromwell's force with Leslie's newcomers attacked enemy cavalry from the side which caused chaos and Rupert's men dashed.

Present continuous (passive) / Present perfect continuous 2× / will /:

6. Allies were surprised by defending and the middle of the Parliamentary Army started to retreat while Goring smashed through the line and destroyed Scottish reserves, which had been retreating to Selby.

Present simple (passive) / Present simple / Present perfect continuous 2× /:

7. The weakness of Anglo-Scottish alliance became clear when Scotsmen did not want to continue with the offensive and they were suspected of making a deal with the king.

Present continuous / Present perfect / Present perfect (passive):

8. However, the situation was not hopeless because Rupert's had six thousand horsemen and marched to the west where he formed the new army.

Present simple 2× / Present perfect / Present perfect continuous /:

9. It was the bloodiest battle of the civil war and the losses for the Royalists were devastating.

Future perfect / will /:

10. Leslie besieged Newcastle, Fairfax did not proceed to Newark where the Royalist crews were fighting for their lives.

Present continuous 2× / Present perfect continuous /:

Key:

1. By the next year the allies' army will have consisted of twenty-five thousand soldiers and Royalist Newcastle who will have been defending the city, will have had four thousand, five hundred infantry and three hundred horsemen with Prince Rupert's force which will have had only fifteen thousand soldiers.
2. Prince Rupert arrives near the town and Manchester retreats to Long Marston, where strongly disconcerted Newcastle will have to go with his garrison of York on Rupert's order with him.
3. They are having a considerable numerical superiority now but Prince Rupert has the plan to array the army into the thinner formation, which should give the impression of the Royalist army being bigger. However, Newcastle and Ethin strongly disagree with it so Rupert will not execute the plan and he will postpone the attack letting his soldiers dine which will be the crucial mistake.
4. The sky is darkening and it is starting to rain when Leven's infantry are going over the moat with simultaneously executed attack by Cromwell on the left

wing where they will have destroyed Byron's cavalry and musketeers by next two hours.

5. The Royalist backup is being sent but Cromwell's force with Leslie's newcomers has already been attacking the enemy cavalry from the side which has been causing chaos and therefore Rupert's men will dash very soon.
6. Allies is surprised by defending and the middle of the Parliamentary Army starts to retreat while Goring has been smashing the line and destroying Scottish reserves, which has been retreating to Selby.
7. The weakness of Anglo-Scottish alliance is becoming clear when Scotsmen have not wanted to continue with the offensive and they has been suspected of making a deal with the king for two months.
8. However, the situation is not hopeless because Rupert's has six thousand horsemen and has just marched to the west where he has been building the new army.
9. It will have been the bloodiest battle of the civil war by next year and the losses for the Royalists will be devastating.
10. Leslie is besieging Newcastle while Fairfax does not proceed to Newark, where the Royalist crews have been fighting for their lives.

The task two:

Write the missing forms (past, past participle) of the verbs and decide which of those verbs are regular or irregular

Exercise:

1. Say -.....-.....
2. Simplify -.....-.....
3. Lead -.....-.....
4. Defeat -.....-.....
5. Begin -.....-.....
6. Capture -.....-.....
7. March -.....-.....
8. Give -.....-.....
9. Protect -.....-.....
10. Consist -.....-.....

11. Stay -.....-.....
12. Repulse -.....-.....
13. Send -.....-.....
14. Come -.....-.....
15. Mean -.....-.....
16. Destroy -.....-.....
17. Dig -.....-.....
18. Put -.....-.....
19. Feel -.....-.....
20. Build -.....-.....

Key:

Irregular verbs: 1. Say-said-said, 2. Lead-led-led, 3. Begin-began-begun, 4. Give-gave-given, 5. Send-sent-sent, 6. Come-came-come, 7. Mean-meant-meant, 8. Dig-dug-dug, 9. Put-put-put, 10. Feel-felt-felt, 11. Build-built-built

Regular verbs: 1. Simplify-simplified-simplified, 2. Defeat-defeated-defeated, 3. Capture-captured-captured, 4. March-marched-marched, 5. Protect-protected-protected, 6. Consist-consisted-consisted, 7. Repulse-repulsed-repulsed, 8. Destroy-destroyed-destroyed, 9. Stay-stayed-stayed

The task three (homework):

Create your own story with the theme of a war or a battle where must be at least five grammar tenses.

- Tell the students that their homework has to be done till the next lesson to maintain the issue about the structure of the tenses topical.
- You can use it as an extra work for the students who will finish earlier.

5.5 The fourth task: Listening, true x false questions

LEVEL: Intermediate, Students in the last four years of grammar school

DURATION: 10-20 minutes

TOOLS: The part of the student's handout modified for the listening task, Historical book

AIM: Practice listening skills, explore the age of the English Civil War (battles, important figures, etc.)

Teacher's notes:

Procedure:

- Take only some parts of the actual worksheet (erase words that students hear in the listening)
- Record the listening on the tape or ask a native speaker to do it
- The content of the recording can be exactly the same as the text in the student's handout
- Make it more difficult by telling the information in the different order

The task one:

Try to fill missing words to the suitable brackets

- Play the whole recording for the first time
- The second recording should be stopped after every paragraph
- Play the whole recording for the third and the last time
- It can be completed within 10–20 minutes
- Check the answers together

Exercise:

Battle of

The battle that is said to have been the most and conflict in took place in the evening on, where the parliamentary army led by and the and the Scottish Covenanters under the defeated the Royalists under and the

Just before the battle began, Prince Rupert marched to York that was and besieged by Manchester. There were the biggest and in York. On, Manchester captured northern suburb and Newcastle gave an order to destroy

all of the bridges in the town in order to protect York. Allies army consisted ofand Royalistwho were defending the city, had and three hundred horsemen with Prince Rupert's force which consisted only of..... Prince Rupert arrived near the town and Manchester retreated to....., where strongly disconcerted..... had to go with his force on Rupert's order. army had superior position for a fight between Marston Moore and Tockwith while the Royalist army was in the position in which it was difficult to..... an attack or defend the position.

The moment of the monumental battle was attack and maneuvering with cavalry. himself said: "This is such a victory that no other victory from the beginning of the civil war is equal to this". He gained amazing even Prince Rupert called Cromwell It was the bloodiest battle of the civil war and the losses for the Royalists were devastating. Thousands of dead bodies in were put into dug out pits and Rupert'swith fifty collaterals were seized. Fourteen days after the battle, York capitulated which, meant that northern was out of control of the Royalists and Newcastle and Lord Eythin escaped, because they felt guilty because of the lost battle.

Key:

1. Marston Moore, 2. Cruel, bloody, 3. Civil war, 4. 2nd July 1644, 5. Lord Fairfax, Earl of Manchester, 6. Earl of Leven, 7. Prince Rupert of Rhine, 8. Marquess of Newcastle, 9. Fortified, 10. Bastions, 11. Fortresses, 12. 3rd June, 13. Twenty-five thousand soldiers, 14. Newcastle, 15. Four thousand, five hundred soldiers, 16. Fifteen thousand soldiers, 17. Long Marston, 18. Newcastle, 19. Parliamentary, 20. Initiate, 21. Decisive, 22. Cromwell's, 23. Cromwell, 24. Reputation, 25. Ironside, 26. York, 27. Standard, 28. County.

The task two (homework):

Answer the questions using the Internet and adequate literature

- It can be used as homework or extra work for the students who will finish earlier

Exercise:

1. Of which conflict was the battle of Marston Moore a part of? Write a few sentences about the conflict.
2. Who were Lord Fairfax, the Earl of Manchester, and Prince Rupert of the Rhine? Was there, among these men, someone who was a relative of the king? What specific relationship did this person have with him?
3. How many soldiers did fight over all these years in the conflict?
4. What title has the decisive battle of the conflict which resulted in the king's failure?
5. Who was the most important figure who ended up as Lord Protector?
6. What does "Ironsides" mean? What was the name of the famous Royalist who declared that Cromwell is "ironside" after the battle of Marston Moore?
7. What is the New Model Army?
8. Was York the superior over the other cities? Did it have any strategic advantages? If yes, which ones?
9. Was the battle of Marston Moore the bloodiest battle of the conflict? Yes x No
10. Was there any important battle which ended irresolutely?

Key:

1. English Civil War. Very important conflict where the ground rules were set to the UK (constitutional monarchy, strong position of the parliament). Unique event during which the king was beheaded
2. Lord Fairfax – general and parliamentary commander in-chief during the English Civil War
The Earl of Manchester – Commander of Parliamentary forces in the First English Civil War, and for a time Oliver Cromwell's superior

Prince Rupert of the Rhine – German soldier, admiral, scientist, sportsman, colonial governor and amateur artist during the 17th century. The first cousin of King Charles II of England with whom he had a good relationship, but the relationship suffered at the end of the war.

3. Seven hundred thousand soldiers
4. The battle of Naseby
5. Oliver Cromwell
6. Members of the New Model Army. Prince Rupert of the Rhine
7. New parliamentary Army, created mainly by Oliver Cromwell, with regular payment. The army had iron morality and they saw their leader Oliver Cromwell as god.
8. York had the biggest bastions and fortresses, and it was the major city of northern county.
9. Yes.
10. The battle of Edgehill

The third task:

Decide which statements are true and which are false (if a statement is false, provide the right answer):

- It should be completed within 15 minutes

Exercise:

1. The Parliamentary Army was led by Prince Rupert of Rhine and the Marquess of Newcastle. T x F
2. Just before the battle began, Prince Rupert was marching to Portsmouth that was fortified and besieged by Manchester. There were also the biggest bastions and fortresses. T x F
3. Newcastle and Prince Rupert were the allies, and they fought against Fairfax. T x F
4. Parliamentary force had the superior position in the battle of Marston Moore. T x F
5. Prince Rupert executed the plan of making the Royalist army bigger in the eyes of the parliamentary force. T x F

6. Was the battle of Marston Moore the decisive battle of the English Civil War? T x F
7. Byron's infantry and musketeers deflected the attack of Oliver Cromwell. T x F
8. Were the Anglo-Scottish infantry, then the recruits from Lancashire and York's veterans presented in the battle? T x F
9. After the battle, new Rupert's army was being formed in the south. T x F
10. Presbyterianism and the Church of England were compatible according to John Pym. T x F

Key: 1. F (Royalist army), 2. F (York), 3. T, 4. T, 5. T, 6. F (The battle of Naseby), 7. F (They did not deflect the attack), 8. T, 9. F (Army was being formed in the west), 10. F (It was not compatible)

6 The second student's handout

The origin, actions and characterization of Oliver Cromwell before and during the civil war

Was he a religious fanatic or cunning politician? Was he an absolutistic monarch or a man who believed that the only hope for England was the Parliament and freedom of religion? These questions have been still alive and discussed among Englishmen despite their age.

There is no doubt that Cromwell was from the beginning of his political career led by desire to achieve much more than his personal gain. He was not so dominant and clever politician in his early days in the parliament. It is interesting to note, however, that he was just a political "pawn", and if he had not earned the reputation of feared general in the army, he would be hardly known. Even at the peak of the English revolution, he was an ordinary Member of the Parliament. The other features of his political career were volatility, caginess and the bursts of radical acts on the other hand.

When the civil war began in August 1642, Cromwell was thirty-four years old. There are not many sources from his earlier life, and only little information is at disposal. He was born in Huntingdon, near Cambridge, in 25th April 1599 as the only son of Robert and Elizabeth Cromwell. He attended free high school in Cambridge in 1616 and 1617. Tragic loss of his father in 1620 forced him to end his studies and to take over his father's property. His wife Elizabeth Boucher gave him eight children. In his parliamentary speech from 1654 he says that he has noble origins, but he never lived in staggering highs or in the shadow.

At first, Oliver Cromwell had nothing against the king, but his view on the religion was different, because he experienced religious conversion. He was afraid of Puritanism being suppressed and that the reform of the Church of England would not be completed. In 1640 he was elected the member of "the Long and Short Parliament", and his family had direct family relationship with many Members of the Parliament, but it was overrated. It is not clear if he cooperated with the great men of Westminster as for instance Bedford, Warwick, Sole or John Pym.

Overall, Oliver Cromwell as an ordinary member was well disposed towards the parliament, and he discovered army's conspiracy in the North of England. When the king was leaving the country in 1641, Oliver joined the group of people who were afraid of

the king's betrayal and subsequent dissolution of the parliament. Before the civil war, the Irish revolt occurred and that was the worst nightmare for him, because he did not see it as the oppression of the English government, but as the brutality of the Catholics. When the king wanted to arrest several Cromwell's close friends and some important members of the parliament, he began to be sure with his resistance to the king, and he created the committee of public safety. His next path led to Cambridge where he trained horsemen and wanted to win parliamentary freedom, but his aims were shattered in the process because of the upcoming events.

The event of paramount importance was when Cromwell lost his political naivety; he realized that some of his allies are not so eager and he must fight not only on the battlefield, but also on the political scene. Before the crucial battle of Marston Moore, he won several small battles with his unique horsemen, and local newspaper started to write about his growing influence and power. His soldiers boasted self-discipline and hearty relationship to their leader, and all gained victories belonged to God. The recruiting of humble men who feared God was a very clever tactic indeed. The faith in God was weakened because of many losses in 1643 when Cromwell's first failure appeared because of his suddenly weak army. In the political scene he managed to raise the taxes and brought the parliamentary forces together.

The victory in the battle of Marston Moore was the turning point for Cromwell regarding the matter of gaining iron self-confidence, believing that he is the tool of God and having greater influence in the parliament. The crushing defeat of the king was by his words only his merit, and his allies (Fairfax, Manchester, Leven and Scots) were just a backup.

He had unpleasant discords with Manchester because of his hesitating about the ending of war. Manchester's reputation was slightly damaged by recent defeats not only by his faults, but Cromwell's, too. Cromwell stood against him in the Parliament declaring his unwillingness to fight. Manchester gathered his allies Essex and the Scots, because all of them feared Cromwell's radicalism and wanted to arrange agreement with the king. *The Order of selflessness*, which meant that the Member of Parliament cannot serve in the army, was redemption for Cromwell. He got an exception, because his leadership was indispensable, and he won two closing battles at Naseby and Langport. In this period, the undefeated leader preferred the army, and he constantly pushed freedom of religion, which was something that opposition did not like.

The most important issue, which lasted from 1646 to 1649, was to calm down the conflicts between the Presbyterians and Independents. Some of them wanted the return of the king, and they prepared some plans for it, and even Cromwell was against terminating the king until the very end. However, in 1649 he became a fanatic in the small group which wanted to remove the king at all costs. In this period, he was solving the negative attitude of the Parliament towards the army. The Parliament wanted to cancel or considerably restrict it, and even Cromwell himself agreed with it, because he had left the army before. When he came back, the rebellion in the army already broke out, so he was not the cause of it. He became a mediator between the Parliament and the army. His true personality appeared when he was persuading the army to solve everything with a peace, because it would be permanent and would survive for many generations. The real problem was the wing of the radical Levellers with the leader called John Lilburn who honoured only the fight.

After the king fled (probably, Cromwell was not involved in this, because it would make it harder to gain reconciliation with the king), Cromwell started to make an agreement with the Scots, refusing any negotiations with the parliament. The fact that the king started the second civil war in 1648 (the Scots invaded England, and the Royalists rebelled in the north of England and the South of Wales) was the main reason of his turnover against the king. Cromwell defeated both threats and made peace with new political representation in Scotland. Charles I was the war criminal who threw England in the terror of civil war again, and he was also a sinner whose death determined God's blessing. Cromwell's religious beliefs which got him in politics also "forced" him to execute the king.

Sources:

1. *Oliver Cromwell*. COWARD, Barry. 1. vydání. Praha: Prostor, 2000. ISBN: 80-7260-033-8.

2. *Oliver Cromwell a jeho doba*. BARG. M.A, 1. Vydání. Praha: Naše vojsko, 1957. ISBN: (neuvedeno)

Glossary: cunning = characteristic of very smart and tricky person, staggering = amazing, influence = have an impact on something, reconciliation = a state when someone restores friendly relations with someone, indispensable = absolutely necessary, dissolution = the action of formally ending of dismissing an assembly, partnership, or official body, discords = disagreement between people

6.1 The first task: Questions, gradation of adjectives

LEVEL: Intermediate, Students in the last four years of grammar school

DURATION: 20–30 minutes

TOOLS: Worksheet, dictionary, History textbook

AIM: Knowledge of Oliver Cromwell's life and personality, reading comprehension, adjectives – comparative and superlative forms, new vocabulary

Teacher's notes:

Procedure:

- Tell the students that there are no quotations in the student's handout
- The sources are at the bottom of the text, and it can be used when the students write the paper

The First task:

Try to answer the given questions:

- Pre-reading part
- Introduction can be done in 5 minutes
- This can be done either as an individual or pair work (one student can search in the history book, the other can search for unknown words in the Czech-English dictionary)
- It can be done within 20 minutes
- To make it faster, appeal the students for trying to answer some questions and having a general discussion about it

Exercise:

1. Do you know, or can you guess who Oliver Cromwell was?
2. Why are there only few sources of Oliver Cromwell's earlier life?
3. Without using a History textbook, do you think that Oliver Cromwell became a good politician, or a feared general or both and why?
4. Can you name someone who had the same life journey and fate?
5. Do you think that if you want to be a good politician, you have to be treacherous (capable of doing bad things)?

6. Can the army and politics be good friends?

Try to answer the questions using the student's handout and your History book

- Post-reading part
- This can be done either as an individual or pair work
- You can project the film about it and let the students write down the answers
- It can be used as an extra work for the faster students (length 10–15 minutes)
- It can be used as homework for the others who will not finish in time, and then you can test it orally during the next lesson

Exercise:

1. What was the Cromwell's secret about recruiting new men in his army?
2. Did all the Cromwell's allies have the same intentions and ideas how to deal with the king, or were there any of them against the Lord Protector?
3. After what famous battle did Cromwell gain iron self-confidence and became "an instrument of God"?
4. Did Cromwell want to destroy Charles I from the beginning of the English Civil War?
5. Who caused the second civil war and who won it?
6. What or who was the inner threat in the army? How did the threat end?
7. How did Cromwell solve the conflict between the army and parliament? Was he successful in the end?
8. Was the Cromwell's faith the main reason why he let execute the king?

9. Do you think Oliver Cromwell was the hero of the English Civil War or the villain of the story?

Key:

1. The clever tactic was that he was recruiting humble men who feared God. No, Manchester hesitated to end the war.
2. The battle of Marston Moore
3. No, he did not want to.
4. The second civil war was caused by Charles II. The Parliament won the second civil war.
5. The radicals, called the Levellers, were the inner threat in the army and they were massacred by Oliver Cromwell.
6. He tried to make balance between the army and Parliament but without success.
7. Yes, he said that he was a sinner whose death determined God's blessing.
8. Student's opinion

The Second task:

Try to write the comparative and superlative forms of the given adjectives:

- It can be done within 15 minutes
- It can be used as regular task in a lesson or as homework
- The students who will finish earlier can try to distinguish what adjective is gradated by analytic or synthetic gradation and write down the sentences with the superlative form to memorize it.

1. Dominant – –
2. Interesting – –
3. Clever – –
4. Cagy – –
5. Early – –
6. Late – –
7. Staggering – –
8. Long – –
9. Short – –

10. Bad –
11. Important –
12. Eager –
13. Small –
14. Weak –
15. Great –
16. Hard –
17. Crushing –
18. Little –
19. Many –
20. Zealous –

Key: 1. Dominant-more dominant-the most dominant, 2. Interesting- more interesting-the most interesting, 3. Clever-cleverer-the cleverest, 4. Cagey-cagier-the cagiest, 5. Early-earlier-the earliest, 6. Late-later-the latest, 7. Staggering-more staggering-the most staggering, 8. Long-longer-the longest, 9. Short-shorter-the shortest, 10. Bad-worse-the worst, 11. Important-more important-the most important, 12. Eagerly- more eagerly- the most eagerly, 13. Small-smaller-the smallest, 14. Weak-weaker-the weakest, 15. Great-greater-the greatest, 16. Hard-harder-the hardest, 17. Crushing-more crushing-the most crushing, 18. Little- less- the least, 19. Many-more-the most, 20. Zealous-more zealous-the most zealous

6.2 The second task: Form of verbs, changing of word forms

LEVEL: Elementary, Intermediate, Fifth grade to Ninth grade of elementary school

DURATION: 20–25 minutes

TOOLS: Student's handout, Czech- English dictionary

AIM: Practising the present forms of verbs, knowledge of changing of word forms

Teacher's notes:

Procedure:

- Introduction of the task can be done in 5 minutes
- Individual work of the students
- Check the results in the groups or together

The first task:

Find at least 15 verbs in the past or past participle form and create present forms (include the third person singular):

- It can be used as homework or individual work during the lesson
- This can be done either as an individual or pair work
- It can be done in 10–15 minutes

Exercise:

1.
2.
3.
4.
5.
6.
7.
8.

Key:

Example:

1. Led (past form) -Lead (present form) -Leads (third person singular), 2. Begun (past form) –Begin (present form) –Begins (third person singular), 3. Marched (past form) –March (present form) –Marches (third person singular), 4. Realized (past form) – Realize (present form) –Realizes (third person singular), etc.

The second task:

Find at least 12 adjectives and change them into nouns:

- Individual work
- It can be done in 10 minutes
- It can be used as homework or task during the lesson

Exercise:

1.
2.
3.

4.
5.
6.
7.
8.

Key:

Example:

1. Religious – Religion, 2. Political – Politics, 3. Personal – Person, 4. Great -
Greatness

6.3 The third task: Quiz

LEVEL: Intermediate, Students in the last four years of grammar school

DURATION: 10–15 minutes

TOOLS: Historic book, Czech–English dictionary, knowledge from the student’s
Handout

AIM: Practising the earned knowledge about Oliver Cromwell and the English Civil
War

Teacher’s notes:

Procedure:

- Tell the students that they should memorize the information from the student’s
handout for the next lesson
- It can be done in 10 or 15 minutes
- Check the results in groups or together

The first task:

Answer the following questions:

- The students can use the History textbook
- Individual work or pair work
- The fastest student or a pair gets an A

Exercise:

1. When was Oliver Cromwell born?
2. What were the names of Cromwell's parents?
3. When did his father die?
4. He was attending free high school in Cambridge from to His soldiers boasted hearty relationship to their leader and all gained victories belonged to
5. When the king was leaving the country in, Oliver joined the group of people who were afraid of king's betrayal and subsequent dissolution of
6. In his parliamentary speech from, he says that he has noble origins but he never lived in staggering highs or in the shadow.
7. However, in he became a fanatic in the small group which wanted to remove the king at all costs.
8. The main cause of Cromwell's turnover against the king was that he started in
9. The which prohibited a Member of Parliament to serve in the army, was like redemption for Cromwell.

Key: 1. He was born in the 25th of April 1599, 2. Robert and Elizabeth, 3. 1620, 4. 1616, 1617, 5. self- discipline, god, 6. 1641, Parliament, 7. 1654, 8. 1649, 9. the second civil war, 1648 Order of selflessness

The second part:

Use student's handout and think your own quiz up.

- It can be used as homework or as extra work for students who will finish earlier
- The next lesson, the students will swap their quiz with their classmates and try to complete it and then check it

Exercise:

Conclusion

This bachelor thesis provides several outcomes and displays the major problems which led to the conflict and how the political environment was changing in the country during and after the conflict. The practical part of this work shows that if some parts of the topic are well transformed into the worksheets, the teacher can teach his/her students both foreign language and history simultaneously.

The first handicap of the Stuart dynasty appeared during the reign of Elizabeth I; Instead of intimidating people by the Spain army and setting up the taxes to cover the war expenses, she sold the land to the middle class leaving the future kings vulnerable to loans. That is the reason why the Stuarts seemed to have budget problems whenever they wanted to start war. The kings were suddenly closely connected with the parliament, which caused serious troubles. Because of the constant lack of money, the kings, mainly Charles I, ordered the Parliament to give the Crown a great amount of money for wars with Spain and France, but the position of the Parliament was beginning to grow, and they were aware of the shaken position of the king, so they wanted more and more privileges.

All of the bibliography and electronic sources agree that the behaviour of Charles I, and in fact all the kings of the Stuart dynasty, caused problems with the parliament. The kings believed in their divine right, and the Parliament had only the subordinate position from their point of view. The unseen phenomenon of the dissolution of various parliaments by James I, Charles I and even later Oliver Cromwell appeared. The conflict itself was won by Oliver Cromwell's "New Model Army" and by the fresh and modern thinking of the parliament. The old thinking was replaced by the new one. It was a long journey from the execution of Charles I, from the English Monarchy to the Commonwealth of England (1649–53) and then the Protectorate (1653–59) to return to the constitutional monarchy with a fully functioning parliamentary system.

The mixture of many types of religion and sects played a huge role in the conflict. The majority of the Stuart's kings inclined to Catholicism, and Charles I made a crucial mistake by making William Laud, who was the leader of Arminianism, the Archbishop of Canterbury. The actions of William Laud were contrary to the thinking of the Englishmen, who were mostly the Calvinists. An the activist Puritan movement wanted the reformation of the Church of England to become clean without any Catholic influence once again. The followers of the Scottish Presbyterianism wanted to bring their religion

into England, because Scotland had a strong position during the Civil War. Catholicism was always there in a hidden form, and Charles I and even his son Charles II inclined to it strongly. The Catholics themselves were hunted and persecuted, because Protestantism had very strong roots in England. Religion was not stable after the Civil War. The turning point came with the Glorious Revolution during which the Church of England destroyed Christian worshipping and gained a monopoly position in the country. The precedent that an English monarch cannot govern without the consent of Parliament was created.

English history is filled with plenty of bloodshed, and that might be the reason why the United Kingdom has such a strong tradition, economy and a dominant position in Europe. The Civil War was cruel, and it seemed that the country cannot recover from it, but England recovered and took the best from the conflict.

The practical part brings a great teaching aid. The student's handout can be reworked and used for many exercises in the English language and history. It can be used at both elementary school and high school. Teachers have to be careful with how they create it, because they have to think about the students for whom they are preparing it. The positive thing about the student's handout is that it is extremely versatile. It can be used for the individual work during a lesson or in groups. The ability of independency and working in groups are taught besides the subject knowledge. The student's handout can be used with presentation, film or using a computer.

The great thing about working on this bachelor thesis was that there was a sufficient number of bibliography and electronic sources from which the information for the whole thesis has been drawn. However, as it has already been mentioned, the topic is very wide, and it is extremely difficult to orientate in all the events which happened during it. Another difficulty connected with the first one is that some chapters, especially the chapter that deals with consequences of the conflict, cannot be properly explained with all the important things on such a small place. The consequences could be a wide topic for another bachelor thesis. There are so many questions which could be studied and described in detail, and therefore another thesis concerning this topic could be focused solely on religion, equipment of the army, foreign policy of England or the Protectorate itself.

Sources

Printed sources

BARG, M. *Oliver Cromwell a jeho doba*. Praha: Naše vojsko, 1957, 266 s. ISBN: neuvedeno.

CANNY, N. *The Oxford history of the British Empire: The Origins of Empire*. New York: Oxford University Press Inc., 1998, 507 s. ISBN 0-19-820562-7.

COWARD, B. *Oliver Cromwell*. Praha: Prostor, 2000. 215 s. ISBN: 80-7260-033-8.

DAVIES, N. *Ostrovy: dějiny*. Praha: BB art, 2003, 975 s. ISBN 80-7341-090-7.

CHURCHILL, W. *Dějiny anglicky mluvících národů*. Praha: Český spisovatel, 1998, 306 s. ISBN 80-202-0647-7.

KOVÁŘ, M. *Stuartovská Anglie*. Praha: Libri, 2001, 359 s. ISBN 80-7277-059-4.

KOVÁŘ, M. – TUMIS, S. *Zrození velmoci: Anglie (Velká Británie) na cestě k postavení první světové mocnosti (1603-1746)*. Praha: Triton, 2007, 185 s. ISBN 978-80-7254-939-9.

MILLER, J. *Odložený zrod Leviatana: krize raně Stuartovské monarchie (1603-1641)*. Praha: Argo, 2006, 227 s. ISBN 80-7203-695-5.

MORGAN, K. O. – KOVÁŘ, M. – POLIŠENSKÝ, J. *Dějiny Británie*. Praha: NLN, Nakladatelství Lidové noviny, 2011, 656 s. ISBN 978-80-7106-432-9.

VODIČKA, P. *Kavalíři, puritáni, královrazi: anglická občanská válka 1642-1649*. Praha: Epoque, 2009, 297 s. ISBN 978-80-7425-013-2.

Internet sources

BRITISH BATTLES. *The Battle of Edgehill: The First Battle of the English Civil War* [online]. [cit. 26.02 2014]. Available from: <http://www.britishbattles.com/english-civil-war/battle-edgehill.htm>

FOARD, Glenn. *Battle of Marston Moor* [online]. 2001-2014. [cit. 23. 02. 2014] Available from: <http://www.battlefieldstrust.com/resource-centre/civil-war/battleview.asp?BattleFieldId=24>

HICKMAN, Kennedy. *English Civil War: Battle of Marston Moor* [online]. [cit. 12.03 2014]. Available from: <http://militaryhistory.about.com/od/battleswars16011800/p/marstonmoor.htm>

HICKMAN, Kennedy. *English Civil War: Battle of Naseby* [online]. 2014. [cit. 23.02. 2014].

Available from: <http://militaryhistory.about.com/od/battlewars16011800/p/naseby.htm>

ROSS, David. *The Battle of Naseby* [online]. [cit. 23. 02 2014]. Available from: <http://www.britainexpress.com/History/battles/naseby.htm>

THE BRITISH MONARCHY. *Charles I (r. 1625- 1649)* [online]. The Royal Household Crown Copyright. [cit. 28. 02. 2014]. Available from: <https://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/CharlesI.aspx>

THE CIVIL WAR. *The personal Rule of Charles I.* [online]. Parliamentary Copyright. [cit. 29. 02. 2014] Available from: <http://www.parliament.uk/site-information/copyright/>

TRUEMAN, Chris. *The Battle of Edgehill* [online]. 2000-2013. [cit. 28. 02. 2014]. Available from: http://www.historylearningsite.co.uk/battle_edgehill.htm

TRUEMAN, Chris. *The Battle of Naseby* [online]. 2000-2013. [cit. 23. 02. 2014]. Available from: http://www.historylearningsite.co.uk/battle_naseby.htm